CSD CHELTENHAM SCHOOL DISTRICT

STRATEGIC PLAN | 2023-2026

WHERE EXCELLENCE BEGINS WITH EDUCATION

PERFORMANCE FOUNDATIONS

MISSION: 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: "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.

FACT SHEET

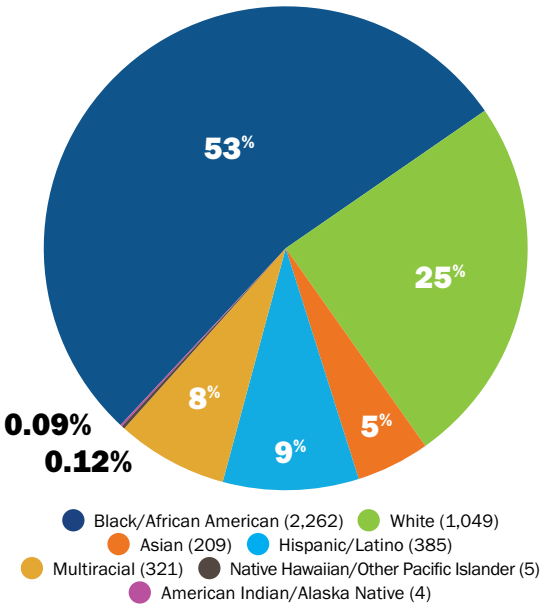
7
Schools

4,235
Students

775
Employees

SCHOOLS	STUDENTS
Cheltenham Elementary	403
Glenside Elementary	408
Myers Elementary	307
Wyncote Elementary	367
Elkins Park School	630
Cedarbrook Middle School	688
Cheltenham High School	1,432

STUDENT DEMOGRAPHICS



ADVANCED PLACEMENT AND HONORS COURSES

30
Advanced placement (AP) courses in Art, English, History & Social Sciences, STEM and World Language & Culture at CHS

350
CHS students who took more than 700 AP tests with 72 percent recording a score of "3" or higher

29
Honors courses across a broad array of subject matter at CHS

2022 SAT SUMMARY*

Student Participation	158
Mean Score	1122
ERW (mean)	586
Math (mean)	535

*CSD was virtual and/or hybrid for the year and, as a result, our participation rate was lower than in previous years.

GRADUATION RATE
94.2%
2021-22
Four-Year Cohort
graduation rate

POST-GRADUATION

75% Percentage of Cheltenham High School graduates who continue a program of higher education

59% Percentage of graduates enrolled in **4-year** colleges

16% Percentage of graduates enrolled in **2-year** colleges

25% Percentage of graduates who do not attend higher education and enroll in the military, participate in a gap year or are employed full-time.

EXECUTIVE SUMMARY

CHELTENHAM TOWNSHIP IS A DIVERSE, SUBURBAN COMMUNITY in Montgomery County, Pennsylvania, which sits on the northwest border of Philadelphia in the heart of the Northern Greater Philadelphia region. The township encompasses the communities of Glenside, Laverock, Edge Hill, Wyncote, Cedarbrook, Chelten Hills, La Mott, Elkins Park, Melrose Park, and Cheltenham Village. The township celebrates a proud history as a stop on the Underground Railroad and as the home of Camp William Penn, a Union Army training camp from 1863 to 1865, notable for being the first training ground dedicated to African American troops who enlisted in the United Army during the American Civil War. Cheltenham Township is rich in diversity, acting as a microcosm of our country, full of families of different racial, religious, social, and economic backgrounds.

Cheltenham School District serves a population of nearly 37,000 residents in its nine square miles. The district operates four K-4 elementary schools, one 5-6 elementary school, one 7-8 middle school, and one high school, serving approximately 4,235 students. The district is fully inclusive and offers a broad range of special education services.

A consultant was hired to assist with developing the strategic plan. Initial work included deep dives into district data and interviews with stakeholders, including students, teachers, administrators, parents/guardians, and community leaders in May 2022. In late May, the consultants hosted a community forum and issued an 18-question survey to the community for feedback on district strengths, challenges and opportunities.

Following the data-gathering phase of the plan development, an advisory board of students, teachers, administrators and parents/guardians convened to distill the feedback from the interviews, community forum and survey into goal areas.

Once the seven goals areas were identified, action plan groups comprising faculty, staff, students and community members spent considerable time developing actionable SMART goals.

Implementation will require a commitment that includes the CSD Board of School Directors, a partnership with town government, the leadership and supervisory teams, teaching and support staff. It will also require parent/guardian, student and community stakeholder buy-in.

The goals are ambitious, but achievable if stakeholders support it at all levels. Resources will have to be prioritized and committed to achieving the mission and vision as proposed.

PHASE I: ENGAGE

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

- Conducted 11 board of school directors and admin structured, individual interviews.
- Conducted focus groups with key stakeholder populations (100+ participants).
- Reviewed mission, vision, and guiding principles of the district.
- Reviewed archival data and reports provided by the district.
- Administered survey of key stakeholder populations (897 respondents).
- Discussed research and best practice around emerging themes from the engage phase.

PHASE II: FOCUS

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

- Reviewed stakeholder feedback and themes from engagement sessions.
- Documented mission and vision and the future direction desired by stakeholders.
- Initiated discussion regarding Portrait of a Graduate concept.
- Developed a draft strategic plan document to serve as a broad outline to guide the future direction of the district. The strategic plan contains:
  - Mission and Vision
  - Global findings, strengths, challenges, opportunities and threats (SCOT) analysis
  - Portrait of a Graduate
  - Strategic goals and objectives
  - Establish action teams and themes

PHASE III: EXECUTE

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

- Administrator planning meeting to guide implementation
- Initial biannual goals, plans and metrics
- Presentation to the board of school directors
- Executive summary

PHASE I: ENGAGE

The survey responses, along with the participation in the interviews and the focus groups, are strong indicators of the support that the community, parents/guardians and staff demonstrate for the school district.

DATA
District Demographic Overview (Enrollment)
Finance Overview (Personnel/Organizational)
Assessments Scores Overview (Data/Performance)
Facilities & Technology Overview (Infrastructure)

PERCEPTIONS
School Directors & Administration Interviews (11 participants)
15 Focus Groups (100+ participants)
Assessments Scores Overview (Data/Performance)
Online Survey Results (897 participants)

DEFINITION OF TERMS

TERM	DEFINITION
Achievement Gap	Observed, persistent disparity of educational measures between the performance of groups of students, especially groups defined by socioeconomic status, race/ethnicity, identified disability, and gender
Best Practices	Existing practices that possess a high level of research-based, widely-agreed upon effectiveness
Curriculum	The subjects, lessons, and academic content taught in a school, specific course, or program
Equity	Fairness achieved through the just distribution of resources based upon each student's needs
Holistic	The physical, mental, emotional, and social needs of the individual, family and community
Initiatives	The specific programs and projects assigned to collaborative teams to attain each performance objective
Mission	The work every Cheltenham School District stakeholder strives to achieve each day
Keystone Exam	Pennsylvania requires end-of-course assessments designed to evaluate proficiency in the high school subject areas of English, Math and Science
Measures	Specific goals (typically numerical) set within a metric to track performance and progress

TERM	DEFINITION
Metric	A standard for measuring or evaluating the effectiveness or completion of a goal or objective
Pennsylvania System of School Assessment (PSSA)	The Pennsylvania System of School Assessment standardized test administered to public schools in Pennsylvania. Students in grades 3-8 are assessed in English language arts and mathematics. Students in grades 4 and 8 are also assessed in science.
Performance Measures	A measurement of outcomes and results which generates reliable data on the effectiveness and efficiency of programs
Project-Based Learning (PBL)	A teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge
SMART Goals	Used to help guide goal setting. SMART stands for Specific, Measurable, Achievable, Relevant and Timely.
Stakeholders	Anyone involved in the welfare and success of a school and its students, including administrators, teachers, staff, students, parents/guardians, community members, school board members, city councilors and state representatives
Strategic Goal Areas	A framework to describe the district's strategy to reach its mission and vision
Vision	The ideal future desired for Cheltenham School District

STRATEGY MAP

The strategy map is a strategic communications tool in the form of a diagram that is used to capture and communicate how the Cheltenham School District is pursuing its strategic goal areas. The strategy map links the strategic goal areas and performance objectives in cause and effect relationships with each other. Utilizing the strategy map, the alignment among departments and schools is established and effective implementation of the Cheltenham School District strategic plan is realized.

GOAL AREAS	PERFORMANCE OBJECTIVES
PORTRAIT OF A GRADUATE	• To integrate the core competencies of the CSD Portrait of a Graduate into the culture of each school community.
TEACHING & LEARNING	• Student success will increase through rigorous curriculum design, instructional best practices, meaningful programming and purposeful environments that maximize learner autonomy and capacity to thrive.
SOCIAL, EMOTIONAL & MENTAL HEALTH	• To implement a robust system of in-school services and supports that addresses students' social, emotional and mental health needs and alleviates barriers to school engagement and academic achievement.
DIVERSITY, EQUITY, BELONGING & INCLUSION	• Further the integration of diversity, equity, belonging, and inclusion (DEBI) concepts into district culture.
CLIMATE & CULTURE FOR STUDENT SUCCESS	• 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.
COMMUNICATION	• Develop and promote CSD's unique brand. • Develop and implement systems and procedures to streamline and formalize communications processes. • 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.
INFRASTRUCTURE, FACILITIES & FINANCE	• Analyze and compare options for district infrastructure needs. • Assessment of staffing and absenteeism. • Review of current operating procedures. • Allocation of resources through an equity lens.

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.

PORTRAIT OF A GRADUATE

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

- Develop and implement a system for continuous school improvement.
- Examine effectiveness of resource allocation considering equity, student experiences and academic achievement.

TEACHING & LEARNING

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

- Maximize learner autonomy and capacity to thrive.
- Study the effectiveness of systems, procedures, and policies.

SOCIAL EMOTIONAL & MENTAL HEALTH

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

- Provide a consistent school environment that is safe and welcoming to all, promotes and sustains healthy relationships, affirms all scholars, and creates a space that is conducive to 21st Century teaching and learning.

DIVERSITY, EQUITY, BELONGING, & INCLUSION

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

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.

- Implement systems and procedures to streamline and formalize communications process.
- Increase the district's industry, agency, and community partnerships.

COMMUNICATIONS

Develop and promote CSD's unique brand

Develop and sustain diverse structures to cultivate mutually beneficial relationships.

- Alleviate barriers to school engagement and academic achievement.
- Implement curricula that include academic, life, and character skills through deeper learning experiences.

INFRASTRUCTURE, FACILITIES, & FINANCE

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

STRATEGIC GOAL NO. 1:
PORTRAIT OF A GRADUATE

PERFORMANCE OBJECTIVE 1: Integrate the core competencies of the CSD Portrait of a Graduate (PoG) into the culture of each school community.

SUBGOAL

1.1: Develop strategies for the marketing and implementation of the PoG to all stakeholders (communication, graphic representation, etc.).

PERFORMANCE MEASURES

- Develop and implement an age-level appropriate assessment for students to demonstrate their understanding of, and feedback on, the competencies in the PoG.
- Develop and implement a survey to gather feedback from parents/guardians and staff regarding the competencies in the Portrait of a Graduate, progress toward implementation, and recommended modifications.

STRATEGIC GOAL NO. 2:
TEACHING AND LEARNING

PERFORMANCE OBJECTIVE 1: Student success will increase through rigorous curriculum design, instructional best practices, meaningful programming, and purposeful environments that maximize learner autonomy and capacity to thrive.

SUBGOALS

1.1: Develop and implement curricula for K-12 across the four core content areas that include academic (standards-based), life, and character skills with particular focus on providing opportunities in the area of project based learning or other experiential, individualized, and personalized deeper learning experiences designed for student growth.

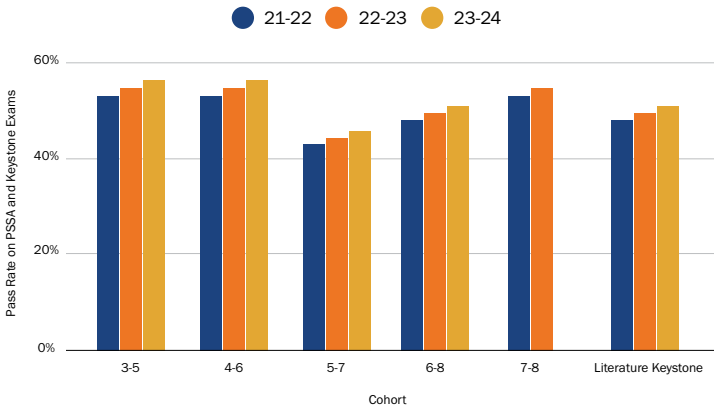
1.2: Develop and implement a system for continuous improvement to ensure the application and effective use of data to impact the following: student growth and proficiency, equity achievement gap, and accountability.

PERFORMANCE MEASURES

- Annual strategic plan update presentation
- Periodic school board updates
- Curriculum website with curriculum resources for parents/guardians, students and staff
- Districtwide data accountability plan, including data reporting tools

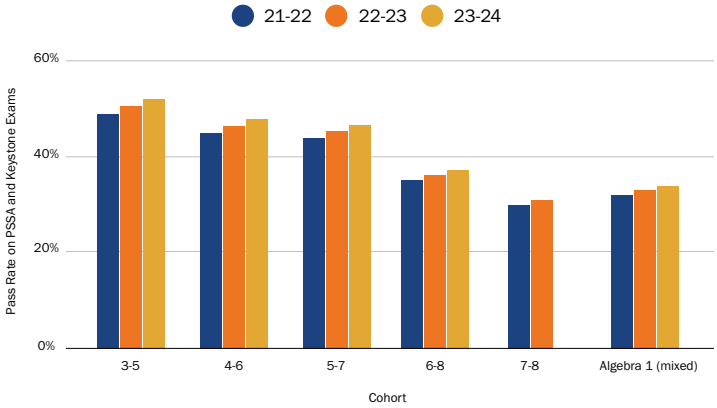
STRATEGIC PLAN: TEACHING & LEARNING METRICS

ACHIEVEMENT IN ENGLISH LANGUAGE ARTS



STRATEGIC PLAN: TEACHING & LEARNING METRICS

ACHIEVEMENT IN MATHEMATICS



STRATEGIC GOAL NO. 3: SOCIAL, EMOTIONAL & MENTAL HEALTH

PERFORMANCE OBJECTIVE 1: 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.

SUBGOALS

1.1: Continue effective partnerships with existing community agencies that provide social emotional learning (SEL) and mental health supports for students and families.

1.2: Increase partnerships with local mental health agencies for internal and external school 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 the Multi-Tiered System of Supports (MTSS) process

STRATEGIC GOAL NO. 4:
DIVERSITY, EQUITY, BELONGING & INCLUSION (DEBI)

PERFORMANCE OBJECTIVE 1: Further integration of diversity, equity, belonging, and inclusion (DEBI) into district culture.

SUBGOALS

1.1: Further implementation and refinement of restorative practices from a DEBI lens that results in an improved teaching and learning environment that extends into the community.

1.2: Provide additional DEBI programming for parents/guardians, staff, and students that fosters personal and professional reflection and growth.

PERFORMANCE MEASURES

- Illuminate CSD's equity policy and commitment to DEBI at various stakeholder levels in the CSD community.
- Review and revisit current district discipline policies and restorative practices.
- Audit core curriculum and complementary resources and materials.
- Research and implement recommendations and best practices for DEBI programming impacting students, parents/guardians, staff, and community members.

STRATEGIC GOAL NO. 5:
CULTURE AND CLIMATE FOR STUDENT SUCCESS

PERFORMANCE OBJECTIVE 1: 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.

SUBGOALS

1.1: Interpersonal relationships strategy

1.2: Safety strategy

1.3: Teaching and learning strategy

1.4: Institutional environment strategy

PERFORMANCE MEASURES

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

STRATEGIC GOAL NO. 6: COMMUNICATION

PERFORMANCE OBJECTIVE 1: Develop and promote CSD's unique brand.

SUBGOALS

1.1: Develop CSD's brand.

1.2: Develop CSD's brand identity guidelines.

1.3: Develop a digital CSD brand book.

PERFORMANCE MEASURES

- Calendar milestone dates
- Completion of tasks

PERFORMANCE OBJECTIVE 2: Develop and implement systems and procedures to streamline and formalize communications processes.

SUBGOALS

2.1: Develop communications plan.

2.2: Develop social media response plan.

2.3: Create crisis communication plan.

PERFORMANCE MEASURES

- Calendar milestone dates
- Completion of tasks

PERFORMANCE OBJECTIVE 3: 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.

SUBGOALS

3.1: Create a more user friendly website.

3.2: Launch translation services.

3.3: Employee-focused communication.

3.4: Launch a family communication hub.

PERFORMANCE MEASURES

- Calendar milestone dates
- Completion of tasks

STRATEGIC GOAL NO. 7: INFRASTRUCTURE, FINANCE & FACILITIES

PERFORMANCE OBJECTIVE 1: Analyze and compare options for district infrastructure needs.

PERFORMANCE MEASURES

1.1: Calendar milestone dates

1.2: Budget

1.3: Monthly financial reporting

PERFORMANCE OBJECTIVE 2: Assessment of staffing, related costs and absenteeism as related to enrollment trends, programming and student growth results.

PERFORMANCE MEASURES

2.1: Calendar milestone dates

PERFORMANCE OBJECTIVE 3: Review current systems, procedures and policies for effectiveness, efficiency and timeliness. Recommend alternative and/or new systems, procedures and policies.

PERFORMANCE MEASURES

3.1: Calendar milestone dates

PERFORMANCE OBJECTIVE 4: 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).

PERFORMANCE MEASURES

4.1: Calendar milestone dates

4.2: Monthly financial reporting

ADVISORY COMMITTEE MEMBERS

Christopher Barone
Dr. Crystal Clark
David Cohen
Rebecca Condict
Gina Craigo
Jimmy D'Andrea
Elisa Davidson
Ikysha Dearry
Zachary Epps
Abby Fishman
Dr. Beverly Gallagher
Dr. Pamula Hart
Pamela Henry
Lisa Hesbacher
Katie Jacobs
Brynn Johnson
Kevin Kaufman
Jessica Keene
Lieu Kim
Jason Lytle
Craig Metcalfe
Leah Mulhearn
Dylan Nelson
Nicolas Perez
Dr. Brian Reilly
Michelle Robinson
Dr. Brian Scriven
River Somerville
Joshua Sweigard
Charlie Sywulak-Herr
Dr. Tamara Thomas Smith
Jonathan White
Dr. Ross Whiting

ACTION GROUP MEMBERS

PORTRAIT OF A GRADUATE

CHAIRS

Jimmy D'Andrea	Principal, Cheltenham High School
Jason Lytle	Principal, Myers Elementary School

MEMBERS

Bridget Adams	Teacher, Myers Elementary School
Ikysha Dearry	Myers Elementary PTO Co-President, Parent
Roslin Draughn	Myers Elementary PTO Co-President, Parent
Molly McCann	Teacher, Myers Elementary School
Ali Michael	Parent
Jalita Lyde	Parent
Carli Segal	Counselor, Myers Elementary School

STUDENT COMMITTEE MEMBERS

Yasmine Chestnut	Jewel Lear
Kirsten Cobar	Sadie Leary
Marian Dang	Simone Russell
Ricando Davis	River Somerville
Emily Joseph	Charlie Sywulak-Herr
Jordyn Kelman	Sophia Weisman
	Brianna Wilson

TEACHING AND LEARNING

CHAIRS

Charlene Collins	Director, Secondary Education
Dr. Brian Reilly	Director, STEM

MEMBERS

Ishbara Acosta	Teacher, Cheltenham High School
Rebecca Condict	Parent
Abby Fishman	Teacher, Cedarbrook Middle School, Parent
Dr. Benjamin Hammond	Vice Principal, Cheltenham High School
Pamela Henry	School Director
Katie Jacob	Teacher, Glenside Elementary School
Ariana Jenkins	Cheltenham High School Student
Leah Mulhearn	School Director
Charlie Sywulak-Herr	Cheltenham High School Student

SOCIAL EMOTIONAL AND MENTAL HEALTH

CHAIRS

Dr. Cheryl Horsey	District Consultant
Jessica Keene	Director, Student Services

MEMBERS

Sara Chernov	Counselor, Cedarbrook Middle School
Elisa Davidson	Parent
Ikysha Dearry	Parent
Elizabeth Karras	Parent
Ambrocia Martin	Counselor, Cheltenham High School
Dylan Nelson	Cheltenham High School Student
Dr. Ross Whiting	Parent

DIVERSITY, EQUITY, BELONGING AND INCLUSION (DEBI)

CHAIR

Dr. Tamara Thomas Smith	Assistant Superintendent

MEMBERS

Cheree Atwood	Teacher, Cedarbrook Middle School
Dana Burney	Parent
Helen Dugan	Cheltenham High School Student
Elizabeth Karras	Parent
Jaime Osea	Teacher, Myers Elementary School
Michelle Robinson	Principal, Glenside Elementary School
James Taylor	Principal, Wyncote Elementary School
Korey Wyatt	Cheltenham High School Student

CLIMATE AND CULTURE FOR STUDENT SUCCESS

CHAIRS

Dr. Crystal Clark	Principal, Elkins Park School
Craig Metcalfe	Principal, Cedarbrook Middle School

MEMBERS

Khary Blackmon	Counselor, Cedarbrook Middle School
Francis Brown	Parent
Charles Burdell-Williams	School Director
Dr. Adicia Cohen-Johnson	Vice Principal, Cedarbrook Middle School
Gina Craigo	Parent
Zachary Epps	School Director
Elizabeth Karras	Parent
Jonathan White	District Safety Manager

COMMUNICATIONS

CHAIRS

Kevin Kaufman	Director, Communications
Rikki Rosenthal	Digital Content Specialist

MEMBERS

Gina Craigo	Parent
Lisa Hesbacher	Parent
Brynn Johnson	Teacher, Cheltenham High School
Jennifer Lowman	School Director
Dylan Nelson	Cheltenham High School Student
Nicolas Perez	Principal, Cheltenham Elementary School

INFRASTRUCTURE, FACILITIES AND FINANCE

CHAIRS

Timothy Holman	Director, Facilities
Joshua Sweigard	Director, Business Services

MEMBERS

Andrea Clipsham	Teacher, Myers Elementary School
David Cohen	School Director
Patrick Fleury	Director, CHS Athletics and Activities
Lieu Kim	Assistant Director, Business Services
Shareese Nelson	Vice Principal, Elkins Park School
Daniel Schultz	School Director
River Somerville	Cheltenham High School Student
Sergio Staletti	Assistant Director, Facilities

CHELTENHAM SCHOOL DISTRICT STRATEGIC PLAN ACCOUNTABILITY CHART

DR. BRIAN SCRIVEN
Superintendent

BOARD OF SCHOOL DIRECTORS

(l to r): **DANIEL SCHULTZ** (Vice President), **LEAH MULHEARN, ZACHARY EPPS, JOEL FISHBEIN, DAVID COHEN, PAMELA HENRY** (President), **CHARLES BURDELL-WILLIAMS, JULIE HAYWOOD, JENNIFER LOWMAN**

DR. TAMARA THOMAS SMITH
Asst. Superintendent

MR. JOSHUA SWEIGARD
Director of Business Services

MS. CHARLENE COLLINS
Director of Secondary Education

MS. JESSICA KEENE
Director of Student Services

DR. BRIAN REILLY
Director of STEM

MR. KEVIN KAUFMAN
Director of Communications

MR. MATTHEW PIMENTAL
Coordinator of Gifted & Professional Learning

STRATEGIC PLANNING INTERNAL LEADERSHIP TEAM (SPILT)

CHELTENHAM SCHOOL DISTRICT STRATEGIC PLAN ACCOUNTABILITY

- ✔ The board of school directors attends status report presentations in December and June of each school year; reviews written reports in September and February of each school year.
- ✔ Relevant school board committees receive proposals and updates on strategic plan progress throughout the school year; maintain placeholders for necessary presentations.
- ✔ The superintendent attends at least one Strategic Planning Internal Leadership Team (SPILT) meeting per month; receives weekly progress reports from assistant superintendent; leads/oversees presentations to relevant school board committees and board of school directors; conducts annual checks and appropriate modification of milestones and action steps with the assistant superintendent and SPILT; reports on status to board in June.
- ✔ Assistant superintendent oversees SPILT meetings; monitors cross-pathway dependencies and considerations; coordinates school board presentations and reports.
- ✔ SPILT meets two-hours weekly in Year 1 to track action steps and progress.

CSD CHELTENHAM SCHOOL DISTRICT