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Goals

On September 3, 2025, the Pelham School Board approved these four goals. Each Goal includes why we set it, how we measure it, what progress we have made, and the proposed path to make additional progress. The proposed paths forward are based on the research regarding effective teaching and learning practices, curated by John Hattie through visible-learning.org.

1. Strong Student Connections

Goal

100% of our students will have strong connections at school (or an engaged adult to help them).

- At PES, the goal is to maintain 100% of our students to have a trusted adult at school.
- At PMS, the goal is to:
  - increase the percentage of students who have a trusted adult at school from a baseline of 91% at the end of 2024-25 and
  - increase the percentage of students who participate in a school-based activity from a baseline of 76% at the end of 2024-25.
- At PHS, the goal is to:
  - increase the percentage of students who have a trusted adult at school and increase the percentage of students who participate in a school-based activity from a baseline to be set at the start of the school year.

Why We Set It

This is our most important goal. There is a positive correlation between strong student-teacher relationships and academic achievement. A sense of belonging in the classroom is crucial for learning. The Board wanted to recognize the differences between school levels and to encourage innovation and a degree of autonomy for the schools. That is why the Board delegated this goal to the school level.

Progress We Have Made

Pelham Elementary School

- Since 2022, PES has collected data through student “minute meetings” with the school counselors. Students have gone from 87% of students having a trusted adult in 2022 to 98% in 2024.
- We will continue administering the BIMAS assessment (Behavior Intervention Monitoring Assessment System) in all grades with parental permission. This data allows us greater insights into the best approach to support students.
- PES uses “soft start,” Responsive Classroom, a classroom culture and behavioral expectations program used across the elementary school, and our school counselors to help students find trusted adults within the school and to know who they could go to if they needed support.
- The next steps for this goal are building connections as a grade and a class and using our trusted adults and friendships to create more connections with others.

Pelham Memorial School

- Pelham Memorial School conducted surveys of all students in the fall asking whether they had a trusted adult (87%), had friends at school (98%), and participated in a school-based activity (75%). At the end of the year, they had 91%, 98%, and 76% respectively.
- All staff members were told the names of the students who see them as their trusted adult. Teams of teachers have worked to identify a trusted adult for those students who do not feel connected.
- PMS staff identified trends in student activity data to develop activities targeted to engage the unengaged such as eSports Club and Student Activity Club.

Pelham High School

- PHS used quantitative data, including attendance and participation, the Youth Risk Behavior Study (YRBS), and referrals to the office, to evaluate progress. 2024-25 is a baseline year. Unfortunately, the YRBS is no longer able to be administered in the same way, making year to year comparisons impossible.
- PHS actions have been all student led. This includes Fill Your Cup, Winter Carnival, Spirit Week, Advisory activities open to all students, workshops and conferences attended by student leaders, and open meetings where student government members bring other students to participate.
- The next step is to gather start-of-year baseline data using student surveys.

Proposed Path Forward

Each school will continue to report annually to the Board on progress. The timing will be determined by the schools and the School Board. As will the academic goals, our work on this goal is aligned with the four levers of improvement in Pelham 2030. This includes:

- Provide training and support in a Multi-Tiered System of Support (MTSS) across the district. This is an approach to routinely, accurately, and quickly assess student performance levels to monitor progress. It is used for math, reading, and behavior. Each school will have a data team that meets consistently to analyze student progress.

- At all three levels, budget for professional development to ensure all staff are trained in district initiatives involving student belonging such as Responsive Classroom for the elementary level.

2. Improved Student Performance in Mathematics

Goal
We will have 12% more students proficient in mathematics, improving from 40% of our students in grades 3 - 8 proficient or better on the annual state assessment in 2024 to 52% by 2027.

Pelham NH SAS Performance MATHEMATICS 2018-2025 (Gr 3 - 8)

Measure	Target	2018	2019	2021	2022	2023	2024	2025
% Proficient	52%	45	48	42	37	43	40	42
Rank Among Peers	5th	11	10	5	11	9	10	TBD
State % Proficient		49	49	37	41	43	43	TBD

No state testing in 2020. 2025 data preliminary. Rank and state data will be available in October 2025.

Why We Set It
We did not meet this goal in the last three years so it continues to be a goal for the District. In the past three years, the District has improved teacher retention and provided more professional development in math. We revised the math curriculum and updated our instructional materials at the elementary school. However, this has not yet been enough to see the results in terms of student performance.

How We Measure This
Besides measuring percent proficient in grades 3 - 8, we will also maintain the goal at Pelham High School to increase the percentage of students who are college and career ready from the PSAT to the SAT by 5% each year.

Progress We Have Made
We took a more aggressive approach in 2024-25 on this goal.

- Improved retention. For example, 2024-25 was the first time in eight years that the PMS math teachers remained the same from one year to the next. It is true again for 2025-26.
- Trained PMS math teachers in the *Reveal* curriculum for implementation in 2025-26. This is the same as the program used at the elementary school.
- Reallocated grant funds to train more teachers in the Ongoing Assessment Project (OGAP), a detailed program about helping students who are struggling with mathematical operations.

- Used state test data to place ninth graders who were not yet proficient in eighth grade math into a two-semester intensive Algebra course at PHS and to place sixth graders who were not yet proficient into a math or reading class instead of a Unified Arts (UA) class at PMS.
- Ran summer programming in math for students at all three levels.
- Revised curriculum in Algebra I and Algebra II. Developed a scope and sequence for math intervention.

The statewide results and results from our peer districts will be available for analysis in October 2025.

Proposed Path Forward

District staff are working aggressively on many levels to improve performance in this area. As with the student connection goal, these action items are aligned with Pelham 2030.

- Provide grade level training and support in MTSS across the district.
- At PES, budget for additional instructional support for early intervention.
- At PMS and PHS, tighten academic eligibility for sports and extra curricular activity and promotion standards from grade to grade.
- At PHS, explore collaboration with the community college system to provide after school and evening college credit courses.
- At all three levels, budget in FY27 for summer school or after school programming for those not yet proficient.
- At all three levels, budget in FY27 for professional development to ensure all staff are trained in district initiatives in mathematics.
- Revamp homework expectations to simplify for students, parents and teachers, increase time students are practicing, and make our approach more consistent across grades.

3. <u>Improved Student Performance in English Language Arts (ELA)</u>

Goal

We will have 10% more students proficient in English Language Arts, improving from 47% of our students in grades 3 - 8 proficient or better on the annual state assessment in 2024 to 57% by 2028.

Pelham NH SAS Performance ELA 2018-2025 (Gr3-8)

Measure	Target	2018	2019	2021	2022	2023	2024	2025
% Proficient	57%	56	52	49	49	53	47	52
Rank Among Peers	5th	10	11	10	11	11	10	TBD
State % Proficient		57	55	50	49	51	52	TBD

No state testing in 2020. 2025 data preliminary. Rank and state data will be available in October 2025.

Why We Set It

Literacy is a foundational skill for all others. Literacy aids in understanding science and social studies content and is vital for interpreting language based mathematics problems. Strong writing skills are needed to allow students to express their ideas.

How We Measure It

Besides measuring percent proficient in grades 3 - 8, our goal for grade eleven is to improve the percent of students who are college and career ready from the PSAT to the SAT by 5%. In addition, the District will use internal measures for K - 2 and for grades 9 and 10 to track progress and engage the teachers and staff at those levels in the goal.

Progress We Have Made

In the fall of 2024, the English Language Arts Curriculum Team developed a roadmap, including budgetary implications, to improve literacy instruction. This was presented and supported by the Board in January 2025. Since then, we have taken a series of steps.

- Trained all PES teachers in the University of Florida Literacy Initiative (UFLI) in June 2025 and secured a consultant to support implementation.
- Developed a districtwide approach and commitment to a Multi Tiered System of Support (MTSS). Each school will have a data team that reports out routinely on student progress in academics and behavior.
- Continued training in Science of Reading for PES teachers.
- Selected a high quality writing program, Think Self Regulated Strategy Development (Think SRSD), to pilot with 30 teachers, K - 12 in 2025-26.
- Provided an i-Ready Training refresher for grades K-8.
- Updated curriculum in Unified Arts and ELA courses in the summer of 2025.
- Planned additional professional development on August 13 with an elementary track focused on UFLI and an early literacy screener for K-3, called Acadience, and a secondary track focussed on writing strategies.

The statewide results and results from our peer districts will be available for analysis in October 2025.

Proposed Path Forward

District staff are working aggressively on many levels to improve performance in this area. As with the student connection and math goal, action items are aligned with the four levers of improvement in Pelham 20230.

- Provide grade level training and support in a Multi-Tiered System of Support (MTSS) across the district. This is an approach to routinely, accurately, and quickly assess student performance levels to monitor progress.
- At PES, screen for early literacy gaps using Acadience.

- At PES, budget for additional instructional support for additional early intervention.
- At PMS and PHS, tighten academic eligibility for sports and extra curricular activity and promotion standards from grade to grade and course to course.
- At PHS, explore collaboration with the community college system to provide after school and evening college credit courses.
- At all three levels, budget in FY27 for summer school or after school programming for those not yet proficient.
- At all three levels, budget in FY27 for professional development to ensure all staff are trained in district initiatives in literacy.

4. Highly Valued Staff

Goal
Everyone working in Pelham will know they are valued for the part they play in a student's educational success, so we are able to reach 90% retention for all staff every year.

Why We Set It
Employees who are connected to their work, their team, and the community are more likely to stay and thrive. Experience staff committed to their work and their students will lead to improved student connections and academic performance.

How We Measure It
Retention data shows a trend of improvement since the baseline in 2021. We use PEA staff as a proxy for professional staff and PESPA as a proxy for hourly staff since those categories of employee are largest and most consistently defined. We anticipate the 2025 data to be strong given that our new teacher orientation is the smallest group of new professionals we have had in this time period.

Retention Data (2021-2024)

Year	Target	2021	2022	2023	2024
Professional Staff	90%	82%	82%	82%	88%
Hourly Staff	90%	66%	64%	75%	87%

In addition to retention data, we review regular employee survey data and exit interviews to make changes to improve employee experiences.

Progress We Have Made
The District completed the following action items for this year.
- Trained all employees in Franklin Covey's Speed of Trust.
- Surveyed all employees in the fall 2024 and spring 2025.

- Used Speed of Trust survey data to identify areas in which the District can improve.
- Continue training on trust, communication, and belonging with the leadership team.
- Identified additional ways to improve our recruitment, hiring, and retention practices.
- Recruited experienced teachers for math, science, reading, and elementary positions for 2024-25.
- Hired an additional certified reading specialist into a special education position at PMS for 2024-25.
- Hired and retained experienced staff for 2025-26.

Proposed Path Forward

We have, as a district, concluded our program with the Speed of Trust. However, the work is ongoing. Our Director of Human Resources will direct an effort, using the Insights Discovery tool to help our leadership team continue to deepen our understanding of ourselves and our teams to make the most of the relationships that affect them in the workplace.