



STRATEGIC PLAN | 2023-2026

WHERE EXCELLENCE BEGINS WITH EDUCATION

Strategic Plan Update

Educational Affairs Presentation

February 20, 2024

7:00 p.m.

Mission Statement

The mission of Cheltenham School District is to provide inspiration and resources for every student to achieve academic excellence and pursue their highest potential by creating an equitable and inclusive community that fosters social and emotional well-being and a passion for learning.

Vision Statement

“Belong, Engage, Seek Justice” Cheltenham School District is a community where all students know they belong, engage and excel in their learning experience, and are prepared to act as champions of social justice.

3-Step Plan Development Process

Phase 1: Engage

Phase 2: Focus

Phase 3: Execute



PHASE I: ENGAGE



Document the current state of reality and desired future position of the district.

PHASE II: FOCUS



Create a framework for broad direction and priorities for the future in a formal strategic action plan document.

PHASE III: EXECUTE



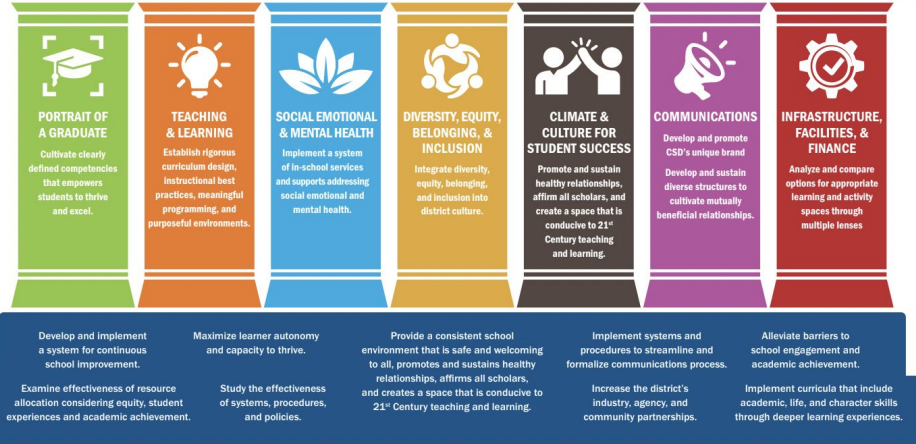
Document specific steps that will be taken in order to accomplish the goals and objectives identified in the strategic plan.

SEVEN STRATEGIC PLAN PILLARS 2023



WHERE EXCELLENCE BEGINS WITH EDUCATION

The mission of Cheltenham School District is to provide inspiration and resources for every student to achieve academic excellence and pursue their highest potential by creating an equitable and inclusive community that fosters social and emotional well-being and a passion for learning.



Action Plans for (7) Pillars

- 1) Portrait of a Graduate
- 2) Teaching & Learning
- 3) Social Emotional & Mental Health
- 4) Diversity, Equity, Belonging & Inclusion
- 5) Climate & Culture for Student Success
- 6) Communications
- 7) Infrastructure, Facilities & Finance



**PORTRAIT OF
A GRADUATE**

Cultivate clearly
defined competencies
that empowers
students to thrive
and excel.

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Pillar 1
Portrait of a Graduate

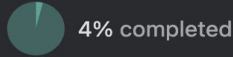
Chair: Dr. Brian Scriven

Primary Goal: Integrate the core competencies of the CSD Portrait of a Graduate (PoG) into the culture of each school community.

Strategies: Provide ongoing professional learning opportunities for staff to deepen their understanding of the core competencies. • Align curriculum with the core competencies, ensuring that they are woven into lesson plans, assessments, and educational activities across all subjects. • Foster interdisciplinary projects and activities that naturally incorporate these competencies. • Implement student-centered learning approaches that empower students to take ownership of their learning and develop the skills outlined in the Portrait of a Graduate. • Encourage project-based learning, collaborative activities, and real-world applications of knowledge.

Performance Measures: An age-level appropriate assessment for students to demonstrate their understanding of, and feedback on, the competencies in the PoG. • Parents/Guardians and Staff survey

Project status:



4% completed

Tasks:



22 Open / 23 Total

Milestones:



0 Open / 0 Total

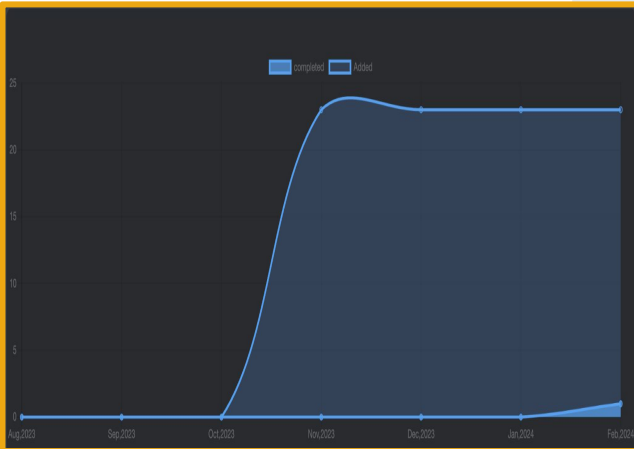
People assigned:



4 Assigned

Highlights:

- Identified core competencies for Portrait of a Graduate (PoG)
- Developed a district-wide communication to staff from the superintendent that provides an overview of the competencies of the Portrait of a Graduate
- Analyzed 2023 student perception data
- Continued work to integrate project based learning (PBL) across the curriculum





**TEACHING
& LEARNING**

Establish rigorous curriculum design, instructional best practices, meaningful programming, and purposeful environments.

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Pillar 2
Teaching and Learning


Co-Chairs: Charlene Collins and Dr. Brian Reilly


Primary Goal: Student success will increase through rigorous curriculum design, instructional best practices, meaningful programming and purposeful environments that maximize learner autonomy and capacity to thrive


Strategies: Curriculum Development and System of Continuous Improvement


Performance Measures:

- Curriculum website with resources for staff, students and families
- Data accountability plan

Project status:  24% completed

Tasks:  32 Open / 42 Total

Milestones:  0 Open / 0 Total

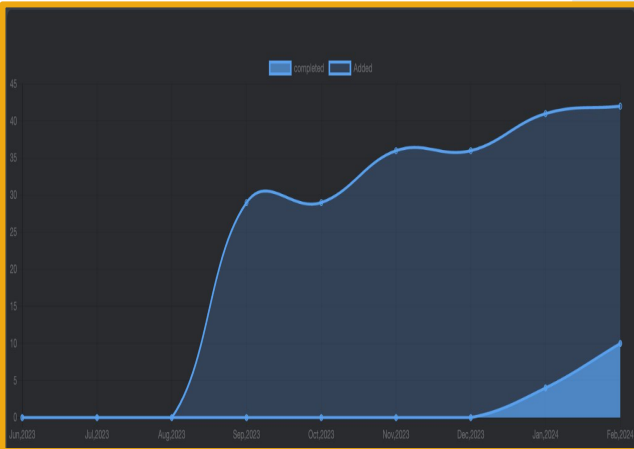
People assigned:  5 Assigned

Curriculum Development Highlights:

- K-12 courses for curriculum design in ELA, Math, Social Studies and Science
- Curriculum evaluation tool
- Curriculum design teams for core content for both elementary and secondary levels

System of Continuous Improvement Highlights:

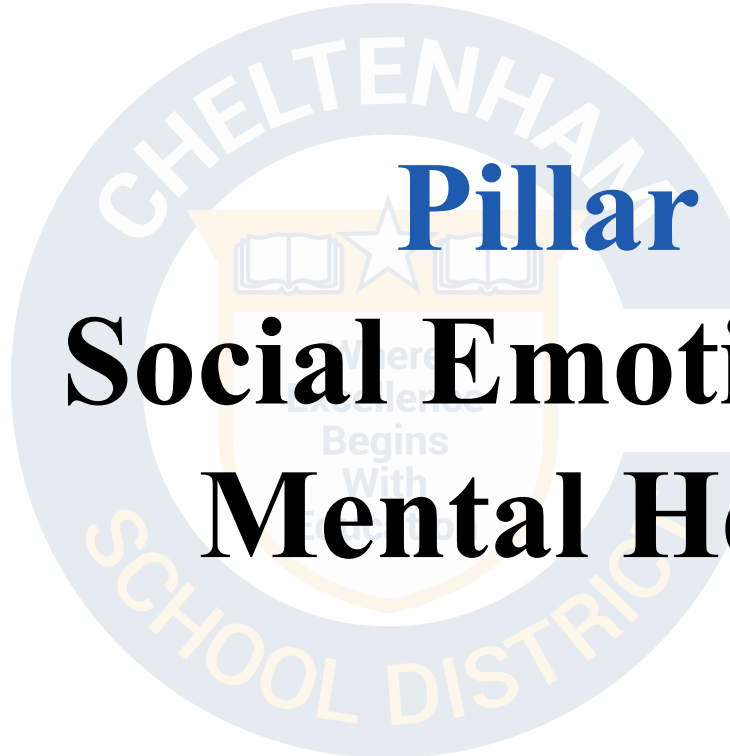
- Hired Data and Curriculum Specialists
- Inventory of data resources
- Continuous School Improvement (CSI) Professional Learning
- Uploaded multiple data resources into Linkit!
- Launched parent and student portal for Linkit!
- Utilization of Linkit! for MTSS
- Evaluation of data visualization tools
- Planning for data dashboards





**SOCIAL EMOTIONAL
& MENTAL HEALTH**

Implement a system
of in-school services
and supports addressing
social emotional and
mental health.



Pillar 3

**Social Emotional &
Mental Health**


Co-Chairs: Jessica Keene and Dr. Cheryl Horsey


Primary Goal: Implement a robust system of in-school services and supports that address students' social, emotional and mental health and alleviate barriers to school engagement and academic achievement.


Strategies: Multi-Tiered Systems of Supports and Social emotional Agency Support


Performance Measures:

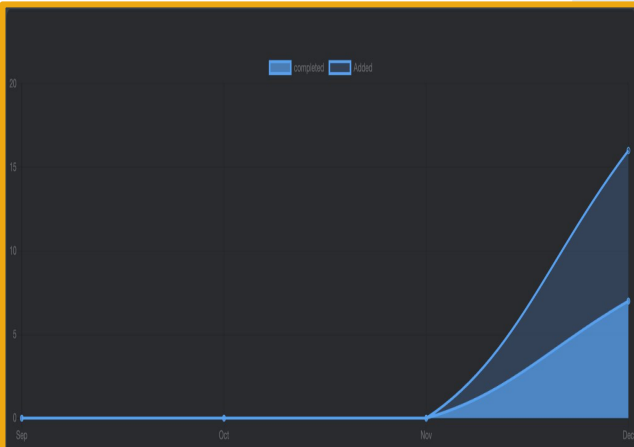
- District emergency report forms
- Pennsylvania Youth Survey (PAYS) data 2023-2024
- Pre/post survey for SEL programmatic initiatives
- Student academic and behavioral data from
- Multi-Tiered System of Supports (MTSS) process

Project status:  44% completed

Tasks:  9 Open / 16 Total

Milestones:  0 Open / 0 Total

People assigned:  4 Assigned



Highlights:

- MTSS structure and template provided to building staff
- MTSS toolkit created
- Staff is being trained on how to use Intervention Manager in LinkIt!
- Universal Screener for behavior completed in Linkit
- 2 District Crisis Interventionists working District wide
- Drug and Alcohol Counselor at Cheltenham High School
- 2 Clinicians at Elkins Park School
- Completion of the 2024 Pennsylvania Youth Survey



DIVERSITY, EQUITY,
BELONGING, &
INCLUSION

Integrate diversity,
equity, belonging,
and inclusion into
district culture.

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Pillar 4
**Diversity, Equity,
Belonging and Inclusion**

Co-Chairs: Drs. Catrambone and Smith

Primary Goal: Continued integration of Diversity, Equity, Belonging, and Inclusion (DEBI) concepts into district culture

Strategies: • Communicate transparently and consistently with the school community about DEBI initiatives, progress, and challenges • Offer training on cultural competence, unconscious bias, and inclusive teaching practices • Review and revise curriculum materials to incorporate diverse perspectives, voices, and contributions • Integrate content that addresses social justice issues and promotes cultural understanding across various subjects • Implement and concentrate on restorative practices from a DEBI lens resulting in an improved teaching and learning environment for the district community. • Collect and analyze data related to student achievement, discipline, and other key metrics to identify and address disparities based on race, ethnicity, gender, and other factors. • Establish partnerships with community organizations, cultural centers, and advocacy groups to support DEBI initiatives.

Performance Measures:

- Social Media Presence
- Community Feedback
- Incident and Discipline Data
- Curriculum Audit
- Classroom Walkthrough Data
- Student Belonging Surveys

Project status:



0% completed

Tasks:



9 Open / 9 Total

Milestones:



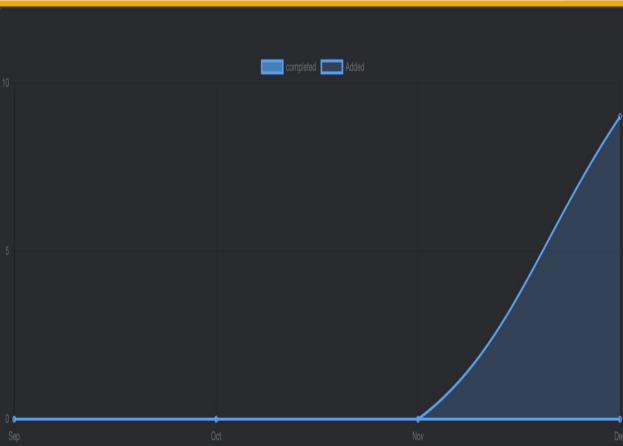
0 Open / 0 Total

People assigned:



4 Assigned

Completed Added



Highlights:

- Student and staff participation in various Delaware Valley Consortium for Excellence and Equity (DVCEE) workshops and initiatives
- Cultural Proficiency and Equity Student Ambassadors Program (CPESA)
- Empathic Storytelling at Elkins Park
- Engagement with local Holocaust Awareness Museum and Education Center
- Student participation in external events to support peers/classmates in extracurricular activities
- Review of restorative practices and discipline policies
- Title IX Training and Workshops
- Central Office membership and attendance in the Pennsylvania Educator Diversity Consortium's (PDEC) monthly meetings and annual conference



**CLIMATE &
CULTURE FOR
STUDENT SUCCESS**

Promote and sustain healthy relationships, affirm all scholars, and create a space that is conducive to 21st Century teaching and learning.

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Pillar 5
**Climate & Culture for
Student Success**

Chair: Jonathan White

Primary Goal: Provide a consistent K-12 environment that is safe and welcoming to all, promotes and sustains healthy relationships, affirms all scholars, and creates a space conducive to 21st century teaching and learning.

Strategies: • Implement and communicate inclusive and non-discriminatory policies that explicitly state the commitment to creating a safe and welcoming environment for all scholars. • Encourage a positive and inclusive school district culture by promoting respect, empathy, and understanding among students, teachers, and staff. • Foster strong partnerships with parents and the local community to create a united front in supporting the well-being and education of all scholars. • Conduct regular assessments of the school environment to identify areas for improvement.

Performance Measures:

- Climate and culture survey
- Measure student and parent/guardian belonging
- Discipline referrals

Project status:



12% completed

Tasks:



15 Open / 17 Total

Milestones:

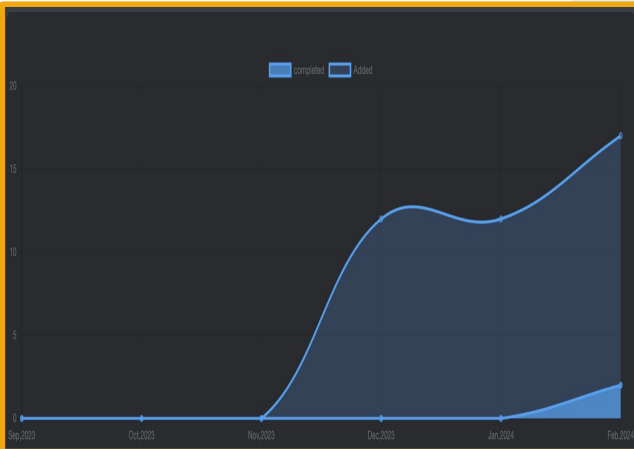


0 Open / 0 Total

People assigned:



4 Assigned



Climate & Culture Highlights:

- Ensure that school facilities are welcoming, safe, and inclusive.
- Regular safety and emergency preparedness drills
- Prioritizes ongoing professional development for teachers and staff, fostering a culture of continuous improvement
- Emphasis on student wellness and restorative practices
- Regularly review district policies to ensure they align with the values and goals of a positive culture and climate. Make adjustments as needed to address emerging challenges or changing needs.
- Collaborate with all building administrators on culture and climate



COMMUNICATIONS

Develop and promote
CSD's unique brand

Develop and sustain
diverse structures to
cultivate mutually
beneficial relationships.



Pillar 6

Communications

Chair: Kevin Kaufman

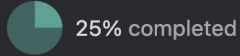
Primary Goal: Develop and sustain diverse structures for communication to cultivate and strengthen two-way communication and build mutually beneficial relationships with our stakeholders to help them understand and engage in the district's vision, educational plans and challenges.

Strategies: Employ a variety of communication channels such as newsletters, emails, social media, websites, and mobile apps to reach a diverse audience with different communication preferences. • Establish advisory committees representing various stakeholder groups, including parents/guardians, teachers, students, and community members. • Seek input from these committees on key decisions and policies, fostering a sense of collaboration. • Publicize and celebrate the district's achievements, milestones, and success stories through various communication channels. • Recognize and appreciate the contributions of stakeholders in the district's success.

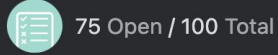
Performance Measures:

- Calendar milestone dates
- Completion of tasks

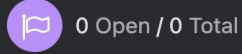
Project status:



Tasks:



Milestones:

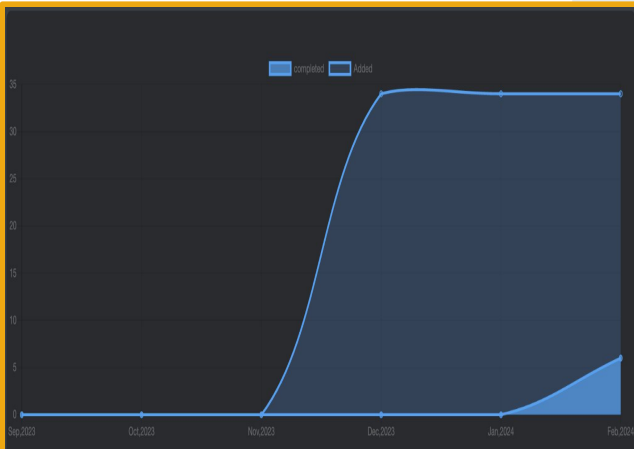


People assigned:



Communication Highlights:

- Branding Initiative
- Finalized Brand Book
- New website template completed; project moving into production
- @Cheltenham internal news share
- Translation services: Translation available for weekly news share





**INFRASTRUCTURE,
FACILITIES, &
FINANCE**

Analyze and compare
options for appropriate
learning and activity
spaces through
multiple lenses

Pillar 7
**Infrastructure, Facilities,
& Finance**

Co-Chairs: Tim Holman and Josh Sweigard

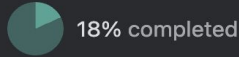
Primary Goal: • Analyze and compare options for district infrastructure needs. • Examine the effectiveness of fiscal resource allocation through an equity lens, student growth-oriented experiences and academic achievement. (ROI = equity, student growth-oriented experiences and academic achievement).

Strategies: Research and benchmark against other school districts or educational institutions with similar infrastructure needs. • Engage with school based construction professionals • Identify best practices and successful strategies implemented by comparable organizations to inform decision-making. • Prioritize identified needs based on urgency, impact on teaching and learning, and alignment with the district's goals.

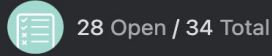
Performance Measures:

- Calendar milestone dates
- Budget and monthly financial reporting

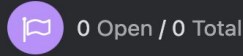
Project status:



Tasks:



Milestones:



People assigned:

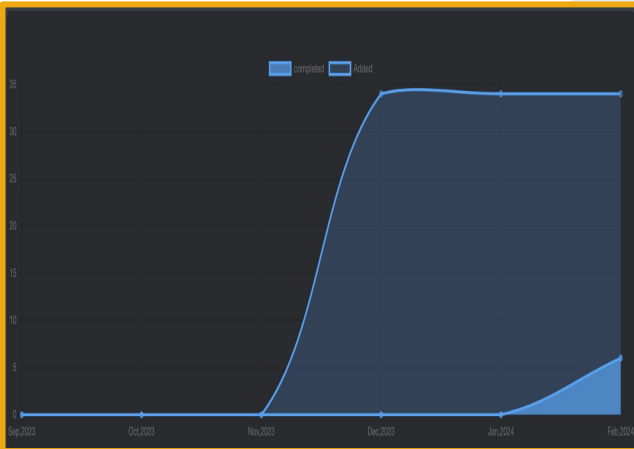


Infrastructure and Facilities Highlights:

- Identify the issues/limitations with District facilities for daily operations.
- Assess the status of current district facilities with categorization of building components.
- Perform a projection of student enrollment to determine future District capacity needs. Focus on grade levels at each school.
- Perform a detailed review of building capacity based on current and projected enrollment. Identify any potential zoning related issues.

Finance Highlights:

- Gather data on staffing levels and staffing requirements.
- Evaluation of enrollment trends. Number of students and demographics of students. Regular versus special ed trends. % of low income students.



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Questions?