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To: Pelham School District
From: Chip McGee, Superintendent of Schools
Re: Progress on Pelham School District Goals for the 2022-23 School Year
Date: April 19, 2022
Cc: Sarah Marandos, Assistant Superintendent
Deb Mahoney, Business Administrator

The School Board adopted these three goals for the school year at its August 31, 2022 meeting. This is the April 2023 report to the Board on our progress.

Key Progress

1. We anticipate receiving school-wide assessment results from the SAT in May 2023 and district comparisons for the SAS in October 2023 to evaluate our math goal.
2. In the most recent surveys, families repeatedly commented that communication is important and that frequent messages are good from teachers, principals, and the central office.
3. Overall, 41% of staff reported feeling the attitude of their colleagues was positive either "quite a bit" or "a tremendous amount" compared to 35% statewide last year. This remains a strength in the District.
4. The leadership team will use survey feedback to work on ways to help staff from different parts of the school get to know each other, to visit classrooms more frequently, and to help more students know they have a trusted adult at school.

Goal 1: Improve Student Performance in Mathematics

Measurement: We will measure progress on this goal in two ways:

- Improve our performance on the math portion of the New Hampshire State Assessment System to be in the top 5 among our 12 peer districts. In 2021-22, we were 9th with 37% of our students proficient and above. The fifth district in rank order had 50%.

- Increase by 5% per year the number of students at Pelham High School whose SAT score is at the College Board benchmark of “college and career ready,” a score of 530 out of 800. In the Fall 2022 PSAT, 18% of the class of 2024 were college and career ready. Our goal is to have 23% of that class college and career ready on the March 2023 SAT. Results will be available in May 2023. (Note: Last year, 37% of the class of 2023 were college and career ready.)

Progress:

- A team at the elementary school has selected a research-based program called “Reveal” for the 2022-23 school year. It is an updated version of the My Math program currently in place.
- We increased the amount of professional development provided for elementary teachers, focusing on number skills and geometry, given that these were areas of relative weakness on the iReady tests.
- Pelham High School ran a five week SAT Math Boot camp during advisory with math and word problem practice.
- The town supported our budget which included the transfer of an open math position from Pelham High School to Pelham Elementary School for next year to become our elementary math coach.
- The School Board has approved a revised math curriculum, along with the other core areas, for the middle school.
- We anticipate receiving school-wide results from the SAT in May 2023 and district comparisons for the SAS in October 2023.

Goal 2: Making it so we all belong

Measurement: The goal applies to families and staff. We adapted the [Harvard-Panorama Student and Staff Perception Scales](#) used by the [NH Department of Education](#). We use quantitative and qualitative evidence to assess progress.

Progress:

Survey Results for Families

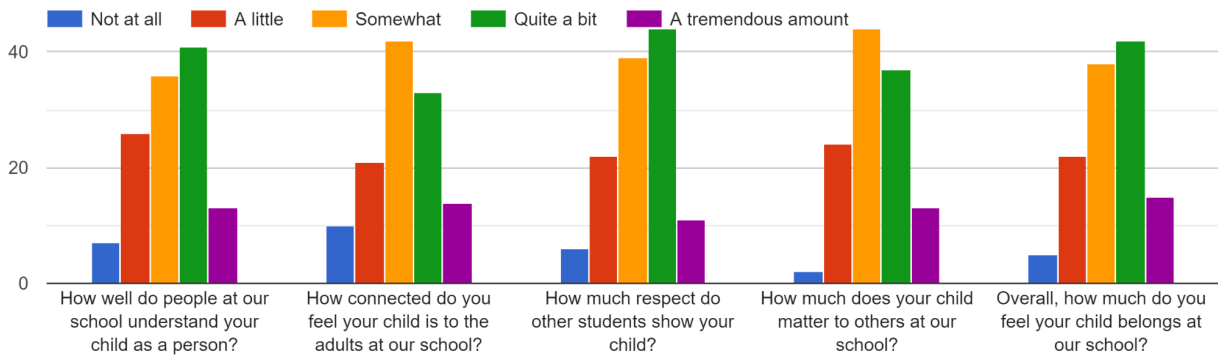
In the survey responses, families repeatedly made it clear that communication is important and that frequent messages are good from teachers, principals, and the central office. They also appreciate when we “hire quality teachers that truly care about the students” because then “the staff knows the kids well, and they seek to get to know them.” Parents appreciate a “warm morning welcome when coming into school” and staff just “saying hi.” Our counselors are seen as “a safe place to turn to when needed” who are able to “recognize mental illness.” Families also appreciated the school’s ability to host community functions in our buildings (parks and rec,

craft fairs, state meets)” because “it helps community members, staff and students see each other outside of work/school hours.”

Some families asked for “more academic rigor” while others felt that the focus on “test scores” meant we are “unnecessarily stressing these kids out.” Several parents recommended the District provide more “opportunities for individuals to share their strengths with others,” including students with unique needs, those who look or act differently, and those from different cultures. Families also suggested that we work to get “parents more involved in the school” by having additional “fun events for the parents.”

Chart: Survey Results for Families

Please respond to these questions from your point of view.

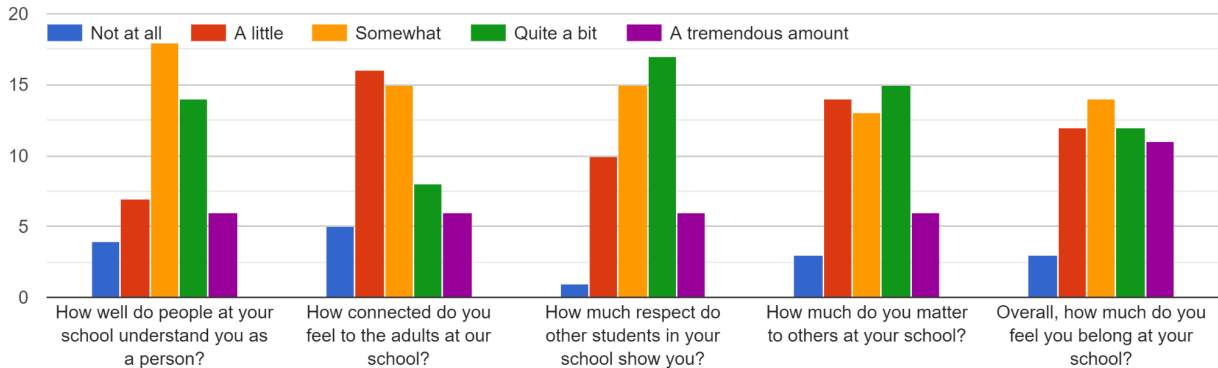


We asked families these five questions and 119 replied.

1. How well do people at our school understand your child as a person? 45% replied “quite a bit” or “a tremendous amount.”
2. How connected do you feel your child is to the adults at our school? 39%.
3. How much respect do other students show your child? 46%
4. How much does your child matter to others at our school? 42%
5. Overall, how much do you feel your child belongs at our school? 47%

Chart: Survey Results for Students

Please respond to these questions from your point of view.



We asked students outside of school and voluntarily to complete this survey and 49 students replied.

1. How well do people at our school understand you as a person? 41% replied “quite a bit” or “a tremendous amount.”
2. How connected do you feel to the adults at our school? 34%
3. How much respect do other students show you? 47%
4. How much do you matter to others at our school? 43%
5. Overall, how much do you feel you belong at our school? 47%.

Survey Results for Staff

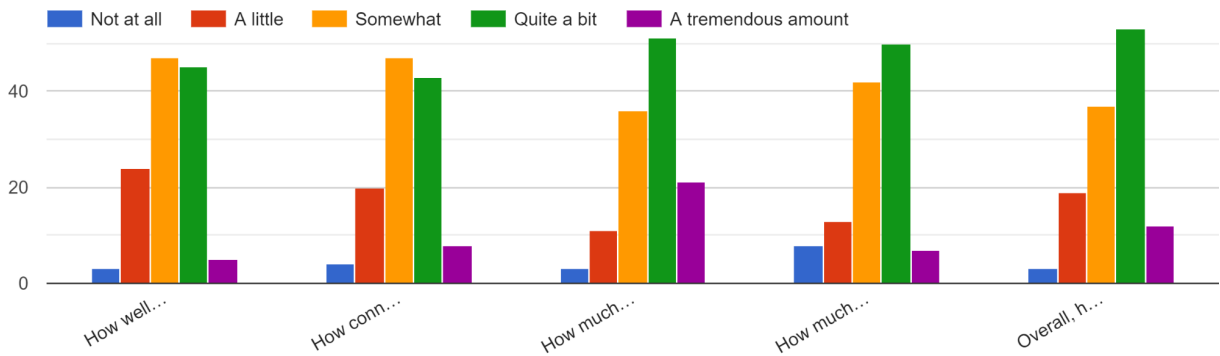
Staff noted that the goal of belonging has led to “very positive steps” by administration “listening to staff members,” arranging activities like training and social events, and thanking staff for their efforts. Staff explained that their colleagues are often “some of the best people I have ever worked with” and that teaming “creates a sense of belonging.” Staff share resources and do a good job overall with communicating with each other and students. The staff also noted that “administrators know many students by name and they attend their events.” Staff highlighted our mentor program helping new hires “get to know people and help with getting to know their job” and positive work of the sunshine committees, social committees, and administrative teams working to bring people together. One remarked that a spouse works at another school system nearby and is “amazed at what the [Pelham] schools and the district does for us.” Staff recognized that “we all have a part in contributing to a welcoming, positive, effective environment.” Staff have found that “we still have some improving to do but we are working on it.”

Staff also expressed frustration regarding substitutes including losing “lunch/prep periods away to cover recess duty” or student/parent meetings. Staff shared a desire that no one should

“make other people think more highly or lowly” of others because of “title” or “clique.” This behavior can “interrupt the progress that the district has made.”

Staff Chart 1

Please respond to these questions from your point of view.

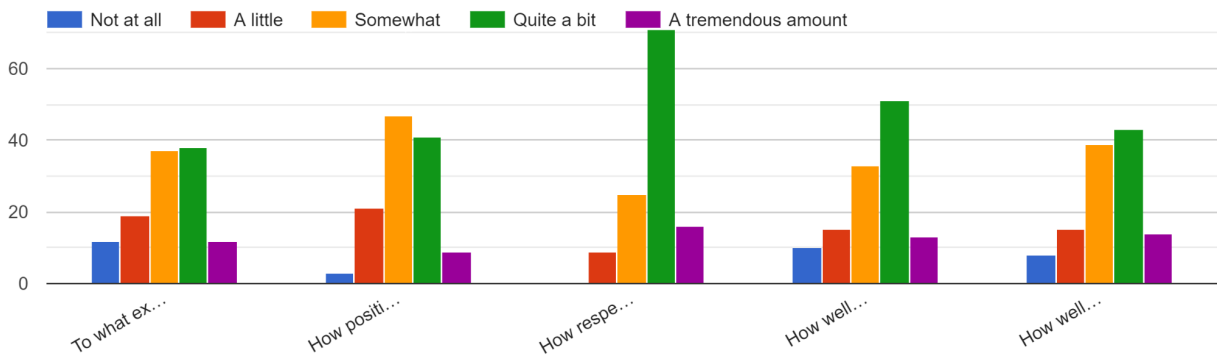


We asked staff these five questions and 121 replied. These questions did not have statewide baseline data

1. How well do the other adults at your school understand you as a person? 41% responded “quite a bit” or “a tremendous amount.”
2. How connected do you feel to other adults at your school? 42%
3. How much respect do other adults in your school show you? 60%
4. How much do you matter to the other adults at your school? 47%
5. Overall, how much do you feel you belong at your school? 54%

Staff Chart 2

Please respond to these questions from your point of view.



We also asked staff five additional questions about belonging that did have statewide baseline data.

1. To what extent are staff trusted to work in ways they think best? 41% reported “quite a bit” or “a tremendous amount” compared to 62% statewide in 2021-22.
2. How positive is the attitude of your colleagues? 41% compared to 35%
3. How respectful is the relationship between staff and students? 72% compared to 67%
4. How well do your school administrators create a school environment that helps students learn? 53% compared to 49%
5. How well do your district administrators create a school environment that helps students learn? 47% compared to 49%

Goal 3: Making Pelham one of the best places to work

Measurements: We will measure progress on this goal in three ways:

- Passage of our PESPA Contract in March 2023.
- Passage of our PEA Contract in March 2024.
- Improvement of our retention of staff. To do this we will use two indicator rates, PESPA and PEA, by the first day of school in 2024. PEA will achieve a retention rate of 90%. PESPA will achieve a retention rate of 30% for 2023 and less than 30% moving forward based on retention rates before the pandemic.

Progress: The voters approved the PESPA contract with 72% of voters for the contract. The contract recognizes our valuable employees with pay increases while keeping the overall cost to the community reasonable. Retention rates will be available in September of 2023.

Next Steps

As always, there was constructive criticism and challenging feedback. In the last survey, we decided to focus on finding ways to help staff from different parts of the school get to know each other. In addition, we found staff asking for administration to be “in and out of our classrooms” even more frequently to help “know what teachers do on a regular basis” and “help the teacher's feel like they are seen.” We will continue that work and continue our efforts to make sure every student has a trusted adult at school. Each school and the District will work on this for the remainder of the year.