YEAR THREE IN REVIEW

EDUCATIONAL AFFAIRS MEETING

JUNE 18, 2019
Overview of the Strategic Plan

5 Pathways

5 Big Goals

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

17 Year 3 Milestones
CURRICULUM AND INSTRUCTION

Pathway 1: Curriculum & Instruction

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

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

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

Objective: By 2021, CSD will develop a K-12 curriculum that fosters creativity, provides opportunity for personalization, and develops global, 21st century skills that lead to college and career readiness. The curriculum will be horizontally, vertically, and standards-aligned as a living document that is accessible through multiple platforms.
Pathway 1: Curriculum and Instruction

Task Tally

Total Number of Tasks: 14
Completed Tasks: 14
Moved to Year 3 Tasks: 0
In Progress: 0

100% Complete

YEAR 3 TASKS

Complete 100%
Pathway 1: Curriculum and Instruction

Aligned 21st Century Curriculum

Year 3 Milestone: Defined a Curriculum and Instruction model that fosters 21st Century skills to inform future design/revision work
Pathway 1: Curriculum and Instruction

Aligned 21st Century Curriculum

Sampling of Tasks:

✓ Design/revise curriculum for priority 1 subjects/grades
✓ Provide professional learning and implement completed curriculum
✓ Research best practices for support and accountability
✓ Establish systems of accountability for curriculum and instruction
✓ Develop Year 4 tasks
Pathway 1: Curriculum and Instruction

Aligned 21st Century Curriculum

Sampling of Tasks Completed:

- Developed 3-year curriculum plan
- Fundations professional learning for Kindergarten and 1st grade
- Implementation of Grades 7 and 8 English Language Arts curriculum with common unit assessments
- Building Administrator weekly walkthroughs of classrooms
## Pathway 1: Curriculum and Instruction

### Aligned 21st Century Curriculum

<table>
<thead>
<tr>
<th>School</th>
<th>Number of Administrators</th>
<th>Number of walkthroughs completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheltenham Elementary</td>
<td>1</td>
<td>230</td>
</tr>
<tr>
<td>Glenside</td>
<td>1</td>
<td>277</td>
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<tr>
<td>Myers</td>
<td>1</td>
<td>208</td>
</tr>
<tr>
<td>Wyncote</td>
<td>1</td>
<td>278</td>
</tr>
<tr>
<td>Elkins Park</td>
<td>2</td>
<td>723</td>
</tr>
<tr>
<td>Cedarbrook</td>
<td>3</td>
<td>903</td>
</tr>
<tr>
<td>Cheltenham High School</td>
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</table>
### Pathway 1: Curriculum and Instruction

**Aligned 21st Century Curriculum**

<table>
<thead>
<tr>
<th>School year</th>
<th>DIBELS BOY</th>
<th>DIBELS MOY</th>
<th>DIBELS EOY</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018 - 2019</td>
<td>74% (C) 15% (S) 11% (I)</td>
<td>75% (C) 16% (S) 9% (I)</td>
<td>76% (C) 15% (S) 9% (I)</td>
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<td>2017 - 2018</td>
<td>70% (C) 15% (S) 14% (I)</td>
<td>57% (C) 28% (S) 16% (I)</td>
<td>65% (C) 26% (S) 8% (I)</td>
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<td>2016 - 2017</td>
<td>80% (C) 10% (S) 10% (I)</td>
<td>54% (C) 28% (S) 19% (I)</td>
<td>56% (C) 31% (S) 13% (I)</td>
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</tbody>
</table>

**C = Core**  
**S = Strategic**  
**I = Intensive**  
**BOY = Beginning of Year**  
**MOY = Middle of Year**  
**EOY = End of Year**
Pathway 1: Curriculum and Instruction

Aligned 21\textsuperscript{st} Century Curriculum

Sampling of Tasks Completed:

✓ Implementation of enVision for Grades 7-8 and Algebra 1
✓ Implementation of AP Computer Science Principles course at CHS
✓ Implementation of Introduction to Programming course at CHS
✓ Implementation of Robotics course at CHS
✓ Implementation of Design and Prototyping course at CHS
# Pathway 1: Curriculum and Instruction

## Aligned 21st Century Curriculum

### CHS New STEM Course Enrollment Data

<table>
<thead>
<tr>
<th>Course</th>
<th>2018-2019 Enrollment</th>
<th>2019-2020 Requests</th>
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<tbody>
<tr>
<td>AP Computer Science Principles</td>
<td>18</td>
<td>36</td>
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<tr>
<td>Design and Prototyping</td>
<td>11</td>
<td>16</td>
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<tr>
<td>Foundations of Engineering*</td>
<td>55</td>
<td>68</td>
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<tr>
<td>Introduction to Programming</td>
<td>59</td>
<td>59</td>
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<tr>
<td>Robotics</td>
<td>37</td>
<td>64</td>
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</table>

*New 2017-2018*
Pathway 1: Curriculum and Instruction

Assessment

Year 3 Milestone:

Refined, administered, and evaluated assessment plan
Pathway 1: Curriculum and Instruction

Assessment

Sampling of Tasks Completed:

✓ Implementation of Linkit! Mathematics Benchmarks in Grades 1 - 8 and Algebra 1
✓ Implementation of Linkit! Literacy Benchmarks in Grades 1 - 6 and 9 -10
✓ Implementation of PA-Core Aligned Common Unit Assessments for English Language Arts in Grades 7 and 8
✓ Development, implementation, and quarterly review of Data Action plans
✓ Next Step Reading Assessments in K-6 Schools
Pathway 1: Curriculum and Instruction

Assessment (Mathematics)

<table>
<thead>
<tr>
<th>Grade</th>
<th># of Students</th>
<th>% Growth</th>
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<tbody>
<tr>
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<td>332</td>
<td>24</td>
</tr>
<tr>
<td>2</td>
<td>310</td>
<td>21</td>
</tr>
<tr>
<td>3</td>
<td>353</td>
<td>28</td>
</tr>
<tr>
<td>4</td>
<td>352</td>
<td>17</td>
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<tr>
<td>5</td>
<td>399</td>
<td>23</td>
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<tr>
<td>6</td>
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<td>8</td>
<td>346</td>
<td>11</td>
</tr>
<tr>
<td>HS</td>
<td>500</td>
<td>5</td>
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</table>
## Pathway 1: Curriculum and Instruction

### Assessment (Literacy)

<table>
<thead>
<tr>
<th>Grade</th>
<th># of Students</th>
<th>% Growth</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>331</td>
<td>27</td>
</tr>
<tr>
<td>2</td>
<td>308</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>352</td>
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<tr>
<td>4</td>
<td>351</td>
<td>4</td>
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<td>5</td>
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<tr>
<td>8</td>
<td>312</td>
<td>-3</td>
</tr>
<tr>
<td>HS</td>
<td>354</td>
<td>1</td>
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</table>
Pathway 1: Curriculum and Instruction

Instructional Strategies

Year 3 Milestone:

Staff receive professional learning to develop and support instructional goals
Pathway 1: Curriculum and Instruction

Instructional Strategies

Sampling of Tasks:

✓ Expand offerings at each grade strand based on data from pilots
✓ Provide ongoing PL (including coaching and other support) to all CSD educators that results in engaging instructional strategies in all learning environments
✓ Rollout, review, and establish continuous improvement methodology that redefines teaching and learning in CSD
Pathway 1: Curriculum and Instruction

Instructional Strategies

Sampling of Tasks Completed:

✓ Professional development sessions focused on Student Engagement

✓ Weekly PBL professional learning opportunities

✓ Department of Innovation *Three for Thursday* weekly Instructional Technology updates
Pathway 1: Curriculum and Instruction

Instructional Strategies

Sampling of Tasks Completed:

✓ Ongoing professional learning on the use of Instructional Technology to enhance student learning

✓ Utilization of Makerspaces at the elementary schools

✓ LinkIt! Minute Newsletter

✓ SMART Friday Weekly Newsletter
Pathway 1: Curriculum and Instruction

Instructional Strategies

Grade 7 PBL Implementation Student Reflections

✓ PBL improved my visual way of learning.

✓ PBL is good. I like the projects and working with people.

✓ I feel like I could have learned more on another team. My study habits decreased because I didn't have a lot of HW or tests and would prefer not to be on 8th PBL.

✓ PBL, it’s a different way of learning, a challenge and I would like to remain in the program.

✓ Too many projects
Pathway 1: Curriculum and Instruction

Instructional Strategies

Grade 7 PBL Implementation Student Reflections

✓ PBL I think is pretty cool. I get to use my creativity more in school. The projects are one of my favorite things to do in school.

✓ PBL has been good, but would like to change to a regular schedule next year.

✓ Learning to embrace failure and learning to collaborate with others without giving up has been eye-opening.

✓ PBL is so awesome. It’s challenging but exciting.
Pathway 1: Curriculum and Instruction

Instructional Strategies
STUDENT ACHIEVEMENT

PATHWAY 2: STUDENT ACHIEVEMENT

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

Objective: By 2021, CSD will increase equity 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.

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

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

Objective: By 2021, CSD will increase equity by maximizing access to all academic and non-academic opportunities, experiences, and programs that support and enhance student achievement.
Pathway 2: Student Achievement

Task Tally

Total Number of Tasks: 16

Completed Tasks:

Moved to Year 3 Tasks:

In Progress:
Pathway 2: Student Achievement

Academic Intervention Strategies

Year 3 Milestone:

Implemented/piloted additional strategies, monitored and evaluated efficacy, and planned additional interventions
Pathway 2: Student Achievement Tasks

Tasks Completed:

✓ Evaluation of gifted identification data with a lense for equitable outcomes

✓ Implementation of new gifted identification universal screening tool

✓ Implementation of new gifted identification protocol to ensure more equitable identification rates
Pathway 2: Student Achievement

Academic Intervention Strategies

Sampling of Tasks Completed:

✓ Implementation of MTSS
✓ Pilot IXL at Cedarbrook
✓ Pilot Credit Recovery program at CHS
Pathway 2: Student Achievement

IXL Pilot at Cedarbrook

This year, we've answered 916,708 questions!

Skill Progress Summary:
- 8,912 skills mastered
- 18,576 skills proficient
- 38,019 skills practiced

Time Spent:
- 8,544 hr this year
  - School
  - Home
Pathway 2: Student Achievement

Academic Intervention Strategies

Credit Recovery program at CHS

<table>
<thead>
<tr>
<th>Number of Students enrolled</th>
<th>Number of courses completed as of 6/1/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>29</td>
<td>27</td>
</tr>
</tbody>
</table>

✓ 13 students graduated with the Class of 2019 because of the credit recovery program at CHS

✓ 8 out of 11 fourth-year juniors were able to graduate with the Class of 2019
Pathway 2: Student Achievement

Measuring Holistic Student Growth

Year 3 Milestone:

Piloted use of student profiles that incorporate holistic measures of achievement and are digitally accessible.
Pathway 2: Student Achievement

Measuring Holistic Student Growth

Sampling of Tasks:

✓ Develop system to share student growth data (new report card, digital student profile, etc.)

✓ Develop Year 4 Tasks
Pathway 2: Student Achievement

Measuring Holistic Student Growth

Sampling of Completed Tasks:

✓ Pilot of Branching Minds in Grades K - 6

✓ Implementation of Schoolwide Information System K - 12
Pathway 2: Student Achievement

Non-Academic Intervention Strategies

Year 3 Milestone: Provided support to staff
Pathway 2: Student Achievement

Non-Academic Intervention Strategies

Sampling of Tasks:
✓ Implement professional learning to support Non-academic Intervention Pilots
✓ Implement pilots
✓ Track efficacy of pilots using data sets identified in year 1 and update database
✓ Develop year 4 tasks
Pathway 2: Student Achievement

Non-Academic Intervention Strategies

Sampling of Completed Tasks:

✓ Implementation of Schoolwide Information System (SWIS)

✓ Training of CHS leadership team on Positive Behavior Intervention Support (PBIS)
Pathway 2: Student Achievement

Equity In Achievement

Year 3 Milestone:

Piloted new protocols and programs, and monitored equity and impact to achievement of new and existing programs across the district
Pathway 2: Student Achievement

Equity In Achievement

Sampling of Tasks:

✓ Develop and implement pilot programs and protocols to enhance equity in achievement

✓ Monitor data re: demographics of participation and achievement

✓ Develop year 4 Tasks
Pathway 2: Student Achievement

Equity In Achievement

Sampling of Completed Tasks:

✓ Quarterly review of academic data for students in grades 9 - 12
✓ Special Education Case Manager review meetings held at all schools
✓ All Special Education teachers in grades 7-12 met compliance for Indicator 13 Post Secondary Transition training
✓ Continue to promote participation and monitor Advanced Placement (AP) and Honors and courses demographic data at CHS
## Pathway 2: Student Achievement

### Equity In Achievement - AP and Honors Courses Enrollment Data

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Number</th>
<th>Percent</th>
<th>Student Population</th>
<th>Number</th>
<th>Percent</th>
<th>Student Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>381</td>
<td>43%</td>
<td>450</td>
<td>361</td>
<td>40%</td>
<td>424</td>
</tr>
<tr>
<td>Black</td>
<td>355</td>
<td>40%</td>
<td>772</td>
<td>406</td>
<td>45%</td>
<td>754</td>
</tr>
<tr>
<td>Asian</td>
<td>100</td>
<td>11%</td>
<td>121</td>
<td>99</td>
<td>11%</td>
<td>111</td>
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<tr>
<td>Hispanic</td>
<td>38</td>
<td>4%</td>
<td>67</td>
<td>25</td>
<td>3%</td>
<td>62</td>
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<td>Other</td>
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<td>1%</td>
<td>21</td>
<td>15</td>
<td>2%</td>
<td>29</td>
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<tr>
<td>Total</td>
<td>879</td>
<td>100%</td>
<td>1431</td>
<td>906</td>
<td>100%</td>
<td>1380</td>
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PROFESSIONAL LEARNING

**Pathway 3: Professional Learning**

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

**Objective:** By 2021, CSD will 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.

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

**Objective:** By 2021, CSD will 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 3: Sample Professional Learning Tasks

- Improve and continue to deliver effective, differentiated cultural competency professional learning
- Schedule district wide cultural celebration
- Identify opportunities to celebrate CSD’s diverse community
- Conduct survey(s) to assess growth in perceptions, attitudes, and dispositions
- Develop year 4 tasks
Pathway 3: Professional Learning

Task Tally

Total Number of Tasks: 6
Completed Tasks: 6
Moved to Year 3 Tasks: 0
In Progress: 0

YEAR 3 TASKS
Complete 100%
Pathway 3: Professional Learning

Professional Learning Plan

Year 3 Milestone:

Revisited and utilized data to improve professional learning plan, and expanded menu of options and resources.
CSD’s Act 80 Days

6 Days of PL
- August 21st
- August 22nd
- October 15th
- November 6th
- February 15th
- May 21st

Typical Day’s Schedule
- 8:00 am - 10:30 am: Session 1
- 10:30 am - 12:00 pm: Lunch/Prep
- 12:00 pm - 3:00 pm: Session 2

By the Numbers
- 5.5 hours per Act 80 day
- 6 Act 80 days
- 33 hours of PL annually
### Why Student Engagement?

- Highest correlation to student success
- Lowest barrier to implementation
- Can be progressively improved during a school year
- Easily observable

---

**DOMAIN 1: Planning and Preparation**

1a Demonstrating Knowledge of Content and Pedagogy
   - Content knowledge
   - Prerequisite relationships
   - Content pedagogy

1b Demonstrating Knowledge of Students
   - Child development
   - Learning process
   - Special needs
   - Student skills, knowledge, and proficiency
   - Interests and cultural heritage

1c Setting Instructional Outcomes
   - Value, sequence, and alignment
   - Clarity
   - Balance
   - Suitability for diverse learners

1d Demonstrating Knowledge of Resources
   - For classroom
   - To extend content knowledge
   - For students

1e Designing Coherent Instruction
   - Learning activities
   - Instructional materials and resources
   - Instructional groups
   - Lesson and unit structure

1f Designing Student Assessments
   - Congruence with outcomes
   - Criteria and standards
   - Formative assessments
   - Use for planning

---

**DOMAIN 2: The Classroom Environment**

2a Creating an Environment of Respect and Rapport
   - Teacher interaction with students
   - Student interaction with students

2b Establishing a Culture for Learning
   - Importance of content
   - Expectations for learning and achievement
   - Student pride in work

2c Managing Classroom Procedures
   - Instructional groups
   - Transitions
   - Materials and supplies
   - Non-instructional duties
   - Supervision of volunteers and paraprofessionals

2d Managing Student Behavior
   - Expectations
   - Monitoring behavior
   - Response to misbehavior

2e Organizing Physical Space
   - Safety and accessibility
   - Arrangement of furniture and resources

---

**DOMAIN 3: Instruction**

3a Communicating With Students
   - Expectations for learning
   - Directions and procedures
   - Explanations of content
   - Use of oral and written language

3b Using Questioning and Discussion Techniques
   - Quality of questions
   - Discussion techniques
   - Student participation

3c Engaging Students in Learning
   - Activities and assignments
   - Student groups
   - Instructional materials and resources
   - Structure and pacing

3d Using Assessment in Instruction
   - Assessment criteria
   - Monitoring of student learning
   - Feedback to students
   - Student self-assessment and monitoring

3e Demonstrating Flexibility and Responsiveness
   - Lesson adjustment
   - Response to students
   - Persistence

---

**DOMAIN 4: Professional Responsibilities**

4a Reflecting on Teaching
   - Accuracy
   - Use in future teaching

4b Maintaining Accurate Records
   - Student completion of assignments
   - Student progress in learning
   - Non-instructional records

4c Communicating with Families
   - About instructional program
   - About individual students
   - Engagement of families in instructional program

4d Participating in a Professional Community
   - Relationships with colleagues
   - Participation in school projects
   - Involvement in culture of professional inquiry
   - Service to school

4e Growing and Developing Professionally
   - Enhancement of content knowledge and pedagogical skill
   - Receptivity to feedback from colleagues
   - Service to the profession

4f Showing Professionalism
   - Integrity/ethical conduct
   - Service to students
   - Advocacy
   - Decision-making
   - Compliance with school/district regulations
CSD’s Approach to Engagement Professional Learning

ACADEMIC CURIOSITY

PRACTICAL APPLICATION
<table>
<thead>
<tr>
<th>Time</th>
<th>Participants</th>
<th>Location</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00am-9:45am</td>
<td>First - 12th grade teachers</td>
<td>Cedarbrook Middle School Auditorium</td>
<td>Author of <em>Empower</em>: A.J. Juliani</td>
</tr>
<tr>
<td>9:45am-10:45am</td>
<td></td>
<td>Cedarbrook Classrooms (See attached for room assignment)</td>
<td>Engagement Collaboration</td>
</tr>
<tr>
<td>10:45am-12:15pm</td>
<td>All teachers</td>
<td>*</td>
<td>Lunch/Prep</td>
</tr>
<tr>
<td>12:15pm-3:00pm</td>
<td>First – 12th grade teachers</td>
<td>Your School</td>
<td>Engaging Students Through Questioning and Discussion Techniques</td>
</tr>
</tbody>
</table>
My principal led engagement session was well organized and resulted in new learning. My students will benefit in a tangible way as a result of this professional learning session.
Pathway 3: Professional Learning

Internal Capacity & Expertise

Year 3 Milestone:

Increase percent of professional learning presented by CSD Professionals
Pathway 3: Professional Learning
Pathway 3: Professional Learning

Cultural Competency

Year 3 Milestone: Refined and continued to implement differentiated cultural competency strand and instituted one new districtwide cultural celebration; and captured measurable growth occurring in cultural competency.
Pathway 3: Professional Learning

- United MLK Day of Service
  - 7 Schools participation, each with one Day of Service project
  - ~500 attendees
  - 6 community organizations incorporated into presentation
  - 2 parent advocacy groups

- United BHM Celebration
  - 7 Schools participation
  - ~250 attendees
Pathway 3: Professional Learning

- Cultural Proficiency Teacher Leaders
  - 29 teachers at all 7 schools
  - 18 hours of CP training

- Cultural Proficiency Cadre
  - 29 teachers at all 7 schools
  - 18 hours of CP work

- Principal’s Cultural Proficiency Work
  - 16 administrators from 7 schools
  - 21 hours of CP training
Pathway 3: Professional Learning

- Black Men at Penn
  - 15 students

- Girls Mentoring Program

- Mike Nelson Inc
  - 35 students for ~15 hours

- Girls, Inc.
  - 25 students for ~20 hours

- Black Male Leadership Student Group
  - 12 students weekly

- World Cafe’
  - Support students of color to access AP/Honors courses and to supported those enrolled
  - Available for all students
  - 40 students

- Makuu Black Cultural Center at UPenn
  - Financial Literacy Workshop - 35
  - Summer impact college readiness program for rising seniors
HOLISTIC LEARNING TASKS

PATHWAY 4: HOLISTIC EXPERIENCES

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

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

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

OBJECTIVE: By 2021, CSD will implement a district-wide plan to support all students’ social and emotional health and development to include curriculum, assemblies, activities, and programs.
Pathway 4: Holistic Experiences

Task Tally

Total Number of Tasks: 4
Completed Tasks: 1
Moved to Year 4 Tasks: 3
In Progress: 3
Pathway 4: Holistic Experiences

Norms and Expectations

Year 3 Milestone:
Research, develop and implement CSD core values and norms and introduce Positive Behavioral Interventions and Supports (PBIS)
Pathway 4: Holistic Experiences

Norms and Expectations

Sampling of Tasks Completed:
✓ Cheltenham, Glenside and Wyncote Elementary Schools have established PBIS Core Leadership Teams
✓ Administrators have participated in three PBIS Administrators’ Networking Meetings throughout the year
✓ Core Leadership Teams have received training on the utilization of the Schoolwide Information System, the online behavior reporting system

Average Team Size: 9
Administrator, Counselor, Teachers
Pathway 4: Holistic Experiences

Health and Wellness

Year 3 Milestone:

Plan and implement meaningful, timely and sustainable activities, events, and opportunities for all CSD staff, students, and families that foster physical and social-emotional health and wellness.
Pathway 4: Holistic Experiences

Health and Wellness
Sampling of Tasks Completed:
✓ Positive Psychology Teacher Leaders (PPTLs) and Mindfulness Coach arranged staff wellbeing workshops

| Number of PPTLs: 14 |
| Teachers & Counselors |

Workshops: Soul Collage, Meditation, Watercolor Painting, Yoga, Nature Walk, Mindful Drumming
Pathway 4: Holistic Experiences

Mindfulness Experiences

- Vertical learning activities provided by Cedarbrook Middle School and Cheltenham High School students for 3rd and 4th grade students as part of May Mindfulness
- Mindfulness/Serenity Spaces in schools enable students to just breathe, reflect quietly or meditate
Pathway 4: Holistic Experiences
Parent/Guardian Workshops

Two parent/guardian workshops, strength-based parenting sponsored by the Office of Student Services
Pathway 4: Holistic Experiences

Social and Emotional Learning

Year 3 Milestone: Introduce stakeholders to social emotional learning and its purpose in CSD; develop a framework for implementing and evaluating district-wide social emotional experiences; and recommend professional learning to support staff before and during implementation.
Pathway 4: Holistic Experiences
Social and Emotional Learning

Sampling of Tasks
Completed:

✓ Arranged training from two MCIU behavioral specialists for counselors on supporting behavioral needs of students
Pathway 4: Holistic Experiences
Social and Emotional Learning

Sampling of Tasks Completed:

✓ Guided discussions with teachers and administrators on social and emotional (SEL) competencies
✓ Identified a social emotional walk-through tool to analyze SEL programming in schools
COMMUNICATIONS & ENGAGEMENT

Pathway 5: Communications & Engagement

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

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

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

Objective: By September 2021, CSD will run a successful capital campaign that advances the brand and mission of the district.
Strand 5: Communications and Engagement

Task Tally

- Total Number of Tasks: 8
- Completed Tasks:
- Moved to Year 4 Tasks: 8
- In Progress:
Pathway 5: Communications and Engagement

Outreach

Year 3 Milestone: Institutionalized outreach and engagement protocols that engage current and new students and their families.
Pathway 5: Communications and Engagement

Outreach

Sampling of Tasks Completed:
✓ To connect with students and expand its reach, Communications launched the district Instagram account (@CheltenhamSD) this fall.
✓ Reach is those who see your content. Impressions are the when your content is displayed, no matter if it was clicked or not.

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Pathway 5: Communications and Engagement

Outreach

✓ Facebook (@CheltenhamSD) has been our most successful means of outreach with “likes” reaching **3,282** as of June 18. The district Facebook page has kept pace or exceeded other larger area districts proportionally in terms of audience engagement.
Pathway 5: Communications and Engagement

Partnerships

Year 3 Milestone: Established two new partnership (pilot and implement)
Pathway 5: Communications and Engagement

Partnerships

Sampling of Tasks Completed:

✓ Outreach and engagement with new businesses, including Rose Petals Cafe and Open Book Store.
✓ Partnered with the Cheltenham Police Athletic League on promotion, event sponsorship and community engagement.
✓ Have worked for the past seven months on an athletic facilities use agreement with Arcadia University.
Pathway 5: Communications and Engagement

Alumni Engagement

Year 3 Milestone: Leveraged financial power of alumni to support 10% of capital campaign goal.
Pathway 5: Communications and Engagement

Alumni Engagement

Sampling of Tasks Completed:

✓ N/A
Pathway 5: Communications and Engagement

Capital Campaign

Year 3 Milestone: Public phase in full effect
Pathway 5: Communications and Engagement

Capital Campaign

Sampling of Tasks Completed:

✓ N/A. Without a solid accounting of our alumni or adequate CSD fundraising personnel infrastructure, CSD is not ready to engage in a capital campaign.

✓ This must be a focus of the Communications Committee during the 19-20 school and beyond.
Questions?