

# Strategic Plan Objectives 2022-2023

## Cultural Competence

**Goal: To cultivate an empathetic, inclusive and equitable school community that values and encourages respect, voice and agency for all**

**Guiding Principle: A culturally competent system that fosters a deep sense of belonging and strengthens the educational experience and overall success for all children.**

Agreed upon definitions:

Agency: A point at which views translate into actions such as making decisions, and influencing change. (Empowerment) The concept of “student agency” involves four distinct components. The first three are temporally linked covering future, present, and past:

- Setting advantageous goals;
- Initiating action toward those goals; and
- Reflecting on and regulating progress toward those goals: and
- A belief in self-efficacy - whether one believes they can act with agency actually enhances or diminishes that agency

Competence: Implies having the skill and capacity to work effectively with culturally diverse individuals.

Culture: A common set of beliefs, norms, values, perceptions, and connections that help define us as individuals and refers to a shared set of attributes.

Voice: The ability to express views freely, and be heard. In education, student-voice refers to the values, opinions, beliefs, perspectives, and cultural backgrounds of individual students and groups of students in a school, and to instructional approaches and techniques that are based on student choices, interests, passions, and ambitions.

<b>Action Steps</b> <i>What Will Be Done?</i>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b> <i>(How will you know that you are making progress? What are your benchmarks?)</i>
<p><b>Increase student voice/agency within the K-12 system</b></p> <ul style="list-style-type: none"> <li>● K-5 - Continue to fully train staff and implement Responsive Classroom</li> <li>● PMS               <ul style="list-style-type: none"> <li>○ Addition of new clubs</li> <li>○ Administrative meetings with clubs to discuss desired changes to policies</li> <li>○ Student surveys (e.g., climate surveys, policy surveys, polls, etc.)</li> <li>○ Collaborating with students to plan activities.</li> <li>○ Continued work with students and Pelham Together to plan activities targeted to student interests</li> </ul> </li> </ul>	<p><b>Traci Holtz, Asst. Superintendent for Pupil Personnel Services</b></p> <p><b>Building Administrators</b></p>	<ul style="list-style-type: none"> <li>● K-5 - Percentage of staff trained</li> <li>● PMS               <ul style="list-style-type: none"> <li>○ Club listings, meeting minutes</li> <li>○ Students report that they feel they have a</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>○ Shift of No Place for Hate responsibility from faculty led SWAT Team to student-led NPFH club.</li> <li>○ Superintendent Advisory meetings with students</li> <li>○ Student selection of culminating projects in 8th grade (MYP Community Project)</li> <li>● PMHS <ul style="list-style-type: none"> <li>○ Addition of new clubs approved via Student Association &amp; Administration</li> <li>○ Administrative open lunches to meet with and hear from students</li> <li>○ Student surveys including those coordinated by the PelMel, Student in Association and PMHS administration</li> <li>○ Student representation on district committees</li> <li>○ Career Panels targeting a range of professions and student interests</li> </ul> </li> <li>● K-12 <ul style="list-style-type: none"> <li>○ Welcome new children and families in structured ways</li> <li>○ Support introduction of DEI Coordinator as a student and family liaison</li> </ul> </li> </ul>	<p><b>Building Administrators</b></p> <p><b>Director of Counseling</b></p> <p><b>ENL Coordinator</b></p> <p><b>Building Administrators</b></p>	<p>voice in school policies and decisions. Students report engagement outside of the school day</p> <ul style="list-style-type: none"> <li>○ High participation rate in extracurricular activities and events</li> <li>○ Student engagement and satisfaction in MYP Community Projects and other Service as Action work</li> <li>○ Job posting</li> </ul> <ul style="list-style-type: none"> <li>● PMHS <ul style="list-style-type: none"> <li>○ Club listings</li> <li>○ Committee membership listings</li> <li>○ Lunches and career panels held</li> <li>○ Survey results</li> </ul> </li> <li>● K-12 <ul style="list-style-type: none"> <li>○ Structured process outlined and implemented</li> </ul> </li> </ul>
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<p><b>Examine curriculum, instruction, resources, and assessments to ensure that they reflect principles, values and lessons of inclusivity and equity</b></p> <ul style="list-style-type: none"> <li>● K-12 <ul style="list-style-type: none"> <li>○ Develop rubric with equity standards for curriculum development <ul style="list-style-type: none"> <li>■ Review proposed rubric with administrative team (spring 2022)</li> <li>■ Review rubric with teaching staff, K-12, (fall 2022)</li> <li>■ Begin curriculum review process 2022-23</li> </ul> </li> <li>○ Strengthen support and resources for ENL students/programs <ul style="list-style-type: none"> <li>■ Continued collaboration between ENL and subject-area teachers</li> <li>■ Consistent grading policies for entering-level ENL students</li> <li>■ Modifications checklists</li> <li>■ Individual student profiles and goals developed and shared with subject-area teachers</li> </ul> </li> </ul> </li> </ul>	<p><b>Dr. Alice Bowman, Asst. Superintendent for Teaching &amp; Learning</b></p> <p><b>ENL Coordinator</b></p>	<ul style="list-style-type: none"> <li>● K-12 <ul style="list-style-type: none"> <li>○ Rubric finalized and implemented according to timeline</li> <li>○ Academic goals, modifications and grading practices in place and used consistently</li> </ul> </li> </ul>
<p><b>Strengthen partnerships with community stakeholders</b></p> <ul style="list-style-type: none"> <li>● K-12 <ul style="list-style-type: none"> <li>○ Continue to partner with community organizations (e.g. PTAC, Pelham Together, Junior League, Public Library, etc.) on joint efforts to promote DEI (e.g. Pelham Together regarding workshops, guest speakers, evening activity surveys, etc. (e.g., Rosalind Wiseman workshops, Trisha Prahu assemblies, etc.)</li> <li>○ Deepen relationships with a wider base of community stakeholders through community engagement sessions</li> </ul> </li> </ul>	<p><b>Dr. Cheryl Champ, Superintendent of Schools</b></p> <p><b>Traci Holtz, Asst. Superintendent for Pupil Personnel Services</b></p> <p><b>Dr. Alice Bowman,</b></p>	<ul style="list-style-type: none"> <li>● K-12 <ul style="list-style-type: none"> <li>○ Documentation of joint events/efforts</li> <li>○ Calendar of engagement sessions</li> </ul> </li> </ul>

	<p><b>Asst. Superintendent for Teaching &amp; Learning</b></p> <p><b>All Administrators</b></p>	
<p><b>Teachers/ admin/ staff/ students routinely exercise awareness and understanding of culturally responsive theory and practice</b></p> <ul style="list-style-type: none"> <li>● K-12 <ul style="list-style-type: none"> <li>○ Develop and implement a PD roll out plan for expansion of Cultural Proficiency to full staff</li> <li>○ Support implementation of Coordinator of DEI as a resource and partner in planning and implementing staff training</li> <li>○ Identify and administer student and staff climate survey to assess culture of dignity, respect and belonging</li> </ul> </li> </ul>	<p><b>DEI Coordinator</b></p> <p><b>Dr. Alice Bowman, Asst. Superintendent for Teaching &amp; Learning</b></p> <p><b>Dr. Cheryl Champ, Superintendent of Schools</b></p>	<ul style="list-style-type: none"> <li>● K-12 <ul style="list-style-type: none"> <li>○ PD plan developed and implemented in coordination with Coordinator for DEI</li> <li>○ Surveys selected, administered, analyzed and used to shape training</li> </ul> </li> </ul>
<p><b>Align recruitment, hiring, and onboarding practices to build a more diverse and culturally proficient staff</b></p> <ul style="list-style-type: none"> <li>● K-12 - Implement Best Practices to promote diversity in hiring, developing and retaining diverse staff with the ultimate goal of attracting the most highly qualified professionals to work with our children: <ul style="list-style-type: none"> <li>○ Participate in regional candidate recruitment fairs, as well as expand participation in recruitment opportunities beyond the local area to diversify candidate pools</li> <li>○ Explore partnerships with colleges and universities with diverse populations</li> <li>○ Identify ways to improve the onboarding / new teacher and administrator mentoring program</li> <li>○ Engage in leadership professional development in culturally proficient candidate review, interview questioning, and recruitment practices</li> <li>○ Examine ways to integrate bias training for hiring committee participants to</li> </ul> </li> </ul>	<p><b>Dr. Steven Garcia, Executive Director of HR &amp; Leadership</b></p>	<ul style="list-style-type: none"> <li>● K-12 <ul style="list-style-type: none"> <li>○ Records of participation in recruitment fairs</li> <li>○ Evidence of communications with colleges</li> <li>○ Revision and implementation of revised practices in</li> </ul> </li> </ul>

<p>mitigate bias and promote equity in candidate review</p> <ul style="list-style-type: none"> <li>○ Review screening processes of candidates at the initial application phase</li> <li>○ Continue to diversify hiring committee representation with stakeholders (families, students, staff) and community members</li> </ul>		<p>onboarding/mentoring practices</p> <ul style="list-style-type: none"> <li>○ Records of training and use of culturally proficient practices</li> <li>○ Hiring committee rosters</li> </ul>
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## Authentic Learning

**Goal: Develop innovative problem solvers, critical and creative thinkers, effective communicators and strong collaborators who can apply their knowledge and skills to navigate real-world challenges.**

Agreed upon definitions:

Authentic learning: According to Rule (2006), “The four themes supporting authentic learning are: An activity that involves real-world problems and that mimics the work of professionals; the activity involves presentation of findings to audiences beyond the classroom, use of open-ended inquiry, thinking skills and metacognition, students engage in discourse and social learning in a community of learners, and students direct their own learning in project work.”

<b>Action Steps</b> <i>What Will Be Done?</i>		<b>Evidence Of Success</b> <i>(How will you know that you are making progress? What are your benchmarks?)</i>
<p><b>Continue the journey of exploring and implementing relevant and authentic experiences for all learners [more engaging and empowering (student-centered) inquiry-based, metacognitive learning experiences]</b></p> <ul style="list-style-type: none"> <li>● K-5 - Reinforce and support implementation of rigorous core curriculum <ul style="list-style-type: none"> <li>○ Expansion of Science 21 to Grade 5 with training for all teachers</li> <li>○ Transition to new TCRWP Reading Units</li> <li>○ Continue PD in TCRWP curriculum in support of individualized feedback and small group instruction</li> </ul> </li> </ul>	<p><b>Dr. Alice Bowman, Asst. Superintendent for Teaching &amp; Learning</b></p>	<ul style="list-style-type: none"> <li>● K-5 <ul style="list-style-type: none"> <li>○ Curriculum implemented</li> <li>○ Professional Learning and</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>○ Integrate Phonological Awareness curriculum into Kindergarten Language Arts block</li> <li>○ Explore and pilot Word Study programs (grades 3-5)</li> <li>○ Review and expand integration of current events topics supporting the study of civics/citizenship</li> <li>○ Expand professional development in Math in Focus/Singapore Mathematics</li> <li>○ Continue to realign existing mathematics pacing guides and curricula to reflect revisions in state standards</li> <li>● K-5 - Expand 1-to-1 digital learning devices in grades K-1</li> <li>● K-5 - Identify and study how multiple types of data informs teaching and learning experiences</li> <li>● K-5 - Explore the addition of outdoor classrooms at all schools</li> <li>● 6-8 - Strengthen IB Implementation <ul style="list-style-type: none"> <li>○ Continue to expand and refine eighth grade IB-MYP Community Projects</li> <li>○ 6-8 Implement IB-MYP Assessment Criteria</li> <li>○ Revise curriculum, Action Plan, ATL, etc. in preparation for Evaluation Visit with follow up adjustments to program implementation</li> </ul> </li> <li>● 9-12 - Strengthen Authentic Learning course offerings and teaching and learning practices in STEM <ul style="list-style-type: none"> <li>○ Continue expansion of project based learning in AP science classes (in place of summative final exams)</li> <li>○ 9-12 add STEM based electives in computer science and engineering</li> </ul> </li> <li>● 6-12 - Research and expand Authentic Learning experiences and practices <ul style="list-style-type: none"> <li>○ Expand authentic experiences in the humanities</li> <li>○ Research best practices that connect mathematics to real world applications and are aligned to Next Generation Mathematics</li> </ul> </li> <li>● K-12 - Continued review and alignment of practices <ul style="list-style-type: none"> <li>○ Alignment of reading and writing curricula to reflect Next Generation ELA standards.</li> <li>○ Develop of a unified approach to STEAM Day throughout the district</li> <li>○ Integration of the Pelham Inquiry Cycle as a problem solving approach in classroom</li> </ul> </li> <li>● K-12 - Examine the flexibility and effectiveness of professional learning time and adjust as needed</li> </ul>		<p style="text-align: right;">curriculum writing conducted</p> <ul style="list-style-type: none"> <li>● Devices procured and deployed</li> <li>● Important learnings and respective assessment identified, analyzed, and utilized to inform teacher moves</li> <li>● Plans made and implemented as determined based on funding, resources, etc.</li> <li>● 6-8 <ul style="list-style-type: none"> <li>○ Improvement in Community Project process and product</li> <li>○ Assessment criteria implemented</li> <li>○ Documentation revised and adjusted</li> </ul> </li> <li>● 9-12 <ul style="list-style-type: none"> <li>○ PBL summative assessment</li> </ul> </li> </ul>
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<p><b>Explore, study, and recommend ways to use time more effectively and efficiently in our schools and classrooms.</b></p> <ul style="list-style-type: none"> <li>● K-5 - Evaluate effectiveness of new master schedule</li> <li>● 6-12 - Consult with Dr. Michael Rettig on master schedule redesign to better support Authentic Learning and whole child program needs as well as explore new learning opportunities <ul style="list-style-type: none"> <li>○ Increase exploratory options for students 6-8</li> <li>○ Limit study halls for students 6-8</li> </ul> </li> </ul>	<p><b>Dr. Alice Bowman, Asst. Superintendent for Teaching &amp; Learning</b></p> <p><b>All Administrators</b></p>	<ul style="list-style-type: none"> <li>● K-5 - Discussion of schedule held and adjustments made</li> <li>● 6-12 <ul style="list-style-type: none"> <li>○ Consulting session with Rettig held</li> <li>○ Stakeholder engagement</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ sessions held</li> <li>○ New schedule developed and prepared for implementation</li> </ul>
<p><b>Explore, study, and recommend ways to use space more effectively and efficiently in our schools and classrooms.</b></p> <ul style="list-style-type: none"> <li>● K-12 - Expand flexible furniture in additional classrooms and learning spaces</li> <li>● K-12 - Provide deeper professional learning opportunities for teachers to better understand ways to flexibility use space to engage and empower children</li> </ul>	<p><b>Dr. Alice Bowman, Asst. Superintendent for Teaching &amp; Learning</b></p>	<ul style="list-style-type: none"> <li>● All K and 1 classrooms outfitted with flexible furnishings</li> <li>● PD sessions held to assist teachers in effective implementation of flexible furnishings to engage students</li> </ul>
<ul style="list-style-type: none"> <li>● <b>Embed instructional rounds/walks to support authentic learning</b> <ul style="list-style-type: none"> <li>○ K-5 - Embed instructional rounds/walks to support professional and student growth</li> <li>○ PMS - Create and implement vision for department-specific and/or interdisciplinary instructional rounds</li> <li>○ PMHS - Create and implement vision for department-specific and/or interdisciplinary instructional rounds</li> </ul> </li> </ul>	<p><b>Dr. Alice Bowman, Asst. Superintendent for Teaching &amp; Learning</b></p>	<ul style="list-style-type: none"> <li>● Schedules and learnings from instructional rounds</li> </ul>



## Whole Child

**Goal: Deepen our systemic academic and social-emotional supports for the health, safety, and well-being of the whole child, recognizing that our learners need to balance academic, physical, social, and emotional demands.**

Agreed upon Definitions:

MTSS: Multi-Tiered Systems of Support, formerly known as Response to Intervention (RtI). MTSS is “the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions" (Batsche et al., 2005)

<b>Action Steps</b> <i>What Will Be Done?</i>		<b>Evidence Of Success</b> <i>(How will you know that you are making progress? What are your benchmarks?)</i>
<p><b>Continue to implement research-based approaches to maintaining a mentally and emotionally healthy environment for students.</b></p> <ul style="list-style-type: none"> <li>● K-5               <ul style="list-style-type: none"> <li>○ Expand ICT in the elementary schools; research and implement best practices</li> <li>○ Continue to fully train staff in and implement Responsive Classroom</li> </ul> </li>   <li>● 6-8 - Continue implementation of MTSS meetings, team meetings, and work with outside agencies (e.g., Family Services, SPOA)</li>   <li>● 9-12- Explore ways to deepen and strengthen the impact of DBT skills building</li> </ul>	<p><b>Traci Holtz, Asst. Superintendent for Pupil Personnel Services</b></p> <p><b>Dr. Alice Bowman, Asst. Superintendent for Teaching &amp; Learning</b></p>	<ul style="list-style-type: none"> <li>● K-5               <ul style="list-style-type: none"> <li>○ Additional ICT classes implemented</li> <li>○ Reallocation and/or expansion of special education staff based upon projected student needs</li> <li>○ Responsive Classroom professional development scheduled and conducted</li> </ul> </li>   <li>● 6-8 - MTSS and team meeting schedules/minutes including outside partnership work</li>   <li>● 9-12 - Increased implementation of DBT</li> </ul>

<p><b>Form a district-wide MTSS committee to oversee work and develop a district-wide plan for alignment</b></p> <ul style="list-style-type: none"> <li>● K-12 <ul style="list-style-type: none"> <li>○ Create a shared framework and identify approaches to social and emotional competencies K-12</li> <li>○ Ensure ongoing training for new faculty members, as well as veteran staff, to ensure consistency of implementation with MTSS processes and tiered interventions.</li> <li>○ Provide families with an introduction to the MTSS process</li> </ul> </li> </ul>	<p><b>Dr. Alice Bowman, Asst. Superintendent for Teaching &amp; Learning</b></p>	<p>strategies with students</p> <ul style="list-style-type: none"> <li>● K-12 <ul style="list-style-type: none"> <li>○ MTSS framework developed and implemented</li> <li>○ MTSS added to New Teacher onboarding training</li> <li>○ Training on Tier 1 MTSS for instructional staff, Tiers 2 &amp; 3 for select staff</li> <li>○ Universal screeners selected and implemented at all levels</li> <li>○ Instructional rounds between MTSS committees</li> </ul> </li> </ul>
<p><b>Enhance MTSS District-wide</b></p> <ul style="list-style-type: none"> <li>● K-12 <ul style="list-style-type: none"> <li>○ Provide continued PD and monitoring of fidelity of processes</li> <li>○ Continue to use data to allocate staffing across the district</li> <li>○ Implementation of Branching Minds (K-12)</li> </ul> </li> </ul>	<p><b>Dr. Alice Bowman, Asst. Superintendent for Teaching &amp; Learning</b></p>	<ul style="list-style-type: none"> <li>● K-12 <ul style="list-style-type: none"> <li>○ Evidence of fidelity in instruction noted in teacher observations</li> <li>○ Evidence of consistent data based decision making as a result of school based committee</li> </ul> </li> </ul>

		work product ○ Branching Minds implemented and utilized
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