

STRATEGIC PLAN UPDATE

June 6, 2016

LMSD Board Education Meeting

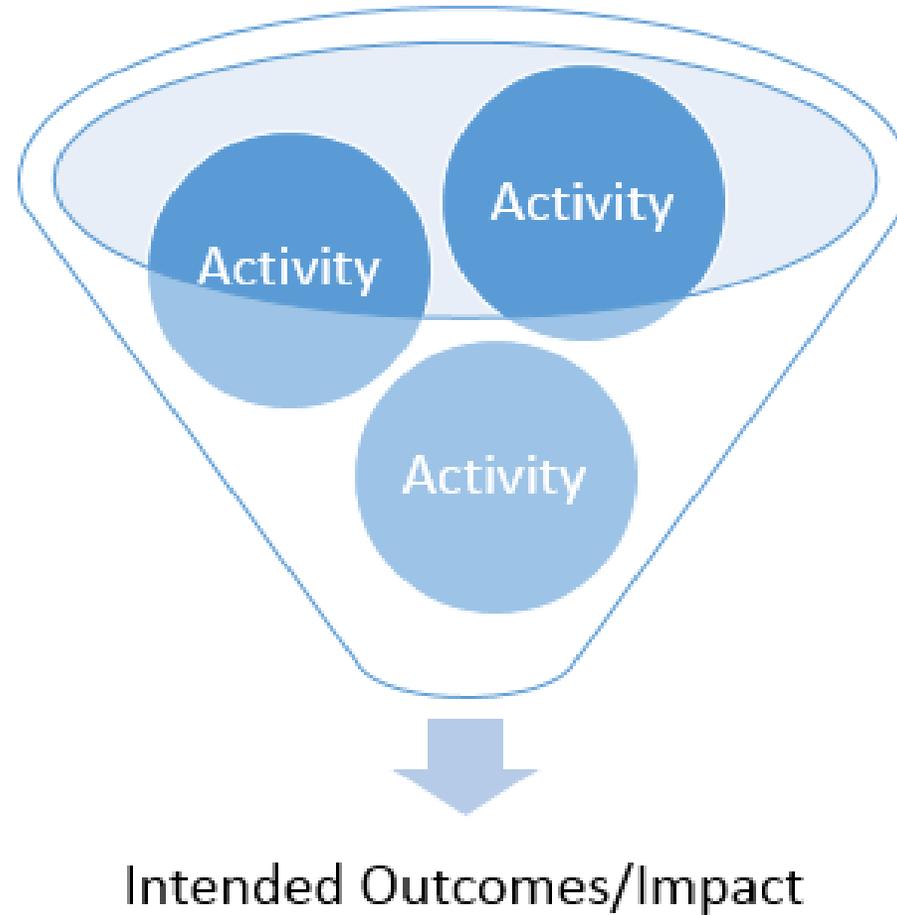
Recent/Future Events

ALL FORWARD
STRATEGIC PATHWAYS FOR
LOWER MERION SCHOOL DISTRICT

- May 9, 2016 Strategic Plan Update – Board – Logic Model Framework
- May 10, 2016 Strategic Plan Update – ISC
- May 10, 2016 Reconvene Steering Committee – Update and Feedback
- May 11, 2016 Strategic Plan Update – Academic Council
- Leadership/Pathway Teams continue to meet
- June 29-30 workshops with consultants; framing priority work for 2016-17 and beyond

How Are We Moving *All* *Forward*?

ALL FORWARD
STRATEGIC PATHWAYS FOR
LOWER MERION SCHOOL DISTRICT



BOLD ACTIONS

5 Big Moves & Corresponding Action Items

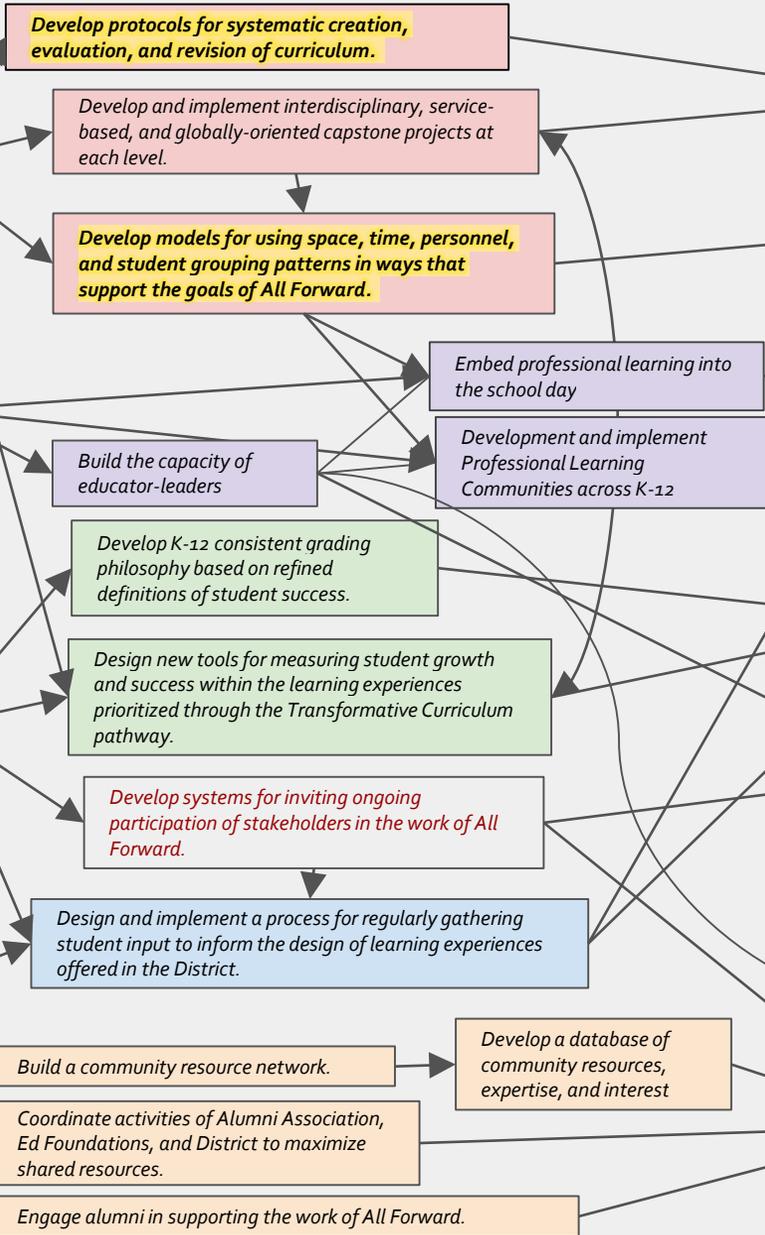
1
Develop structures for integrating **transformative learning experiences**.

2
Develop a **Professional Learning Plan** that is collaborative, educator-driven, and supports the goals of *All Forward*.

3
Systematize **Reflection, Feedback, and Assessment Tools** to support the the work of *All Forward*.

4
Develop opportunities for students to have a voice in their educational experience.

5
Activate **Community Resources** to support and enrich the work of *All Forward*



EXPECTED OUTCOMES

A connected curriculum that prepares students to transfer knowledge and thinking strategies across disciplines.

Flexible and fluid time periods that allow students to explore relevant content and interests without the barriers of class periods, walls, and buildings.

Student experiences that are guided by self-directed goals rather than heavily-prescribed requirements.

Student engagement in positive risk taking within safe learning environments across the K-12 curriculum.

Improved definitions, measurements, and reports of student achievement that focus on each student's individual growth and mastery in areas that extend beyond traditional academic indicators.

Professional learning honors and harnesses our educators' collective wisdom.

Venues for collaborating, exploring, and innovating across disciplines and buildings are provided.

Sustained growth of professionals in ways that support the goals of *All Forward*.

Community outreach strategically leverages and maximizes community resources to strengthen the work of *All Forward*.

DESIRED IMPACT

A shifted learning culture that ensures transformative learning experiences that are self-driven, facilitate creative productivity, and develop global citizenship.

KEY

- Transformative Curriculum
- Student-Driven Schools
- Redefining Success
- Commitment to Prof. Learning
- Spirit of Community
- Research & Development

Items highlighted in yellow are the topics on which the consultants will be focusing their support.

Lingering Questions:
How do we create a opportunities/formalize the interconnectedness of the pathways?

NOTE:
This is a Working Draft - It reflects and extends the work displayed on the whiteboard at the leadership meeting on 4/29/16 as well as conversations with our consultants on Friday 5/6/16.

Leadership Team

2015-16 Update

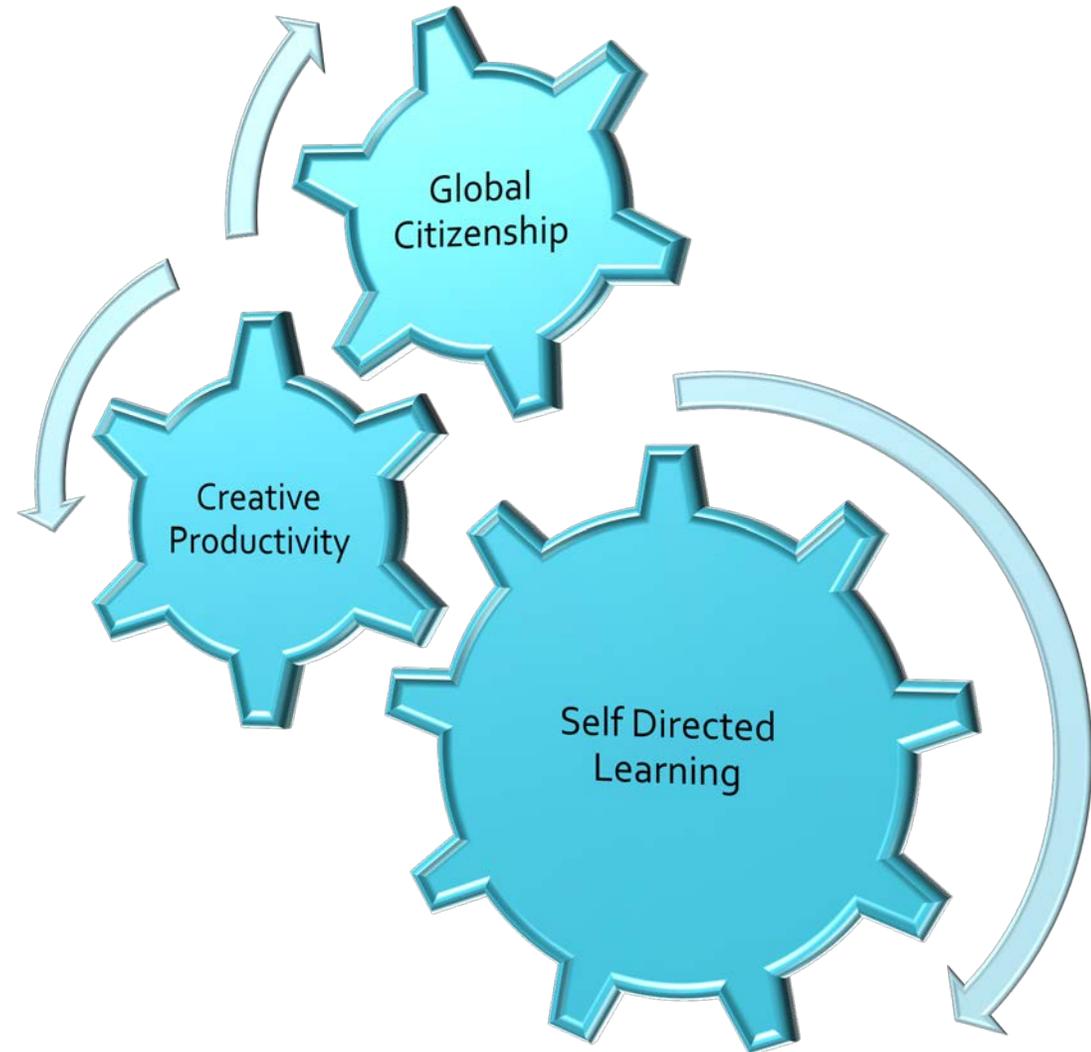
Leadership Team: 15-16 Update

ALL FORWARD
STRATEGIC PATHWAYS FOR
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Our Team	<ul style="list-style-type: none">• Brian Cote, Karen DeFranco, Scott Eveslage, Kimberly Fraser, Pam Hart, Mark Klein, Gwen Nartowicz, Jason Potten, Leslie Pratt, Megan Shafer, Doug Young, Kristina Ayers Paul
Our Process	<ul style="list-style-type: none">• Weekly meetings (over 30 held since September)• Organized Pathway Teams and provided guidance to their work• Connected with and planned workshops with consultants• Convened Steering Committee for updates and feedback• Developed a shared understanding of how to operationalize the plan through filtering process/logic model; prioritized future work/action steps in light of research and contextual and experiential factors• Identified framework for Research & Development• Continue to refine coordination and sequencing of priority work; development of companion document• Continue to develop metrics to accompany action steps
Our Product	<ul style="list-style-type: none">• A coordinated, measurable, and feasible implementation plan for <i>All Forward</i>
Our Next Steps	<ul style="list-style-type: none">• Supporting work of consultants/Pathway teams to ensure the above product goal is met.

Pathway Teams

2015-16 Update



Transformative Curriculum: 15-16 Update

ALL FORWARD
STRATEGIC PATHWAYS FOR
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Our Team	<ul style="list-style-type: none">• Nancy Acconciamesa, Shawn Bernatowicz, Amy Heinerichs, Dan Imaizumi, Scott Mitchell, Amy Murphy, Helga Porter, Tom Swope, Diane Shannon, Andi Tzabari, Scott Eveslage, Shannon Davis, Ben Walsh, Rachel Nichols, Dean Rosencranz, Leslie Pratt
Our Process	<ul style="list-style-type: none">• Scheduled meetings (6 formal meetings since November)• Articulated charge to have specific actionable steps in place by the end of the 2015-2016 year and began drafting an action plan to guide work.• Built consensus around five broad ideas:<ul style="list-style-type: none">• Transform curricular culture and program/curriculum, based on the idea of creative productivity;• Develop capstone projects;• Provide opportunities for presenting and publishing each year;• Create service learning opportunities;• Embed global citizenship throughout curriculum.

Transformative Curriculum: 15-16 Update (cont.)

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Our Process (cont.)	<ul style="list-style-type: none">• Identified six potential outcomes related to transforming curriculum:<ul style="list-style-type: none">• #1: Develop dynamic curriculum, aligned to PACore, with an interdisciplinary focus that integrates service and global experiences for each student.• #2: Develop opportunities for student innovation and creation• #3: Offer courses across disciplines that link thematically and are inclusive of out-of-school experiences/ trips that extend beyond the vision of special programs currently in place.• #4: Ensure that every student has global experiences• #5: Develop opportunities to specialize/study deeply a particular area/topic• #6: Ensure that every student will have the experience of presenting and publishing each year.
Our Product	<ul style="list-style-type: none">• Develop protocols for systematic creation, evaluation and review of curriculum
Our Next Steps	<ul style="list-style-type: none">• June workshops with consultants/summer work to develop these protocols

Student-Driven Schools: 15-16 Update

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Our Team	Kimberly Fraser, Jason Potten, Robin Klaiber, Michael Johnson, Elizabeth Cooke, Julie Dowdell, Dalila Eckstein, Megan Henry, Mara Manfre, William Marks (student), Harry Mobley (parent), Osazuwa "Blessing" Ngozi (student), Lynne Partridge, Terry Quinlan, Melissa Sinapi-Gibson, Gina Virkler
Our Process	<ul style="list-style-type: none"> • Held 9 meetings specific to the goals set forth for student driven • Developed a shared understanding of student driven pathway's Big Idea • Established gaining greater student voice as the priority • Training for implementation of focused discussions with students conducted
Our Product	<ul style="list-style-type: none"> • Focus groups conducted week of June 6 with overall analysis of information gathered set for June 16. • Information from these groups will be used to help develop a survey for all students. • Information will be shared with all Pathway Teams • Focus groups scheduled for High School students in September/October 2016.
Our Next Steps	<ul style="list-style-type: none"> • Design and implement a process for regularly gathering student input to inform the design of learning experiences offered in the District. • Research and propose plan to implement a mentoring program for all students

Redefining Success: 15-16 Update

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Our Team	<ul style="list-style-type: none">• Victoria Alfred-Levow (student), Brian Cote, Karen deFranco, JoAnne Edwards, Josh Gansky, Amanda Groen, Sean Hughes, Rachel Librett-Marran (student), Dan Martino, Tom O'Brien, Chris Oakes, Bill Quinn, Alexis Rosenfeld, Sarah Stout, Jess Tecco, Danielle Arnold-Schwartz
Our Process	<ul style="list-style-type: none">• Scheduled meetings (five formal meetings held since November)• Worked to develop a shared understanding of the pathway's intent, organization, and language and the plan's interconnectedness• Following lead of transformative curriculum, orienting toward reviewing alternate reporting systems to provide more meaningful feedback to students• Also researching areas connected to student wellness
Our Product	<ul style="list-style-type: none">• A proposed plan of action to review and revise the K-12 assessment and reporting system.
Our Next Steps	<ul style="list-style-type: none">• Inventory and review current assessment and feedback protocols K-12 in connection with revised curriculum framework

Professional Learning: 15-16 Update

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Our Team	<ul style="list-style-type: none">• Pam Hart, Mark Klein, Chris Hall, Gwen Nartowicz, Kim Cipolla, Jeff Hunter, Colette LeFever, Sara McMaster, Jeremy O'Boyle, Kelly Peterson, Mary Peterson, Cassie Prentiss, Tom Reed, Laura Vogel, Margo Warren, Scott Weinstein
Our Process	<ul style="list-style-type: none">• Identified a team of K-12 teachers and administrators• Created norms and established rapport• Scheduled meetings (seven held since November)• Developed a shared understanding of the pathway's intent, organization, and language and the plan's interconnectedness• Reflected upon professional learning experiences to identify effective and ineffective practices• Shared professional learning literature to identify effective practices• Identified professional learning needs based on All Forward's vision• Determined action steps to carry out pathway's strategies in light of research and contextual and experiential factors• Sequenced strategies and action steps to prioritize
Our Product	<ul style="list-style-type: none">• A plan of action to enact the pathway's strategies that harnesses our collective wisdom through collaboration, exploration, and innovation
Our Next Steps	<ul style="list-style-type: none">• Create a more coordinated K-12 infrastructure for collaborative, job-embedded professional learning around All Forward's desired outcomes

Community Resources: 15-16 Update

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Our Team	<ul style="list-style-type: none">• Moira Messick, Eric Almonte, Andy Hurwitz, Tony Green, Claudia Baker, Gael Levin-Simon, Penny Glackman, Laurie Actman, Maureen O’Leary, Juliana Gruber-May, Candace Brown, Doug Young, Megan Shafer, Debra Finger, Bob Schultz, Anne Heffron
Our Process	<ul style="list-style-type: none">• Team has met four times throughout the school year; also attends monthly committee meetings.• Primary focus has been the launch of a Community Resource Network (CRN). To this end, the team has taken the following action steps:<ul style="list-style-type: none">• Launched a Community Resource Network advisory board.• Convened Alumni Association, ISC, Education Foundation and Scholarship Fund to enlist support for CRN and explore opportunities for alignment with goals of each organization• Connected teaching staff with community experts (pilot) to support classroom learning/school-based activities (LMHS coding competition, Harriton entrepreneurship series)• Researched and reviewed volunteer management applications.• Moved efforts forward and sought feedback at the Board level through the expanded Communications & Community Engagement committee

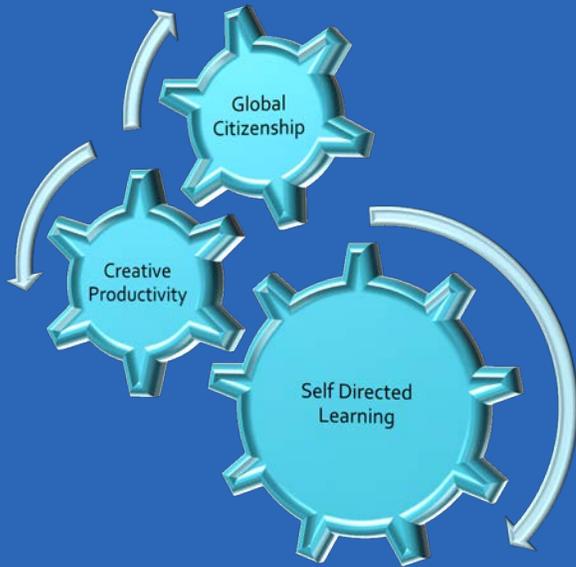
Community Resources: 15-16 Update (cont.)

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Our Product	<ul style="list-style-type: none">• A coordinated Community Resource Network.
Our Next Steps	<ul style="list-style-type: none">• Select volunteer management application, customize for LMMSD use and align with volunteer policy• Coordination of alumni database management with Education Foundation and Alumni Association

2016-17 Areas of Focus

Areas of Focus for 2016-17



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- Develop and enact new protocols for the creation, review, and revision of curriculum.
- Examine the ways we use space, time, personnel, and student grouping patterns.
- Incorporate greater student voice into LMSD learning experience.
- Begin to review and revise the K-12 assessment and reporting system.
- Support broader implementation of the community resource network.

Areas of Focus for 2016-17

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- June 29-30 Workshop Goals
- **Develop a protocol to evaluate current curriculum in service of revising and creating curriculum that aligns to the spirit and practice of the Strategic Plan.**
- Guiding Questions:
 - What systems and supports need to be in place so that the K-12 curriculum fosters self-driven learning, develops global competencies, and affords opportunities for creative productivity?
 - How do we systematically evaluate the current curriculum in terms of the degrees to which it fosters self-driven learning, develops global competencies, and affords opportunities for creative productivity? This is where we get started but if we spend too much time here, we are losing an opportunity.
 - What does the curriculum framework K-12 look like?
 - What is the vision for assessment in light of this curriculum framework?
 - How do we ensure vertical and horizontal alignment?
 - How do we leverage time, space, and resources in this revised curriculum?

Research and Development

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Research & Development

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Purpose:

To provide research-based information that can inform conversations, decisions, and action plans related to All Forward.

Leadership:

Kristina Ayers Paul, Special Assistant for Program Evaluation

Three Functions:

- R&D Snapshots:
 - Gather information to inform conversations around bright spots and hot topics.
 - What does the research say?
 - What is currently happening in the District?
- R&D Workgroups:
 - Form R&D Work Groups that will investigate topics prioritized by the All Forward Leadership Team and provide “as-it-could-be” information.
- R&D Consulting:
 - Support pathway teams’ needs for developing tools to collect, organize, and use data.

Evidence to Inform Decision Making

Research & Development

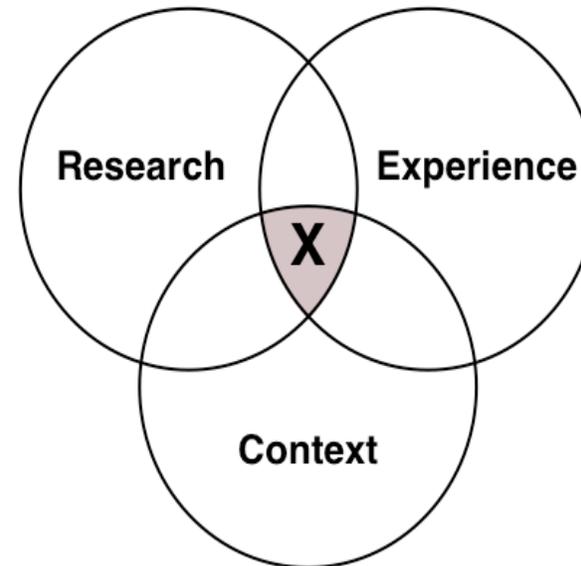
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Research

- Find the best available research.
- Examine the quality of the research.
- Draw conclusions for application within the LMSD context.

Experience

- Seek out those with experience within and outside of the District.
- Gather lessons learned.



Context

- Scan the LMSD environment for factors that influence the decision.
- Gather information related to each of those factors to inform the decision-making process.

Questions?