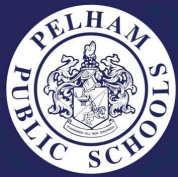




Pelham Public Schools

Work Session: Strategic Plan Growth in the Pelham Public Schools

November 29, 2023



District Vision

The Pelham school community, comprising The Board of Education, administrators, teachers, school staff, parents, students and community members, has **high expectations** and **standards** for all students.

The Pelham school community challenges and inspires its students to become **creative** and **critical thinkers** who make **ethical choices**, to **work** both **independently** and **collaboratively** to **solve problems**, to become **life-long learners** and **responsible citizens** in a **democratic society**, and to be **prepared** for the demands of a **highly technological and global community**.

The Pelham school community **celebrates diversity**, fosters a **sense of belonging** for all children and emphasizes the importance of **contributing to the greater community**.

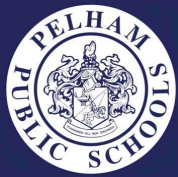
The Board of Education, administrators, teachers, school staff, parents, students and community members all share the responsibility for public education in Pelham.

The Pelham school community is dedicated to **continuous improvement** and is committed to maintaining the flexibility necessary to anticipate and respond to a changing world.



Pelham Then and Now

Demographic Group	2013/14	2022/23
American Indian/Native Alaskan	0	0
Black/African American	6%	5%
Hispanic	15%	16%
AAPI	5%	6%
White	70%	64%
Multiracial	4%	9%
ELL	30	28 (46 by end of year)
SWD	12%	11%
F/RL	9%	13%



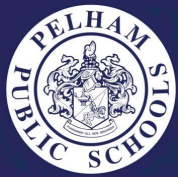
Theories of Action

- Professional Learning and Instructional Leadership
- Data Driven Culture and Multi-Tiered Systems of Support
- Enrichment/Rigorous Course Offerings
- Digital Fluency
- Cultures of Respect and Belonging
- Operational Growth



Pelham Public Schools

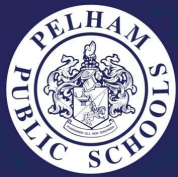
In what ways has the district evolved throughout the last 2 strategic plans?



Strategic Plan 2014-2019

- **Pillar:** Principles and Content of 21st Century Learning
- **Pillar:** Coordinated Networks of Support and Targeted Instruction
- **Pillar:** Social Emotional Development and the Wellness of the Whole Child
- **Pillar:** Professional Culture of Learning, Effective Feedback and Growth

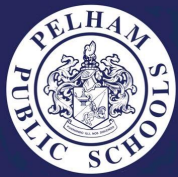
[Strategic Plan 2014-2019 Graphic](#)



Strategic Plan 2019-2024

- **Goal: Cultural Competence**
To cultivate an empathetic, inclusive and equitable school community that values and encourages respect, voice and agency for all
- **Goal: Authentic Learning**
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.
- **Goal: The Whole Child**
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.

[Strategic Plan 2019-2014 Action Plan](#)



Pelham Public Schools

I. 21st Century Learning*

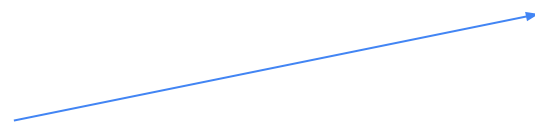


Authentic Learning

II. Social / Emotional Learning*



Whole Child



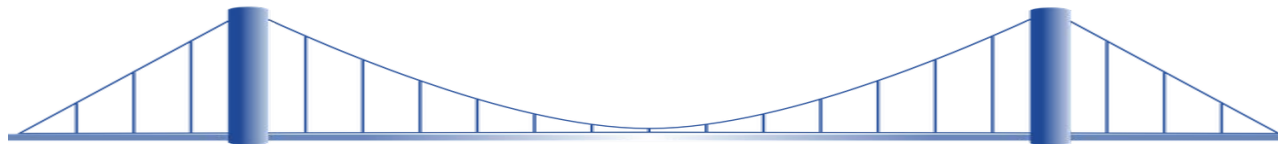
Cultural Competency
**Diversity Task Force Influences*

III. Networks of Support*



Underpins all efforts

IV. Professional Learning*



Developing empowered, adaptable, well-balanced individuals who are equipped to meaningfully contribute to society

OPERATIONS

Category	Then	Now
Elementary Schedule & Structure	Schedules built in isolation, Gaps in shared staff schedule, inconsistent specials approach across grade levels, inconsistent approach to social studies/science instructional approach in Gr. 4-5	Consistent schedule across four schools, shared staff split between paired schools for more efficient use, consistent specials experience across district, Consistent approach to Social Studies and Science curriculum delivery in grades 4-5
Classroom Furnishings	Traditional desks and chairs	Flexible furniture in learning commons/libraries, Hutchinson School, K & 1 classrooms with plan for rollout at all grade levels
Professional Development/Learning	1 Day of New Teacher Orientation, 2 Superintendent's Conference Days with sessions for teachers only	2 days of New Teacher Orientation, 3 Superintendent's Conference Days with sessions for teachers and support staff, safety training, Global Compliance Network training for all staff, PLC days throughout the school year
Accessibility	Only MS/HS and Colonial ADA Accessible, no formalized translation service for non-English speaking families	5/6 schools fully ADA accessible, on-demand translation service for parent meetings, etc., website rebuilt to meet ADA standards, 3 new playground sets with accessible elements

TECHNOLOGY

Category	Then	Now
Devices	Presentation machines in classrooms, SmartBoards, Grant Funded Chromebooks at MS/HS, computer labs	Interactive Panel Displays in all learning spaces, 1:1 Chromebooks K-12 with intentional refresh cycle, iPads for K students, Document Cameras in all classrooms, updated laptops for all faculty, chromecasting in all instructional spaces
Program	Required MS units of study, Limited elective offerings at PMHS, Language labs	K-12 Digital Fluency Curriculum, MS Technology Class, Increased Computer Science Courses at PMHS, Robust software offerings at all levels, Variety of digital screening/practice tools, including Aimsweb, Forefront Screener, DreamBox and IXL
Infrastructure	6 campuses/sites networked, few analog cameras, analog phone systems	Upgraded and expanded District technology infrastructure with web redundancy (from 6 campuses/sites to 9), conversion of all cameras from analog to digital, installation of digital cameras at Glover Complex, Expanded internal cameras at all schools, VOIP phone system

BELONGING & WELLNESS

Category	Then	Now
Student Connection Opportunities	23 Different Sports fielded, 1,242 student Athletes	26 Different Sports fielded including addition of boys swimming, girls golf, girls ice hockey, bowling and unified basketball; 1,476 Student Athletes, 11 new clubs at PMS, 37 new clubs at PMHS
Social-Emotional Curriculum	Varied SEL Curriculum, push-in/pull-out lessons from psychologist, transition activities as students move between levels, post-high school planning program	Responsive Classroom in all Elementary School classrooms, Fly Five Curriculum, School of Character, No Place for Hate and Cultures of Dignity curriculum (MS), Tier 1 Steps A push in lessons at MS/HS, DBT for tier 2 and 3 at MS/HS, stronger transition planning building to building and post high school planning for all including special education students
Human Resources	3 Elementary psychologists with one shared between Colonial/Siwanoy, .5 grant funded MS social worker, 8 School Counselors (MS/HS), 1 Student Assistance Counselor (MS./HS)	4 Elementary psychologist, 2.5 MS/HS social workers, 8 School Counselors (MS/HS), 1 Student Assistance Counselor (MS./HS)
Diversity/ Cultural Competence	Diversity Task Force and Action Plan, Diversity showcases, Speaker Series, Welcome Card, Website Translation	Strategic plan action items, Cultural Competence Committee Recommendations, diversification of classroom libraries and instructional resources, Cultural Proficiency training, CC/DEI committees at all schools (partnership with PTAs), Calendar of recognitions, Hiring practices to promote more diverse staff (e.g. participation in NEMNET and Diversity jobs fair), expansion of communications in more accessible languages, ENL Coordinator

SUPPORTS/MTSS

Category	Then	Now
Support Model	Response to Intervention Model/Academic Intervention Services	Multi-Tiered Systems of Support (MTSS) K-12
Staffing/Program Elementary	<ul style="list-style-type: none">• 2 Reading Specialists, 3 Intervention Teachers total, interventions given to Gr. 3-5 students only, limited access to reading intervention• 3 Elementary psychologists with one shared between Colonial/Siwanoy, part time MS Social worker through grant, push-in education	<ul style="list-style-type: none">• 9 intervention teachers across elementary schools, Wilson reading trained staff in all elementary schools, increased consistency across schools in terms of the strategies and research-based programs used for intervention ELA and Math interventions for students K-5• 4 Elementary Psychologists, one elementary school counselor shared across 4 schools
Staffing/Program Secondary	<ul style="list-style-type: none">• MS/HS Academy/Extended Academy• 8 School Counselors, 1 Student Assistance Counselor, .5 grant funded Social worker	<ul style="list-style-type: none">• Academy Period & Academy Plus, Drop-in Math Tutoring (MS/HS) MS ELA Support and Enrichment classes in Math and ELA, Math interventionist (MS), Regents Seminar classes, HS Learning Labs staffed by teachers, (HS)• 8 School Counselors, 1 Student Assistance Counselor, 2.5 Social Workers

AUTHENTIC LEARNING

Category	Then	Now
Elementary Core Curricula	District/teacher developed ELA, Science, and Social Studies curricula, I/E block with limited ability to provide both ELA and math intervention in addition to other services, Specials schedules varying from year to year based on sections and staffing, music ensembles during school days and lessons pulling out of all subjects	Consistent district wide programs K-5 including Math in Focus, TC Advancing Literacy Readers/Writers program, with research-based programs in phonics (Wilson Foundations) and phonemic awareness (Heggerty), Science 21 Curriculum based on Next Gen. Standards, WIN block at all schools with more flexible ability to provide for ELA/math and other services, Responsive Classroom, Spanish Instruction Gr. 2-5 (FLES), consistent specials schedules, music ensembles before school, with more limited pull out lesson rotation, Outdoor classrooms
Middle School Core Curricula	Standard MS course offerings, Study Skills Class, AIS for students scoring Level 1 and 2 on State assessments, traditional assessments	IB World School, ELA/STEM Enrichment in Gr. 6, 6th grade LOTE in 4 languages including Mandarin, Health and Tech in Gr. 7 & 8, performance assessments in select courses/grades, Gr. 8 Community Project, expansion of co-curricular opportunities and competitions

AUTHENTIC LEARNING

Category

Then

Now

High School Core Curricula

Standard HS curriculum, Writing Seminar required for all. Community Service requirement for all, 18 AP courses, 9 dual enrollment courses

Vertical and horizontal alignment of the 4 subject areas K-12, Standard HS curriculum with 12 dual enrollment and 18 AP Course offerings. Total of 31 new course offerings including more STEAM offerings and all levels of Mandarin, Award winning Science Research program, Writing Seminar required for all. Community Service requirement for all.

High School Outcomes

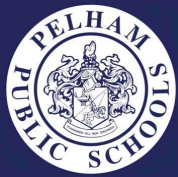
34% of students in Advanced Algebra, 10 seats at BOCES, 69% of students attending top tier of colleges, 620 AP exams administered, 273 students enrolled in dual enrollment courses, SAT reading mean 551, SAT Math mean 574

68% of students in Advanced Algebra, 26 seats at BOCES, 64% of students attending top tier of colleges with more taking gap years, 978 AP exams administered, 394 students enrolled in dual enrollment courses. SAT reading mean 634, SAT Math mean 608



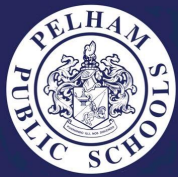
Impact & Results

- 31 New Course Offerings
- 11 New Clubs at PMS
- 37 New Clubs at PMHS
- New Sports - Girls Golf, Girls Ice Hockey, Boys Freshman Basketball, Boys Swimming, Bowling, Unified Basketball



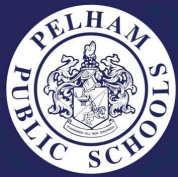
Impact & Results

Outcome	2013/14	2022/23
Number of AP Courses Offered	18	18
Number of AP Exams Taken	620	978
% Students Scoring 3 or More on AP Exams	86%	79%
Number of Dual Enrollment Courses Offered	9	12
Number of Students Taking Dual Enrollment Courses	273	394
Number of AP Courses Offered	18	18



Impact & Results

Outcome	2013/14	2022/23
Graduation Rate	99%	100%
Top College Enrollment Rate	69%	64%*
Four Year College Rate	85%	91%
Two Year College Rate	11%	4%
SAT Critical Reading Mean	551	634
SAT Math Mean	574	608



Breakout Sessions

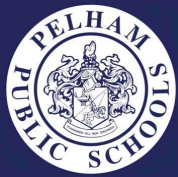
What is the Teaching and Learning Experience Like Now?

- Teaching and Learning in Next Gen Science
- Empowering All Learners: MTSS and Special Education
- Enduring Literacy Skills
- Social Emotional Learning Through Community Building



Top Employment Skills Needed

Skill	Forbes	OECD	McKinsey	WEF
Critical Thinking	x	x	x	x
Digital Literacy	x	x	x	x
Emotional Intelligence	x	x	x	x
Flexibility	x	x	x	x
Creativity	x	x		x
Curiosity -Continuous Learning	x	x		x
Leadership Skills	x		x	x
Self-Awareness		x	x	x



Future Skills

Where do we see the Pelham School heading in the future?

Reflections and Questions?