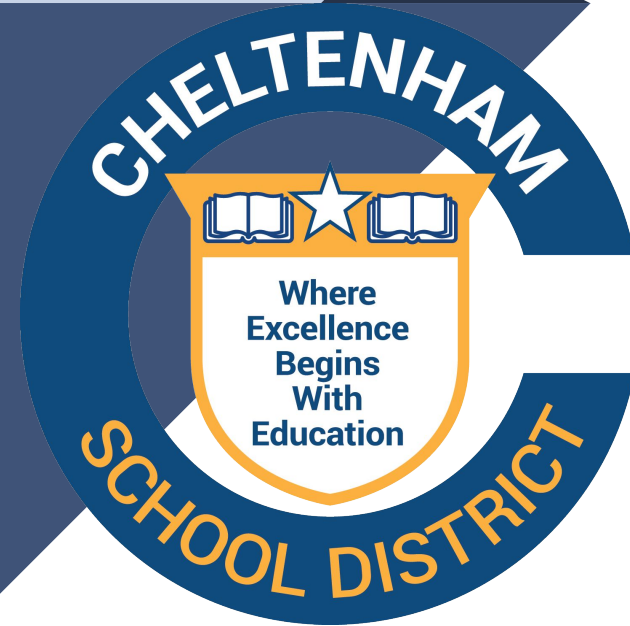


Educational Affairs

Tuesday, January 21, 2025

7:00 PM





**Hosted by the Office of Education
in conjunction with**

Committee Co-Chairs:

Leah Mulhearn, Robyn Murphy, and Dr. Ross Whiting

Facilitating this Evening: Dr. Ross Whiting



Our Essence

Belonging, Becoming, Excelling

Our diversity gives us strength, but our essence defines our purpose, our “why.” It is what connects us physically and emotionally to a greater good. CSD is driven to provide a place where all belong (students, families, staff, community) and where all can become the greatest version of themselves.



Epic Hosts Dress4Success Guest Speaker Ed Krasik



Our Vision and Mission

Our Vision

“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.

Our Mission

The mission of Cheltenham School District is to provide inspiration and resources to 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.



Today's Agenda

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.



❖ The Comprehensive Plan ❖ AI In Cheltenham

The Comprehensive Plan

ShaVon Savage,
Assistant Superintendent

Comprehensive Planning

- We presented a short summary of the process in the November Educational Affairs Meeting
 - School entities in Pennsylvania are required to create a Comprehensive Plan to drive continuous improvement of leadership, teaching, and learning
 - Our plan is due in the Future Ready Comprehensive Planning Portal (FRCPP) in March 2025



From Comprehensive Planning,
<https://www.pa.gov/en/agencies/education/programs-and-services/schools/comprehensive-planning.html>

Comprehensive Planning

- There are a number of other State Required Reports that accompany the Comprehensive Plan
 - ▷ Academic Standards and Assessment Requirements
 - ▷ Gifted Education Plan Assurances
 - ▷ Student Services Assurance
 - ▷ Induction Plan
 - ▷ Professional Development Plan

From Comprehensive Planning,
<https://www.pa.gov/en/agencies/education/programs-and-services/schools/comprehensive-planning.html>

Comprehensive Planning

- Important expectations we've embedded in our process:
 - ▷ "Key members of the staff, and representatives of as many other stakeholder groups as possible, should participate and/or be aware of the planning process."
 - ▷ "A representative group of stakeholders can do the bulk of the work if results and updates are reported back on a regular basis to the full planning team and other stakeholders; especially as critical decision points are reached."
 - ▷ "Decisions about CP goals and solutions must be based on careful consideration of multiple sources of data and research."

From Comprehensive Planning,
<https://www.pa.gov/en/agencies/education/programs-and-services/schools/comprehensive-planning/comprehensive-planning-process.html>

Comprehensive Planning



- “Key members of the staff, and representatives of as many other stakeholder groups as possible, should participate and/or be aware of the planning process.”
 - Comprehensive Plan Steering Committee
 - Gifted Plan Committee
 - Professional Development Plan Committee
 - Teachers (during Early Dismissal Wednesdays)
 - The Office of Education (primarily responsible for the Action Plans that will be crafted for the Priorities/Goals)

Comprehensive Planning

- “A representative group of stakeholders can do the bulk of the work if results and updates are reported back on a regular basis to the full planning team and other stakeholders; especially as critical decision points are reached.”
 - ▷ The Educational Affairs Meetings are the means by which we’ve communicated with the public
 - ▷ Many stakeholders have been involved; the 28 day public response period will be key
 - ▷ The Office of Education has taken the lead in this work

Comprehensive Planning

- “Decisions about CP goals and solutions must be based on careful consideration of multiple sources of data and research.”
 - The process required us to conduct a needs assessment, during which we examined a number of data points, including:
 - Future Ready PA Index Data
 - Local Assessment Data (IXL, Acadience, CDT, ect.)
 - Related Academics (with support from our teachers)
 - Supplemental Plans, including our previous state required reports
- The goals and action plans were drawn from this comprehensive review of data



Comprehensive Planning

- High performing local education agencies share common characteristics, which we look for using the planning process outlined in the FRCPP:
 - Clear and Shared Focus
 - High Standards and Expectations
 - Effective Leadership
 - High Levels of Collaboration and Communication
 - **Curriculum, Instruction and Assessment Aligned with Standards**
 - **Frequent Monitoring of Teaching and Learning**
 - **Focused Professional Development**
 - **Supportive Learning Environment**
 - **High Levels of Community and Parent Involvement**

From Comprehensive Planning,
<https://www.pa.gov/en/agencies/education/programs-and-services/schools/comprehensive-planning/comprehensive-planning-process.html>

Comprehensive Planning

After analyzing strengths and challenges, four ***priorities*** emerged. Each priority has a corresponding goal.

Comprehensive Planning Priority #1

Priority	Goal
The K-5, 6-8 reorganization of our schools will result in a reduction in the number of transitions between schools, and will support our ability to extend the relatively good performance of our elementary and middle schools into 5th and 6th grade.	To reduce transitions between schools, we will reconfigure our school model to include elementary schools that educate students in Kindergarten through 5th grades, a 6th through 8th grade middle school, and a 9th through 12th grade high school, with full implementation by the 2027-2028 school year.

Comprehensive Planning Priority #2

Priority	Goal
We must reinforce our attendance practices to reduce data errors and increase accuracy so we can better support families. We must also focus on student engagement through instructional practices so that our students <i>want</i> to come to school.	We will examine, revise, and reinforce our attendance practices to reduce data errors and increase accuracy, and utilize attendance supports to increase the percentage of students with regular attendance to 90% across the District by the end of this Comprehensive Plan Cycle on June 30, 2028.

Comprehensive Planning Priority #3

Priority	Goal
To increase student engagement, we must design engaging learning experiences for students that are aligned to grade-level standards, scaffolded to address student need, and attuned to student interest. We should provide targeted and effective interventions only after we've provided grade-level instruction and have data to demonstrate a student needs support.	By June 30, 2028, we will develop and implement data analysis protocols designed to inform instruction as part of our professional learning arc. These protocols will be used to monitor the academic achievement data of student subgroups in monthly data discussions that examine instructional strategies, engagement, and interventions.

Comprehensive Planning Priority #4

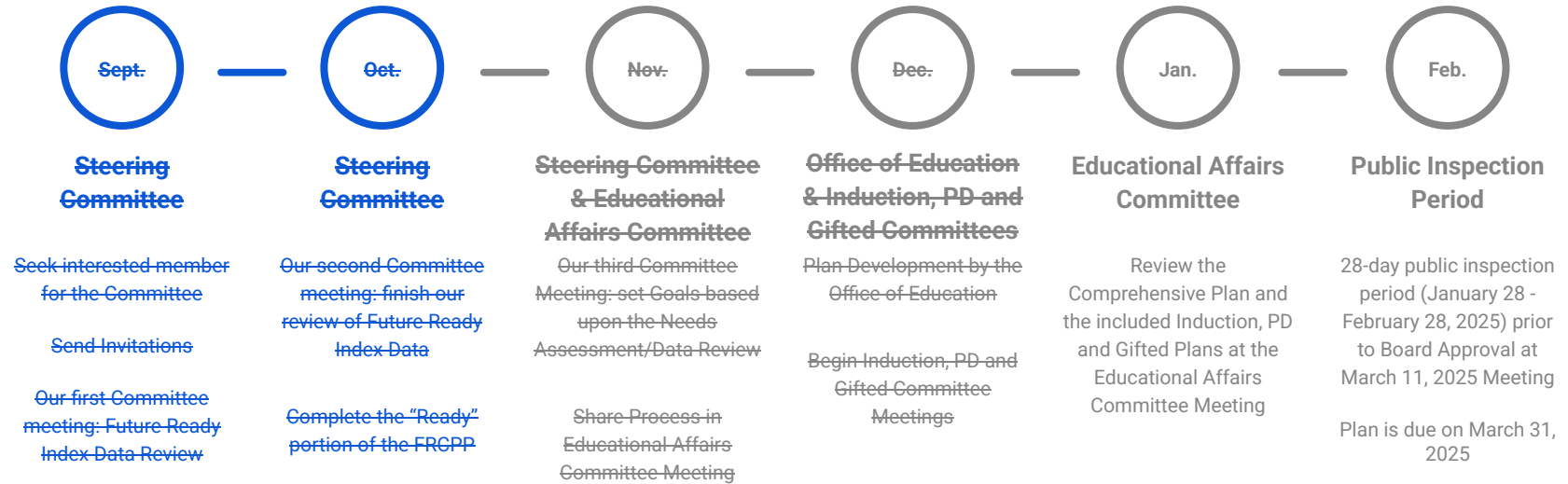
Priority	Goal
If we ensure that we have effective, standards-aligned curriculum and assessments in place, then we will be able to ensure that students are engaged in grade-level standards, thus preventing an opportunity gap.	We will: -redesign our K-12 English Language Arts (ELA), Math and STEM curriculum to ensure horizontal and vertical alignment, -include varied common assessments that allow students to demonstrate their proficiency in multiple ways, and -adopt corresponding high quality instructional materials by the end of this Comprehensive Plan Cycle on June 30, 2028.

Comprehensive Planning

Our next steps:

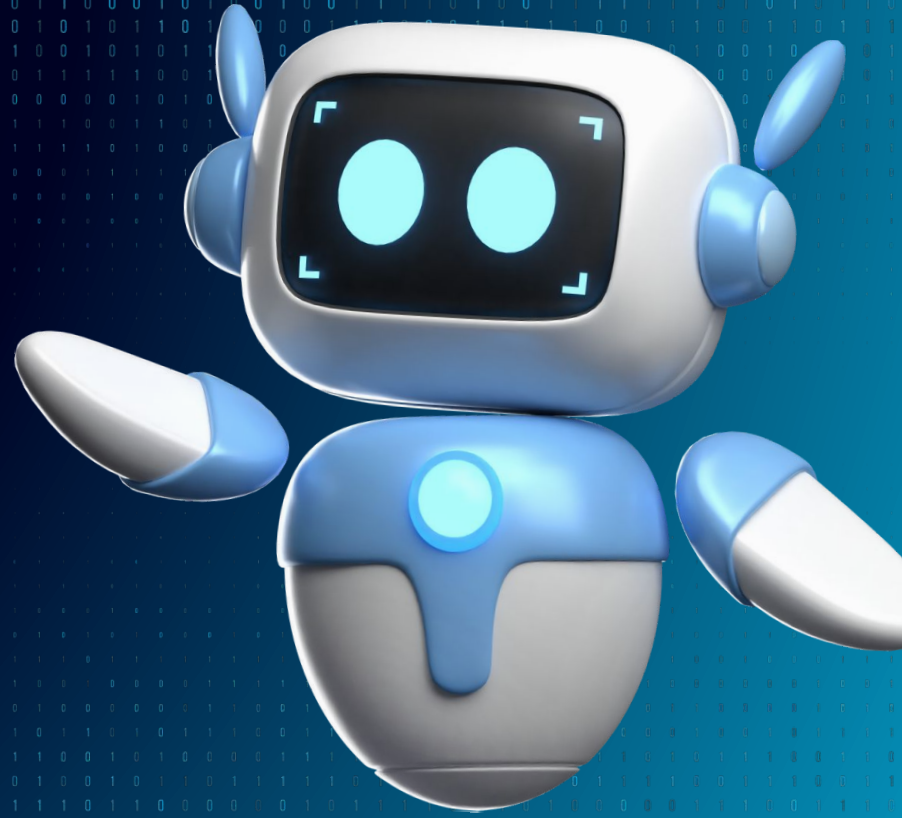
- The Office of Education will complete the Action Plans for each of these goals, focusing heavily on evidence-based strategies.
- The other state required reports that accompany the plan, including the Induction Plan and the Professional Development Plan, will be completed this week, along with the plan assurances.
- The full plan will be posted for 28 days.
- Feedback will be incorporated into the plan as appropriate prior to the plan being placed on the agenda for Board approval on March 11th.

Comprehensive Plan Timeline



AI in Cheltenham

Integration with the Future





CONTENTS

- 1 Our Why
- 2 AI in Surrounding Districts
- 3 The Path to the Future
- 4 AI Committee
- 5 PD and Training Timeline



Our Why

To prepare every student for a world shaped by rapid technological change, Cheltenham School District must integrate AI into our education. By equipping students and teachers with essential skills and fostering an inclusive, innovative environment, we must ensure every learner belongs, excels, and is ready to champion justice in a digital age.

AI education is no longer optional—it's vital to achieving academic excellence and fulfilling our mission to inspire and empower our community for the future.



1

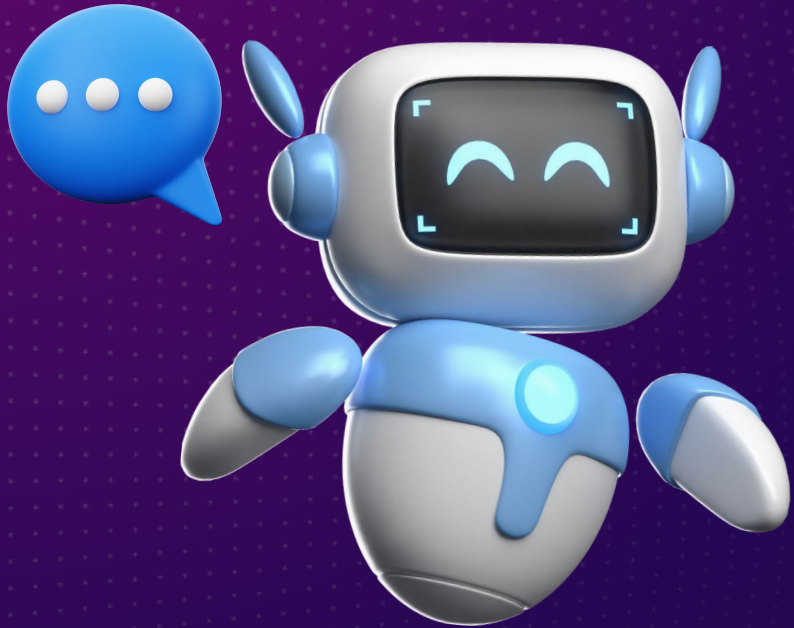
Our Why - The Consequences

Why School Districts must
include A I integration



2

AI in Surrounding Districts



Wissahickon School District

Norristown School District

East Penn School District

Radnor School District

2

Wissahickon School District

Training

AI Cohort - 25 teachers to review
tools, use, and educational use

No purchased AI tools at this time.

Policy

No policy written at present or
upcoming - AI covered under
academic integrity and technology
policies.

2

Norristown School District

Training

AI Work Group - varied
stakeholders from admin and
teachers

Policy

Adopted PSBA policy

2

East Penn School District

Training

AI Work Group - varied
stakeholders from admin and
teachers

Policy

Adopted PSBA policy

2

Radnor School District

Training

Intense AI Roadmap

AI Usage Levels

AI Courses on Schoology for teachers

Pilot various tools

Policy

Teacher and Admin teams

Updated handbooks

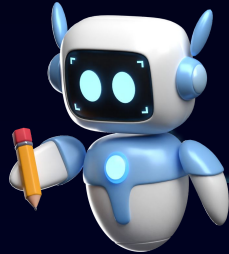
Position statement

Board policies

3 The Path to the Future



Policy Guidelines



Stakeholder Surveys



Potential Policies:

- [PSBA PNN Policy](#)
- [MCIU Policy](#)
- [Dept of Ed AI Toolkit](#)
- [East Penn Policy](#)
- [Radnor Honor Code](#)



Recommended AI Use Policy



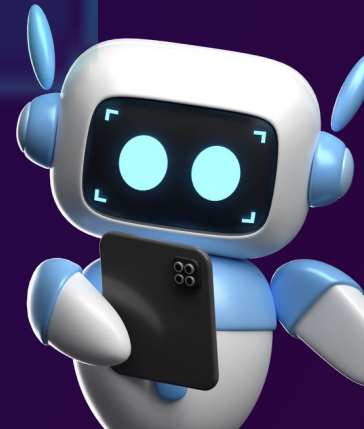
Surveys:

- Student
- Family/Community
- Staff

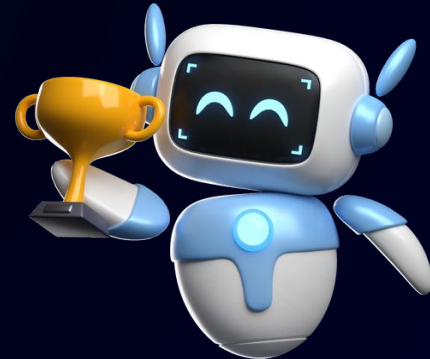
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AI Stakeholder Committee

- Administration, teachers at each level, students, and community member(s)
- Review policy guidance
- Review stakeholder survey
- Finalize district policy, update handbooks, revise honor code(s)
- Develop educational focus areas to enhance Portrait of a Graduate planning



Professional Development & Training Timeline (Slides)



 Questions?

Thank you!