STRATEGIC PLAN 2016-2021

Cheltenham School District

FIVE PATHWAYS...ONE DESTINATION
**Cheltenham: Our Past, Present & Future**

For decades, Cheltenham has enjoyed national recognition as one of the premier school districts in the country for its excellent educators, unique and varied learning experiences, award-winning athletic and co-curricular programs, and for maintaining a culture of exceptionalism. As early as the 1600’s, the town of Cheltenham has been the site of many significant “firsts” in the history of our country, and has been the home of some of Philadelphia’s most notable and influential families. Cheltenham is the first suburb of our nation’s first capital, was the home of Philadelphia’s first mayor and of the first American to free his slaves, was a stop on the Underground Railroad, and is the home of the first African American settlement in the United States. For over 300 years, Cheltenham Township has produced some of the most prominent and influential thinkers, designers, leaders, artists, educators, and entrepreneurs the world has ever seen. These accomplishments would not have been possible without the steadfast commitment of our community to be at the forefront of change and innovation, made manifest in the opportunities offered to all of its residents and to our strong commitment to excellence in education.

In recent years, a myriad of economic and social factors have posed significant challenges to our district and community. These factors have negatively impacted our brand, our identity and our educational outcomes. This strategic plan represents the intention to reclaim our position as a premier school district, and its implementation will make evident, in all of our practices, a commitment to creating experiences that drive innovation and ignite passion for teaching and learning. In doing so we will ensure that our culturally diverse community once again becomes a model for excellence in education.

Cheltenham School District will accomplish the vision and goals of this plan by navigating from a one-size-fits-all model to a fluid educational system that meets all students where they are. We will move from a fixed mindset to a growth mindset that values the individual gifts of each child and holds the entire community to the expectation that all students can and will succeed. We will move from a static and inequitable curriculum and instruction model to one that differentiates, offers real world applications and fosters the ability to transfer knowledge across all subjects and experiences. We will move from cultural discomfort and misunderstanding to cultural competency and sensitivity, where the identities of all members of our school community are valued and represented within our institutional practices. We will establish, teach, and hold our community to values and norms that support the academic, emotional and social growth of our staff, our students, and their families.

This is a critical time for our schools and community. We have an opportunity to reset our trajectory, and embark in a new direction, but the collective will, energy, resources, and passion of the Cheltenham community must be harnessed in order to make manifest the vision of this strategic plan. When realized, we will have rebuilt the strong sense of pride that has long been a hallmark of our town by experiencing the joy and privilege of working together towards common goals. Our community deserves and will achieve a shared and very bright future.
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Glossary of Terms

21st Century Skills — refers to a broad set of knowledge, skills, work habits, and character traits that are critically important to success in today’s world, particularly in collegiate programs and contemporary careers and workplaces. These include: critical thinking and problem-solving, creativity and innovation, communication, collaboration, digital literacy, flexibility and adaptability, initiative and self-direction, social and cross-cultural aptitude, productivity and accountability, and leadership and responsibility.

Academic Intervention — a strategy used to teach a new skill, build fluency in a skill, or encourage a student to apply an existing skill to new situations or settings. Academic interventions are often implemented in response to a student underperforming in an academic area.

Achievement Gap(s) — refers to the 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.

Coding — using computer programming language(s) to develop software, apps and websites.

Collaborative Team — a group of educators systematically engaged with the goal of improving their practice in ways that will lead to better results for their students, team, and school.

Common Assessment — any means of measuring student performance that is used across an entire grade or subject area.

Cultural Competency — a set of congruent behaviors, attitudes, skills, and policies that come together in a school and district enabling staff, parents, and students to work effectively in cross-cultural situations.

Curriculum — the subjects, lessons, and academic content taught in a school, specific course, or program.

Differentiated Instruction — a framework or philosophy for effective teaching that involves providing students with different avenues (or modalities) to learning (often in the same classroom) in terms of: acquiring content, processing information, constructing responses or outputs, self-expression, and making sense of ideas.

Digital Platform — any electronic tool for communication, including desktop, mobile, social and email software, websites and social media.

Enduring Understanding — statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should understand—not just know or do—as a result of studying a particular content area.

Equity — a measure of achievement, fairness, and opportunity in education.

Global Citizen — someone who identifies with being part of an emerging world community and whose actions contribute to building this community’s values and practices.

Grade Band — a grouping of contiguous grade levels, which share general academic characteristics and needs. Generally accepted grade bands are early elementary (Kindergarten to grade 2), elementary (grades 3 to 5), middle school (grades 6 to 8) and high school (grades 9 to 12).
Growth Mindset — concept established by Stanford University psychologist Carol Dweck, Ph.D., positing that “in a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talents are just the starting point. This view creates a love for learning and resilience that is essential for great accomplishments.”

Historically Underperforming Students — defined as a non-duplicated count of students with disabilities, economically disadvantaged students, and English language learners enrolled for a full academic year taking the PSSA.

Holistic — Coming from the word whole: it describes the physical, mental, emotional, and social needs of the individual, family and community.

Keystone Exam — Pennsylvania required end-of-course assessments designed to assess proficiency in the high school subject areas of algebra I, algebra II, geometry, literature, English composition, biology, chemistry, U.S. history, world history, and civics and government.

Learning Management System (LMS) — a software application for the administration, documentation, tracking, reporting and delivery of electronic educational technology (also called e-learning) courses or training programs.

Measures — specific goals (typically numerical) set within a metric to track performance and progress.

Metric — a standard for measuring or evaluating the effectiveness or completion of a goal or objective.

Mindfulness — the practice of maintaining a nonjudgmental state of heightened or complete awareness of one’s thoughts, emotions, or experiences on a moment-to-moment basis.

Memorandum of Understanding (MOU) — a formal agreement between two or more parties. Companies and organizations can use MOUs to establish official partnerships. MOUs are not legally binding but they carry a degree of seriousness and mutual respect.

Non-Academic Intervention — a strategy used to build or remediate gaps in skills and knowledge. Non-academic interventions are not instructional, and are often holistic in nature.

One-to-One Computer Initiative — the issuing of an electronic device to each student in order to access the Internet, digital course materials, and digital textbooks.

Pedagogy — the method and practice of teaching, especially as an academic subject or theoretical concept.

Personalization — to design or tailor to meet an individual’s specifications, needs, or preferences.

Positive Behavioral Interventions and Supports (PBIS) — a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success.

Positive Psychology — The scientific study of human flourishing, and an applied approach to optimal functioning. It has also been defined as the study of the strengths and virtues that enable individuals, communities and organizations to thrive.

PROFESSIONAL LEARNING — a comprehensive, sustained, and intensive approach to improving teachers’ and principals’ effectiveness in revisiting raising student achievement.

PROFESSIONAL LEARNING COMMUNITY (PLC) — An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators.

PROJECT-BASED LEARNING — 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.

PENNSYLVANIA SYSTEM OF SCHOOL ASSESSMENT (PSSA) — a standardized test administered to public schools in the state of Pennsylvania. Students in grades 3-8 are assessed in English language arts skills and mathematics. Students in grades 4 and 8 are also assessed in skills relating to natural science, including the field of data interpretation and analysis. There are reporting categories for each subject that lists eligible content to be tested in each grade. Assessment Anchors specify what is considered eligible content for each grade level tested. A Proficient or Advanced level is needed to be able to qualify as passing the PSSA.

RESILIENCY — A human ability to recover quickly from adversity.

RISK MITIGATION — taking steps to reduce adverse effects.

STAKEHOLDERS — anyone who is involved in the welfare and success of a school and its students, including administrators, teachers, staff, students, parents, community members, school board members, city councilors and state representatives.

STRUCTURAL CONDITIONS — factors such as class size and length, schedule, school start and stop times, seating, facility conditions, etc. that may influence student achievement.

SUSTAINABILITY — A state in which the demands placed on the environment can be met without reducing its capacity to allow all people to live well, now and in the future.
I. EXECUTIVE SUMMARY

A. PURPOSE

Cheltenham School District (CSD) is pleased to present our five-year strategic plan: *Five Pathways, One Destination*, creating the vision and setting the course to fulfill our promise of excellence in education for all Cheltenham students. Located in a suburban community in Montgomery County, CSD serves a population of nearly 37,000 residents with approximately 4,700 students enrolled in its seven schools including four K-4 elementary schools, one 5-6 elementary school, one 7-8 middle school, and one 9-12 high school. Like the township, CSD has a highly diverse student body with 51 percent of students identifying as African American, 34 percent as Caucasian, 7 percent as Asian, 4 percent as Hispanic, 3 Multiracial, and 1 percent of students identifying as other races. Reflecting our unique community, Cheltenham celebrates the rich diversity of our students and families. Indeed, CSD is guided by the following mission:

**Mission:** Drawing on its cultural richness, creativity, and tradition of scholastic excellence, Cheltenham School District strives to nurture each child through a wealth of academic endeavors and community partnerships that provide the skills and vision needed to lead a productive and meaningful life beyond our classroom walls.

Excited about building on our strengths and committed community, CSD engaged in a thoughtful planning process to assess district needs and develop a strategy to foster innovation in teaching and learning. In a 10-month rigorous planning process, the Strategic Planning Internal Leadership Team (SPILT), with the support of consultants from Bloom, a strategic planning firm located in Philadelphia, gathered input from over 2,000 community members, staff, faculty, families, and students, and leveraged the expertise, creativity, and passion of the 113-member Steering Panel to create this plan. This report is one of the outputs of this process, and explains how CSD will leverage our strengths while also addressing our current challenges. Each section includes key next steps that CSD will take to put the plan into action. Importantly, this plan includes critical SMART (Specific, Measurable, Achievable, Realistic, and Time-bounded) objectives and accompanying metrics for each initiative area to help CSD gauge progress and achieve success. Further, planners applied key values and lenses when planning all pathways including a commitment to building cultural competency and personalizing teaching and learning. This strategic plan is intended to be a living, working document that the school district will continuously monitor and improve. Accordingly, CSD’s comprehensive plan, a state-mandated document that was submitted to the PA Department of Education in 2015, will be updated and aligned with the goals and objectives of the strategic plan annually.

WHAT IS A STRATEGIC PLAN?

- A self-created roadmap to guide decisions, growth, and change, and help realize our collective mission and vision for future impact
- A process of stakeholder engagement yielding a set of carefully considered pathways and goals that bring our core priorities—students, educators, curriculum—into focus for the next five years
- A living document that will be revisited and revised on a regular basis

A STRATEGIC PLAN IS NOT...

- A tactical plan
- A static document
- Everything everyone wants nor everything the system does
B. PROCESS OVERVIEW: VISIONING IMPACT & PRIORITIZING SUCCESS

CSD embarked on a strategic planning process to create a new vision and the pathways to achieve it. This process was grounded in meaningful research and sound decision-making processes. We developed the following vision statement which consequently guided our strategic planning:

**Vision:** We create experiences that drive innovation and ignite passion for teaching and learning. In doing so, our culturally diverse community becomes a model for excellence in education.

After engaging in a robust research phase that led to the *State of the District Snapshot*, the *Stakeholder Interview Report*, and the *Stakeholder Survey Report*, key CSD stakeholders met with Bloom project leads in a series of three-hour, four-hour, and all-day sessions to build understanding and refine planning options. These research reports and the raw survey data may be viewed on the strategic planning page linked to the Cheltenham School District website.

- Meeting 1: October 22, 2015 – Research Review Session
- Meeting 2: December 16, 2015 – Research Review & Visioning Session
- Meeting 3: January 30, 2016 – Initial Pathways Planning
- Meeting 4: February 16 & March 3, 2016 – Pathways Planning – Session 1
- Meeting 5: March 3 & 7, 2016 – Pathways Planning – Session 2
- Meeting 6: May 2, 2016 – Community Meeting Presentation

Pathway working groups comprised of 15 to 27 Steering Panel members engaging in detailed action planning for pathway SMART objectives
As part of this process to date, CSD has engaged a wide range of stakeholders – students, alumni, staff, parents, community members, board members, and organizational leaders – in a variety of research and planning activities. Between surveys, focus groups, and interviews alone, well over 2,000 people have been involved. Over 100 stakeholders including teachers, students, administrators, families, and community members participated in comprehensive planning sessions and served as members of the Steering Panel. The Steering Panel broke into working groups with 15 to 27 members each to engage in the detailed work of shaping and planning five core pathways that serve as the focus areas that will guide CSD in realizing our vision. In fall 2015, 12 district leaders formed SPILT (the Strategic Planning Internal Leadership Team.) This team met on a weekly basis to keep the planning effort moving between larger stakeholder meetings. They reviewed documents, integrated the work of the pathway groups, tapped internal expertise, and completed detailed planning activities. This work led to the development of five Strategic Pathways: Curriculum & Instruction, Student Achievement, Professional Learning, Holistic Experiences, and Communications & Engagement. These pathways served as the focus areas for the five working groups who developed the detailed plans that follow.
**C. Planning Pathways**

**Pathway 1: Curriculum & Instruction**

The Curriculum & Instruction Pathway formed around the core purpose that curriculum and instruction in CSD must prepare students to be global citizens who make meaningful contributions to the world. They built on input from the research, vision setting, and pathway shaping phases. The working group set the following big goal:

**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. Ultimately, curriculum and instruction will be differentiated to meet the needs of all students.

To meet this charge, CSD crafted three core SMART objectives that address current needs of the district and create curriculum and instruction that is personalized for all students.

- **Aligned, 21st Century Curriculum:** 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.

- **Assessments:** 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 testing on instructional time and adopt a district-wide system for reporting multiple measures of student growth and achievement.

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

**Pathway 2: Student Achievement**

CSD affirms that equity, access, and opportunity for all students is one of the tenets of our strategic plan. The Student Achievement Pathway’s principal goal is to provide universal access to opportunity for every Cheltenham student. We recognize the need to build student resiliency, think outside the confines of traditional academic measures, and remove barriers that impact student growth. The working group set the following big goal:

**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.

The working group focused on the need to expand the definition of achievement beyond high stakes standardized tests. Our new system of assessments will cultivate curiosity, ensure every student grows, and prepare students for lifelong success. To realize this goal, CSD will embark on the important work of meeting the following four objectives:
**ACADEMIC INTERVENTION STRATEGIES:** 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.

**MEASURING HOLISTIC STUDENT GROWTH:** By 2021, CSD will increase equity in student achievement by identifying, recognizing, and valuing multiple measures of student growth and success. CSD will redesign current practices for measuring and reporting student performance utilizing academic and non-academic metrics.

**NON-ACADEMIC INTERVENTION STRATEGIES:** By 2021, CSD will optimize structural conditions for student achievement by applying best practices regarding non-academic interventions.

**EQUITY IN ACHIEVEMENT:** 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.

### Pathway 3: Professional Learning

CSD is committed to creating professional learning experiences that are strategically planned, inclusive of all educators, and tailored to meet the needs of all staff and an increasingly diverse student body. The working group established the following big goal:

**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.

Professional learning will be integrated into the fabric of an educator’s professional career. We will create a comprehensive professional development plan and calendar, align evaluation with professional learning, implement professional learning communities, and ensure all staff increase their cultural proficiency.

**PROFESSIONAL LEARNING PLAN:** By 2021, CSD will develop a systemic, intentional plan for all professional learning (PL) activities that is differentiated to meet the individual needs of teaching and non-teaching staff. PL opportunities and resources will support staff’s growth and development, utilize and foster staff’s talents and skills, and align with CSD’s professional evaluation process. It will include professional learning opportunities within schools, across schools, and outside of the district.

**INTERNAL CAPACITY & EXPERTISE:** By 2021, CSD will identify and utilize internal PL resources, supporting our professionals to develop expertise in areas that align with the district’s goals.

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

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3 For example: Scheduling, use of space, start and stop times, placement of courses within the school day, class size, length of instructional periods, seating, etc.
**Cultural Competency:** 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.

**Pathway 4: Holistic Experiences**

CSD will ensure that the holistic needs of students, faculty, staff, and families are met. We will address the health, wellness, and social-emotional learning dimensions of the community. The working group set the following big goal:

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

The Holistic Experiences Pathway emerges at a time when stakeholders across CSD are increasingly recognizing the relationship between holistic experiences and student achievement. To ensure the necessary resources and programs to meet the holistic needs of the community are in place, the working group crafted the following three core objectives:

- **Norms & Expectations:** By 2019, CSD will fully implement district-wide developmentally appropriate core values and behavioral norms and utilize positive behavioral interventions and supports (PBIS).
- **Health & Wellness:** By 2021, CSD staff, students, and families will feel part of a community that prioritizes their physical and social-emotional health.
- **Social & Emotional Learning:** 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.

**Pathway 5: Communication & Engagement**

CSD recognizes the critical importance of effective communication and engagement to realizing the district’s overall mission, vision, and strategic planning goals. The working group set the following big goal:

**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.

Building on its current strengths and addressing CSD’s outstanding challenges, the working group crafted the following four complementary objectives:

- **Outreach:** 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.
- **Partnerships:** By September 2021, CSD will form at least three new strategic partnerships with organizations that support and advance the district’s mission.
- **Alumni Engagement:** By September 2021, CSD will have a fully established Alumni Association that supports the district’s strategic goals and mission.
- **Capital Campaign:** By September 2021, CSD will run a successful capital campaign that advances the brand and mission of the district.
D. METRICS, MEASURES & DATA
CSD recognizes that creating effective, targeted metrics is essential to monitoring the district’s success, particularly as it takes on bold and innovative initiatives. To ensure alignment with key district goals, CSD will use a comprehensive set of metrics to monitor progress toward achievement of each pathway’s big goal. This section details metrics for the 2016-17 to the 2020-21 school years for each pathway objective including baseline data (pending), annual target measures, and instruments used to conduct the assessment.

Preliminary metrics and measures can be found on page 31-36. The 2015-16 school year represents the baseline for all data. Given the timing of this narrative, select final baseline data currently are unavailable (e.g. PSSAs are released by the PA Department of Education in mid-summer). Consequently, 2014-15 data are used as a proxy (denoted with an asterisk) until the 2015-16 baseline data are available. At that time CSD will update baselines and adjust all measures accordingly. A final version with updated data will be presented to CSD for approval and retroactively included in the Strategic Plan.

E. ACCOUNTABILITY PLAN & CONCLUSION
In June, 2016, Bloom facilitated a discussion between representatives of the School Board, leadership team, and SPILT to develop an accountability plan that ensures impact through full-scale implementation. Specifically, this plan scopes the parameters that the board, leadership, and Pathway Leaders will follow to support implementation accountability. Leadership reached agreement on the following critical components: 1) The role of SPILT in transitioning from planning to implementation; 2) Reporting structures for implementation teams; 3) Progress monitoring practices; and 4) Key risks and contingency plans.
II. PATHWAY MATRIX

Each of the five strategic pathways was intentionally designed to intersect and connect with the other pathways. The following matrix provides a high-level overview of those key points of intersection for objectives across pathways. Each dot represents a reminder to Pathway Leaders that successful implementation of this objective necessitates collaboration with a peer pathway team. Project managers can scan the matrix vertically within their respective pathway to identify any dots that indicate a dependency on another objective listed horizontally.

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<tr>
<th>Objective Domain: What’s your pathway?</th>
<th>Student Achievement</th>
<th>Professional Learning</th>
<th>Holistic Experiences</th>
<th>Communications &amp; Engagement</th>
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III. Planners

Design Team
Enid Banton, Crystal Clark, Christopher Edelstein, Brian Gocial, Sherri Hazlewood, and Carrie Turner

SPILT
- Dr. Wagner Marseille, Superintendent
- Dr. Tamara T. Smith, Assistant Superintendent
- Dr. Beverly Gallagher, Director of Special Education
- Susan O’Grady, Director of Communications & Development
- Timothy McCleary, Supervisor of Technology
- Cara Michaels, Director of Finance
- Dr. Cheryl Horsey, Director of Student Services
- Gerald Aungst, Supervisor of Gifted & Elementary Mathematics
- Dr. Gerry Fitzpatrick-Doria, Principal of Elkins Park School
- Dan Tahaney, Principal of Myers Elementary
- Marcy Hockfield, Principal of Cedarbrook Middle School
- Lynn Hindermeyer, Vice Principal of Cheltenham High School
- Karen Shaffran, Teacher on Assignment

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- Brian Malloy
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- Carli Segal
- Carrie Ochs Toledo
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- Danielle Witkowski
- Daniel Tahaney
- Danielle Schueller
- Dave Clark
- David Burton
- David Cohen
- David Rackow
- Dayna Gibbs-Bowser
- Delores Wells
- Denise Allen
- Gerry Fitzpatrick-Doria
- Emily Brecker Greenberg
- Ezinne Ottih
- Gerald Aungst
- Heather Blumberg
- Iris Parker
- Jacob Margasak
- Jacob Smith
- Jaime Osea
- James Taylor
- Jane Donohue
- Jenette Oddo
- Jennifer Wasserman
- John Moran
- Jon Shina
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- Kathy Wasserman
- Kennedy Clark
- Keziah LaTorre
- Khyle Griffin
- Kiara Bass
- Kim Rose
- Kurt Ahrens
- Kwang Lee
- Laurel R Doran
- Laurie Shirley
- Leah Matusow
- Lilly Phung
- Linda Jephson
- Lorna Rosenberg
- Louis Alloro
- Lynn Hindermeyer
- Marcy Hockfield
- Mark Cheramie Walz
- Mark Hoff
- Mark Woodcock
- Mary Aiken
- Matt Moore
- Meredith Gapsis
- Michelle Fella Przybylowski
- Michelle Robinson
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- Napoleon Nelson
- Nicolas Perez
- Nicole Warren
- Nina Gordon
- Nissim Lebovits
- Oliver Snook
- Paige Kytzidis
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- Roshanna Floyd
- Sarah Demaria
- Scott Layer
- Sherry Hazelwood
- Siouda Hazelwood
- Stephanie Gray
- Sue Dunham
- Sue Nathan
- Susan Austin
- Susan O'Grady
- Tasha Holland
- Taylor Laing
- Terri Kelly
- Timothy McLeary
- Tom Hasty
- Tracey Oliver-Davis
- Tracy Keeley
- Wagner Marseille
- Will Longstreet

Curriculum & Instruction
Co-leaders: Marcy Hockfield, Keziah LaTorre, and Abby Fishman
Members: Chris Edelstein, Kurt Ahrens, Taylor Laing, Lillian Phung, Susan Nathan, Angela Schell, Mark Hoff, Paige Kytzidis, Beth Kenna, Peg Cooper, Michelle Przybylowski, Linda Jephson, Roberta Jacoby, Cameron Carty, Matt Moore, and Gerald Aungst

Student Achievement
Co-leaders: Lynn Hindermyer and Julie Haywood
Members: Laurie Shirley, Nina Gordon, Jacob Smith, Bethel Xu, Jon Shina, Mark Cheramie Walz, Andrew Smith, Jennifer Wasserman, Crystal Clark, Dan Levy, Mark Woodcock, Ezinne Ottih, Ray O'Brien, Tasha Holland, and Abigail McMahon

Professional Learning
Co-leaders: Dr. Gerry Fitzpatrick-Doria and Dan Tahaney
Members: Sarah DeMaria, David Clark, Ben Hammond, Dana Walker, Sherry Hazlewood, Mary Aiken, Bev Gallagher, Jim Taylor, Denise Allen, Michelle Robinson, Tracey Oliver-Davis, Jaime Osea, Laurel Doran, Ali Michael

Holistic Experiences
Co-leaders: Dr. Cheryl Horsey and David Burton
Members: Louis Alloro, Maddie August, Susan Austin, Heather Blumberg, Cindy Charlton, Jane Donohue, Susan Dunham, Pat Gallagher, Meredith Gapsis, Dayna Gibbs-Bowser, Khyle Griffin, Thomas Hasty, Tracy Keeley, Will Longstreet, Leah Matusow, John Moran, Christina Morton, Carli Segal, Oliver Snook, Nicole Warren, Kathryn Wasserman, Danielle Witkowski

Communications & Engagement
Co-leaders: Susan O'Grady and Amy Flynn

BLOOM
- Ingrid Boucher, Founder & Principal
- Emily Hurst, Director of Client Services
- Dr. Deborah Stern, Expert in School Design, Student Performance, Curriculum & Instruction
- Dr. Claire Robertson-Kraft, Expert in Metrics & Measures and Human Capital
- Shawn Merrill, Director of Operations & Analytics
IV. PROCESS OVERVIEW: VISIONING IMPACT & PRIORITIZING SUCCESS

The following graphic shows the four phases of planning work scoped, ultimately yielding an aligned, cohesive, and implementable strategic plan.

A. BLOOM’S PLANNING APPROACH

Bloom believes that the most effective method of planning is to begin with the end in mind.4 We start with research to thoroughly understand an organization, what its strengths are, and with what it struggles. We then ask guiding questions like, “Where do you want to be in five years?” and “What is the desired impact you’d like your schools to have on the community they serve?” To build the roadmap that achieves the vision created through answering these questions, we start the detailed planning process by working with clients to develop SMART objectives. A SMART objective provides a clear destination to aim for as we approach the work of detailed action planning.

With the SMART objective(s) set for each domain of planning focus, we identify the key metrics for gauging progress and completion. Articulating key metrics answers the question, “What tool(s) will be used to measure success?” Once objectives and metrics are determined, we guide clients to fill in the planning detail (meaningful milestones and corresponding specific tasks with observable outcomes, resources, and timing) to create an action-based roadmap to achieve the SMART objective.

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Planning with the end in mind by articulating SMART objectives, key metrics, and action plan detail ensures that our clients have a clear destination and course of action to provide the best services possible for stakeholders. The figure below visually demonstrates the “backward planning” process used frequently in education and strategic planning. Start at the far right and follow the arrows left.

B. Recap of Major Meetings

After the research of Phase 1 that led to the State of the District Snapshot, the Stakeholder Interview Report, and the Stakeholder Survey Report, in Phase 2, key CSD stakeholders met with Bloom project leads in a series of sessions to build understanding and refine planning options.

Meeting 1: October 22, 2015 – Research Review Session

In this four-hour session, Bloom led CSD stakeholders, including staff, parents, alumni, students, community members, and board members, through a scaffolded review of the research completed to date to set the group up for research-informed planning work. Key meeting outcomes were:

- Reinforced understanding of the strategic planning process;
- Shared understanding of district overview, health, and perception data, including the State of the District Snapshot Report, recent student focus groups, recent stakeholder survey data, and a Stakeholder Interview Report; and
- Clear next steps for the coming weeks of engagement.

Meeting 2: December 16, 2015 – Research Review & Visioning Session

In this all-day session, staff, parents, alumni, students, community members, and board members reacted and gave input to a working vision statement and shared input for consideration by leadership. Through a series of individual, small group, and whole group activities, participants articulated top planning priorities and related considerations. In a democratic, whole group activity facilitated by Bloom, these priorities became the five planning pathways – the backbone of this strategic plan. The formal meeting outcomes accomplished at this meeting were:
• Make meaning from newly collected data;
• Share and gather input on current vision for impact;
• Agree to key components of vision; and
• Identify measurable, high-level strategic initiatives to set the direction for the detailed planning work to follow.

**Meeting 3: January 30, 2016 – Initial Pathways Planning**

As we entered the detailed planning phase, the strategic planning team was expanded to include a significant increase in faculty participation. In this four-hour Saturday session, there was some review of previously covered ground in order to get new people up-to-date, and new effort was concentrated on developing statements of intent for each of the five planning pathways. Meeting outcomes included:

• Leadership has collected reactions to working vision statement;
• Drafts of statements of intent for each of the five strategic pathways; and
• Shared understanding of next steps, upcoming meetings, and work teams.

**Meeting 4: February 16 & March 3, 2016 – Pathways Planning – Session 1**

In this set of three-hour meetings, the pathway planning teams became specialized and focused on the detail of each pathway. The following pathway planning teams met on February 16th: Student Achievement, Professional Learning, and Holistic Experiences. Curriculum & Instruction and Communications & Engagement met on March 3rd. Each planning pathway was led by two co-coordinators and was facilitated by at least one Bloom team facilitator with expertise in the planning area considered. Meeting outcomes for this first round of pathway planning included:

• Finalize statement of intent and transform into Big Goal;
• Review and discuss data and inspirations to identify priority areas for this strategic pathway; and
• Create SMART planning objectives.

**Meeting 5: March 3 & 7, 2016 – Pathways Planning – Session 2**

In this set of meetings, the pathway planning teams continued their specialized work, following an agenda with the goals below. The Student Achievement, Professional Learning, and Holistic Experiences pathways met on March 3rd while the Curriculum & Instruction and Communications & Engagement pathways met on March 7th. Co-coordinators and pathway sub-groups completed as homework any work not completed during the three-hour planning sessions.

• Review SMART objectives and big goals from all initiative work groups to date
• Finalize SMART planning objectives
• Build action plans for each objective
• Articulate these considerations:
  o Metrics
  o Implications for human capital, budget, scheduling, sustainability, and messaging
  o Opportunities for student voice
  o Data and data analysis needed
  o Risks and risk mitigation
MEETING 6: MAY 2, 2016 – COMMUNITY MEETING PRESENTATION

In this two-hour session, a spokesperson from each planning pathway presented a brief overview of the big goal and SMART objectives for her/his pathway to the community stakeholders assembled. Then, all participants formed small groups and rotated from station to station in a “gallery walk” activity to give feedback on and ask questions about each of the pathway plans. Meeting intentions included:

- All participants have the opportunity for input to each pathway’s intentions;
- Participants have a preview of the plan’s presentation to the School Board; and
- Presenters have an opportunity to practice their pathway presentation in advance of the board presentation.
V. 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. Ultimately, curriculum and instruction will be differentiated to meet the needs of all students.

SMART Objectives

1. Aligned, 21st-Century Curriculum

This objective is a strategic necessity for organizing the strong work currently in place at CSD and for driving teaching and learning in new directions. The objective first articulates a desired product: a differentiated curriculum emphasizing 21st-century skills that is attuned to individual student and teacher passions, backgrounds, gifts, and cultures. This objective also specifies how this curriculum can most effectively serve CSD students and teachers: It must be digitally accessible; it must be vertically, horizontally, and standards-aligned; and it must be flexible and responsive to meet evolving needs. This objective encompasses both curriculum and the accompanying instructional model required to serve it.

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.

Key Metrics
- Alignment of curriculum to essential learning and 21st-century skills
- Learning Management System (LMS) populated

Milestones (CSD has…)
- Year 1: 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.
- Year 2: Defined a C&I model that fosters 21st-century skills to direct future design/revision work
- Year 3: Designed and piloted an aligned, 21st-century curriculum in priority 1 subjects/grades
- Year 4: Designed and piloted an aligned, 21st-century curriculum in priority 2 subjects/grades
- Year 5: Objective complete

2. Assessments

Effective assessment is integral to curriculum and instruction, providing meaningful feedback to both teachers, students, and their families. With a commitment to minimizing the impact of high stakes standardized testing on instructional time, CSD will develop a robust and thoughtful system for reporting multiple measures of student growth.
**STRATEGIC PLAN**

**CHELTENHAM SCHOOL DISTRICT**

**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.

**Key Metrics**

- Alignment of assessments to essential learning and 21st-century skills
- Impact of standardized testing on instructional time minimized
- The number of common assessments given
- The number of teachers receiving professional learning on formative/summative assessments and use of assessment data

**Milestones (CSD has...)**

- **Year 1:** 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
- **Year 2:** Defined district assessment practices; developed, administered, and evaluated pilot assessment plan; and identified and piloted reporting system
- **Year 3:** Refined, administered, and evaluated assessment plan
- **Year 4:** Evaluated and refined assessment plan
- **Year 5:** Objective complete

3. **Instructional Strategies**

CSD teachers will create an instructional environment that allows personalization, engagement and inquiry through active, technology-rich instructional strategies.

**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.

**Key Metrics**

- Alignment of assessments to essential learning and 21st-century skills
- Assessments are authentic and student-centered
- Staff receives professional learning to develop and support instructional goals
- Student engagement data
- Eliminate homework that is not aligned to academic and social-emotional best practices
Milestones (CSD has…)

- **Year 1**: Researched and identified instructional strategies for engagement in all grade bands; identified existing programming that supports the objective, and encouraged expansion; planned pilot programs for each grade band; and researched best practices for effective use of homework.

- **Year 2**: Launched pilots; established methods for assessment; reviewed assessments and recommended full district implementation of successful pilots; and provided professional learning that supports and models best practice instructional strategies.

- **Year 3**: Best practices in instructional strategies are implemented district wide.

- **Year 4**: Objective complete.
VI. 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.

SMART OBJECTIVES

1. Academic Intervention Strategies

A variety of circumstances and learning needs make every child’s learning path unique, and the district must respond to these differing needs by ensuring equal access to timely, innovative and responsive interventions and supports for its students. These sensibilities are reflected in the following objective:

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.

Consider investigating such topics as summer enrichment, collaboration with local pre-K providers, enhanced academic counseling, gifted teaching concepts modeled throughout the curriculum, literacy across the curriculum, STEAM initiatives, intentional teaming, global learning experiences, blended learning, before- and after-school interventions, and K-12 world language (curricular and extracurricular).

Key Metrics

- State-mandated test scores and other state achievement indicators
- Course grades
- Graduation rate
- Promotion rate

Milestones (CSD has…)

- **Year 1:** Researched current CSD academic intervention strategies, and evaluated their efficacy; researched best practices in support of academic achievement and developed pilot interventions
- **Year 2:** Implemented pilot systemic interventions, monitored and evaluated efficacy, and planned additional interventions
- **Year 3:** Implemented/piloted additional strategies, monitored and evaluated efficacy, and planned additional interventions
- **Year 4:** Achieved measurable gains in student achievement across multiple academic measures; and improved and broadly adopted successful strategies district-wide
- **Year 5:** Objective complete
2. Measuring Holistic Student Growth

Traditional measures and reporting systems reflect only a narrow slice of student experience and cannot provide all the information students, educators, and parents need to understand, support, and plan for students’ academic paths and futures. To that end, we will focus attention on metrics that go beyond more than grades and test scores.

**Objective:** By 2021, CSD will increase equity in student achievement by identifying, recognizing and valuing multiple forms of measuring student growth and success. CSD will redesign current practices for measuring and reporting student performance utilizing academic and non-academic metrics.

**Key Metrics**
- Perception data (via survey)
- Observations utilizing rubric

**Milestones (CSD has…)**
- **Year 1:** Identified multiple measures of holistic student growth, developed a rubric, and implemented annual data collection protocol; and defined student profiles and digital platform for storing data and monitoring student growth
- **Year 2:** Established metrics for holistic student growth utilizing best practice research, surveys, focus groups, etc; and ensured that metrics are not culturally biased
- **Year 3:** Piloted use of student profiles that incorporate holistic measures of achievement and are digitally accessible
- **Year 4:** Monitored, evaluated, and improved student profiles
- **Year 5:** Objective complete

3. Non-Academic Intervention Strategies

CSD will focus on optimizing the conditions for student achievement. We will examine physical spaces, the way the school day is structured, and the places and ways teachers, students, and staff interact.

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

Consider investigating such topics as: scheduling, use of space, intentional teaming, faculty diversity, support services, extracurricular experiences, mentoring programs, and community resources.

**Key Metrics**
- Results and recommendations from scheduling audit
- Access and participation in curricular and extracurricular experiences

**Milestones (CSD has…)**
- **Year 1:** researched current CSD non-academic intervention strategies and their impact across all schools and identified best practices (internal and external)
- **Year 2:** Implemented best practices and developed pilots
• **Year 3:** Provided support to staff
• **Year 4:** Refined and implemented district-wide, non-academic practices that support student achievement
• **Year 5:** Objective complete

4. **Equity in Achievement**
This Student Achievement objective ensures equitable access to all academic and non-academic programs and protocols established in this plan.

**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.

**Key Metrics**
• Gap analysis
• Participation rates

**Milestones (CSD has…)**
• **Year 1:** Assessed access to current programs, defined measures of equity, collected baseline data, and performed gap analysis
• **Year 2:** Established recommendations to increase access to academic and non-academic programs and protocols (e.g. participation criteria and how information is disseminated) to increase equity across the district
• **Year 3:** Piloted new protocols and programs, and monitored equity and impact to achievement of new and existing programs across the district
• **Year 4:** Full-scale implementation and adjustment of equitable programs that support and enhance student achievement with robust data collection and analysis across the district
• **Year 5:** Objective complete
VII. 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.

SMART OBJECTIVES

1. Professional Learning Plan/Calendar

To ensure that professional learning is successful, CSD will develop a comprehensive plan and calendar for professional learning.

Objective: By 2021, CSD will develop a systemic, intentional plan for all professional learning (PL) activities that is differentiated to meet the individual needs of teaching and non-teaching staff. PL opportunities and resources will support staff’s growth and development, utilize and foster staff’s talents and skills, and align with CSD’s professional evaluation process. It will include professional learning opportunities within schools, across schools, and outside of the district.

Key Metrics

- Percent of teaching and non-teaching staff reporting that they receive professional development that meets their needs
- Percent of staff utilizing digital PL platform
- The number of PL opportunities that are linked to needs/resources identified in evaluations

Milestones (CSD has…)

- **Year 1:** 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 (across all modes) to personalized PL plans; and identified PL resources that support needs and utilize CSD’s human resources
- **Year 2:** Piloted PL plan and platform including integration of evaluation-based components
- **Year 3:** Revisited and utilized data to improve PL plan, and expanded menu of options and resources
- **Year 4:** Fully implemented PL plan
- **Year 5:** Objective complete

2. Internal Capacity & Expertise

CSD will create opportunities for internal leadership development.
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.

Key Metrics

- The number of PL opportunities provided by in-house experts
- Evaluative feedback

Milestones (CSD has…)

- Year 1: 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
- Year 2: Included internal presenter(s) in PL schedule
- Year 3: Increased percent of PL presented by CSD professionals
- Year 4: Objective complete

3. Professional Learning Communities

Professional Learning Communities (PLCs) provide a framework for systemic collaboration to support student achievement and accomplish the district’s strategic 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 team.

Key Metrics

- Percent of teaching and non-teaching staff reporting active involvement in PLCs across the district
- Percent of PLC teams that produce evidence of implementation
- Participation/membership in recognized organizations that support PLCs

Milestones (CSD has…)

- Year 1: 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
- Year 2: Established collaborative teams across the district, ensuring that every staff member belongs to one or more team; and implemented structural supports to provide planning time for research, communication, and implementation
- Year 3: Continually evaluated, adjusted, and supported collaborative teaming needs
- Year 4: Continually evaluated, adjusted, and supported collaborative teaming needs
- Year 5: Objective complete
4. Cultural Competency

In keeping with Cheltenham’s longstanding commitment to value and celebrate its diversity, we are aware of the impact of cultural identity on teaching and learning. Cultural competency is a framework that allows us to maintain this commitment to honor the cultural identity of all members of our community.

**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.

**Key Metrics**
- Staff survey on cultural competency (e.g., quality of PL, skills, confidence)
- Participation in cultural competency PL
- The number and diversity of cultural celebrations

**Milestones (CSD has...)**
- **Year 1:** Articulated a differentiated professional learning strand focused on cultural competency objectives
- **Year 2:** Implemented differentiated cultural competency strand and instituted one new district-wide cultural celebration
- **Year 3:** Refined and continued to implement differentiated cultural competency strand and instituted one new district-wide cultural celebration; and captured measurable growth occurring in cultural competency
- **Year 4:** Consistently delivered effective and differentiated PL on cultural competency
- **Year 5:** Objective complete
VIII. PATHWAY 4: HOLISTIC EXPERIENCES

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

SMART OBJECTIVES

1. Norms and Expectations

A district-wide set of norms and expectations will allow CSD staff, students, and families to better understand and act upon our core values.

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

Key Metrics

• Number of discipline infractions
• % of students indicating they feel safe at school
• Observational data in schools

Milestones (CSD has…)

• Year 1: Researched, developed, and implemented CSD core values and norms; and piloted positive behavioral interventions and supports (PBIS).
• Year 2: Embedded CSD values and norms into instructional practice and adopted. Develop strategies that support our students and their families in understanding and observing CSD values and norms. Positive behavioral interventions and supports (PBIS) district-wide.
• Year 3: Objective complete.

2. Health & Wellness

Physical and social-emotional wellness are key indicators of individual and community success. Ensuring the health and wellness of our students, parents/guardians, and professional staff will support growth and achievement across all other strategic objectives.

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

Key Metrics

• Percent of staff and students that feel part of a community that prioritizes their physical and emotional health
• Percent of students indicating that they enjoy coming to school each day
• Staff attendance
• School climate
**Milestones (CSD has…)**

- **Year 1:** Identified community needs, gathered baseline self-perception data, and implemented pilot initiatives to meet goals of objective
- **Year 2:** Planned and implemented meaningful, timely and sustainable activities, events, and opportunities for all CSD staff, students, and families that foster physical and social-emotional health and wellness
- **Year 3:** Evaluated staffing needs (nursing, guidance, counseling, special ed, etc.) to meet academic, physical and social-emotional needs of staff (teaching and non-teaching), students, and families
- **Year 4:** Adjusted school day schedules to reflect developmental needs of K-12 students (e.g. start times, recess time, advisory period, appropriate lunch times for all)
- **Year 5:** Objective complete

3. **Social & Emotional Learning**

There has been some highly effective social-emotional programming developed throughout the district. We will build on these successful initiatives to establish consistent social-emotional learning (SEL) district-wide. A unified but developmentally differentiated K-12 program will positively impact the culture and climate for all.

**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.

**Key Metrics**

- Established district-wide SEL program
- Percent of staff indicating successful implementation of SEL program
- Other measures of program success indicated in metric matrix

**Milestones (CSD has…)**

- **Year 1:** 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
- **Year 2:** Launched SEL pilots in every CSD school and database established to monitor effectiveness
- **Year 3:** Fully implemented SEL experiences district wide with continuous data monitoring and evaluation
- **Year 4:** Improved and supported SEL experiences district-wide
- **Year 5:** Objective complete
IX. 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.

SMART Objectives

1. Outreach
CSD will establish an ambassador outreach program that promotes and maintains the district brand while reaching key community stakeholders. CSD will leverage its strong Parent Teacher Organizations to implement the outreach program.

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

Key Metrics
- Community familiarity and knowledge of CSD

Milestones (CSD has…)
- Year 1: Developed the Community Outreach and Engagement Plan with appropriate staffing in place for implementation
- Year 2: Institutionalized outreach and engagement protocols that engage current and new students and their families
- Year 3: Institutionalized new business, new residents, and realtors outreach and engagement
- Year 4: Institutionalized senior citizen, former staff, and religious/educational institutes outreach and engagement
- Year 5: Objective complete

2. Partnerships
CSD recognizes that key partnerships are essential to building a strong community presence, and that these partnerships should be strategic in nature and align with the district’s goals.

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

Key Metrics
- Number of partnerships
- New programs and resources

Milestones (CSD has…)
- Year 1: Created a new partnership protocol and Memorandum of Understanding (MOU) based on thorough assessment of partnership needs
• Year 2: Established one new partnership (pilot and implement)
• Year 3: Established two partnerships (pilot and implement)
• Year 4: Established three partnerships (pilot and implement)
• Year 5: Objective complete

3. Alumni Engagement

CSD recognizes the value of having an engaged and committed alumni association to build community, recruit volunteers, and fundraise. We will strengthen alumni relations and develop a formalized alumni networking system.

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

Key Metrics
• Membership in alumni association
• Funds raised from alumni

Milestones
• Year 1: Fully established an Alumni Association under CSD ownership
• Year 2: 25% of identified CSD alumni have joined Alumni Association
• Year 3: Leveraged financial power of alumni to support 10% of capital campaign goal
• Year 4: 50% of identified CSD alumni join Alumni Association; alumni supported 20% of capital campaign goal
• Year 5: Objective complete

4. Capital Campaign

CSD recognizes the need to identify new sources of revenue to help fund capital projects that are not currently built into the budget, and has created the following objective:

OBJECTIVE: By September 2021, CSD will run a successful capital campaign that advances the brand and mission of the district.

Key Metric
• Funds raised

Milestones (CSD has…)
• Year 1: Established a capital campaign feasibility study and fundraising matrix
• Year 2: Fully prepared for public launch of capital campaign
• Year 3: Public phase in full effect
• Year 4: Institutionalized senior citizen, former staff, and religious/educational institutes outreach and engagement
• Year 5: Objective complete
X. METRICS, MEASURES & DATA

A. DATA COLLECTION, MANAGEMENT & USE PLAN

The Cheltenham School District is deeply focused on ensuring all stakeholders are invested in the district’s vision for success. To ensure progress towards key organizational outcomes, CSD will use a comprehensive set of metrics to monitor progress toward achievement of these goals. The metrics and milestones for the 2016-17 to the 2020-21 school years (detailed below) are aligned to each of the five critical pathways:

- Curriculum and Instruction
- Communication and Engagement
- Student Achievement
- Professional Learning
- Holistic Experiences

CSD will collect data on organizational goals using the following data sources/instruments:

- An external audit in 2015-2016
- An annual internal audit
- An annual staff parent, student, and constituency survey
- Academic data (e.g., PSSA, graduation rates)
- Administrative records (e.g., retention)
- Attendance records
- Disciplinary records
- Financials
- Alumni database

This annual data collection effort will be led by the Supervisor of Instructional Technology and K-12 Data Analysis will be used to assess progress and make adjustments to drive organizational improvement.

NOTE: The 2015-16 school year represents the baseline for all data. Given the timing of this narrative, select final baseline data currently are unavailable (e.g. PSSAs are released by the PA Department of Education in mid-summer). Consequently, 2014-15 data are used as a proxy (denoted with an asterisk) until the 2015-16 baseline data are available. At that time CSD will update baselines and adjust all measures accordingly. A final version with updated data will be presented to the CSD for approval and retroactively included in the Strategic Plan.
### Pathway 1: Curriculum & Instruction

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<th>Objective(s)</th>
<th>Baseline</th>
<th>Yr 1</th>
<th>Yr 2</th>
<th>Yr 3</th>
<th>Yr 4</th>
<th>Yr 5</th>
<th>Instruments</th>
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<td>100%</td>
<td>External Audit (baseline) Populated LMS</td>
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<td>85%</td>
<td>Staff survey</td>
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<tr>
<td>% of students reporting that they were engaged because of more personalized curriculum</td>
<td>4</td>
<td>N/A</td>
<td>30%</td>
<td>50%</td>
<td>70%</td>
<td>80%</td>
<td>85%</td>
<td>Student survey</td>
</tr>
<tr>
<td>Impact of standardized assessments on instructional time (% of classes at secondary level and % of days at primary level)</td>
<td>2</td>
<td>N/A</td>
<td>20% reduction</td>
<td>30% reduction</td>
<td>40% reduction</td>
<td>50% reduction</td>
<td>60% reduction</td>
<td>Internal audit</td>
</tr>
<tr>
<td># of common assessments given</td>
<td>2</td>
<td>N/A</td>
<td>1/collaborative team</td>
<td>2/collaborative team</td>
<td>3/collaborative team</td>
<td>4/collaborative team</td>
<td>5/collaborative team</td>
<td>Internal audit</td>
</tr>
<tr>
<td>% of teachers receiving PL on assessments/assessment data</td>
<td>2</td>
<td>N/A</td>
<td>5%</td>
<td>10%</td>
<td>20%</td>
<td>50%</td>
<td>75%</td>
<td>Populated LMS</td>
</tr>
<tr>
<td>Teacher adherence to homework policy</td>
<td>1</td>
<td>N/A</td>
<td>Establish policy</td>
<td>25%</td>
<td>50%</td>
<td>75%</td>
<td>100%</td>
<td>Parent/student survey re: homework amount and effectiveness</td>
</tr>
</tbody>
</table>
### Pathway 2: Student Achievement

<table>
<thead>
<tr>
<th>Metric</th>
<th>Objective(s)</th>
<th>Temporary Baseline (2014-15)*</th>
<th>Yr 1</th>
<th>Yr 2</th>
<th>Yr 3</th>
<th>Yr 4</th>
<th>Yr 5</th>
<th>Instruments</th>
</tr>
</thead>
<tbody>
<tr>
<td>*3rd grade: Growth on the PSSA Reading</td>
<td>1</td>
<td>68%*</td>
<td>BL*</td>
<td>BL</td>
<td>BL</td>
<td>BL</td>
<td>BL</td>
<td>PSSA</td>
</tr>
<tr>
<td>*4th grade: Growth on the PSSA Reading</td>
<td>1</td>
<td>74%*</td>
<td>70%</td>
<td>+2%</td>
<td>+2%</td>
<td>+2%</td>
<td>+2%</td>
<td>PSSA</td>
</tr>
<tr>
<td>*5th grade: Growth on the PSSA Reading</td>
<td>1</td>
<td>63%*</td>
<td>76%</td>
<td>72%</td>
<td>+2%</td>
<td>+2%</td>
<td>+2%</td>
<td>PSSA</td>
</tr>
<tr>
<td>*6th grade: Growth on the PSSA Reading</td>
<td>1</td>
<td>61%*</td>
<td>65%</td>
<td>78%</td>
<td>75%</td>
<td>+3%</td>
<td>+3%</td>
<td>PSSA</td>
</tr>
<tr>
<td>*7th grade: Growth on the PSSA Reading</td>
<td>1</td>
<td>64%*</td>
<td>63%</td>
<td>67%</td>
<td>80%</td>
<td>78%</td>
<td>+3%</td>
<td>PSSA</td>
</tr>
<tr>
<td>*8th grade: Growth on the PSSA Reading</td>
<td>1</td>
<td>72%*</td>
<td>66%</td>
<td>65%</td>
<td>70%</td>
<td>83%</td>
<td>81%</td>
<td>PSSA</td>
</tr>
<tr>
<td>*3rd grade: Growth on the PSSA Math</td>
<td>1</td>
<td>56%*</td>
<td>BL</td>
<td>BL</td>
<td>BL</td>
<td>BL</td>
<td>BL</td>
<td>PSSA</td>
</tr>
<tr>
<td>*4th grade: Growth on the PSSA Math</td>
<td>1</td>
<td>64%*</td>
<td>58%</td>
<td>+2%</td>
<td>+2%</td>
<td>+2%</td>
<td>+2%</td>
<td>PSSA</td>
</tr>
<tr>
<td>*5th grade: Growth on the PSSA Math</td>
<td>1</td>
<td>49%*</td>
<td>66%</td>
<td>60%</td>
<td>+2%</td>
<td>+2%</td>
<td>+2%</td>
<td>PSSA</td>
</tr>
<tr>
<td>*6th grade: Growth on the PSSA Math</td>
<td>1</td>
<td>46%*</td>
<td>51%</td>
<td>68%</td>
<td>63%</td>
<td>+3%</td>
<td>+3%</td>
<td>PSSA</td>
</tr>
<tr>
<td>*7th grade: Growth on the PSSA Math</td>
<td>1</td>
<td>39%*</td>
<td>48%</td>
<td>53%</td>
<td>71%</td>
<td>66%</td>
<td>+3%</td>
<td>PSSA</td>
</tr>
<tr>
<td>*8th grade: Growth on the PSSA Math</td>
<td>1</td>
<td>48%*</td>
<td>41%</td>
<td>50%</td>
<td>56%</td>
<td>75%</td>
<td>69%</td>
<td>PSSA</td>
</tr>
<tr>
<td>% of 9th graders promoted</td>
<td>1</td>
<td>88%*</td>
<td>88%</td>
<td>90%</td>
<td>93%</td>
<td>97%</td>
<td>99%</td>
<td>Administrative records</td>
</tr>
<tr>
<td>Keystone Test Scores</td>
<td>1</td>
<td>+2%</td>
<td>+2%</td>
<td>+3%</td>
<td>+3%</td>
<td>+3%</td>
<td></td>
<td>Keystone scores</td>
</tr>
<tr>
<td>School Performance Profile Scores</td>
<td>1</td>
<td>+2%</td>
<td>+2%</td>
<td>+3%</td>
<td>+3%</td>
<td>+3%</td>
<td></td>
<td>PA DOE</td>
</tr>
<tr>
<td>Graduation rate</td>
<td>1</td>
<td>+1%</td>
<td>+1%</td>
<td>+2%</td>
<td>+2%</td>
<td>+3%</td>
<td></td>
<td>Administrative records</td>
</tr>
<tr>
<td>% of all high school seniors who are enrolled in at least one AP</td>
<td>1</td>
<td>32.5%</td>
<td>34.5%</td>
<td>36.5%</td>
<td>39.5%</td>
<td>42.5%</td>
<td>55.5%</td>
<td>Administrative records</td>
</tr>
</tbody>
</table>
### Pathway 3: Professional Learning

#### METRIC

<table>
<thead>
<tr>
<th>Metric</th>
<th>Objective(s)</th>
<th>Baseline</th>
<th>Yr 1</th>
<th>Yr 2</th>
<th>Yr 3</th>
<th>Yr 4</th>
<th>Yr 5</th>
<th>Instruments</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of teaching and non-teaching staff reporting that they receive professional development that meets their needs</td>
<td>1, 3</td>
<td>N/A</td>
<td>50%</td>
<td>60%</td>
<td>70%</td>
<td>80%</td>
<td>90%</td>
<td>Staff survey</td>
</tr>
<tr>
<td>% of teaching and non-teaching staff reporting active involvement in PLCs across the district</td>
<td>3</td>
<td>N/A</td>
<td>20%</td>
<td>40%</td>
<td>60%</td>
<td>80%</td>
<td>90%</td>
<td>Staff survey</td>
</tr>
<tr>
<td>% of PLC teams that produce evidence of collaboration</td>
<td>3</td>
<td>N/A</td>
<td>50%</td>
<td>60%</td>
<td>70%</td>
<td>80%</td>
<td>90%</td>
<td>Staff survey</td>
</tr>
<tr>
<td>% of staff participating in cultural competency PL.</td>
<td>4</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
<td>PL management system</td>
</tr>
<tr>
<td>% of teaching and non-teaching staff self-reporting cultural competency</td>
<td>4</td>
<td>N/A</td>
<td>20%</td>
<td>30%</td>
<td>40%</td>
<td>50%</td>
<td>75%</td>
<td>Staff survey</td>
</tr>
<tr>
<td># of CSD cultural celebrations</td>
<td>4</td>
<td>N/A</td>
<td>+1</td>
<td>+2</td>
<td>+3</td>
<td>+4</td>
<td>+5</td>
<td>CSD calendar</td>
</tr>
<tr>
<td>Teaching and non-teaching staff retention</td>
<td>1, 2, 3, 4</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>90%</td>
<td>Administrative records</td>
</tr>
</tbody>
</table>

*NOTE: Only students testing in consecutive years will be included in PSSA growth metric cohort. For some of the PSSA data, baseline data (labeled BL) needs to be collected prior to setting goals.*
### Pathway 4: Holistic Experiences

<table>
<thead>
<tr>
<th>Metric</th>
<th>Objective(s)</th>
<th>Baseline</th>
<th>Yr 1</th>
<th>Yr 2</th>
<th>Yr 3</th>
<th>Yr 4</th>
<th>Yr 5</th>
<th>Instruments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average daily attendance (students)</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Attendance Records</td>
</tr>
<tr>
<td>ISS/OSS Suspensions/expulsions</td>
<td>1</td>
<td>//0</td>
<td>//0</td>
<td>//0</td>
<td>//0</td>
<td>//0</td>
<td>//0</td>
<td>Disciplinary records</td>
</tr>
<tr>
<td>Discipline referrals</td>
<td>1</td>
<td></td>
<td>-10%</td>
<td>-20%</td>
<td>-30%</td>
<td>-40%</td>
<td>-50%</td>
<td>Disciplinary records</td>
</tr>
<tr>
<td>% of students indicating that they feel safe at school</td>
<td>1</td>
<td>N/A</td>
<td>75%</td>
<td>80%</td>
<td>85%</td>
<td>90%</td>
<td>95%</td>
<td>Student survey</td>
</tr>
<tr>
<td>% of staff that feel part of a community that prioritizes their physical and emotional health</td>
<td>2</td>
<td>N/A</td>
<td>75%</td>
<td>80%</td>
<td>85%</td>
<td>90%</td>
<td>95%</td>
<td>Staff survey</td>
</tr>
<tr>
<td>% of students that feel part of a community that prioritizes their physical and emotional health</td>
<td>2</td>
<td>N/A</td>
<td>75%</td>
<td>80%</td>
<td>85%</td>
<td>90%</td>
<td>95%</td>
<td>Student survey</td>
</tr>
<tr>
<td>% of parents/guardians that feel students are part of a community that prioritizes their physical and emotional health</td>
<td>2</td>
<td>N/A</td>
<td>75%</td>
<td>80%</td>
<td>85%</td>
<td>90%</td>
<td>95%</td>
<td>Constituent survey</td>
</tr>
<tr>
<td>% of students indicating that they enjoy coming to school</td>
<td>2</td>
<td>N/A</td>
<td>75%</td>
<td>80%</td>
<td>85%</td>
<td>90%</td>
<td>90%</td>
<td>Student survey</td>
</tr>
<tr>
<td>Average daily attendance (teachers)</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Attendance records</td>
</tr>
<tr>
<td>% of teachers indicating that the SEL pilot was effectively implemented</td>
<td>3</td>
<td>N/A</td>
<td>0%</td>
<td>50%</td>
<td>70%</td>
<td>80%</td>
<td>90%</td>
<td>Staff survey</td>
</tr>
</tbody>
</table>
### Pathway 5: Communication & Engagement

<table>
<thead>
<tr>
<th>Metric</th>
<th>Objective(s)</th>
<th>Baseline</th>
<th>Yr 1</th>
<th>Yr 2</th>
<th>Yr 3</th>
<th>Yr 4</th>
<th>Yr 5</th>
<th>Instruments</th>
</tr>
</thead>
<tbody>
<tr>
<td># of members in alumni association</td>
<td>1</td>
<td>0</td>
<td>500</td>
<td>1k</td>
<td>2.5k</td>
<td>4k</td>
<td>5k</td>
<td>Alumni data</td>
</tr>
<tr>
<td>Funds raised by alumni association</td>
<td>1</td>
<td>0</td>
<td>$10k</td>
<td>$25k</td>
<td>$50k</td>
<td>$75k</td>
<td>$100k</td>
<td>Financials</td>
</tr>
<tr>
<td>Funds raised (as part of capital campaign)</td>
<td>2</td>
<td>0</td>
<td>$100k</td>
<td>$250k</td>
<td>$500k</td>
<td>$750k</td>
<td>$1m</td>
<td>Financials</td>
</tr>
<tr>
<td>% of parents reporting favorable opinion of CSD</td>
<td>3</td>
<td>n/a</td>
<td>50%</td>
<td>60%</td>
<td>70%</td>
<td>75%</td>
<td>80%</td>
<td>Constituency survey</td>
</tr>
<tr>
<td>% of community members reporting favorable opinion of CSD</td>
<td>3</td>
<td>n/a</td>
<td>50%</td>
<td>60%</td>
<td>70%</td>
<td>75%</td>
<td>80%</td>
<td>Constituency survey</td>
</tr>
<tr>
<td># of new partnerships established</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>Partnership data</td>
</tr>
<tr>
<td># of new resources/programs that support CSD goals</td>
<td>4</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td>Partnership data</td>
</tr>
</tbody>
</table>
XI. ACCOUNTABILITY PLAN

In June 2016, Bloom facilitated a discussion between representatives of the board, leadership team, and SPILT to develop the following accountability plan that ensures impact through full-scale implementation.
APPENDIX I: CONSIDERATIONS

Each pathway working group reflected on key considerations for successfully implementing this work. We articulated critical planning considerations; below are the consolidated considerations from all five planning pathways.

**Sustainability**
- Reduce paper use wherever possible
- Online/cloud-based curriculum and assessments
- Deliver electronic assessments
- Educational records, progress reports, assignments online
- Order/install/use environmentally responsible supplies, building materials, products
- Utilize environmental features of new buildings as teaching tools, embedded in the curriculum
- Virtual meetings (Zoom, Skype, Google hangouts, etc.)
- Potential area for new partnerships

**Opportunities for Student Voice**
- Students on Learning Journeys
- Student reps at faculty meetings/PD
- Student surveys and focus groups
- Students on implementation teams
- Student input on furniture—where/how do they learn best?
- More celebrations of student achievement
- Peer mentoring
- SLC’s (Student Learning Communities)
- Anonymous reporting of incidents in conflict with CSD’s culture, norms, and expectations
- Alumni networking system
- Student Hall of Fame
- Student events and phone banks for capital campaign

**Messaging & Communication**
- Share PL themes and outcomes with community
- Clear consistent, positive messages: All of our students can and will succeed. All of our programs are for everyone.
- Clear communications of changes before, during, and after implementation; explain rationale for change
- Keep website current as changes are implemented
- Norms and expectations should be set by a diverse committee that represents our community and should be cast as “do’s” instead of “don’ts”
- Addressing Social Emotional Learning needs supports student achievement
- Everyone is welcome here, and no one needs to navigate CSD alone (especially new families)
- You are a part of the CSD family even after graduation
Human Capital

- **Advocacy for All**—every student has an adult keeping a close watch
- Populate/convene implementation teams
- Professional learning journeys
- Increase quality and quantity of substitute teaching staff
- Class size reduction = more instructional staff
- Assessment Coordinator
- Equity and inclusion leadership position
- Professional staff diversity should match the student population
- Place a high value on disposition and willingness/ability to connect with kids when hiring
- Integrate non-instructional staff into PL and coaching, mentoring, and activity sponsorship positions
- Cultural Competency expertise (in-district and/or consultants)
- Holistic Experiences staff (counselors, nurses, mindfulness coaches, etc.)
- Communications and Development Associate

Financial

- More students accessing extracurricular and enrichment activities
- New technology
- Curriculum audit
- Identify alternative/new funding sources to fund innovative changes
- Learning journeys
- Summer/after-hours curriculum work
- Substitutes/coverages
- Additional Extra duty/Extra pay positions
- Sending staff to off-site PL experiences

Scheduling

- Ensure meeting space is available for collaboration
- Advisory period
- Collaboration time for PLC’s
- Look at school start times, especially at CHS
- Keep libraries (and other facilities) open beyond the school day for students and families
- Time for teachers to review student data, monitor growth and achievement
- Placement of courses within the day
- Modified bell schedule
- Block scheduling
- Time to administer Social Emotional Learning experiences

Data & Data Analysis Need

- Surveys/perception data
- Ensure screening and other tests are not culturally biased
- Methodology to identify all types of giftedness
- Develop student profiles/portfolios
- Learning Management System
- Survey instrument
- Faculty input for PL
- Utilize social media for collaboration
- Alumni database
- Fundraising database

**Risks, Mitigation & Contingency Planning**
- Impact on budget
- Impact on morale of NOT implementing with fidelity and sufficient resources
- Buy-in of staff and students to the new and unfamiliar
- Partnerships must be maintained