



VISION 2026

Strategic Plan

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Background

DISTRICT OVERVIEW

Cheltenham Township is a diverse, suburban community in Montgomery County, PA, which sits on the northwest border of the city of Philadelphia in the heart of the Northern Greater Philadelphia region. The township encompasses the communities of Glenside, Laverock, Edge Hill, Wyncote, Cedarbrook, Cheltenham Hills, La Mott, Elkins Park, Melrose Park, and Cheltenham Village and celebrates a proud history as a stop on the Underground Railroad and is the home of Camp William Penn. Although comparatively small, Cheltenham Township is rich in diversity, acting as a microcosm of our country, full of people of different racial, religious, social, and economic backgrounds.

Cheltenham School District serves a population of nearly 37,000 residents in its nine square miles. Like the township, the school district is highly diverse with an ethnic student body population consisting of 55% African American, 29% Caucasian, 7% multiracial, 6% Asian, 3% Hispanic, and less than 1% American Indian/Alaska Native or Native Hawaiian/Other Pacific Islander. While both the communities served and the school District represent a microcosm of the region's population, the diversity of the community and school district differ. According to the US Census Bureau Quick Facts 2020 report the townships white alone population is 50.8%, Black or African-American 36.7%, Asian alone 7.4%, Hispanic or Latino 4.5%, White alone not Hispanic or Latino 48.5%, American Indian in Alaska native along .4%, native Hawaiian and other Pacific island alone .1%, and two or more races 3.5%. There are also socioeconomic differences between the township's population and the students who are served through the school district. This distinction is made to help better understand the challenges of meeting the needs of each student where they are and for each student to realize the vision for the district and portrait of a graduate.

The District operates four K-4 elementary schools, one 5-6 elementary school, one 7-8 middle school, and one high school, serving approximately 4,525 students. The District is fully inclusive and offers a broad range of Special Education services.

Strategic Planning Process

Phase I: Engage	Phase II: Focus	Phase III: Execute
<p>Document the current state of reality and desired future position of the District.</p>	<p>Create a framework for broad direction and priorities for the future in a formal strategic action plan document.</p>	<p>Document specific steps that will be taken in order to accomplish the goals and objectives identified in the strategic plan.</p>
<ul style="list-style-type: none"> • Conducted 11 BOE and Admin structured, individual interviews. • Conducted focus groups with key stakeholder populations (100+ participants). • Reviewed mission, vision, and guiding principles of the District. • Reviewed archival data and reports provided by the District. • Administered survey of key stakeholder populations (897 respondents). • Discussed research and best practice around emerging themes from the Engage phase. 	<ul style="list-style-type: none"> • Review Stakeholder feedback and themes from Engagement sessions. • Document mission and vision and the future direction desired by stakeholders. • Initiate discussion regarding Portrait of a Graduate concept. • Develop a draft strategic plan document to serve as a broad outline to guide the future direction of the District. The strategic plan contains: <ul style="list-style-type: none"> ○ Mission & Vision ○ Global Findings, SCOT Analysis ○ Portrait of a Graduate ○ Strategic Goals & Objectives ○ Establish Action Teams & Themes 	<ul style="list-style-type: none"> • Facilitate administrator planning meeting to guide implementation • Initial Biannual Goals, Plans & Metrics • Presentation to the Board of Education • Executive Summary

Global Findings

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

DATA	PERCEPTIONS
District Demographic Overview (Enrollment)	BOE & Administration Interviews (= 11 participants)
Finance Overview (Personnel/Organizational)	15 Focus Groups (100+ participants)
Assessments Scores Overview (Data/Performance)	Online Survey Results (2022: 897 participants)
Facilities & Technology Overview (Infrastructure)	

Research & Articles

The Consulting Team based its findings upon themes that emerged from stakeholder and focus group meetings, individual interviews, input gathered from the survey and an extensive five-year data review. The data review included an examination of the latest available approved five year cycles for budgets, enrollment trends and demographics, staffing and staffing patterns, special education summary classifications, PSSA Subscores, PSSA Achievement and Growth Reports and the Keystone Achievement and Growth Reports. The five-year look back included an examination of student and staff attendance, student discipline, and the 2020-2021 district audit report. Finally, the consultants reviewed the Montgomery County District Enrollment Projections Report's of 2016 and 2019, the March 2022 PASBO Technology Audit, the District Strategic Plan for the period between 2016 and 2021, the superintendents 2021-22 goals and the district organizational chart. The results of the survey findings were presented to the Strategic Plan Advisory Committee in a 51 slide PowerPoint presentation in August 2022. A 94 slide PowerPoint summary of the data findings was also presented to the advisory committee in August 2022. Both presentations are included as appendices to the plan.

From the perceptions and actual data, it was clear that both the external stakeholders and internal stakeholders place a high value on the quality and reputation of the educational programs and on the students who are served through the school district. There is a sense of community support, pride, and expectations for the school district and students. There appeared to be both a need and desire to find a balance in catching up and moving forward. In particular, the staff including administrators, have experienced fatigue and frustration as a result of the pandemic challenges.

There is a commitment to addressing and supporting equitable life skills, a range of pathways to postsecondary employment, and 2-year and 4-year college options, as well as meeting student social, emotional learning and mental health needs and challenges. Parents and staff recognized the challenges related to learning loss and social and emotional adjustment because of the limitations placed on the way teaching and learning had to be provided during the pandemic. There is clearly a desire by stakeholders to reach students where they are and to provide equitable access and support for all students regardless of their background or challenges.

Financial and facilities support and needs revealed that the district will need to continue to address fiscal fidelity, and the ability and capacity to ensure that facilities are well maintained, renovated and/or replaced. It is noted

specifically that Elkins Park and aspects of the high school facility, including athletic fields, need to be addressed. Currently there is concern of inequity in learning opportunities for students. Additionally, existing facilities may not necessarily be suited for the development of additional career pathway options and experiential learning opportunities.

The information gathered and analyzed regarding expenditures, student performance, and operating practices was shared and discussed with the advisory committee. The data, perception information, examination of district resources and enrollment trends, were also shared with the committee. This information was used by the committee to review and revise the district mission, to develop a district vision, and to review and prioritize goals and objectives.

As part of the process to analyze both perceptions and the data collected, the consultants identified overreaching Strengths (S), Challenges (C), Opportunities (O) and Threats (T) to the district and the belief that the district will continue a path from good to greater.

The SCOT analysis revealed that Cheltenham is an inclusive, progressive close-knit community with a focus on equity for all students. Strengths identified include a committed staff, parental involvement and engagement in a community with a rich history. Other strengths identified include performing arts programs and opportunities, AP course offerings, a solid technology plan and infrastructure and board oversight of limited fiscal resources. Challenges include a lack of structure, systems, and procedures that support accountability and increase efficiencies across the district and facilities including CHS, Elkins Park and the administration building. Other challenges include the consistency of opportunity for all students across the district, limited CTE options or pathways, staff absenteeism and finances. Opportunities identified include the changing demographics of the community and district, integration of experiential learning and partnerships with local businesses and higher education institutions and building on lessons learned from the pandemic. Other opportunities include expansion and development of programs and pathways to provide academic, life and character skills for life after high school, creating a more welcoming/inclusive culture, and creative staff recruitment and retention initiatives that better reflect the students being served. Threats identified included the complexity of articulating solutions to infrastructure issues, inequities in learning caused by

infrastructure and financial challenges. The ability to use data to understand the whole child, student performance, and equity is also noted as a significant threat.

The complete list of strengths, challenges, opportunities, and threats based on the analysis performed by the consultants follows.

Overarching Strengths of the District:

- DIVERSITY. Inclusive, progressive community.
- Focus on equity. Equity plan.
- Committed staff.
- Student-first focused.
- Parental involvement and engagement.
- Community cares about and supports education.
- Community with a rich history. Cheltenham pride.
- Technology resources.
- Student voice and engagement
- AP course offerings
- Performing arts programs and opportunities
- Project-based learning program
- Lower elementary school facilities
- Solid technology plan and infrastructure
- Graduation rate = 94%

- Commitment to SEL and mental health supports
- Board oversight of limited fiscal resources.

Overarching Challenges of the District:

- Facilities: High school including athletic fields and space, Administration building, & Elkins Park
- Vocal (not always majority) parental involvement and engagement.
- Communication:
 - Flow of up and down communication at administrative, supervisory levels, and site-based leadership
 - External messaging (consistency, timing (fatigue), positioning, respectful)
 - Two-way communication at all levels
 - Promotion of successes | Owning the district story
- Healing process for students and families as a result of pandemic: Identifying individual mental and academic state (learning loss) for ALL students.
- Staff recovering from pandemic and resulting burnout/stress.
- Finances
 - Tax burden vs. ROI
 - Cost of compensation package vs. decreasing enrollment (revenue / expenses)
- Perceptions and reality of the district do not align.
- Lack of structure, systems and procedures that support accountability and increase efficiencies across the district
- Inconsistency of opportunities for all students across the district.

- Use of data to better understand the whole child, equity and achievement gap
- Providing or moving toward a more “individualized” or “personalized” educational experience to address equity and the individual needs, skill sets and passions of students.
- Limited CTE options or pathways.
- Limited dual enrollment options.
- Student attendance does not correlate with student performance.
- Student achievement and growth rates below proficient standards
- Acute issues with subgroups
- Teacher absenteeism
- Inconsistent quality of teaching staff
- Discipline: Ability to implement restorative practices that results in an improved teaching and learning environment

Overarching Opportunities for the District:

- Leadership to stabilize the district's mission and vision.
 - All district operations, staff, and accountability measures aligned under one vision.
 - Capitalizing on the diverse, historically rich community culture
- Effective use of data to impact student growth, equity, achievement gap, and accountability
- Improving the district's direction and equitably aligning resources through a shared vision
- Inclusion of student voice in district/schools' decisions and students' educational journeys
- Development of systems, structures, and procedures that support accountability across the district

- Systems that create efficiency and effectiveness while allowing for change and improvement
- Further exploration of discipline approaches including alternative programs and restorative practices
- Ability to address student achievement, growth and proficiency with resources and the budget
- Ability to deliver high Return on Investment to Cheltenham taxpayers
 - Exploration of alternative funding sources
 - Creative partnerships with local or national organizations
- Exploration of alternative spaces for learning:
 - Investment for current space upgrades
 - Investment for new spaces
 - Grade level configuration
- Curriculum that supports 21st century learning:
 - Partnerships and programs that provide articulated “next steps” for CSD graduates
 - Increase focus on transition and preparedness for life after high school
 - Programs that provide academic, life, character and trade skills for CSD graduates.
 - Integration of experiential and individualized learning experiences and programs for academic, social and life success across the district. (expansion of PBL)
 - Partnerships with local and corporate businesses that provide extracurricular opportunities, project-based curriculum projects and mentorships
 - Enhance technology integration into curriculum and instruction
 - Dual enrollment opportunities through partnerships with local colleges and universities.
 - PreK program options.
 - Examination of grade level and attendance configuration to address education and equity challenges.
 - Revision of World Language program
 - Evaluation of Special Ed program
- Identification and application of lessons learned during the pandemic.

- Recruitment and retention of staff that reflects student population

Overarching Threats to the District:

- Multiple complex challenges across the district.
- Perceptions of a decline in the district and community
- Lingering impact of the pandemic
- Identification of a solution to the learning space challenge.
 - Aging, dated and inefficient high school and administrative building infrastructure.
 - Aging and dated Elkins Park Elementary (5/6) building
 - Lack of 21st century athletic and sport facilities.
- Ability to use data to understand the whole child, student performance and equity.
- Graduation rate does not appear to reflect student achievement, performance or readiness for next step
- Ability to address and resolve financial challenges
 - ROI vs. tax base
 - Staff overhead vs. student outcomes
- Failure to adapt, adjust, and compete
- Recruitment and retention of a diverse staff
- Communication to community
 - Ability to develop and deliver on district brand
 - Ability to own district story and messaging

District Mission and Vision

During August 2022, the advisory committee met on four separate dates to discuss the process, review information, and to review and develop the mission and vision. The advisory committee was a 35 member cross-section of both internal and external stakeholders, including 3 high school students . As part of this review, the committee discussed and were apprised of the difference between a mission and vision statement.

It was agreed that the mission is a statement which describes the overall purpose of the organization and includes:

- What You Do
- For Whom You Do It
- The Benefit

It was agreed that the vision statement would be defined as a picture of the preferred future which describes how the future will look if the organization fulfills its mission.

The work began with big picture concepts that included:

- Lingered pandemic challenges
- Globalization
- Student Centered/Life Ready Learning
- Social, Emotional and Mental Health
- Pathways to Success/Applied/Experiential Learning
- Equitable Access/Diversity and Inclusion

The process and the resultant agreed upon mission and vision statements follows.

Mission Statement

A mission statement is a statement that reflects the overall purpose of an organization. The mission should say what you do, for whom you do it, and the benefit. The proposed Advisory Committee consensus Cheltenham School District mission statement follows.

**CSD is committed to academic excellence,
growth oriented experiences and empowered students.
Our core tenets are inclusion, social and emotional well-being,
belonging and racial equity.**

Vision Statement

A vision statement reflects the district's preferred future. Vision statements describe how the future will look if the organization achieves its ultimate aims. The proposed Advisory Committee consensus vision statement follows.

CSD will be inclusive and accountable while prioritizing the inherent potential and promise of our students to be impactful stewards of racially just communities.

Strategic Goals

Generally, the mission of an organization does not change significantly, but may be restated. On the other hand, the vision, because it reflects where an organization wants to be in three, five, seven or even ten years, may change. Goals to reach the vision are usually crafted in biennial two-year segments with quarterly reviews and adjustments, annual assessments, and modifications. Usually the goals are prioritized, and the highest priority goals are included in the first two-year plan. The focal point of this advisory committee was on seven target priority areas.

The seven major areas that surfaced as potential categories for both short and long-range goals and/or objectives are as follows:

- Portrait of a Graduate (PoaG)
- Teaching and Learning
- Social, Emotional and Mental Health
- Diversity, Equity, and Inclusion (DEI)
- Culture and Climate for Student Success
- Communication
- Infrastructure, Finance & Facilities

During the Advisory Team meetings, it was determined and agreed that the Portrait of a Graduate would be further refined and defined in the Action Team meetings. The PoaG Action Team consisted of both staff and students from the middle school and high school. Information that was gathered through the consultants and advisory committee was turned over to the PoaG Action Team for completion. Based on this action team's work and recommendations, implementation of the PoaG will require continuing efforts and integration with each of the other six action teams.

The following goals are the top priority goals by category identified and modified by Action Teams, and reviewed and edited by the Superintendent and with input from the District Leadership Team.

Portrait of a Graduate

Primary Goal: To update the Portrait of a Graduate and integrate its competencies across action steps for the strategic plan.

Secondary Goals/Objectives: To provide suggestions for the various Strategic Plan Action Teams to support the competencies in the Portrait of a Graduate (PoG), and to develop strategies for the delivering marketing and implementation of the PoG (communication; graphic; incorporation across all grade levels).

Teaching & Learning

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

Social, Emotional, & Mental Health

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

Diversity, Equity, & Inclusion

Primary Goal: Further integration of diversity, equity, belonging and inclusion (DEBI) into district culture.

Secondary Goals/Objectives:

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

- Provide additional DEBI programs for parents, staff, and students that foster personal and professional reflection and growth

Culture and Climate for Student Success

Primary Goal: The CSD community encompasses many different groups of people who contribute to the shared success of its scholars. It is our goal to provide a consistent K-12 environment that is safe and welcoming to all, promotes and sustains healthy relationships, affirms all scholars, and creates a space that is conducive to 21st Century teaching and learning.

Communication

Primary Goal #1 Develop and promote CSD's unique brand.

Secondary Goals/Objectives:

- Develop CSD's brand: *Honing in on the school district's essence*
- Develop CSD's brand identity guidelines: *Formalizing CSD's "Look"*
- Develop a digital CSD brand book: *Collecting CSD's graphic identity and brand for publication*

Primary Goal #2: Develop and implement systems and procedures to streamline and formalize the communications process.

Secondary Goals/objectives:

- Develop Communications Plan: *To institutionalize CSD's approach to school communications*
- Develop Social Media Response Plan: *To help the district stay consistent in its public social media responses*
- Crisis Communication: *Improve communications within and outside of the district when urgent situations arise*

Primary Goal #3: Develop and sustain diverse structures for communication to cultivate and strengthen two-way communication and build mutually beneficial relationships with our stakeholders to help them understand and engage in the vision, educational plans and challenges.

Secondary Goal/Objectives:

- Create a more user friendly website: *Making it easier for constituents to find information across all platforms*
- Launch translation services: *Making digital communications accessible for non-English speakers*
- Employee-focused communication: *Ensuring employees have all the latest information, have a sense of belonging and community*
- Launch a family communication hub: *Create one-stop shop on the website so families know where to go for what information*

Infrastructure, Finance, & Facilities

Primary Goal #1: Analyze and compare options for infrastructure needs and appropriate learning and activity spaces through multiple lenses (Elkins Park, High School, Extracurricular and Administration spaces). Based on the analysis and comparison, make recommendation(s) to the Board of Education as to solutions. The analysis will include a review of available appropriate learning, activity, support, and administrative spaces, equity for grade level configuration, and referendum option.

Primary Goal #2: Assessment of staffing, related costs and absenteeism as related to enrollment trends, programming and student growth results.

Primary Goal #3: Review current systems, procedures and policies for effectiveness, efficiency and timeliness. Recommend alternative and/or new systems, procedures and policies.

Primary Goal #4: Examine the effectiveness of fiscal resource allocation through an equity lens, student growth-oriented experiences and academic achievement. (ROI = equity, student growth-oriented experiences and academic achievement)

Executive Summary

The strategic planning process spanned a eight-month period commencing in May 2022 and finishing in December 2022. The process included a review of stakeholder perceptions of the district, an analytical review of district educational opportunities and services and a review of district data. The data review included a five-year look back at district budgets, revenue sources, enrollment, student performance, community demographics, facilities, and personnel.

The Board of Education's mission was reviewed and recommendations for modification were proposed by a broad-based advisory committee of 35 invited diverse internal and external stakeholders. The advisory committee participated in 4 meetings of approximately 2 hours each throughout the month of August 2022. The advisory committee also reviewed and modified the mission and proposed a vision for the future. Both short and long-term strengths, challenges, opportunities, and threats were considered. For the long-term vision and planning, the discussion centered on the type of skill sets that will be required of current preschoolers when they graduate from high school in 2037. Additionally, the long-term vision was predicated on requirements across grade levels to move toward achievement of the vision. In the short term, immediate steps were discussed for implementation of the vision for the twelfth-grade class of 2023 and beyond.

The Mission Statement to describe the district's purpose and responsibilities was developed and agreed to. The Vision Statement to reflect the district's preferred future was also developed and agreed to by the advisory committee.

The agreed upon recommended **Mission Statement** is as follows:

CSD is committed to academic excellence, growth oriented experiences and empowered students. Our core tenets are inclusion, social and emotional well-being, belonging, and racial equity.

The **Vision Statement** agreed to and recommended by the advisory committee for consideration by the Board of Education is as follows:

CSD will be inclusive and accountable while prioritizing the inherent potential and promise of our students to be impactful stewards of racially just communities.

The next phase of the advisory committee work involved the selection of goals that were identified as an outcome of the interviews, focus group meetings, review of the district data, and on educational research. The survey results were also used to identify and highlight potential goals. Further, the selection process included a review of current district goals and initiatives. The proposed target areas from which measurable goals and objectives were to be forged centered on the following seven areas:

- Portrait of a Graduate
- Teaching and Learning
- Social, Emotional & Mental Health
- Diversity, Equity & Inclusion
- Culture and Climate for Student Success
- Communication
- Infrastructure, Finance & Facilities

Forty-one actionable items were identified for the seven target areas. To assist the advisory committee in prioritizing the actionable items and to further define the categories into goals, a survey was developed. Twenty-eight of the approximately 35 invited original advisory team members participated throughout the process and in the survey. After discussing and reviewing the survey results, the committee further outlined and established twelve primary strategic goals to implement the vision through the seven target areas.

Phase Two of the process required the establishment of seven action teams led by key internal stakeholder leaders to develop action plans for the first two years of implementation. The action teams consisted of a diverse, broad-based representation of internal and external stakeholders with various backgrounds and expertise.

The challenge to each team was as follows:

- Define primary goal for each category
- Define secondary goal as may be applicable
- Identify objectives to be measured
- List action or strategy steps
- Identify metrics for each objective
- Resources needed including fiscal needs
- Responsible staff member or position and
- Timeline.
- Identify any barriers to success
- List desired stakeholder implications

From September 2022 to November 2022 the action teams developed action plans to fully implement the mission and to begin to achieve the vision. Each of the completed action plans is submitted in a separate digital folder. The following is an overview of each action plan and implementation challenges. It is noted that some of the primary goals and secondary objectives were refined and modified by the action teams based on the expertise and knowledge base of team members. All modifications were considered as being within the parameters in intent offered and provided by the advisory committee.

Portrait of a Graduate (PoaG)

The action team refined its primary goal as follows:

To develop a portrait of a graduate and draft plans for its competencies to be integrated throughout the strategic plan and the work of the school district.

To connect the portrait of a graduate to the mission, vision and core values identified by the advisory committee the action team provided additional clarification as follows.

The competencies in the Portrait of a Graduate more clearly define the CSD commitment to empower students, as outlined in the mission statement. The competencies in the portrait of a graduate illustrate the key components for

“prioritizing the inherent potential and promise of our students to be impactful stewards of socially just communities,” as stated in the vision statement.

The action team received the six characteristics for a portrait of a Cheltenham graduate that were identified by the advisory committee from the community survey and focus group input. The co-chairs developed an action team of internal stakeholders composed largely of students and staff to review and refine the six characteristics. Based on this input, the consensus between student and adult participants resulted in the following competencies:

- **Culturally Competent**
- **Community Contributor**
- **Integrity**
- **Communicator**
- **Critical Thinker**
- **Resilient**
- **Ethical**

Each of these competencies included multiple descriptors. These descriptors are provided in total in the action plan. To fully implement the PoaG goal and to fully integrate the PoAG competencies, the action steps will require both buy-in and collaboration with the Teaching and Learning, Social Emotional and Mental Health, Culture and Climate for Student Success, and the Diversity, Equity and Inclusion committees. This plan provides opportunities for each of the strategic plan action teams to support the competencies in the Portrait of a Graduate. Action steps include marketing and communication to implement and institutionalize the developed POG. Communication action steps are proposed for staff, parents/guardians, and students. Steps are provided for the development of a student driven supporting graphic. Many of the action steps of this team are scheduled to be completed by June 2023. Significant work on the incorporation by all internal stakeholders of the necessary academic, social and emotional skills across all grade levels for all students to successfully achieve the vision for a Cheltenham graduate is scheduled to take place during the 2023-24 school year.

The action team recognized challenges to implementation including both fidelity and sustainability. The action team co-chairs also recognized the importance of student ownership and continued voice in their educational journey. Additionally, the action team noted several assessment and/or accountability measures that include student feedback, and a parent/guardian survey.

An annual focus group with graduating students is suggested by the consultant as a way to receive ongoing feedback for continuous improvement. Finally, the consultant suggests that student growth objectives (SGOs) be considered and to further incorporate cultural competencies, critical thinking and problem solving as core concepts across the curriculum.

The action team noted that differing perspectives from the strategic plan advisory committee and the Portrait of a Graduate action teams made consensus more challenging. Team leaders also noted that defining key dates in the implementation process is dependent on work of other strategic plan action teams being implemented.

The action team offered a sound basis for defining the Portrait of a Cheltenham Graduate based on six primary competencies and each of the 32 sub level supporting competencies.

Teaching and Learning

The primary goal of this action team is **to create equitable opportunities for student success through rigorous curriculum design, instructional best practices, meaningful programming and purposeful environments that maximize learner autonomy and the capacity to thrive.** To accomplish this the action team proposed two primary strategies which follow.

- 1. Develop and implement curricula for K-12 across the four core content areas that include academic (standards-based), life, and character skills with particular focus on providing opportunities in the area of project-based learning or other experiential, individualized and personalized learning experiences designed for student growth.**
- 2. Develop and implement a system of continuous improvement to ensure the application and effective use of data to impact the following: student growth and proficiency, equity achievement gap, and accountability.**

To implement the first strategy 16 action steps with the person/position or team members responsible, resources needed, and timeline were identified. The action steps proposed to implement this strategy follow below.

- a. Identify courses and timeline for new curriculum in subject areas of Mathematics, ELA, Science and Social Studies.
- b. Develop curriculum for courses identified in action item (a); these may be done concurrently and with specific timelines.
- c. Ensure curriculum documents include access for special education students and include alternative academic standards in both existing and new curricula.
- d. Infuse environmental literacy (climate change and outdoor education) into all content areas rather than just science; this action will be concurrent with action (a).
- e. Identify topics across content areas that can be combined into an integrated learning experience through PBL; this action is dependent on actions (a) and (b) being concurrent.
- f. Design and/or identify curricular evaluation tools.
- g. Evaluate each curriculum for alignment to the district's mission and vision for all students.
- h. Evaluate the curriculum for vertical articulation within and across disciplines for both gaps in learning progressions and for opportunity for increased collaboration.
- i. Explore opportunities to embed core content skills and special area courses.
- j. Expand opportunities for intermediate and middle school students to explore the programmatic options available to them as they matriculate through the district.
- k. Expand internal and external partnerships that will provide additional learning experiences across the district.
- l. Explore systems to provide and manage career path preferences aligned with secondary school course recommendations.
- m. Create a curriculum website with accessibility to all stakeholders.
- n. Ensure the utilization of technology to enhance learning experiences by embedding alternative tech-based activities into lessons.
- o. Purchase instructional resources to support curriculum implementation.
- p. Provide professional development for the implementation of new/revised curriculum.

Most of the work as identified in action step (a) is planned to be completed between January 2023 and September 2023. The complete curricular initiative as described in steps (a) through (p) with full implementation is planned by August 2025.

Twelve action steps were identified to implement a **strategy to develop and implement a system for the effective use of data to ensure student growth and proficiency, equity in closing the achievement gap and accountability.** These 12 action steps follow.

- a. Establish a district level data team.
- b. Create an inventory of data sources.
- c. Identify multiple measures to be utilized for evaluating student success.
- d. Create a continuous improvement map based on Data Wise and Street Data strategies.
- e. Create a data governance plan.
- f. Evaluate the need for a robust data analysis tool, (i.e. Tableau).
- g. Develop a glossary of data technology
- h. Establish routines for data collection and reporting
- i. Establish protocols to evaluate data for validity and reliability
- j. Develop protocols for building base professional learning communities for data review
- k. Develop a district wide accountability plan, with areas of emphasis to include multiple measures of student success such as student attendance and behavior, student academic achievement including gaps among various demographics groups, and student participation in learning opportunities, courses and programs including gaps among various demographic groups.

For action step “k” the team further indicated the need for development of data reporting/analysis tools that includes:

- community dashboard/website,
- teacher dashboard/website,
- and administrator dashboard/website.

For this strategy the team proposed that the action steps (a) through (d) be implemented between May 2023 and September 2023 with much of this work being done over the summer months. Action steps (e) through (h) are scheduled to be completed by November 2023. Protocols to evaluate data for validity and reliability are scheduled to be completed between August 2023 and November 2023 and development of protocols for building base professional learning communities to more effectively use and implement data between August 2023 and June

2024. The final two action steps “k” and “i” including dashboard implementation are scheduled to occur between July 2024 and June 2025.

The action team developed an ambitious, but achievable three year plan to develop curriculum utilizing a systems data approach to meet the district mission, vision, and portrait of a graduate equitably for each student. Success will be contingent upon sufficient human and financial resources and a laser focus to achieve the outcomes identified. Professional development implications are significant. As per the plan, staff will need to participate in professional learning for implementation of the curriculum and supporting instructional resources, data analysis tools and protocols will be required. In accordance with the plan this will include:

- Subject and course specific curriculum implementation professional development
- Specific curricular resource training-dependent upon resource selections
- Foundations in project-based learning professional development that include a full day professional development followed by grade and content specific implementation workshops through PLCs
- Ongoing professional development through Linkit as new features are introduced
- Foundations in data literacy that includes one full day of professional learning followed by workshops through PLCs,
- Professional learning for implementation of data protocols that includes one full day of professional learning followed by principal led implementation sessions
- Targeted professional learning on data analysis and interpretation for groups with unique data sets.

The action team assessment and accountability measures, as well as, implications for professional development and facilities are solid. There are clear implications including the need for this action team to coordinate its activities with multiple other action teams. Coordination will be necessary to identify grade level academic, social and emotional expectations beginning at preschool, in order to meet the portrait of a Cheltenham High School graduate.

An important next step to actualize and implement the plan will require the identification of deliverables for each of the characteristics and subcomponents at each grade level beginning with preschool through grade 12. The exit skills in each level should include academic/basic skills, social and emotional expectations and life skills. This will require considerable curricular work and is a challenge that should be initiated immediately if the mission and vision

of the district is to be achieved for every student regardless of where each student is or begins. A sample curriculum implementation document that was developed by the Washington Township (Gloucester County) has been provided to district staff to assist with the initiation of this next step. This document provides a solid starting point to assist in implementing and achieving the vision for the portrait of a Cheltenham High School graduate. It is recommended this follow up be pursued by the teaching and learning action team and the district curriculum and instruction department.

Social, Emotional and Mental Health

Prior to the pandemic, the district recognized the importance to both the learning and the well-being of each student, their social and emotional support and growth. Thus, multiple steps and initiatives were pursued to address student social and emotional needs and their impact on student success. For many students, families, and staff, social and emotional needs were exasperated by the pandemic and prolonged remote learning. Thus, as part of the strategic plan, some of the focus is on the healing process to address student, family and staff anxiety and stress levels that resulted from the pandemic. Wisely, both the advisory committee and action team also took a broader approach to address the social, emotional, belonging and mental support needed day-to-day regardless of the norm or crisis.

To achieve this, the action team identified the following broad-based primary goal:

To implement a robust system of school services and supports that addresses students social, emotional and mental health and alleviates barriers to school engagement and academic achievement.

The action team provided strategies and follow-up steps for implementation across the district. The team identified four primary strategies/action steps, each with multiple substeps: the person or staff accountable, resources and timelines. The four primary action steps are as follows.

1. Review existing behavioral and mental health supports by identifying building based counseling supports and examining counseling programs rendered in each school building by contracted community agencies.
2. Analyze Pennsylvania Youth Survey (PAYS) data from the 2021/22 school year to determine areas of need for students.
3. Analyze data from the Schoolwide Information System (SWIS)

4. Implement with fidelity a Districtwide Multitiered System of Support (MTSS) program and a Student Assistance Program (SAP) to address behavioral and mental health barriers to school engagement and academic achievement.

The team anticipates the completion of action step one by January 2023. This step will include a review of the number of school personnel and contracted services that provide support, the type of support offered in each building, the number of students referred for counseling services and the utilization rate of the services. Feedback will be sought from multiple sources. Additionally, gaps in the service system will be identified and addressed.

For action step two, the PAYS analysis will be completed by January 2023. The remaining sub-steps include implementation of a Student Screening Scale Internalizing and Externalizing (SRSS-IE) through Linkit by 2023.

Action step three which involves the utilization of data from each building to identify the most common behavioral infractions specific to each building and grade to identify targeted programming that addresses the identified needs will be completed by April 2023.

Work on action step four for the full implementation of the districtwide MTSS and SAP initiatives is scheduled for presentation during the August 2023 leadership team meetings.

The assessment and accountability measures include reviewing the number and frequency of student emergency report forms, a biennially review of the PAYS data, pre-and post-assessments after program implementation and a social and emotional learning landscape review.

The strategies and action steps are both reasonable and doable. Responsibility for accountability, resources and timelines were identified. The budgeting timeline, however, may be out of sequence with the district budgeting calendar. This is important because implications/barriers identified by the action team include:

- The need for stakeholder input from students, teachers, community members and district staff regarding the measurement criterion,
- Possible space issues for implementation

- The possible need to expand professional learning experiences for staff to better address social emotional learning in trauma informed, and healing centered practices.

Potential barriers may include building level buy-in to support initiatives, securing staff to coordinate activities and competing district priorities. The plan relies heavily on the Director of Student Services, fidelity of the data review and professional development for both staff and families. There may be a need for more defined benchmarks for the assessment. The greatest challenge will be the allocation of staff resources. This will be critical to continued success.

Diversity, Equity & Inclusion (DEI)

The primary goal of this action team is **the further integration of diversity, equity, belonging, and inclusion (DEBI) concepts into the district culture**. Much of the implementation progress will be conditioned on success in achieving the two secondary goals. These secondary goals are as follows:

1. Further implementation and refinement of restorative practices from a DEBI lens that results in an improved teaching environment that extends into the community.
2. Providing additional DEBI programs for parents, staff, and students that foster personal and professional reflection and growth.

Five action steps are proposed to achieve both the primary goal and secondary objectives. These strategies are as follows:

1. Market/showcase districts equity policy and commitment to DEBI at all levels in the CSD community.
2. Building administrators review and revisit current district discipline policy and available restorative practices.
3. Audit newly adopted curriculum and complementary resources and materials.
4. Research recommendations and best practices for DEBI programming for parents, staff, and students.
5. Implement recommendations and best practices for DEBI programming for parents, staff and students.

Implications for professional development, stakeholders, and facilities that were identified included the following:

- Restorative practices for teachers, staff, administrators, parents, students.
- Curriculum review and audit professional learning experiences.
- Diversity equity, belonging, and inclusion professional learning and multi-workshop training.
- Consistent review of district communications.
- Viewing discipline differently.
- Time, accepting curriculum expectations.
- Getting comfortable with being uncomfortable, self reflection, change of mindset, time
- Updating district signage and visibility
- Designated locations for safe space, meeting space, and technology and single stall restrooms

Although the action team did not set measurable expectations or standards, the accountability measures proposed included a social media presence poll, community survey, review of attendance, discipline, and incident data, curriculum audit instrument, walk-through data and a student belonging survey.

At the time of preparation of the executive summary it was determined by the consultants that this action plan, although on target in a global sense, lacked specificity. While the action steps are straightforward and reflective of what needs to be done, they are broad, requiring supporting steps for implementation. For action steps two through five, resources and their cost for budgeting purposes are required. For the assessment measurement, it is recommended that specific percentage goals be set. The feedback provided to the action committee provides a pathway to complete this action plan.

Culture and Climate for Student Success

The primary goal of the climate and culture action team is for, **The CSD community to encompass many different groups of people who contribute to the shared success of its scholars. It is our goal to provide a consistent K-12 environment that is safe and welcoming to all, promotes and sustains healthy relationships, affirms all scholars, and creates a space that is conducive to 21st-century teaching and learning.**

Five strategies are proposed and elaborated upon to achieve this goal. The five strategies and brief description of each follow.

1. Interpersonal relationship strategy:
Develop a needs assessment survey from community members to elicit feedback regarding student, parent/guardian and teacher belonging at each of the respective schools. If data exists from the catalyst program, review that data.
2. Safety strategy:
Develop a district wide strategies/activities playbook to build a sense of belonging amongst adult and student groups and decrease incidence of bullying.
3. Teaching and learning strategy:
Each school will establish scholar leadership development opportunities at least twice a year for all students; (K-4), (5-8) and (9-12) and will work together to identify those opportunities.
4. Institutional environmental strategy
Establish a baseline the physical must have to represent all of the schools in the district that reflect a welcoming, inclusive and affirming environment when people enter the school facilities.
5. Staff only strategy
Create a guiding team of individuals or a point person that is paid to provide support for cultural proficiency and mindfulness. Subject matter experts (SME)

The plan is supported by the identification of persons responsible to implement each of the strategies within a realistic timeline. The assessment strategy and tools are well defined for measurable outcomes. Resources have been identified, but require some additional information for budgetary purposes and financial support.

There is a clear indication from the brainstorming component that belonging, motivating, and exciting students about school and learning opportunities is an important component to achieving the district vision for all students. Further, the team asserted that the climate and culture that is created will have a direct bearing on student success. The action team focused on creating opportunities and memories for students that make them feel excited and belong.

Communication

Based on review of the data and perceptions the advisory committee recognized the complexity of both internal and external communications. Thus, the communication action team was challenged to establish a clear and precise communication plan for the district/parents/schools. The team recognized that information is being disseminated in multiple ways and that there is a need for a defined messaging plan. They observed inconsistency both in the methods and messaging across the district including communication to and from the central office and individual schools. Based on this analysis, the action team outlined a strategy for success. The team identified strategies to ensure consistency for the implementation and considered implications for both internal and external stakeholders.

The committee identified three primary goals for the initial biennial action plan, which in itself, is ambitious.

The focus of the first goal is **to develop and implement systems and procedures to streamline and formalize the communications process**. The purpose is to improve communication with parents and guardians of students and to address breakdowns and anomalies that cause inconsistency, and in some cases, inequities to access. Further, this goal focuses on consistency in messaging both internal and external stakeholders including staff.

To implement this primary goal the action team targeted three areas. The first of which is **to develop a communications plan to institutionalize CSD's approach to school communications**. Five action steps were identified to achieve this objective.

The second objective to implement the first primary goal is **to develop a social media response plan to help the district stay consistent in its public social media responses**. Five action steps were identified for implementation.

The third objective is **for a crisis communication plan to be developed to improve communication within and outside the district when emergency or urgent situations arise. Seven strategic steps were provided for implementation**.

The action steps to implement primary goal objective one, **to develop a communications plan** follow.

1. Review the school district communications plan examples for best practices, clarity, succinctness, efficiency, and effectiveness.
2. Identify the key target audiences.
3. Develop objectives based on best practices, feedback from the advisory committee survey, and communications audit. Align the plan with the district strategic plan and brand.
4. Develop a key messages/technical planning calendar.
5. Continue to monitor the plan as new scenarios emerge.

The team identified the persons or positions responsible to carry out this objective, the resources that are needed or will be pursued and a timeline centered on the 2022-23 school year. The fiscal note for implementation needs to be defined further for budgetary purposes.

The broad implication for stakeholder education is to provide an effective understanding and acceptance of the district's communications, to increase satisfaction with district communications, and to promote a sense of engagement, involvement and ownership. The accountability is based on completion of the plan and acceptance by the Board. Specifics will still need to be identified as to how stakeholder acceptance and satisfaction will be determined and measured.

The five action steps to pursue the development of the second objective for **a social media response plan** follow.

1. Review social media response plan examples for identifying best practices
2. Review any/all circumstances which would warrant a social media response-good or bad.
3. Develop flowchart/response tree based NSPRA standards/protocols.
4. Distribute and brief social media liaisons about the flowchart/response tree.
5. Ongoing evaluation based on the efficacy with which situations are addressed and on frequency data on interactions on social media.

This objective will be pursued in January 2023 and continue throughout the 2023-24 school year. The action steps are both solid and realistic. However, they may have fiscal implications which need to be further identified for budgetary purposes.

The third objective to implement primary goal one for **crisis communication** the seven action steps proposed are as follows.

1. Review samples of other crisis communications plans for best practices under the guidance of the Chester County Intermediate Unit.
2. Review the effectiveness of how CSD captures crisis response/communication by generating a list of existing practices and gathering feedback from staff.
3. Create a plan with input based on best practices in other crisis communications plans.
4. Create templates for how/what CSD communicates with district audiences and share with appropriate staff.
5. Communicate the availability of the crisis communications plan to community stakeholders.
6. Include crisis communication/response plan training as part of the onboarding process for new staff induction.
7. Ongoing evaluation as to the clarity, timeliness and effectiveness of communications to students, staff, and families for identified crises.

The staff responsible and the resources are identified in the plan. The fiscal note is in progress.

Primary goal two is to **develop and sustain diverse structures for communication to cultivate and strengthen two-way communication and to build mutually beneficial relationships with district stakeholders to help them understand and engage in the vision, educational plans and challenges** the district faces.

Five secondary objectives were identified for implementation of this goal.

The first objective is to **create a more user-friendly website** making it easier for constituents to find information across platforms. To achieve this objective nine action steps are offered as follows.

1. Survey constituents about their likes and dislikes as they pertain to the Cheltenham website and as to what they would like to see moving forward.
2. Review survey results/website samples from the website provider Final Site. Match the Final Site survey results with the available Final Site data.
3. Identify, select and implement a template.
4. Form an advisory Committee/Council to Beta test the new site, and to help gather feedback on how the site is working.
5. Full deployment of the new website.
6. Promotion of the new website.
7. Staff training.
8. Communications advisory Council 60 day survey follow-up.

9. Ongoing assessment to determine ease of access to information, for development of a staff tutorial and user-friendly availability.

The steps and staff responsibilities, resources that will be utilized or will be needed are clear. Analytics to measure website traffic along with anecdotal feedback will be used for measuring success. Budget information will need to be completed.

The second objective to implement primary goal two is to **launch transition services for digital communications to be accessible to non-English speaking stakeholders**. Ten action steps as follows were identified.

1. Survey constituents to determine preferred and needed languages.
2. Review in-house translation options including School Messenger and Google Translate.
3. Research additional external translation options.
4. Review technical requirements for deployment with the technology director.
5. Deploy translation services.
6. Promotion of the translation services.
7. Form an advisory Council to help gather feedback on translation services and how they are working.
8. Staff training on utilization.
9. Communications Advisory Council follow-up satisfaction survey at 60 days.
10. Regular continuing evaluation on the success of providing equitable access to district communications and information to previously unreachable constituents.

Staff, assessment tools, and other resources needed for implementation are identified in the plan.

The third objective is for **employee focused communication to ensure employees have the latest information, and to create a sense of belonging and community**. Although somewhat repetitive as to action steps presented in the first two goals the seven action steps proposed are provided for continuity purposes when considering communications plan in totality. They are as follows.

1. Survey of constituents to determine the best ways to connect, to identify how constituents receive and want to receive communication, frequency of communication, building level versus district level preferences and opportunities for two-way feedback.
2. Review of the survey results to inform the next stage of the identification and selection process.
3. Review current state/efficacy and evaluate need for change.

4. Utilize the communications advisory council to help gather feedback on how internal communications is working or not working for constituents.
5. Redeploy after analysis of initial analytics.
6. Sixty day advisory Council follow-up.
7. Ongoing communication to determine sense of effectiveness, and belonging.

Implementation steps are clearly defined. Although the implications are clear, specific measures should be identified for both their use and effectiveness.

The fourth objective is **to implement primary goal two is to launch a family communications hub**. The purpose of this hub is to create a one-stop shop on the website so families know where to go and for what information. The action steps that will be taken are identical to the action steps to implement objective three and are not repeated here. The purpose of this objective will be to provide easy access to communications to all Cheltenham Township families. Success will be measured by hits on the page and on anecdotal evidence.

The fifth objective for the secondary primary goal is **to relaunch a new family ambassadors program**. The purpose of which is to connect new families with current families to aid in their transition into the district. Eight action steps were identified to achieve this objective. These action steps follow.

1. Established processes to recruit, connect and register ambassadors with new families.
2. Review expectations, goals, processes with the PTOs.
3. Engage PTOs in the recruitment of ambassadors.
4. Promote the ambassador program.
5. Deploy the ambassador program.
6. Utilize the communications Advisory Council to help gather feedback.
7. Perform a 60 day follow-up satisfaction survey.
8. Utilize an ongoing evaluation to determine the number of successful connections and to ascertain if new families are becoming connected to the Cheltenham school district and its culture.

This objective, when achieved, will reestablish an ambassador program in partnership with the PTOs to welcome and assimilate new families into the district culture and life.

Primary goal three **is to develop and promote CSD's unique brand**. three objectives were identified to achieve this goal. The objectives identified follow.

1. Develop CSD's brand by focusing and honing in on the school district's essence.
2. Develop CSD's brand identity guidelines by formalizing CSD's look.
3. Develop a digital CSD brand look by collecting CSD's graphic identity and brand for publication.

Fifteen action steps are identified for **conceptual development of the CSD's brand**. The steps follow.

1. Review the strategic planning survey data and conduct an interactive stakeholder thought exchange to establish CSD as the baseline.
2. Engage CCIU to plan a branding workshop.
3. Convene a stakeholder branding workshop.
4. Develop a stakeholder brand survey.
5. Vet the survey through the district administration.
6. Administer the survey
7. Convene a second stakeholder workshop to determine differentiators and gather audience insights i.e. points of pain and desire against
8. From survey data, determine key differentiators and gather audience insights
9. From the survey and stakeholder workshop, determine the value proposition.
10. From the survey and stakeholder workshop, determine the *internal brand position*.
11. From the survey and stakeholder workshop determine *the external brand promise and key messages*.
12. Vet final branding components with the administration and the Board
13. Staff training.
14. Integrate promotion of the brand into communications plan.
15. Ongoing evaluation based firm understanding of what the district stands for.

The branding plan concept is well thought out and is implementable within the timeline. More thought needs to be given to the assessment matrix and to budgeting for resources.

The second objective to implement secondary goal three is to **develop CSD's brand identity guidelines by formalizing the CSD look**. Seven implementation steps identified follow.

1. Collect and review examples of brand identity guidelines from other school districts.
2. Develop brand guidelines for logos, colors, and fonts.
3. Vet guidelines through the administration/BOE.

4. Deploy on the website.
5. Promotion of brand identity guidelines to staff, PTOs, and affiliate organizations/partners.
6. Staff training on the new brand identity guidelines.
7. Regular ongoing evaluation and assessment.

The plan offers logical steps for this aspect of the branding process. Further consideration should be given for assessment and accountability within the scope of primary goal three. Further thought to the budgetary implication is recommended.

The final objective for the branding goal is to **develop a digital CSD brand book by collecting CSD graphic identity and brand for publication**. The nine action steps follow.

1. Collect and review examples and/or samples of brand books from other school districts and entities with a similar mission
2. Bring together at one location brand and brand identity information work.
3. Vet the book text/content through the leadership team and Board.
4. Design brand book.
5. Vet the draft through the leadership team.
6. When completed and approved, post the branding page on the district's communications department page.
7. Promotion of the brand book to staff, PTOs and other affiliate organizations and partners.
8. Staff training on the brand book.
9. Development of an assessment process to measure success.

Upon completion of this objective the CSD's graphic and brand content will be housed in one place, providing constituents a one stop shop. It should also provide for clarity around how/when to use logos, word marks, and unified messaging.

The communications plan as presented is comprehensive and if fully implemented has the potential to significantly assist in enhancing how the district is viewed, thus having an impact on enrollment and possibly on funding options. Effective internal communications can also influence the culture and teaching and learning. Given the scope of the three primary goals staffing and budgetary needs could prove to be a challenge. This could be ameliorated by further prioritizing the three goals with regard to timing and sequence.

Infrastructure, Finance & Facilities

The purpose of the Infrastructure, Facilities and Finance Action Team is to analyze and compare the classroom, athletic, extracurricular, and administrative space challenges through multiple lenses in order to create and maintain a safe and equitable learning environment that is responsive to both current and evolving student needs, school district capacity and maintenance requirements. To address this complex challenge, the action team pursued primary goals and identified strategies and action steps to better understand short, midterm, and long term needs to reach the vision for all current and future students. The action teams focused on four primary goals.

Primary goal one is to:

Analyze and compare options for infrastructure needs and appropriate learning and activity spaces through multiple lenses (Elkins Park, high school, extracurricular, and administration spaces). Based on the analysis and comparison, make recommendations to the Board of Education as to solutions. Available appropriate learning, activity, support, and administrative spaces, equity, grade level configuration, referendum.

Initial action step requires the identification of issues/limitations with district facilities for daily operation. To achieve this the team will review the EMG assessment report. This process will require the assessment status of current district facilities that includes a characterization of the following building components.

1. Envelope (structure/roof)
2. HVAC
3. Electrical
4. Plumbing
5. Fire safety
6. Security

In addition to the EMG detailed inventory of facilities prior architect assessments (Gilbert, KC, BA, BV) will be reviewed. Further, a projection of student enrollment to determine future district capacity needs with a focus on grade levels at each school will be performed. This will be accomplished in part through a Montco demographics survey. The business office/facility staff in consultation with architectural and engineering expertise will perform a detailed review of building capacity based on current and projected enrollment. It is noted that this could lead to the identification of any potential attendance zoning related issues.

The next action step includes the establishment of the district standard for building specifications and what each building should have. This will result in the identification of the issues that are most important to address and incorporation of site plans into building plans. Finally, this step will include ensuring projects are environmentally friendly and sustainable.

The business office team will evaluate financial resources and potential limitations before establishing spending budgets. This will include consideration of partnerships with Cheltenham Township, community organizations, and possibly the private sector. The next step will be to create requests for proposals to evaluate and establish relationships with school construction/design professionals. A list of potential projects will then be developed and sorted by priority. This will result in a separation of needs versus wants.

A critical action step will be the engagement of stakeholders in the district's facility and financial plans. Finally, a timeline will be created with a budget.

Each of the steps identified are prudent to fully examine the potential benefits, challenges, barriers, and cost to address the mission and vision for the children, youth and residents served through the school district.

Implications include the alteration of existing learning spaces, reallocation of resources for utility/supply budgets, and staffing levels. Time will be required to coordinate and track projects. Further, temporary disruptions or changes in use may be required if and when projects are implemented. Capital planning will better reflect the financial realities of the district and its tax base. Long-term facilities planning, however, will allow for better timing of debt issuance and construction cost with less interruption to learning spaces.

The second primary goal is an **assessment of staffing, related cost and absenteeism as related to enrollment trends, programming and student growth results.**

Pursuit of this goal will primarily fall initially on the business office and human resources. The goal will be pursued through the gathering data on staffing levels and staffing requirements. This will include an analysis of PASBO and Frontline reports. Principals will then be surveyed on absenteeism of staff and the impact on scheduling and programs. This will include an examination of special education program staffing with a focus on autistic supports and social and emotional supports. Using currently available MCIU Forecast 5 data, staff levels and cost levels will be benchmarked across the county and greater Delaware Valley. Results of primary goal one action steps for the

evaluation of enrollment trends, along with student demographics, special education, and social economic trends will be incorporated into the analysis.

The result of the assessment will be the development of administrative procedures and protocols to address staffing needs and solutions that are reflective of the CSD district demographics. Coordination will require the seeking of input on programming and student growth oriented experiences from other strategic action teams in order to relate the level of staffing to the achievement of this goal.

Implications include professional development in conjunction with other strategic plan initiatives so that this goal can be aligned with the student growth oriented experience objectives. Achievement will require significant coordination with human resources. The assessment will be based on a balance in staffing and decreased staff absenteeism. The goal will be considered successfully achieved if there is an increase in the district's ability to recruit and retain an innovative and diverse staff that reflects the district's enrollment. Lastly, pursuit of the goal should result in more effective use of human, fiscal, and physical resources.

Primary goal three is to review **current systems, procedures and policies for effectiveness, efficiency and timeliness**. The desired outcome is for the recommendation of alternative and/or new systems, procedures, and policies.

Six action steps were identified. The initial action step is to document current systems and procedures by department following the district's organizational chart. The business office will interview staff to ascertain systems through a stakeholder perspective that includes student, teacher, parent, and administrative/managerial input. A gap analysis will be undertaken with department heads to identify areas of inefficiency or processes that could be improved to be more responsive to stakeholders. This will include the opportunity for stakeholder feedback in the developed processes.

Utilizing E-finance, School Dude, and IT Helpdesk the business office will undertake the inventory and utilization of existing software tools. The purpose will be to ensure that available school tools capture data and allow for analysis of data for informed decision-making. This could result in the identification of new tools and/or software needs.

The final action steps will be the development of a new set of systems, practices and procedures followed by their implementation.

Barriers will include training on the utilization of systems by employees. This challenge could be exasperated by time and turnover in the workforce along with budget constraints.

If implemented with fidelity, the result should be a more effective alignment of job descriptions and functions to reduce duplication of effort, eliminate silos, and result in increased efficiencies. This could also result in a potential reallocation of staffing based on need, if efficiencies are gained. Finally, a greater understanding of procedures and roles should lead to less operator errors and increased job satisfaction resulting in less turnover.

Primary goal four is to **examine efficiencies of fiscal resource allocation through an equity lens, student growth-oriented experiences and academic achievement.** (ROI = Equity, Student Growth-Oriented Experiences and Academic Achievement)

Six action steps were proposed that would involve the business office, student services, elementary curriculum and secondary curriculum departments, and the communications department. Based on the enrollment and demographic analysis done as part of primary goal one, the allocation of resources will be evaluated per building. At the elementary level the analysis will include; (1) finances, (2) experiences of personnel, (3) facilities, (4) academics, and (5) class-size. The analysis at the secondary level will include an inventory of initiatives, classes and special programming started by the district. All existing classes will be reviewed through an equity lens to identify potential new course offerings.

Using an equity lens, the framework will be created to evaluate current and future initiatives and their accessibility by all students. Part of the expected outcome is the effective marketing of all existing programs and program options on an equitable basis.

Implications include professional development as it is related to federal title programs and equality. A further implication is the examination of fiscal resources through an equity lens, which may lead to a reallocation of resources and educational spaces.

Assessment and accountability will require continued monitoring of fiscal resources through budget and expenditure records, evaluation of student outcomes measured through growth and graduation rates, course load and in the distribution of resources across schools in an equitable manner.

It is noted that overall district facilities and educational spaces are cared for and maintained to the extent possible given their age, condition and extensive use. Postponement of major projects has had an impact on the ability to maintain educational spaces.

Summary

Each of the action teams spent considerable time on task. Members contributed their expertise in developing doable yet challenging action plans. Implementation will require a commitment that includes the governing body, a partnership with town government, the leadership and supervisory teams, the teaching staff and support staff. It will also require parental, student and external community stakeholder buy-in.

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

The consulting team found that the Board of Education and staff are committed to excellence for all students who are served through the school district. Further, the Board is keenly aware of the resources and mindset needed to continue to reach excellence. The leadership team and Board understood the need for the strategic plan/vision process and how the plan and vision could assist in the allocation and commitment of resources and the identification of future resource needs to achieve the vision for all students and families served through the district.

Staff were cooperative in providing the voluminous amount of information that was requested for review. The consultants also found a dedicated leadership, teaching and support staff, who are committed to excellence. In particular, the consultants were impressed with the district students who contributed through participation in the survey, as well as their contributions in the Advisory Committee and the Portrait of a Graduate Action Team.

Throughout the process the consultants tried not to interject personal observations that were not directly supported by stakeholder input or from the data that was reviewed. Most of the recommendations that are presented for consideration, action, and implementation are contained in the action plans, some are not, but are supported by the data.

Recommendations

The recommendations are as follows:

1. Adopt the mission and vision statements as proposed and finalized by the advisory committee.
2. Adopt the action plans for the first two years with the caveat that the status of action plans will be reviewed quarterly, based on the agreed to metrics and timelines that are reflective of progress and the commitment level of resources. This will also require additional work to be completed on several of the action plans relative to budget, resources and metrics.
3. Be prepared at the conclusion of the first year to modify the objectives and to consider those objectives that were identified through the process, but not included in the initial biennial action plans.
4. Embed the Portrait of a Graduate in the district culture. This will likely require the identification of academic/basic skills, social, emotional, and life skills for each grade level. Thus, this will likely drive future modifications in the curriculum at each grade level and to ensure equitable access.
5. Communication and staying connected with stakeholders at all levels is imperative to the success of moving the vision forward. One of the initial priorities should be the implementation and operationalization of primary goal one in the communication plan to develop and implement systems and procedures to streamline and formalize the communications process.
6. Each of the seven action plans are interconnected with each other and will require coordination, collaboration and commitment from the governing body, the district leadership team, building level leadership and buy-in from all staff.
7. Professional development priorities and needs should be driven by the seven action plans goals and objectives.
8. As part of every regularly scheduled Board of Education meeting, a brief update should be provided on one of the action plan primary goals or objectives.
9. Decisions on the allocation of resources should be based on the mission, vision and priorities identified in the strategic plan.
10. The key to the success of the strategic plan will be the commitment level of the governing body, leadership team and staff to the fidelity of implementation and to getting community stakeholder input and buy-in.

The following are additional considerations are presented by the consultants:

1. Based on both the level and diversity of stakeholder participation and interest, there is an opportunity to begin to further address the social and emotional needs of students beginning with the early childhood education programs.
2. For some of the action plan primary goals and objectives, the metrics will require further identification or defining of starting benchmarks and desired levels of success.
3. Student engagement and experiential learning opportunities can be utilized to further develop student voice in their educational journey through problem-solving skills and the application of knowledge across the curriculum.
4. The work of the Teaching and Learning Action Team has the potential to significantly increase personalized, experiential learning opportunities and student engagement. This will have implications for curricular, facilities use and/or modifications.
5. Incorporating additional personalized, experiential learning and project-based learning opportunities into all aspects of curriculum and instruction could also be utilized to address the sometimes forgotten or missed students in the middle and thus impact student achievement and dropout rates.
6. The power of student voice, through an examination of all current and potential options for student voice and input, should be considered as part of the next steps in the implementation of the strategic plan.
7. The Board and community can utilize the work that was done on the strategic plan to guide the development of future instructional spaces, facilities modifications, and curriculum revisions.
8. Given what was learned in developing the strategic plan it is suggested that the organizational structure be reviewed and possibly tweaked to specifically focus on the pursuit of the vision for the district and to address possible gaps in continuity of leadership.
9. It is recommended that the strategic plan and strategic plan updates be included in a prominent and regularly updated section of the district website as a part of the communications plan and strategy.
10. It is recommended that as part of the process moving forward the board and district consider ongoing and continuing assessments the following:
 - Safety and security throughout the district.
 - Special education programs and services based on increasing service needs and the number of students requiring services and the resultant impact on staff and facilities resources and budget.

- Consider the current leadership pipeline for potential future assignments, retirements that may impact the district's stability and the pursuit of district initiatives. (Grooming and growing leadership capacity and succession planning).
- Equity of learning opportunities

Challenges to implementation:

1. A culture of status quo and the willingness to accept the pain that sometimes comes with change. (This is the way we have always done it and why do we need to change? We are as good as we can be. We have tried this before but it didn't work.)
2. Continuing frustration and stress that resulted from the pandemic and the ability to adapt to the new norm.
3. Silos - silos will have to be broken down and willingness to be exposed to meet the challenge of moving forward.
4. Staffing, onboarding, retention and recruitment of an acquisition of staff who are more reflective of the student body will be an ongoing challenge, but this should not be an ongoing excuse.
5. A sense of need and urgency at all levels that the status quo is not acceptable and that the district has the opportunity and will to equitably achieve the Vision and Portrait of a Graduate for every student.
6. An expectation that nothing will change based on numerous previous studies, reports, and recommendations.

Next Steps

In the execution phase, the district will need to take complete ownership of the process. This will require the implementation of the action steps to execute the proposed goals and objectives and to achieve the mission and strategic vision. The action teams have developed implementation plans for the first two years. For the most part these plans contain metrics, action steps, timelines, an accountable person or position and the stated required resources.

W.H. Adams & Associates, LLC thanks the CSD Board of Education, the leadership team, faculty, staff and students for the opportunity to provide assistance in the examination and restatement of the mission statement and development of the vision, goals, objectives and resulting action plans for the first two years of what could be a 3-to-5 year or beyond vision. Congratulations and Best Wishes!