



ALL FORWARD

STRATEGIC PATHWAYS FOR LOWER MERION SCHOOL DISTRICT



Strategic Plan Implementation Update

Presented to the Strategic Plan Steering
Committee

January 19, 2016



Agenda



- Introduction – Structure of Leadership; Orientation of Work
- Pathway Team Update
- Steering Committee Feedback
- Conclusion

Important Reminders



- Role of Steering Committee as compass
- Value listening and feedback
- Time is limited today – we will meet again in the Spring

Structure and Process



Research & Design

2015-16 Work to Date



- Launch of Strategic Plan website
- Formation of Leadership and Pathway Teams
- Leadership Team meets weekly
 - Identified and convened five Pathway Teams
 - Coordinated and planned workshop for all Pathway Teams
- Pathway Teams have met 3-4 times
- Bright spots and prototypes that were identified by the steering committee were reviewed and prioritized by Academic Council and Strategic Plan Leadership Team
- Summer work groups met and recommendations from them were shared with the Strategic Plan Leadership and Pathway Teams
- All teams met with consultants on December 15
- Steering committee update and feedback on direction and work to date

Consultants



- Bena Kallick, Ph.D



- Heidi Hayes Jacobs



- Allison Zmuda



December 15, 2015



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Discussion of Focus Area

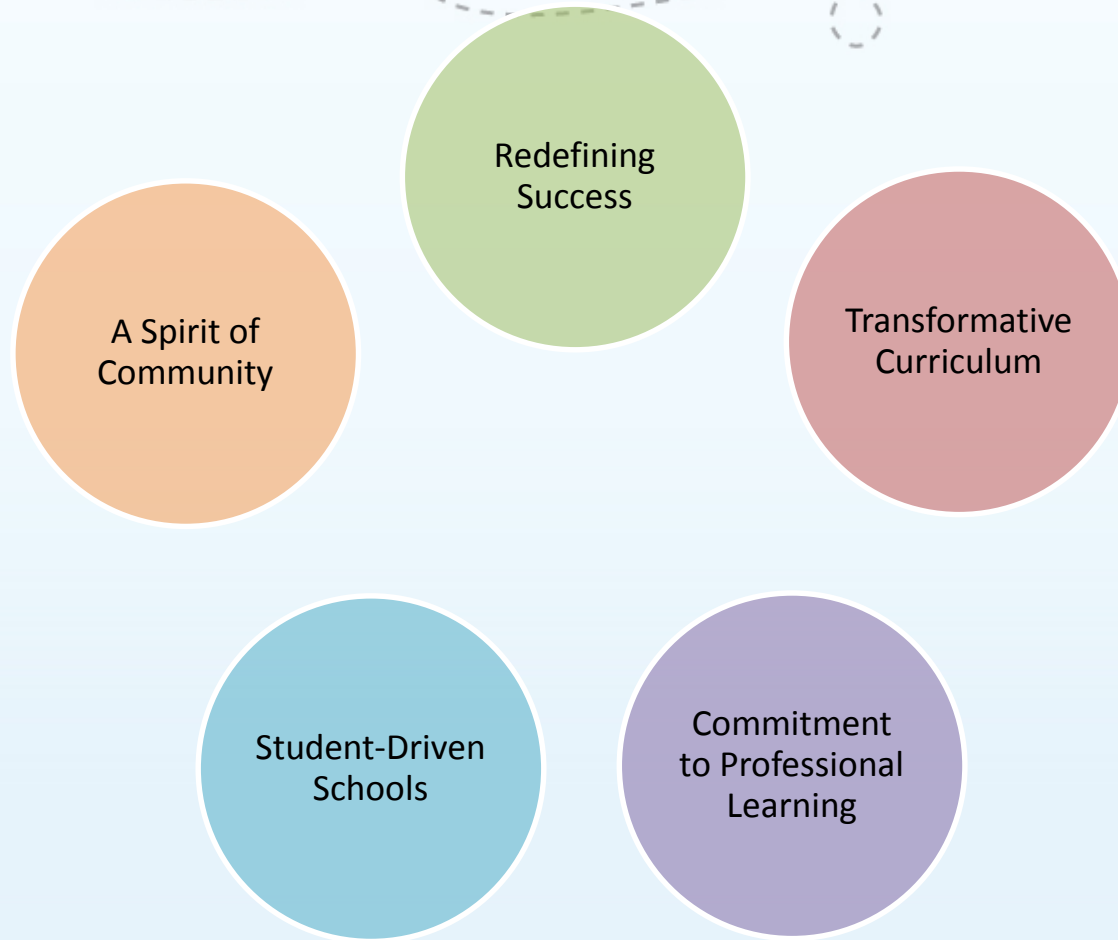


Transformative Curriculum as guiding pathway

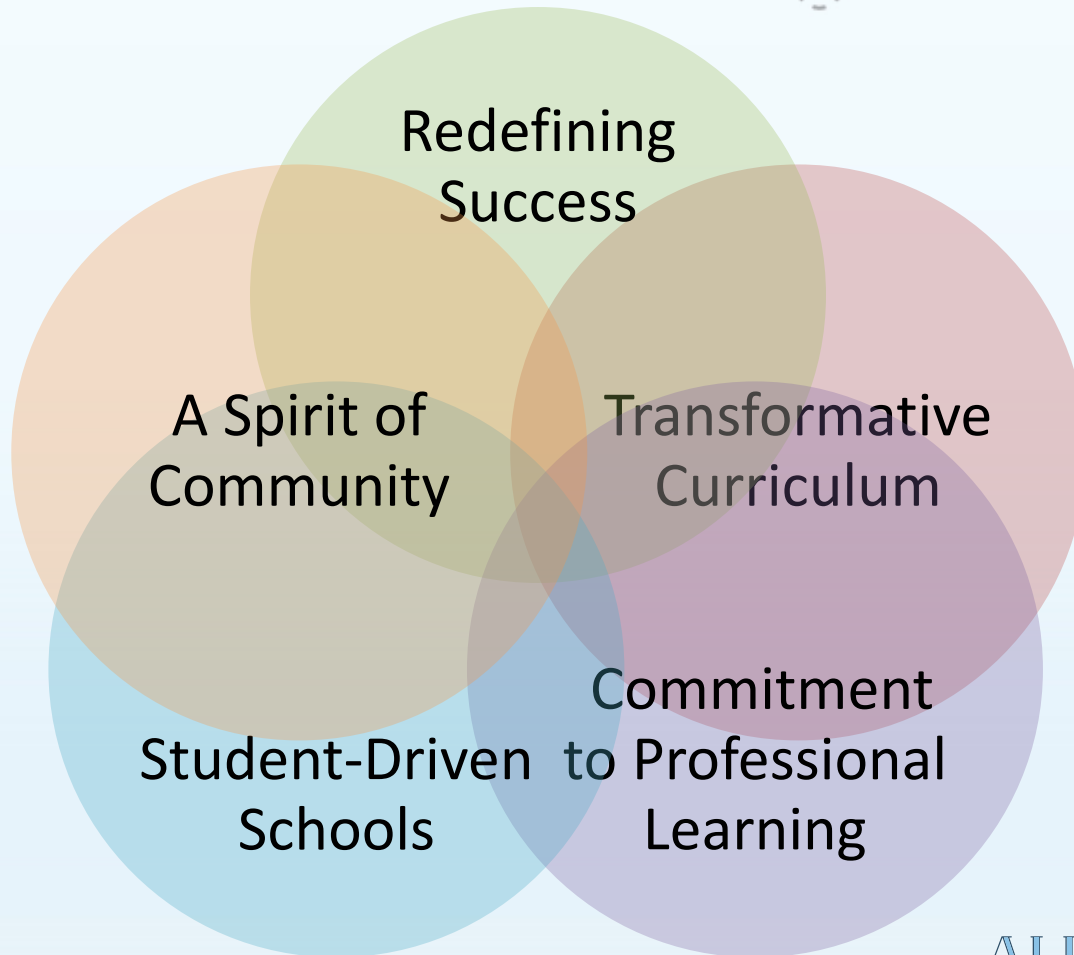
Why?

- Curriculum is the lived experiences of students in school. Ensuring that these experiences are both meaningful and meaning-making is the work of a school.

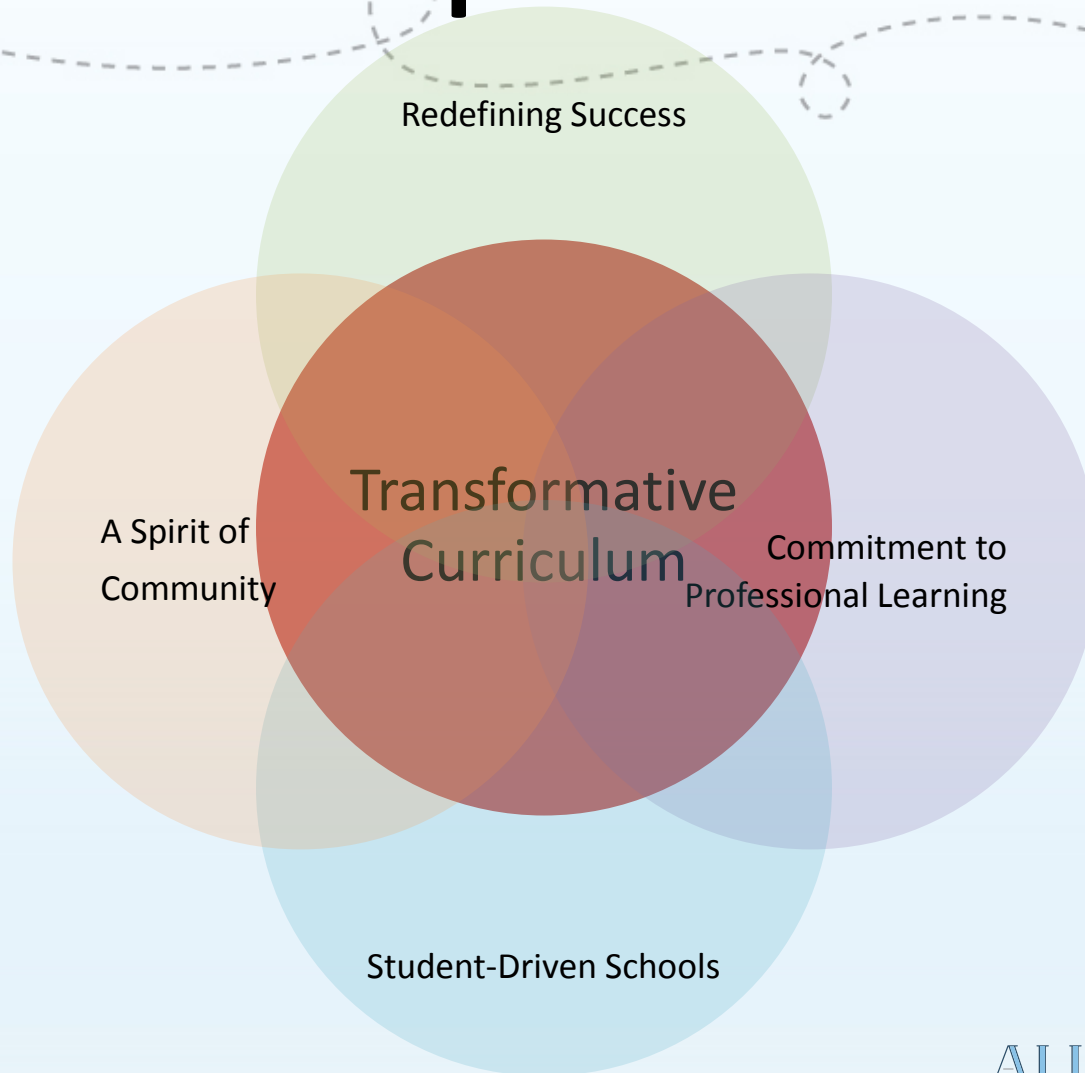
Interdependencies



Interdependencies



Interdependencies



Pathway 1: Redefining Success

Strategies



- Develop K-12 consistent grading philosophy
 - Review and evaluate current grading policy at each level and make recommendations
- Develop report cards that are consistent with identified grading philosophy
 - Reflect multiple pathways and provide multiple forms of feedback
- Embed Mindfulness as a consistent experience for students to draw from
 - Take inventory for current staff who have been trained
 - Embed into curriculum and develop a program of practice embedded in school day

Pathway 1: Redefining Success Interdependency



The District's grading philosophy and report card development should align with and provide information related to transformative curricular experiences, which will need to be shared in robust ways.

Pathway 2: Transformative Curriculum Strategies



- Develop curriculum with an interdisciplinary focus that integrates service and global experiences for each student.
 - Develop protocols for the systematic evaluation and revision of curriculum.
 - Develop plans for all district educators to continue to and collaborate in this work.
 - Develop and implement interdisciplinary, service-based, and globally-oriented capstone projects at each level.
- Identify locations and curricular areas to develop maker spaces.
 - Identify prototypes that are scalable.
- Provide opportunities for all students to publish and present.
 - Outline process used to develop and embed those curricular experiences.

Pathway 2: Transformative Curriculum Interdependencies



- The development of transformative curriculum will drive the experiences of each student allowing for personalization and a multiple perspectives of success
- The development of transformative curriculum will define the professional learning needs and areas of support from the community.

Pathway 3: A Commitment to Professional Learning Strategies



- Build the capacity of educator-leaders
 - Identify teachers, who have strengths in desired instructional practices and who want leadership roles
 - Research effective practices for establishing and supporting teacher-leaders; Learning journey to observe districts with practices already established
 - Evaluate current approach for supporting teacher-leaders to formulate recommendations for future action
- Develop a K-12 Professional Learning Community (PLC) structure and process
- Embed professional learning opportunities during the school day
- Develop a coordinated professional learning plan that includes more collaboration and is more educator-directed
 - Survey professionals to identify strengths and limitations of current professional learning
 - Identify recommended instructional practices

Pathway 3: A Commitment to Professional Learning Interdependencies



- The “what” (i.e., content, skills, and dispositions) of a coordinated professional learning plan depends on the development of transformative curriculum
- A coordinated professional learning plan will create an infrastructure for a transformative curriculum and help to carry it out


Pathway 4: Student-Driven Schools

Strategies



- Identify/develop student survey in order to gather greater student voice about delivery of instruction, use of technology, available resources, and school environment
 - Research surveys in existence with direction and advice from consultants
- Develop embedded mentorship program to coach students in their decision-making through their educational/life career choices
 - Learning Journey/Research to identify effective mentorship programs
 - Development of goal-setting to occur each year with time embedded for follow-up and discussion
- Allow for delivery of curriculum to incorporate the concepts of personalization and growth mindset
 - Learning Journey/Research to identify effective practices for embedding personalization and growth mindset practices in school environment

Pathway 4: Student-Driven Schools Interdependency



The concept and idea of personalization and instruction with a growth mindset for students are dependent upon the execution of a transformative curriculum.

Pathway 5: Spirit of Community

Strategies



- Develop system to engage community volunteers interested in sharing their expertise, connections and skills in support of students and staff (Community Resource Network)
- Create a strategic alumni development program (student, parent, teacher, administrator) to maintain and maximize life-long connections (LMSD/EFLM partnership)
- Audit current communication practices and identify opportunities to strengthen practices moving forward
- Engage a broader audience for District events and activities

Pathway 5: Spirit of Community Interdependencies



- Through greater community engagement, we can better leverage our diverse resources to enhance curricular learning opportunities and experiences
- Local/global community partners can help us identify and shape curricular priorities to align with the emerging job market



Gallery Walk

Next Steps



- Pathway Teams continue to develop focused action steps with an eye on short-term results aligned with Transformative Curriculum goals and the long-term vision of the Plan
- Leadership Team works with consultants to synthesize and prioritize Pathway Teams' ideas and action steps; use template to record progress
- Research and Development Team engages with Pathway Teams to conduct research related to proposed action steps
- Pathway Teams meet again with Steering Committee in the Spring to share and receive feedback