YEAR ONE IN REVIEW

STRATEGIC PLAN INSTRUCTIONAL LEADERSHIP TEAM
Overview of the Strategic Plan

5 pathways

5 Big Goals

18 S.M.A.R.T. Objectives

17 Year 1 Milestones

121 Year 1 Tasks

PATHWAY 1: CURRICULUM & INSTRUCTION
Big Goal: By 2023, CASI will provide a holistic and differentiated curriculum that will engage and enrich all students, with a focus on developing critical thinking, problem-solving, and social-emotional skills. All students will have access to personalized learning experiences that meet their individual needs.

PATHWAY 2: STUDENT ACHIEVEMENT
Big Goal: By 2023, CASI will increase equity in achievement to ensure that all students, regardless of race, gender, income, or background, are on track to achieve college and career readiness.

PATHWAY 3: PROFESSIONAL LEARNING
Big Goal: By 2023, CASI will implement a Professional Learning model that values ongoing learning experiences for all its employees. Professional Learning will align with the goals of the district and support our commitment to teacher evaluation and professional development.

PATHWAY 4: HOUSTIC EXPERIENCES
Big Goal: By 2023, CASI will be an inclusive, compassionate, and welcoming community that upholds the principles of mindfulness and positive psychology.

PATHWAY 5: COMMUNICATIONS & ENGAGEMENT
Big Goal: By 2023, CASI will develop a system to ensure that students, stakeholders, developing connections, relationships, and resources that support the development of the district's mission.

Year 1 Objectives:

1. Develop a comprehensive 5-year plan to achieve the district's strategic goals.
2. Establish a governance structure that aligns with the district's mission.
3. Develop a communication plan that reaches all stakeholders.
4. Establish a system for student and teacher evaluation.
5. Develop a system for ongoing professional development.
6. Establish a system for ongoing communication and engagement.
7. Establish a system for ongoing financial planning and management.
8. Establish a system for ongoing facilities planning and management.
9. Establish a system for ongoing technology planning and management.
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Year 1 Milestones

Pathway 1: Curriculum and Instruction
- Year 1 Completed consultation and drafted K-12 curriculum standards and implementation plans aligned with the state's academic standards.
- Year 1 Developed, evaluated, and implemented K-12 instruction and assessment frameworks, created aligned work, and developed an assessment plan. Administered the Academic Assessment of Thematic Skills to identify student needs and improve instruction.
- Year 1 Developed and implemented computer science units and integrated computer science into other subject areas.
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Pathway 2: Student Achievement
- Year 1 Developed and implemented a data collection protocol and a data collection and analysis plan.
- Year 1 Developed a plan to collect and analyze data using a variety of sources and methods.
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Pathway 3: Professional Learning
- Year 1 Developed professional development and provided professional development opportunities.
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Pathway 4: Holistic Experiences
- Year 1 Developed and implemented STEAM instruction and opportunities.
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Pathway 5: Communication and Engagement
- Year 1 Developed and implemented STEAM instruction and opportunities.
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Barriers to Implementation

Implementation February 2017
All Pathways Strategic Plan Task Review

Total Number of Tasks: 121
Completed Tasks: 56
Moved to Year 2 Tasks: 60
Tasks under review: 5

Year 1 Task Status
- Completed: 48%
- Moved to Year 2: 48%
- Under Review: 7%
PATHWAY 1: CURRICULUM & INSTRUCTION

Big Goal: By 2021, CSD’s vertically and horizontally aligned system of curriculum and instruction will identify and engage each student’s gifts and passions, and build core competencies through real-world, hands-on learning experiences.

OBJECTIVE: By 2021, all CSD educators will utilize a variety of instructional strategies to engage their students, maximize active learning and personalize the curriculum. Instruction will utilize technology skillfully and intentionally. CSD will adopt assessment, assignment, and homework practices that are aligned with best practices and support the holistic needs of students.

OBJECTIVE: By 2021, CSD will create common (by grade-level or course) formative and summative assessments that are standards-based and include authentic real-world modalities. CSD will minimize the impact of standardized assessments on instructional time and adopt a district-wide system for reporting multiple measures of student growth and achievement.

OBJECTIVE: By 2021, CSD will develop a K-12 curriculum that fosters creativity, provides opportunity for personalization, and develops global, 21st century skills that lead to college and career readiness. The curriculum will be horizontally, vertically, and standards-aligned as a living document that is accessible through multiple platforms.
CURRICULUM AND INSTRUCTION TASKS

K-12 Audit
Evaluate department coordination/supervision K-12
Establish CIPL team
Establish definition and criteria for “21st century skills”
Research digital curriculum platforms
Utilize K-12 Audit to conduct needs assessment
Develop a protocol and schedule for gathering educators’ input, reflecting and adjusting the curriculum, and aligning professional learning
Generate procedure and criteria for identifying and evaluating existing K-12 hallmark learning experiences
Develop an Action Plan for year 2, including prioritizing by subject and/or grade level
Establish and convene CIPL Team
Research alternative assessments and district opt out process/implications and make recommendations
Conduct research re: college entrance requirements and competencies to inform CSD assessment plan
Utilize CIPL reports to develop (holistic, authentic, performance based, multiple modality) assessment plan, incl evaluation of report card
Develop tasks for year 2
Ensure CIPL subcommittee on Instructional Strategies includes reps from each grade strand.
Create research plan to identify best practices to engage students
Create pilot experiences and identify instructional leaders and supports for each grade strand
Create a pilot rollout plan for each experience
Pathway 1: Curriculum and Instruction

Aligned 21st Century Curriculum

Year 1 Milestone: Completed curriculum audit to identify status of K-12 curriculum continuity and alignment in all subjects and created an action plan for next steps based on audit results and recommendations.
Pathway 1: Curriculum and Instruction

Aligned 21st Century Curriculum

Sampling of Tasks Completed:

✓ Conducted Curriculum Audit & Presented Findings
✓ Piloted Canvas Learning Management System at CHS
✓ Researched various English Language Arts (ELA) publishers and coaching/mentoring programs to determine next steps for ELA K-6 curriculum
✓ In-depth conferences with ELA consultants and school visits continue to inform ELA programmatic decisions
✓ Researched various English Language Arts (ELA) publishers and coaching/mentoring programs to determine next steps for ELA K-6 curriculum
✓ Learning journeys to local districts to observe and evaluate ELA programs
Pathway 1: Curriculum and Instruction

Aligned 21st Century Curriculum

Sampling of Tasks Completed Continued:

- Facilitated three Math presentations to outline proposed changes to the current course sequence to increase access to higher level math and science for all students.
- Developed new graduation requirements for CHS which allows students more choice when selecting elective options.
- Researched Mathematics programs for grades 7 -12 aligned to the PA Core Standards.
- Developed scope and sequence to align the Algebra Course at Cedarbrook and CHS.
- Instructional Resource Inventory completed for grades K -8.
- Development of Foundations of Engineering Course for implementation 17 -18
- Facilitation of Writers Workshop PL for Cedarbrook English teachers.
- Creation of STEM Task Force to engage partners in developing CSD’s STEM programing
- Presentation of revised AP Chemistry Course and resources to align with the changes made by College Board.
Pathway 1: Curriculum and Instruction

Assessment

Year 1 Milestone: Catalogued and evaluated K-12 formative and summative assessments, conducted research, and developed an assessment plan; assessed the impact of standardized testing on instructional time; and evaluated multiple reporting systems.
Pathway 1: Curriculum and Instruction

Assessment

Sampling of Tasks Completed:

✓ Development of District Assessment Calendar to include state & district assessments
✓ Researched Student Information Systems for reporting and sharing student assessment data.
✓ Established & Convened Curriculum Instruction Professional Development (CIPD) Committee
✓ Implementation of STAR Math 1 - 6
✓ Implementation of Edmentum Benchmark at CBK to align with CHS
✓ Development and implementation of Writing Assessments K - 6 to align with the expectations of PA Core standards.
✓ Students in grades 1-3 will no longer take the GRADE/GMADE in May; as not PA Core aligned.
Pathway 1: Curriculum and Instruction

Instructional Strategies

Year 1 Milestone: Researched and identified instructional strategies for engagement in all grade strands; identified existing programming that supports the objective, and encouraged expansion; planned pilot programs for each grade strand; and researched best practices for effective use of homework
Pathway 1: Curriculum and Instruction

Instructional Strategies

Sampling of Tasks Completed:

✓ 9th Grade PBL Pilot team identified for implementation 2017-2018
✓ 7th Grade Interdisciplinary Team identified for implementation 2018-2019
✓ A cohort of teachers participated in professional development on the integration of project based learning, STEM, and instructional technology to enhance student learning experiences.
✓ Teachers received training on how to utilize SMARTBoards
✓ K-4 schools received professional learning on the use of iPads to enhance instruction.
Pathway 1: Curriculum and Instruction

Total Number of Tasks: 19
Completed Tasks: 8
Moved to Year 2 Tasks: 11
Tasks under review: 0

Year 1 Task Status:
- Completed: 42%
- Moved to Year 2: 58%
STUDENT ACHIEVEMENT

PATHWAY 2: STUDENT ACHIEVEMENT

Big Goal: By 2021, CSD will increase equity in achievement to ensure that all students, without exception, grow, learn, and achieve. Their success extends beyond traditional academic measures to include skills such as resiliency, curiosity, collaboration, critical thinking, and communication. CSD will deliberately focus on raising the achievement of historically underperforming students.

Objective: By 2021, CSD will increase equity and close gaps in achievement by implementing strategies and protocols utilizing best practices to provide ongoing and responsive academic interventions.

Objective: By 2021, CSD will optimize structural conditions for student achievement by applying best practices regarding non-academic interventions.

Objective: By 2021, CSD will increase equity by maximizing access to all academic and non-academic opportunities, experiences, and programs that support and enhance student achievement.
STUDENT ACHIEVEMENT TASKS

Identify strategies, practices, and protocols that utilize best practices for academic interventions.
Survey current CSD academic interventions/practices and assess efficacy and alignment with best practices identified in Task #1.
Utilize test data to identify subjects/grades/cohorts with greatest needs and those with best achievement trajectories
Synthesize research and findings to develop CSD Academic Intervention Plan for highest priority subjects/grades/cohorts
Develop Year 2 tasks
Collaborate with CIPL re: inventory of current CSD academic and non-academic assessments
Identify potential categories and methods for measuring student growth and development (i.e. social, emotional, physical well being, creativity, innovation, grit, resiliency, tenacity, critical thinking, growth mindset, risk-taking)
Develop age appropriate student surveys to obtain perception data on social-emotional indicators
Develop parent survey to obtain perception data on engagement, school climate, barriers to engagement or student success, student learning opportunities and behaviors
Develop educator survey to obtain perception data on professional learning opportunities, confidence in classroom teaching, cultural competence, establishing and maintaining good working relationships with families, students and colleagues, school climate, and student expectations
Establish holistic measures to be included in student profile
Establish an assessment calendar to evaluate and measure holistic student growth on an annual basis
Develop Year 2 Tasks
Establish Student Achievement Task Force (See Academic Interventions Objective)
Identify (internal and external) strategies, practices, and protocols that utilize best practices for non-academic interventions.
Assess efficacy of current CSD non-academic interventions using standardized test and other existing data. Identify data gaps and develop plan to collect
Set annual student achievement goals, establish baseline data and enter into database
Develop Year 2 Tasks
Establish Equity Task Force (incl administrators, teaching, support staff and students)
Inventory CSD academic and non-academic, opportunities, experiences, and programs that support and enhance student achievement (i.e. current participation criteria, participation, measurements of success)
Collect and coordinate efforts of other strategic teams and task forces re: academic and non-academic programs, experiences, interventions, outreach, and support (incl findings of curriculum audit)
Establish database and populate with baseline demographic data re: participation in academic and non-academic, opportunities, experiences, and programs that support and enhance student achievement (as identified in inventory)
Set (specific, measurable) goals for increasing equity and access to the academic and non-academic opportunities, experiences, and programs inventoried
Survey students and parents to identify opportunities to enhance communication re: CSD offerings/opportunities that enhance student achievement
Pathway 2: Student Achievement

Academic Intervention Strategies

**Year 1 Milestone:** Researched current CSD academic intervention strategies, and developed criteria to evaluate their efficacy; researched best practices in support of academic achievement and identified pilot interventions.
Pathway 2: Student Achievement

Academic Intervention Strategies

Sampling of Tasks Completed:

- Surveyed current CSD academic interventions/practices.
- Utilized test data to identify subjects/grades/cohorts with greatest needs and those with best achievement trajectories.
- Utilized test data to identify subjects/grades/cohorts with greatest needs and those with best achievement trajectories.
- Identified student achievement leaders at Elkins Park, Cedarbrook, and Cheltenham High School
- Education department attended Multi-Tiered Systems of Support (MTSS) training sponsored by Pennsylvania Training and Technical Assistance Network (PaTTAN)
- DreamBox (Math) and iStation (Reading) pilot at Elkins Park and Cheltenham Elementary
Pathway 2: Student Achievement

Academic Intervention Strategies

Sampling of Tasks Completed:

✓ Presentations from 4 intervention product vendors (math &/or reading).
✓ Small group tutoring for reading and math in K-6 schools. Data from classroom teachers, including progress on academic assessments, STAR Renaissance assessments, and enVision unit tests supported identification of students.
✓ Professional learning for Achieve/Empower3000 Reading Intervention program utilized at Cedarbrook and CHS.
✓ Cedarbrook utilized Title I program to provide targeted reading support to students after school.
✓ Utilization of Montgomery Virtual Program (MVP) to offer credit recovery for 12th grade students in danger of not graduating throughout the school year.
✓ Quarterly meetings at CHS with counselors, high school and district administrators to review 12th grade students’ action plans who are failing multiple classes.
✓ Implementation of Freshman Seminar pilot at CHS
Pathway 2: Student Achievement

Measuring Holistic Student Growth

Year 1 Milestone: Identified multiple measures of student growth, developed a rubric, and implemented annual data collection protocol; and defined student portfolios and a digital platform for storing data and monitoring student growth. Priority focus areas: schedule, use of space, intentional teaming, mentoring, extracurricular activities and programs.
Pathway 2: Student Achievement

Measuring Holistic Student Growth

Sampling of Tasks Completed:

✓ Developed and disseminated parent, student, and teacher surveys.
✓ Creation of district-wide data graph listing all assessment scores. Information is culled from Performance Plus, STAR, Edmentum, PSSA, etc. with input from principals, content area specialists, and student achievement leaders.
✓ Review of DIBELS and Star Renaissance data by principals and school teams to determine necessary interventions.
✓ Two vendor presentations for alternative data management systems.
✓ All school counselors have received training in the American School Counselor Association National Counseling Model, which focuses on students’ academic, career and social emotional development.
Pathway 2: Student Achievement

Non-Academic Intervention Strategies

Year 1 Milestone: Researched current CSD non-academic intervention strategies and their impact across all schools and identified best practices (internal and external)
Pathway 2: Student Achievement

Non-Academic Intervention Strategies

Sampling of Tasks Completed:

✓ Assessed efficacy of current CSD non-academic interventions
✓ Introduced a social-emotional learning program to K-4 students
✓ Piloted Positive Behavior Intervention Support (PBIS) at Myers and Cedarbrook
✓ Positive Psychology assemblies have been conducted at schools to discuss important topics such as kindness, respect, empathy, and charity.
✓ Internet Safety assemblies
Pathway 2: Student Achievement

Equity In Achievement

Year 1 Milestone: Assessed access to current district and school-sponsored programs, defined measures of equity, collected baseline data, and performed gap analysis
Pathway 2: Student Achievement

Equity In Achievement

Sampling of Tasks Completed:

✓ Collected baseline achievement data for all subgroups.
✓ CHS revised the course selection process so students and parents can make informed decisions about their academic pathway.
✓ Proposed new Math course sequence to ensure all students have access to rigorous courses in grades 5 -12.
Pathway 2: Student Achievement

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<th>Task Tally</th>
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<td>Completed Tasks:</td>
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<td>Tasks under review:</td>
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- Completed: 52%
- Moved to Year 2: 48%
PROFESSIONAL LEARNING

PATHWAY 3: PROFESSIONAL LEARNING
Big Goal: By 2021, CSD will implement a Professional Learning model that values ongoing learning experiences for all of its employees. Professional Learning will align with the goals of the district and support our system of teacher evaluation and in turn, create measurable achievement for teachers and students.

OBJECTIVE: By 2021, CSD will identify and utilize internal Professional Learning (PL) resources, supporting our professionals to develop expertise in areas that align with the district's goals.

OBJECTIVE: By 2021, CSD will create the cultural and structural conditions for professional learning communities to be fully implemented across the district, providing opportunities for all staff to participate in one or more collaborative teams.

OBJECTIVE: By 2021, CSD will ensure that all members of our staff receive professional learning experiences that foster a culture of respect and equity by understanding the impact of identity on teaching and learning.
PROFESSIONAL LEARNING TASKS

Determine the role structure and compensation of the Directors of Education and PL coordinator
Select the PL team.
Review other pathway objectives and identify key focus areas for PL
Research evidence of success (PLCs, community engagement, cultural competency, etc.) in other schools, districts, etc.
Research evidence of success within CSD (stakeholder interviews, focus groups, surveys, etc.)
Develop research summary and visioning (with the common language around best practices) to serve as the foundation of the PD plan
Identify PL needs that align with goals of strategic plan
Identify CSD professionals with expertise in areas of identified need
Establish criteria for evaluating expertise and presentation skills
Establish digital database of resources to enhance professional presentation skills
Develop Year 2 Tasks
Research: where is this plan currently working well, how did they implement, etc.
Resources: what tools and staffing are needed
Ownership: who will “own” the PLC’s
Training: turn around training for staff
Recruit Cultural Proficiency Teacher Leaders (CPTL’s) representing all buildings
Inform development of multi-purpose survey to be used to assess growth in perceptions, attitudes, and dispositions related to cultural competency (note: survey will be used to collect data related to multiple pathways/objectives)
Use demographic data to generate an accurate snapshot of the range of cultures in CSD. Collect additional data if needed
Identify speakers, facilitators, films, books, and other resources that support PL on cultural competency
Generate PL plan and schedule for cultural competency strand
Identify opportunities to celebrate CSD’s diverse community
Identify/make resources available to all CSD students and staff that safely and confidentially provide support for cultural competency questions/issues
Pathway 3: Professional Learning

Professional Learning Plan

**Year 1 Milestone:** Researched and developed PL model and calendar, identified a digital platform for personalized planning, registration, progress monitoring, and feedback; developed plan for linking staff evaluation to personalized PL plans, and identified PL resources that support needs and utilize CSD’s human resources.
Pathway 3: Professional Learning

Professional Learning Plan

Sampling of Tasks Completed:

✓ Identify key areas for PL
✓ Identify the PL team
✓ Research successful PL approaches and models from other schools and district
✓ Research evidence of success within CSD
✓ Align PL with the goals of the strategic plan
✓ Teachers came together for full day professional learning on five occasions during the 2016-2017 school year. Each course of study connects directly to the aims and goals of the Strategic Plan.

- Assessment and Grading
- Cultural Proficiency (2 groups)
- Education Technology
- Literacy
- Mindfulness
- Project Based Learning (2 groups)
- Positive Education
- Science, Technology, Engineering and Math (S.T.E.M.)
- Social Emotional Learning
Pathway 3: Professional Learning

Internal Capacity & Expertise

Year 1 Milestone: Catalogued internal PL resources in areas that align with goals of strategic plan; established evaluation criteria; and identified and shared supports/resources that enhance professional presentation skills
Pathway 3: Professional Learning

Internal Capacity & Expertise

Sampling of Tasks Completed:
✓ Identified PL needs aligned to strategic plan goals
✓ Identified CSD professionals with expertise in areas of identified need
✓ local experts in the fields of cultural proficiency, positive psychology and project based learning to bring in the best experts to our teachers.
✓ Establish digital database of personnel resources to enhance professional learning
✓ CSD teachers led PL sessions for their peers on May 16th
✓ Teacher leaders have been identified at all schools

 Welcoming: Responsible for establishing the system for a welcoming atmosphere in their schools through strategic outreach techniques and protocols to be institutionalized into the school culture.

 Positive Psychology: Responsible for bringing together the science of Positive Psychology to our teaching practices designed to support student character strengths.

 Cultural Proficiency: Responsible for assisting the building principal in implementing culturally proficient practices at their respective schools.

 Social Media: Responsible for capturing and sharing good news items and utilizing technology to spread information about each school.
Pathway 3: Professional Learning

Professional Learning Communities

**Year 1 Milestone:** Evaluated collaborative teaming needs across the district in support of strategic objectives; identified and planned for structural supports (e.g. scheduling, access, accountability, and norms) that will enable implementation of PLC model; and continued to provide PL to develop internal expertise in PLCs
Pathway 3: Professional Learning

Professional Learning Communities

Sampling of Tasks Completed:

✓ Evaluated collaborative teaming needs across the district in support of strategic objectives; identified and planned for structural supports (e.g. scheduling, access, accountability, and norms) that will enable implementation of PLC model

✓ Two cohorts of teachers have received professional learning to enable them to lead professional learning communities (PLCs) in their respective schools

✓ Central office and building level administrators have received PL in the implementation of PLCs to organize, guide, plan and offer the necessary supports for fully implemented PLCs

✓ The district has obtain Dr. Rettig of School Scheduling Associates to work with the K-6 building principals and their school teams to develop comprehensive schedules
Pathway 3: Professional Learning

Cultural Competency

Year 1 Milestones: Articulated a differentiated professional learning strand focused on cultural competency objectives
Pathway 3: Professional Learning

Cultural Competency

Sampling of Tasks Completed:

✓ Recruit Cultural Proficiency Teacher Leaders
✓ District wide family survey with CP related data
✓ Collection of demographic data to enable a snapshot of cultures in CSD
✓ Identify speakers, facilitators, films, books and other CP resources
✓ Generate PL plan and schedule for cultural competency strand
✓ Identify opportunities to celebrate CSD’s diverse community
✓ Two year-long courses of study on Cultural Proficiency with a total of 65 teachers are led by two leading experts in this field; Dr. Ali Michael and Dr. Barbara Moore Williams
✓ District wide Cultural Proficiency work has been done in conjunction with Dr. Howard Stevenson, a leading voice in the marriage of cultural proficiency with metacognitive therapy
✓ The CSD School Board has been working with Dr. Bob Jarvis on the articulation of a district equity policy
Pathway 3: Professional Learning

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HOLISTIC LEARNING TASKS

PATHWAY 4: HOLISTIC EXPERIENCES

Big Goal: By 2021, CSD will be an inclusive, compassionate, trusting community that utilizes principles of mindfulness and positive psychology.

Objective: By 2021, CSD will fully implement district-wide developmentally appropriate core values and behavioral norms and utilize positive behavioral interventions and supports (PBIS).

Objective: By 2021, CSD staff and students will feel part of a community that prioritizes their physical and social-emotional health.

Objective: By 2021, CSD will implement a district-wide plan to support all students’ social and emotional health and development to include curriculum, assemblies, activities, and programs.
HOLISTIC LEARNING TASKS

Expand team (Culture Club)
Identify mission /vision
Explore & evaluate past & current cultural norms, standards, discipline approaches, etc.
Identify exemplar programs and experiences
Identify, Train & Coordinate / Support Positive Psychology Teacher Leaders
Plan & execute Annual Mindfulness Month (May)
Draft CSD code of conduct that defines values, agreements & behaviors with explicit and specific scenarios
Identify data set(s) to be used to monitor and collect effectiveness of code of conduct and establish baseline
Communicate and implement Code of Conduct
Plan and execute Mindfulness symposium
Reestablish Districtwide Wellness Committee
Collect baseline perception data
Research school and community needs
Develop wellness topics that define focus of task force for years one and two
Plan 3 activities, events, opportunities, and/or services on identified topic that advance objective
Develop message and disseminate information about activities, events, opportunities, and services
Execute activities, events, opportunities, and/or services
Plan Year 2 Tasks
Reestablish Wellness Committee
Develop meeting schedule
Assess existing CSD SEL programs and experiences
Identify exemplar programs and experiences internationally
Identify metrics/tools for data gathering and analysis of Social Emotional development (How)
Incorporate SEL best practices to develop pilot experiences for every CSD school
Identify parameters that will be tracked to measure SE development and establish baseline (What)
Develop launch for 2017-18 opening PD
Pathway 4: Holistic Experiences

Norms and Expectations

Year One Milestone: Researched, developed, and implemented CSD core values and norms; and piloted positive behavior interventions and supports (PBIS).
Pathway 4: Holistic Experiences
Norms and Expectations

Sampling of Tasks Completed:

✓ Piloted Positive Behavior Interventions and Supports (PBIS) at Myers Elementary and Cedarbrook Middle Schools. The school teams participated in a year-long training through the Montgomery County Intermediate Unit. Established a District-wide PBIS Leadership to guide pilot implementation.

✓ Expanded the Culture Club

✓ Hosted May Mindfulness Month activities

✓ Coordinated Restorative Practices Training
Pathway 4: Holistic Experiences

Health and Wellness

Year One Milestone: Identified community needs, gathered baseline self-perception data, and implemented pilot initiatives to meet goals of objective
Pathway 4: Holistic Experiences

Health and Wellness

Sampling of Tasks Completed:

✓ Coordinated teacher trainings in Mindfulness and Positive Psychology
✓ Provided an opportunity for professional staff members to acquire a Certificate in Applied Positive Psychology
✓ Positive Psychology Teacher Practitioners delivered lessons to fellow teachers in the Freshman Seminar Program at Cheltenham High School
✓ Hosted Positive Parenting Workshop Series and Virtual Lunch and Learn Informational Sessions for Parents and Guardians
✓ Provided K-12 Counselors with training on supporting students’ mental health through a partnership with Minding Your Mind
✓ Arranged Youth Mental Health First Aid training for building and Central Office Administrators
✓ Introduced a social-emotional learning program to K-4 students
✓ Identified Positive Psychology Teacher Leaders
Pathway 4: Holistic Experiences

Social and Emotional Learning

**Year One Milestone:** Introduced all stakeholders to social-emotional learning and its purpose in CSD; developed a framework for implementing and evaluating district wide social emotional experiences; and recommended professional learning to support staff before and during implementation
Pathway 4: Holistic Experiences

Social and Emotional Learning

Sampling of Tasks Completed:

✓ Introduced a social-emotional learning program to K-4 students

✓ Identified consultation support to review district programs and examine exemplar programming and experiences and provided professional development to Teachers and Counselors in the SEL strand

✓ Reestablished the District’s Wellness Committee

✓ Introduced the American School Counselor Association Counseling Model
# Pathway 4: Holistic Experiences

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**Year 1 Task Status**
- Completed: 37%
- Under Review: 7%
- Moved to Year 2: 56%
COMMUNICATION & ENGAGEMENT

PATHWAY 5: COMMUNICATIONS & ENGAGEMENT

Big Goal: By 2021, CSD will develop and promote its unique brand to all community stakeholders, developing connections, relationships, and resources that support and advance the district's mission.

Objective: By 2021, CSD will establish outreach and engagement protocols that reach all constituencies, including new residents/families, students, businesses, senior citizens, realtors, former staff, religious and educational institutions, etc.

Objective: By September 2021, CSD will form at least three new strategic partnerships with organizations that support and advance the district's mission.

Objective: By September 2021, CSD will have a fully established Alumni Association that supports the district's strategic goals and mission.

Objective: By September 2021, CSD will run a successful capital campaign that advances the brand and mission of the district.
COMMUNICATION & ENGAGEMENT TASKS

Recruit School-based Welcome Ambassador Team (SWAT)

First meeting task: SWAT develop research plan to catalogue current CSD outreach and engagement protocols

Administer communications and outreach needs assessment via Parent Survey

Research best practices in community outreach and engagement

Develop Community Outreach and Engagement Plan

Plan year 2 tasks

Assemble Partnerships Development Team (PDT)

First meeting task: PDT defines what a partnership is (not vendors) and develops partnerships needs assessment (based on surveys, focus groups, strategic plan, etc.)

Administer needs assessment

Protocol research to include other districts’ partnerships plans and outcomes

Identify possible partners and research historical district partnerships. Identify why past partnerships were successful or failed.

Draft protocol and outline MOU/agreement

Legal and board approves the protocol and MOU/agreement

Plan year 2 tasks

Assemble Alumni Engagement Team (AET)

First meeting task: AET assesses current alumni database access

Administer needs assessment

Research appropriate alumni database

Transfer ownership of Alumni Assoc to CSD

Establish Young Alumni and Forever Panther Subgroups

Wall of Fame Updated

(Re)establish Alumni Scholarship

Develop new Alumni Assoc Board with representation across years

Transfer Management of This is Cheltenham Initiative to Alumni Association

Research Dues Structures of Alumni Associations

Plan year 2 tasks

Identify Capital Campaign Consultant

Establish fundraising and capital improvement goals

Develop fundraising matrix

Develop feasibility study
Pathway 5: Communications and Engagement

Outreach

Year 1 Milestone: Developed the Community Outreach and Engagement Plan with appropriate staffing in place for implementation
Pathway 5: Communications and Engagement

Outreach

Sampling of Tasks Completed:

✓ Established District-wide Welcome Ambassador Team

✓ Held meeting with UPG to establish year 2 work goals and developed common tool for sharing existing school based family outreach activity
Pathway 5: Communications and Engagement

Partnerships

Year 1 Milestone: Created a new partnership protocol and Memorandum of Understanding (MOU) based on thorough assessment of partnership needs