



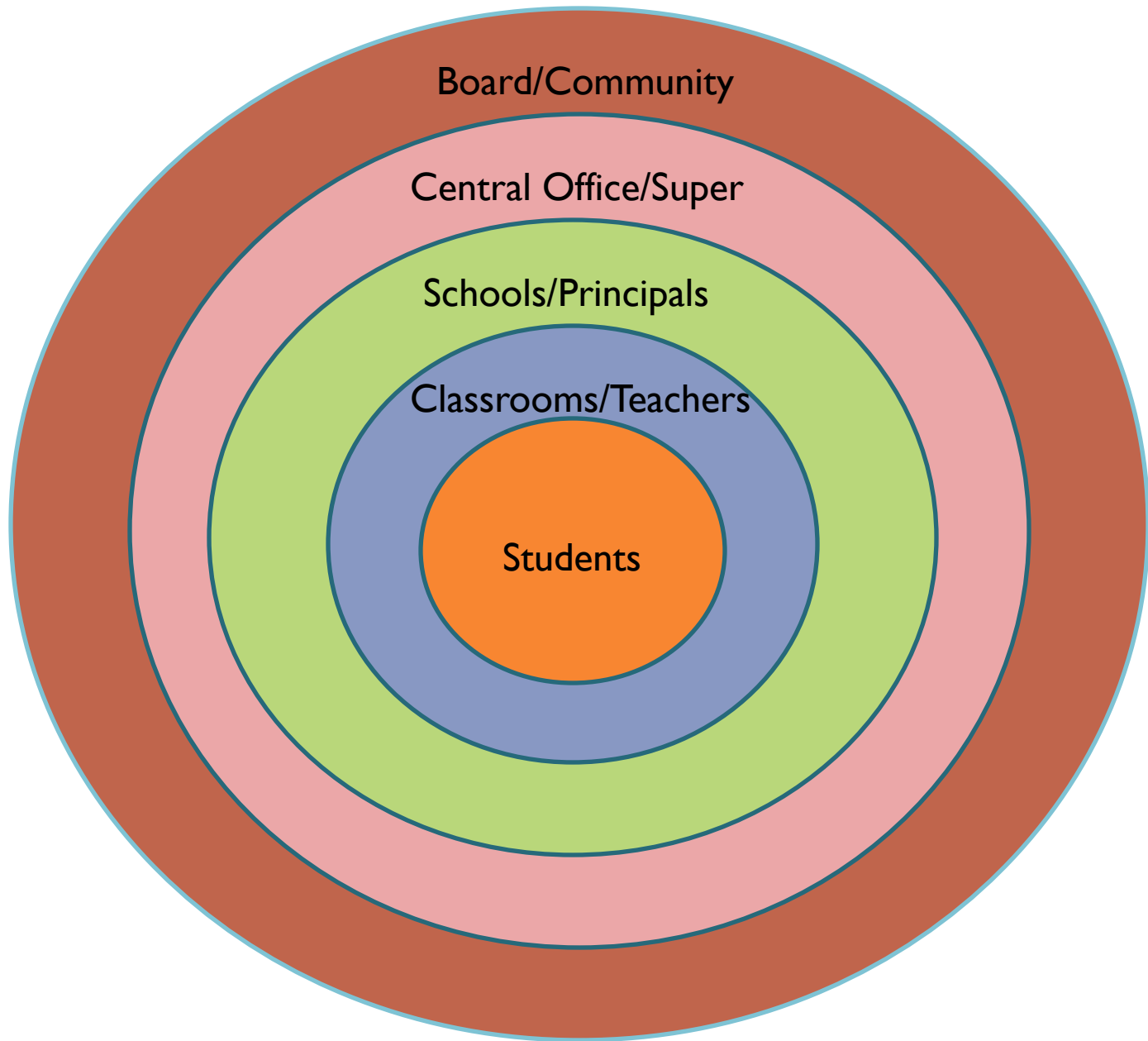
Lower Merion School District: Strategic Plan Update #1

Education Committee Meeting

February 8, 2010

Strategic Plan Timeline

2008-2009	Plan Development	Plan Adoption
2009-2010	Implementation I	Implementation II
2010-2011	Implementation III	Implementation IV
2011-2012	Mid-Point Review and Plan Modifications	Implementation I
2012-2013	Implementation II	Implementation III
2013-2014	Plan Evaluation	New Plan Development/Adoption



Board/Community

Central Office/Super

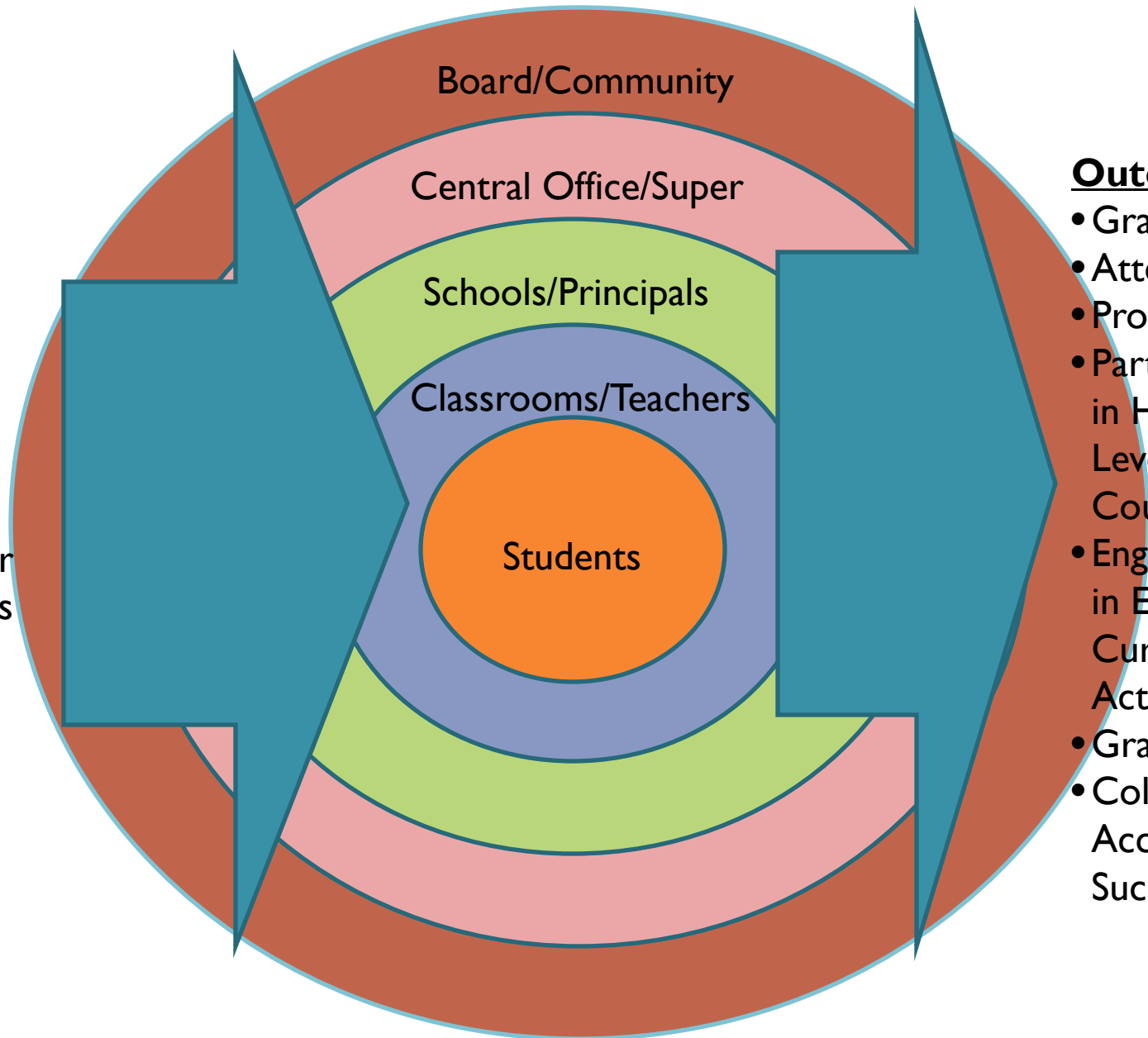
Schools/Principals

Classrooms/Teachers

Students

Inputs

- Policies
- Budgeting
- Staffing
- Curriculum
- Instructional Practice
- Assessments
- Co-curricular opportunities
- Systems of Support
- Access to Resources



Board/Community

Central Office/Super

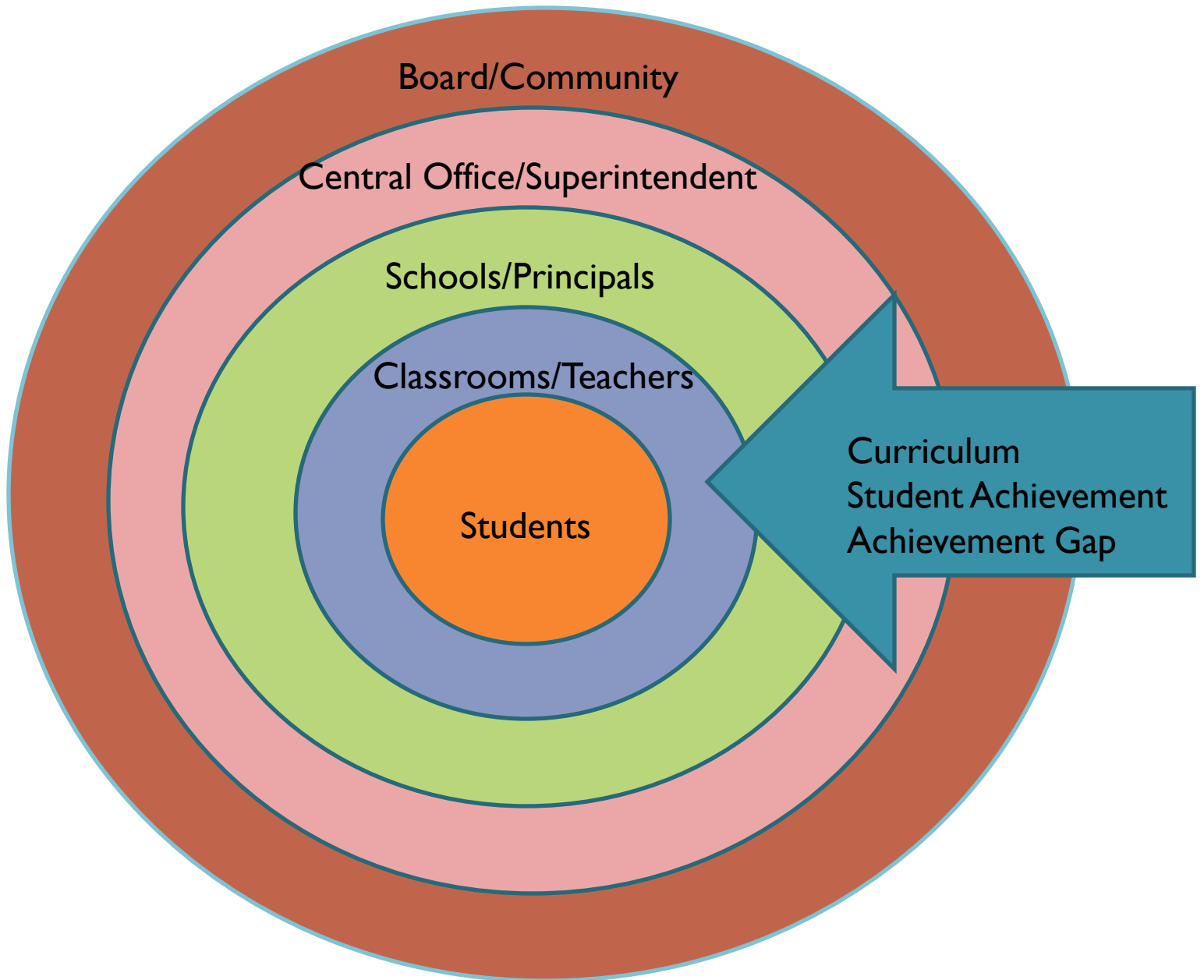
Schools/Principals

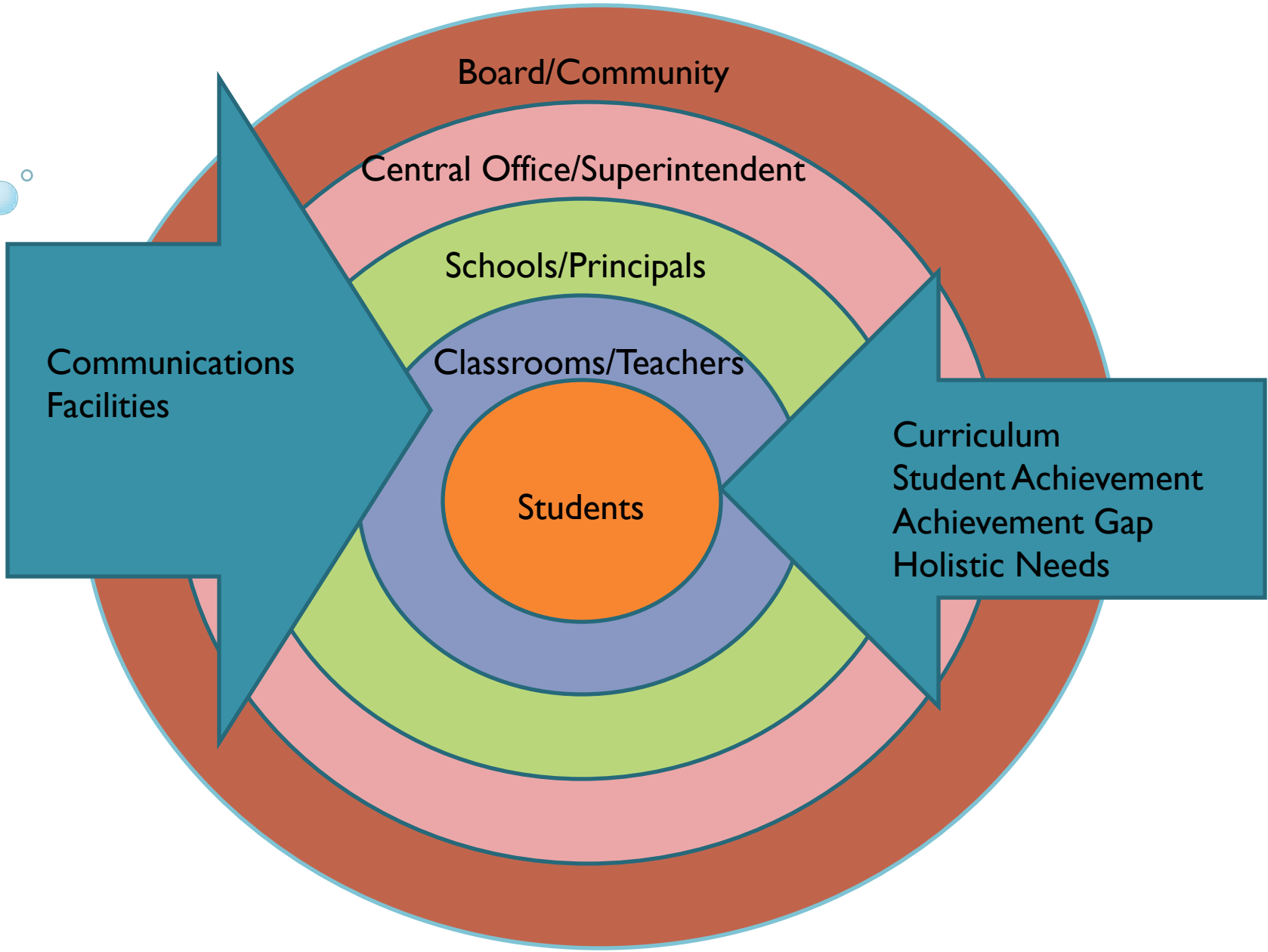
Classrooms/Teachers

Students

Outcomes

- Grades
- Attendance
- Promotion
- Participation in Higher Level Courses
- Engagement in Extra-Curricular Activities
- Graduation
- College Access and Success





Strategic:

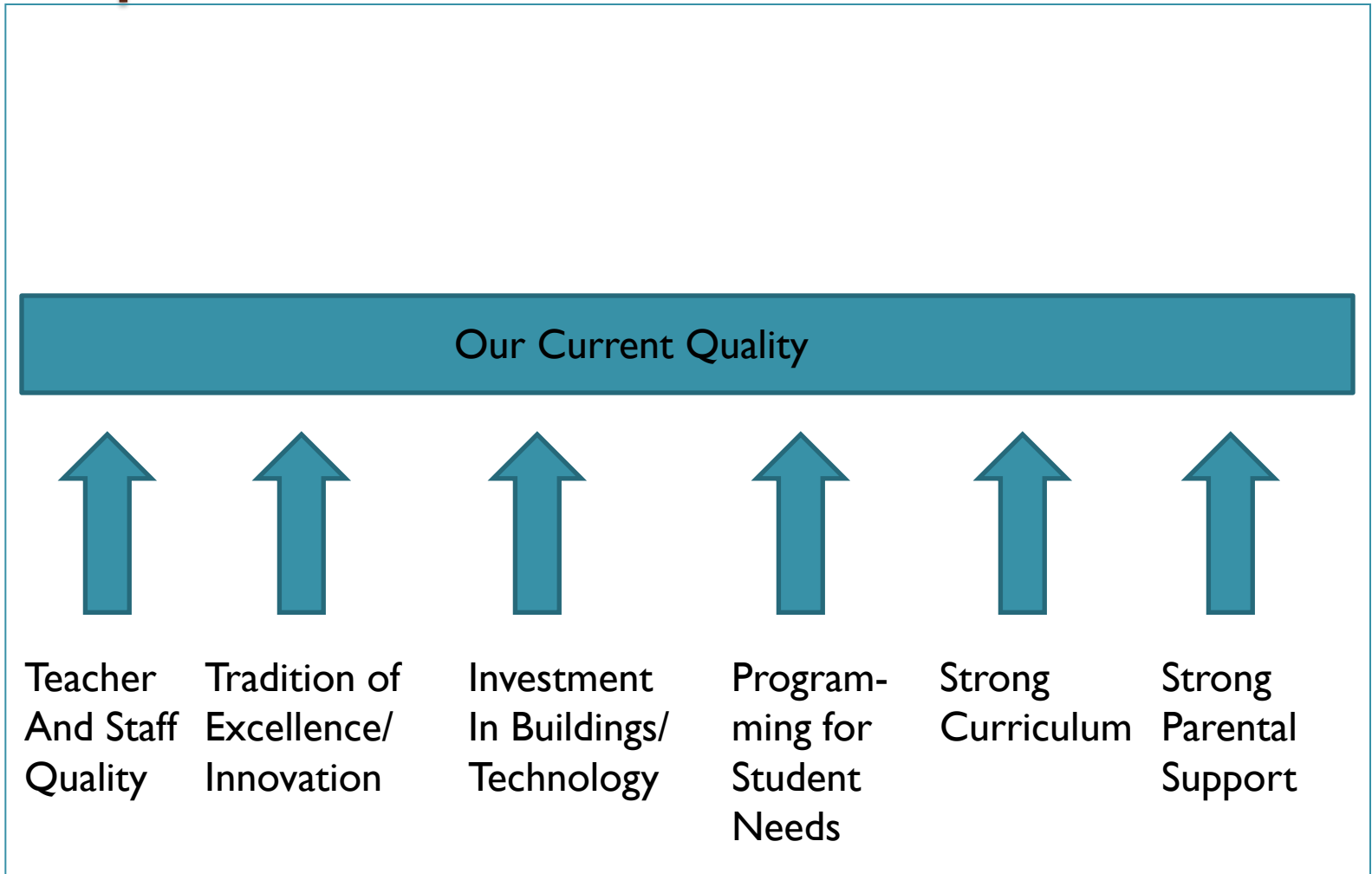
- Planned
- Tactical
- Intentional
- Calculated
- Premeditated
- Considered



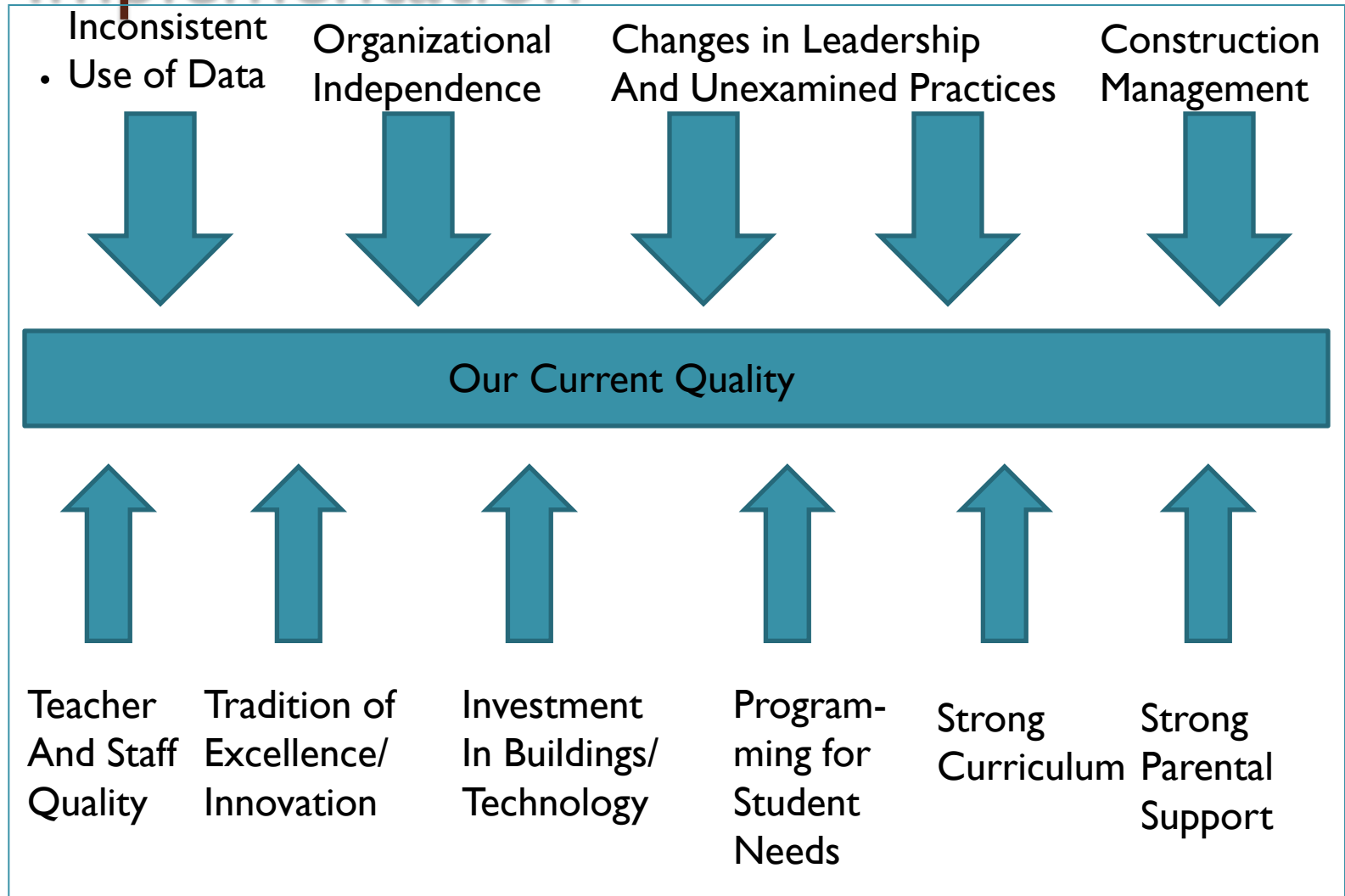
GOAL AREAS

- ✓ **Curriculum**
 - ✓ Mathematics & Reading
- ✓ **Student Achievement**
 - ✓ Participation in State Assessments
- ✓ **Achievement Gap**
 - Student Attendance
- ✓ **Holistic Needs of Students**
 - ✓ Graduation
- ✓ **Communications**
 - ✓ Educational Technology
- ✓ **Facilities**

The Context of Plan Implementation



The Context of Plan Implementation



Curriculum: integrated, coherent, culturally proficient, rigorous and relevant

- Expanding of our District-wide capacity for using data to guide instruction and curriculum revisions K-12.
- Establishing consistent processes to implement ‘Consensus mapping’ of the curriculum to identify the content, skills, assessments & resources in each grade level and course.
- Aligning curriculum with an emphasis in elementary mathematics and writing.
- High Schools are completing the development of aligned final exams in the core curricular areas.
- Middle Schools are reviewing curriculum to establish a more aligned curriculum at each school.

Student Achievement

- Establishing an infrastructure to assist teachers and administrators with data collection and analysis processes at the elementary, middle, and high school grade levels.
- Establishing longitudinal data on students' progress in reading, writing, and math has been implemented through Performance Tracker.
- Facilitating of data analysis training in support of achievement teams and all staff K-12.

Achievement Gap

- Conduct monthly meetings for 50 Cultural Proficiency Cadre members
- Conduct professional development on culturally proficient strategies for administrators
- Coordinate attendance for teachers, building administrators, curriculum team members, and school counselors to attend DVMSAC workshops that focus on diversity and culturally proficient teaching strategies
- Provide student advocacy and parental support for high school students
- Work with staff and community agencies to provide adult mentors for students who are experiencing academic difficulties
- Designed a week-long summer transition program for students entering high school who are in need of support

Achievement Gap

- Expanded instructional focus of new teacher orientation to include issues of cultural identity
- Targeted recruitment for the IB program
- Supported the development of student support programs and activities: Day of Service, CRAYONS, Cross-Age Mentors

Achievement Gap

- Revised the format of the CARE meetings
- Offered the Parents as Leaders course
- Developed the Road Map to Success
- Increased the percentage of African American students identified as gifted
 - 2007-2008 2.6%
 - 2009-2010 4.8%

Holistic Needs of Students

- Initiated reviews of school counseling services in cooperation with ISC, CARE and external consultants
- Revised Policy 245 on Self Harming Behaviors
- Conducted training on issues of student identity
- Surveyed teachers, administrators and counselors on school-to-school transition

Holistic Needs/Achievement

- Revised the CST model to the district-wide Achievement Team Model
 - Incorporated more data use
 - Included parents earlier in the dialogue
 - Formalized action plans and data collection
 - Established a monitoring process
- Expanded role of the Welcoming Committee
 - Revised registration forms

Facilities

Strategy: Prepare and Implement a Strategic Energy Plan

- Draft Energy Management policy being circulated for comment prior to submitting to Policy Committee.
- Audit of building lighting and controls completed. Results will be incorporated into future energy saving projects.
- Retrofitted lighting in Downs Gym with high efficiency T5 fluorescent lighting. Two more gym lighting retrofits planned for this year.

Facilities

Adopt Green Cleaning Program

Successfully implemented new Green Cleaning program at HHS

Capital Program

Description: Complete the capital program to build two new high performing green high schools and renovate the District Administration Building.

Update:

LEED Applications still pending the completion of the projects.

Facilities

Improve Facility Planning and Preventative Maintenance Operations

- Preliminary Facility assessment done in conjunction with preparation of School Year 2010- 2011 Budget. Incorporating assessments into 5 Year Plan.
- District-wide asphalt pavement assessment completed.

Communications

- Started Staff/Parent Affinity Sections of website
- Expanded school-specific content on website
- Established District-Wide Community Service Coordination
- Provided Strategic Communication support for Achievement Gap initiatives
- Established a Partnership with Next Level Achievers for student mentors
- Initiated Thursday Folders “Go Green”