YEAR TWO IN REVIEW
EDUCATIONAL AFFAIRS MEETING
JUNE 19, 2018
Overview of the Strategic Plan

5 Pathways

5 Big Goals

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

17 Year 2 Milestones

Pathway 1: Curriculum & Instruction

Big Goal: By 2021, CSDP will deliver a K-12 curriculum that fosters curiosity, promotes higher order thinking, and develops key 21st century skills that help students enter college and career readiness. The curriculum will be rigorous, vertically and horizontally aligned, and adequately supported so that it is accessible to all students.

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 the traditional academic measures to include skills such as resilience, curiosity, collaboration, critical thinking, and communication. CSD will deliberately focus on raising the achievement of historically underperforming students.

Pathway 3: Professional Learning

Big Goal: By 2021, CSD will implement a Professional Learning model that reflects 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.

Pathway 4: Holistic Experiences

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

Pathway 5: Communications & Engagement

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

Objective 1: By 2021, CSD will develop and deliver a K-12 curriculum that fosters curiosity, promotes higher order thinking, and develops key 21st century skills that help students enter college and career readiness. The curriculum will be rigorous, vertically and horizontally aligned, and adequately supported so that it is accessible to all students.

Objective 2: By 2021, CSD will use a variety of instructional strategies to engage all students, promote active learning, and personalize instruction to better meet the needs of all students.

Objective 3: By 2021, CSD will increase equity in achievement to ensure that all students, without exception, grow, learn, and achieve. Their success extends beyond the traditional academic measures to include skills such as resilience, curiosity, collaboration, critical thinking, and communication. CSD will deliberately focus on raising the achievement of historically underperforming students.

Objective 4: By 2021, CSD will use professional development with an emphasis on mindfulness and positive psychology to support staff and advance the district’s mission.

Objective 5: By 2021, CSD will increase student engagement by applying best practices in research through student engagement and implementation.

Objective 6: By 2021, CSD will increase student and family engagement by implementing strategies and tools that improve student engagement and responsive academic interventions.

Objective 7: By 2021, CSD will use restorative practices to maintain a safe and healthy school environment.

Objective 8: By 2021, CSD will increase student and family engagement by ensuring all students are provided with the tools and resources necessary to achieve academic success.

Objective 9: By 2021, CSD will increase student and family engagement by implementing strategies and tools that improve student engagement and responsive academic interventions.

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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

Total Number of Tasks: 32
Completed Tasks: 27
Moved to Year 3 Tasks: 0
In Progress: 5

Task Tally

Year 2 Tasks
- In Progress: 15.6%
- Completed: 84.4%
Pathway 1: Curriculum and Instruction

Aligned 21st Century Curriculum

Year 2 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 Completed:
✓ Introduced the Balanced Literacy model to the K-6 schools
✓ Developed and implemented K-8 Writing curriculum
✓ Implemented Revised Differentiated Supervision Plan
✓ Implemented Foundations of Engineering Course
✓ Piloted enVision Mathematics program in grades 7 through 8 and Algebra I
✓ Implemented new elementary schedule, providing teachers with common preparation periods across grade bands and a 60-minute WIN period
✓ Implemented STEM course for Grade 6 at Elkins Park
Pathway 1: Curriculum and Instruction

Aligned 21st Century Curriculum

Sampling of Tasks Completed:
✓ Implemented Grade 9 PBL at CHS
✓ Identified 10th grade PBL team for program expansion 2018-2019
✓ Piloted Amplify Science in Grades 6 through 8
✓ Offered professional learning on MakerSpaces K - 12
✓ Implemented Canvas learning management system at CHS
✓ Identification of Build Your Own Curriculum for CSD’s curriculum management tool
Pathway 1: Curriculum and Instruction

Aligned 21st Century Curriculum

Sampling of Tasks In Progress:

✓ Developing Chapter 339 College and Career Readiness K - 12 Guidance plan
✓ Developing English curriculum for Grades 7, 8, and 9
✓ Developing Health curriculum for EP, CBK, and CHS
✓ Developing curriculum map and planning guide for 5th and 6th Grade Math and Reading
Pathway 1: Curriculum and Instruction

Assessment

Year 2 Milestone: Defined district assessment practices; developed, administered, and evaluated pilot assessment plan; and identified and piloted reporting system.
Pathway 1: Curriculum and Instruction

Assessment

Sampling of Tasks Completed:

✓ Developed and implemented Grades 7 and 8 Writing benchmark assessments
✓ Developed and implemented CHS English Benchmarks using Formative online data assessment tool
✓ Utilized the Naglieri for universal screenings for gifted education
✓ Used Data Analysis Protocol to analyze student assessment data
✓ Developed Common Formative Assessments for 7th and 8th Grade English
✓ Identified Linkit for K - 12 Data and Assessment Management System
Pathway 1: Curriculum and Instruction

Assessment

Sampling of Tasks In Progress:

✓ Developing Common Formative Assessments for 7th and 8th Grade English
Pathway 1: Curriculum and Instruction

Instructional Strategies

Year 2 Milestone: Launched pilot programs; established methods for assessment; reviewed assessments and recommended full district implementation of successful pilot programs; and provided professional learning that supports and models best practice instructional strategies
Pathway 1: Curriculum and Instruction

Instructional Strategies

Sampling of Tasks Completed:

✓ Introduced the Balanced Literacy model to the K-6 schools.
✓ Incorporated Design Thinking professional learning for Grades 7, 9, and 10 PBL teams
✓ Implemented Department of Innovation Three for Thursday weekly Instructional Technology updates
✓ Offered ongoing professional learning on the use of Instructional Technology to enhance student learning
Pathway 1: Curriculum and Instruction

Instructional Strategies

Sampling of Tasks Completed:

✓ Utilized Makerspaces at our K-4 schools
✓ Provided Google Boot Camp Sessions to prepare teachers and administrators to become Google Level 1 certified
✓ Used data to identify model instructional strategies and develop Professional Learning plan for sharing best practices
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 Tasks

Tasks:

● Evaluation of gifted identification data with a lens for equitable outcomes
● Identification and use of new gifted identification universal screening tool
● Formulation of new gifted identification protocol to ensure more equitable identification rates

● Placeholder

● placeholder
## Pathway 2: Student Achievement

<table>
<thead>
<tr>
<th>Task Tally</th>
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<tbody>
<tr>
<td>Total Number of Tasks:</td>
<td>20</td>
</tr>
<tr>
<td>Completed Tasks:</td>
<td>20</td>
</tr>
<tr>
<td>Moved to Year 3 Tasks:</td>
<td>0</td>
</tr>
<tr>
<td>In Progress:</td>
<td>0</td>
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</tbody>
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- **Year 2 Tasks**
  - Completed: 100.0%
Pathway 2: Student Achievement

Academic Intervention Strategies

Year 2 Milestone: Implemented pilot systemic interventions, monitored and evaluated efficacy, planned additional interventions
Pathway 2: Student Achievement

Academic Intervention Strategies

Sampling of Tasks Completed:

✓ Utilized Ready reading and math intervention program for the K-6 before and after school tutoring program
✓ Introduced the Balanced Literacy model to the K-6 schools
✓ Implemented new elementary schedule providing teachers with common preparation periods across grade bands and a 60 minute WIN period
✓ Implemented K-8 Writing curriculum
Pathway 2: Student Achievement

Academic Intervention Strategies

Sampling of Tasks Completed:

✓ Implemented Dreambox (Math intervention) in all of the K-6 schools and provided professional development on how to effectively utilize the program

✓ Utilized the Naglieri for Gifted screening

✓ Received the College and Career Readiness Grant to support student access to STEM related career opportunities

✓ Piloted Dreambox (Math intervention) at Cedarbrook

✓ Proposed Credit Recovery program for pilot at CHS 2018 - 2019
Pathway 2: Student Achievement

Measuring Holistic Student Growth

Year 2 Milestone: Established metrics for holistic student growth utilizing best practice research, surveys, focus groups, etc; and ensured that metrics are not culturally biased
Pathway 2: Student Achievement

Measuring Holistic Student Growth

Sampling of Tasks Completed:

✓ Implemented the use of a Data Analysis protocol for teachers and administrators to review student achievement data every 6-8 weeks to inform future instructional practices

✓ Myers Elementary School Core Leadership Team received Schoolwide Information System (SWIS) training and is currently utilizing SWIS

✓ Elkins Park School and Cheltenham High School established Core Leadership Teams comprised of teachers, counselors, and administrators to guide implementation of the multi-tiered behavioral support framework
Pathway 2: Student Achievement

Non-Academic Intervention Strategies

Year 2 Milestone: Implemented best practices and developed pilots
Pathway 2: Student Achievement

Non-Academic Intervention Strategies

Sampling of Tasks Completed:
✓ Established mentoring program at CHS in conjunction with the University of Pennsylvania
✓ Implemented PBIS at Cedarbrook and Myers
✓ Implemented Youth Court at CHS
✓ Trained CHS leadership team on Positive Behavioral Interventions and Supports (PBIS)
Pathway 2: Student Achievement

Equity In Achievement

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

Equity In Achievement

Sampling of Tasks Completed:

✓ Identified and developed a framework for the Chapter 339 K-12 Plan focused upon College and Career Readiness benchmarks
✓ Presented 10 Year Data Analysis for the Education Affairs Committee
✓ Utilized the Naglieri as the universal screener for gifted education
✓ Implemented SAT Bootcamp at CHS
PROFESSIONAL LEARNING

Pathway 3: Professional Learning

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

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

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

Objective: By 2021, CSD will ensure that all members of our staff receive professional learning experiences that foster a culture of respect and equity by understanding the impact of identity on teaching and learning.
Pathway 3: Professional Learning Tasks

Tasks:

- Determined the role structure and compensation of the Directors of Education and PL coordinator
- Selected the PL team
- Reviewed other pathway objectives and identify key focus areas for PL
- Researched evidence of success (PLCs, community engagement, cultural competency, etc.) in other schools, districts, etc.
- Researched evidence of success within CSD (stakeholder interviews, focus groups, surveys, etc.)
- Developed research summary and visioning (with the common language around best practices) to serve as the foundation of the PD plan
- Identified PL needs that align with goals of strategic plan
- Identified CSD professionals with expertise in areas of identified need
- Established criteria for evaluating expertise and presentation skills
- Established digital database of resources to enhance professional presentation skills
- Utilized internal expertise to provide PL
- Developed Year 3 Tasks
- Researched: where is this plan currently working well, how did they implement, etc.
- Ownership: who will “own” the PLC’s
- Recruited Cultural Proficiency Teacher Leaders (CPTL’s) representing all buildings
- Informed development of multi-purpose survey to be used to assess growth in perceptions, attitudes, and dispositions related to cultural competency (note: survey will be used to collect data related to multiple pathways/objectives)
- Used demographic data to generate an accurate snapshot of the range of cultures in CSD. Collect additional data if needed
- Identified speakers, facilitators, films, books, and other resources that support PL on cultural competency
- Generated a PL plan and schedule for cultural competency strand
Pathway 3: Professional Learning Tasks Continued

Tasks:

- Identify opportunities to celebrate CSD’s diverse community
- Implement Cultural competency PL strand
- Schedule new district wide cultural celebration
- Identify opportunities to celebrate CSD’s diverse community
- Inform development of multi-purpose survey to be used to assess growth in perceptions, attitudes, and dispositions related to cultural competency (note: survey will be used to collect data related to multiple pathways/objectives)
- Plan PL plan for 2018-2019
- Determine most needed teaching strategies to be focus for new PL plan
- Begin implementation of new online PL management program
- Establish teacher evaluation criteria
- Train principals in the use of teacher evaluation criteria
- Plan for teacher training in the new teacher evaluation criteria
- Establish an effective system to deliver best instructional practices to teachers to align daily practice with a ‘proficient’ or ‘distinguished’ rating under the Charlotte Danielson framework
Pathway 3: Professional Learning

Task Tally

Total Number of Tasks: 31
Completed Tasks: 30
Moved to Year 3 Tasks: 0
In Progress: 1
Pathway 3: Professional Learning

Professional Learning Plan

Year 2 Milestone: Piloted Professional Learning plan and platform including integration of evaluation-based components
Pathway 3: Professional Learning

Professional Learning Plan

Sampling of Tasks Completed:

✓ Identified Frontline Education (formerly My Learning Plan) as our digital platform to organize professional learning.
  ◦ This online software allows for the organization of teacher and administrative initiated registration, progress monitoring of registration, and the evaluation and feedback for all professional learning.
  ◦ Central Office administration is undergoing training on the use and implementation of this tool to be fully utilized during the 2018-2019 school year.
Pathway 3: Professional Learning

Internal Capacity & Expertise

Year 2 Milestone: Included internal presenter(s) in Professional Learning schedule
X Pathway 3: Professional Learning
Internal Capacity & Expertise

Sampling of Tasks Completed:

✓ Implemented courses of study led by CSD administrators.

✓ Utilized local experts in the fields of cultural proficiency, positive psychology and project based learning to bring in the best experts to our teachers.

✓ Teachers have self-identified as experts in a wide range of topics, subjects and classroom implementable tools and techniques. These teachers have been collated into a database as a means of compiling our internal capacity and expertise.
Pathway 3: Professional Learning

Internal Capacity & Expertise

Sampling of Tasks Completed:

✓ Teacher leaders have been identified at the school level and they have been put into place as a means of leveraging those within CSD who can help support the aims of the strategic plan. The 4 types of teacher leaders are:

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

- **Positive Psychology**: Responsible for bringing together the science of Positive Psychology to our teaching practices designed to support student character strengths.
Pathway 3: Professional Learning
Internal Capacity & Expertise

- **Cultural Proficiency:** Responsible for assisting the building principal in implementing culturally proficient practices at their respective schools.
- **Social Media:** Responsible for capturing and sharing good news items and utilizing technology to spread information about each school.
Pathway 3: Professional Learning

Professional Learning Communities

Year 2 Milestone: Established collaborative teams across the district, ensuring that every staff member belongs to one or more team; and implemented structural supports to provide planning time for research, communication, and implementation
X Pathway 3: Professional Learning

Professional Learning Communities

Sampling of Tasks Completed:

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

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

✓ The district contracted with Dr. Rettig of School Scheduling Associates to work with the K-6 building principals and their school teams to develop and implement comprehensive schedules with common planning time across grade bands.
Pathway 3: Professional Learning

Cultural Competency

Year 2 Milestones: Implemented differentiated cultural competency strand and instituted one new districtwide cultural celebration
Pathway 3: Professional Learning

Cultural Competency

Sampling of Tasks Completed:

✔ Cultural Proficiency Teacher Leaders have been identified at each school. See above for more details.

✔ Two year-long courses of study on Cultural Proficiency with a total of 65 teachers were led by two local leading experts in this field; Dr. Ali Michael and Dr. Barbara Moore Williams.

✔ For the 2017-2018 school year, all teachers on professional learning days are enrolled in a year long study with an expert in the field on one of the following topics: Racial Microaggressions, Racial Literacy, Racial and Social Identities, and Cultural Proficiency.
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: 19
- Completed Tasks: 16
- Moved to Year 3 Tasks: 3
- In Progress: 0

Pie chart showing:
- Completed (84.2%)
- Moved to Year 3 (15.8%)
Pathway 4: Holistic Experiences

Norms and Expectations

Year 2 Milestone: Embedded CSD values and norms into instructional practice and adopted. Develop strategies that support our students and their families in understanding and observing CSD values and norms. Positive Behavioral Interventions and Supports (PBIS) district-wide.
Pathway 4: Holistic Experiences

Norms and Expectations

Sampling of Tasks Completed:

✓ Provided support to PBIS Core Leadership Teams at Elkins Park School, Cedarbrook Middle School and Cheltenham High School through consultation with PBIS trainers at the Montgomery County Intermediate Unit (MCIU)

✓ Arranged PBIS training plans for Cheltenham, Glenside and Wyncote Elementary Schools to occur during the 2018-2019 school year

✓ Collaborated with elementary and secondary staff members, along with building and central office administrators, on the development of discipline referral forms

✓ Participated in MCIU’s first-time PBIS Administrator Meeting
Pathway 4: Holistic Experiences

Health and Wellness

Year 2 Milestone: Planned and implemented meaningful, timely and sustainable activities, events, and opportunities for all CSD staff, students, and families that foster physical and social-emotional health and wellness
Pathway 4: Holistic Experiences

Health and Wellness

Sampling of Tasks Completed:
 ✓ Provided a Mindfulness/Positive Psychology Coach
 ✓ Modeled Mindfulness lessons to elementary and middle school students
 ✓ Developed Mindfulness lessons for K-2, 3-5 and 6-8 students
 ✓ Coordinated afterschool staff wellbeing workshops
 ✓ Coordinated Mindful May activities
 ✓ Established a District Mindfulness Website
 ✓ Arranged a specialized afterschool training for staff -- CPR
Pathway 4: Holistic Experiences

Social and Emotional Learning

Year 2 Milestone: Launched Social Emotional Learning pilots in every CSD school and database established to monitor effectiveness
Pathway 4: Holistic Experiences

Social and Emotional Learning

Sampling of Tasks Completed:

✓ Reintroduced a social-emotional learning program to K-4 students and introduced the program to 5 and 6 students
✓ Engaged Curriculum Instruction and Professional Development Committee members in discussions regarding social-emotional learning competencies
✓ Expanded partnerships with organizations to support students’ holistic needs
✓ Coordinated mentoring programs to support students
✓ Established SMART goals through data analysis and grounded in the American School Counselor Association model
COMMUNICATIONS & ENGAGEMENT

Pathway 5: Communications & Engagement

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

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

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

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

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

Task Tally

Total Number of Tasks: 17
Completed Tasks: 9
Moved to Year 3 Tasks: 8
In Progress: 0

Year 2 Tasks

Moved to Year 3 47.1%
Completed 52.9%
Pathway 5: Communications & Engagement

Tasks:

- Connected with former staff by sending them the weekly news share.
- Connected Dr. Marseille with Penn State Abington Chancellor Damian Fernandez to discuss partnership opportunities.
- Established schoolsafety@cheltenham.org to submit safety concerns; ordered cell phone pockets to promote.
- Established multi-faceted partnership with CreekSide Co-op.
- Provided CSD Foundation opportunities for facetime and “friendraising” opportunities.
- Engaged the Penn State Abington’s ACCESS program to formulate the district brand survey.
- Worked with alumni association president to navigate re-establishing the association.
- Promoted the Voyage program through social media and the news share.
- Completed a draft of the district's safety portal and a safety infographic.
- In conjunction with the CSD Foundation, launched the Cedarbrook pavers campaign.
- Hosted about 35 former teachers, staff, and administrators for the annual former staff breakfast.
- Placed stories in the Inquirer about mindfulness and the new girls basketball coach.
- Secured news media for numerous events, including African American History Bee and Quakertown meeting.
- Managed interviews for WHYY story on school district residency issues.
- Launched the Communications Committee.
- Supported the Mindfulness initiative through purchasing CSD-branded premium products.
- Led the effort to host U.S. Senator Bob Casey for a town hall meeting at CHS.
- Launched the district Mindfulness portal.
- Collaborated on an “all-in-one” mobile application solution.
Pathway 5: Communications and Engagement

Outreach

Year 2 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:

✓ Strengthened bonds with former staff by including them on the distribution of the weekly #ThisIsCheltenham news share. Feedback has been all positive.

✓ Connected Dr. Marseille with Penn State Abington Chancellor Damian Fernandez to discuss partnership opportunities. The two institutions share a bond in pushing for equity and access.

✓ Established the schoolsafety@cheltenham.org email address for students and families to submit their safety concerns.
Pathway 5: Communications and Engagement

Partnerships

Year 2 Milestone: Established one new partnership (pilot and implement)
Pathway 5: Communications and Engagement

Partnerships

Sampling of Tasks Completed:

✓ Established multi-faceted partnership with CreekSide Co-op that includes life skills students’ work opportunities, co-operative education options and discounts for students and staff
✓ Worked with the CSD Foundation to offer it more facetime and “friendraising” opportunities with current and prospective donors, including speaking at the Former Staff Breakfast and the close of school year assembly
✓ Engaged the Penn State Abington’s ACCESS program to formulate the district brand survey
Pathway 5: Communications and Engagement

Alumni Engagement

Year 2 Milestone: 25% of identified CSD alumni have joined Alumni Association
Pathway 5: Communications and Engagement

Alumni Engagement

Sampling of Tasks Completed:

☑ Helped new AACHS President Christa Sywulak-Herr to navigate the challenges presented in re-establishing the association:
  ◦ Consolidation and storage of CHS memorabilia
  ◦ Secured a phone line and mailing address
  ◦ Provided suggestions for prospective board members
  ◦ Pitched ideas for alumni engagement tactics and events
Pathway 5: Communications and Engagement

Capital Campaign

Year 2 Milestone: Fully prepared for public launch of capital campaign
Sampling of Tasks Completed:

✓ Without a solid accounting of where our alumni are, CSD is not ready for this at the moment. Once the alumni association is fully operational, this process will begin in earnest.
Questions?