2009-2013 Strategic Plan: Evidence of Progress
Presented to the Lower Merion School Board
April 21, 2014
“One’s destination is never a place, but a new way of seeing things.” – Henry Miller
2009-14 Comprehensive Goal Areas

- Curriculum
- Student Achievement
- Achievement Gap
- Mathematics
- Reading
- Holistic Needs of Students
- Participation in State Assessments
- Student Attendance
- Graduation
- Communications
- Facilities
- Educational Technology
Components of the Plan

- Strategic Plan
  - Academic Standards & Assessment (182 Pages)
  - Special Education (59 Pages)
  - Student Services (120 Pages)
  - Educational Technology (57 Pages)
  - Teacher Induction (10 Pages)
  - Professional Education (99 Pages)

- 12 Goals
- 55 Strategies
- 85 Activities
- September 12, 2011 (Last comprehensive report)
# Mathematics

By 2014, all students attending the Lower Merion School District will demonstrate proficiency in mathematics as measured by the Pennsylvania System of School Assessment (PSSA).

## 2009

### Student Achievement Goal

- All Students, Cohort (425 Students) PSSA Math– Grade 3 (2009)
  - 94.1%
  - 400 Students

- All Students, Cohort (472 Students) PSSA Math– Grade 8 (2009)
  - 90%
  - 427 Students

### Achievement Gap Goal

- African American Students, Cohort (20 Students) PSSA Math– Grade 3 (2009)
  - 65%
  - 13 Students

- African American Students, Cohort (42 Students) PSSA Math– Grade 8 (2009)
  - 57.2%
  - 24 Students

- Students with IEP, Cohort (47 Students) PSSA Math– Grade 3 (2009)
  - 66%
  - 31 Students

- Students with IEP, Cohort (53 Students) PSSA Math– Grade 8 (2009)
  - 51%
  - 27 Students

- Economically Disadvantaged Students, Cohort (32 Students) PSSA Math – Grade 3 (2009)
  - 75%
  - 24 Students

- Economically Disadvantaged Students, Cohort (46 Students) PSSA Math – Grade 8 (2009)
  - 65.2%
  - 30 Students

## 2012/2013

### Student Achievement Goal

- All Students, Cohort (425 Students) PSSA Math– Grade 7 (2013)
  - 95.8%
  - 407 Students

- All Students, Cohort (472 Students) PSSA Math– Grade 11 (2012)
  - 89%
  - 418 Students

### Achievement Gap Goal

- African American Students, Cohort (20 Students) PSSA Math– Grade 7 (2013)
  - 75%
  - 15 Students

- African American Students, Cohort (42 Students) PSSA Math– Grade 11 (2012)
  - 52.4%
  - 22 Students

- Students with IEP, Cohort (47 Students) PSSA Math– Grade 7 (2013)
  - 74.4%
  - 35 Students

- Students with IEP, Cohort (53 Students) PSSA Math– Grade 11 (2012)
  - 45.3%
  - 24 Students

- Economically Disadvantaged Students, Cohort (32 Students) PSSA Math – Grade 7 (2013)
  - 81.3%
  - 22 Students

- Economically Disadvantaged Students, Cohort (46 Students) PSSA Math – Grade 11 (2012)
  - 60.9%
  - 28 Students
Reading

By 2014, all students attending Lower Merion School District will demonstrate proficiency in reading skills as measured by the Pennsylvania System of School Assessment (PSSA).

<table>
<thead>
<tr>
<th>2009</th>
<th>2012/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Achievement Goal</strong></td>
<td><strong>Student Achievement Goal</strong></td>
</tr>
<tr>
<td>• All Students, Cohort (431 Students) PSSA Reading– Grade 3 (2009)</td>
<td>• All Students, Cohort (431 Students) PSSA Reading– Grade 7 (2013)</td>
</tr>
<tr>
<td>▪ 94.1%</td>
<td>▪ 95.8%</td>
</tr>
<tr>
<td>▪ 399 Students</td>
<td>▪ 407 Students</td>
</tr>
<tr>
<td>• All Students, Cohort (473 Students) PSSA Reading– Grade 8 (2009)</td>
<td>• All Students, Cohort (473 Students) PSSA Reading– Grade 11 (2012)</td>
</tr>
<tr>
<td>▪ 95.1%</td>
<td>▪ 89%</td>
</tr>
<tr>
<td>▪ 450 Students</td>
<td>▪ 421 Students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Achievement Gap Goal</strong></th>
<th><strong>Achievement Gap Goal</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• African American Students, Cohort (21 Students) PSSA Reading– Grade 3 (2009)</td>
<td>• African American Students, Cohort (21 Students) PSSA Reading– Grade 7 (2013)</td>
</tr>
<tr>
<td>▪ 66.7%</td>
<td>▪ 71.4%</td>
</tr>
<tr>
<td>▪ 14 Students</td>
<td>▪ 15 Students</td>
</tr>
<tr>
<td>• African American Students, Cohort (43 Students) PSSA Reading– Grade 8 (2009)</td>
<td>• African American Students, Cohort (43 Students) PSSA Reading– Grade 11 (2012)</td>
</tr>
<tr>
<td>▪ 79.1%</td>
<td>▪ 60.5%</td>
</tr>
<tr>
<td>▪ 34 Students</td>
<td>▪ 26 Students</td>
</tr>
<tr>
<td>• Students with IEP, Cohort (54 Students) PSSA Reading– Grade 3 (2009)</td>
<td>• Students with IEP, Cohort (54 Students) PSSA Reading– Grade 7 (2013)</td>
</tr>
<tr>
<td>▪ 61.1 %</td>
<td>▪ 64.8%</td>
</tr>
<tr>
<td>▪ 31 Students</td>
<td>▪ 35 Students</td>
</tr>
<tr>
<td>• Students with IEP, Cohort (55 Students) PSSA Reading– Grade 8 (2009)</td>
<td>• Students with IEP, Cohort (55 Students) PSSA Reading– Grade 11 (2012)</td>
</tr>
<tr>
<td>▪ 70.9%</td>
<td>▪ 49.1%</td>
</tr>
<tr>
<td>▪ 39 Students</td>
<td>▪ 27 Students</td>
</tr>
<tr>
<td>• Economically Disadvantaged Students, Cohort (33 Students) PSSA Reading– Grade 3 (2009)</td>
<td>• Economically Disadvantaged Students, Cohort (33 Students) PSSA Reading– Grade 7 (2013)</td>
</tr>
<tr>
<td>▪ 69.7%</td>
<td>▪ 78.8%</td>
</tr>
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<tr>
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<td>• Economically Disadvantaged Students, Cohort (46 Students) PSSA Reading– Grade 11 (2012)</td>
</tr>
<tr>
<td>▪ 80.5%</td>
<td>▪ 65.2%</td>
</tr>
<tr>
<td>▪ 37 Students</td>
<td>▪ 30 Students</td>
</tr>
<tr>
<td>• Economically Disadvantaged Students, Cohort (46 Students) PSSA Reading– Grade 8 (2009)</td>
<td>• Economically Disadvantaged Students, Cohort (46 Students) PSSA Reading– Grade 11 (2012)</td>
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<tr>
<td>▪ 37 Students</td>
<td>▪ 30 Students</td>
</tr>
</tbody>
</table>
Student Participation in State Assessments
At least 95% of eligible students will participate in required state-wide assessments.

From 2009 to 2014, there has been consistent participation above 95% in each school by eligible students

Student Attendance
Student attendance will meet a 90% threshold and/or show growth (any school that does not graduate seniors).

From 2009 to 2014, there has been consistent attendance ranging 96%-98% in schools.

Four-Year Graduation Rate
100% of LMSD student will graduate from high school within 5 years of starting high school.

From 2009 to 2014, the Lower Merion School District averages 97% graduation rate each academic school year.
## Curriculum

Develop and implement an integrated, coherent, culturally proficient and rigorous curriculum with relevant instruction and assessment framework.

### Elementary

#### 2009
- Content activity outlines guided instructional planning
- Limited common District assessments
- No data management system

#### Actions Taken
- K-5 professional learning on program implementation, instructional practices, and data analysis in STEM and Literacy
- Professional learning about cultural proficiency and socio-cultural identities
- Expanded programs, such as After School and Extended K
- Teamed/Reorganized Elementary Administrative Team

#### 2014 Outcomes
- Common curriculum and resources aligned to PA Core
- Common District benchmarks
- Increased parent/guardian communication
- Data driven discussions
- Coordination of regular education and special education
- Increased on-line K-5 math and literacy resources for all students

### Secondary

#### 2009
- Curriculum driven by individual buildings and departments
- Limited common curriculum assessments
- Limited generation of meaningful assessment data to drive instruction

#### Actions Taken
- Collaborative development of curriculum maps
- Professional development related to PA Writing and Literacy Project
- Professional learning about cultural proficiency and socio-cultural identities
- Realignment of math sequence in order to provide increased options for students

#### 2014 Outcomes
- Curriculum development process provided a foundation for increased District-wide collaboration
- Increased awareness of more inclusive, culturally sensitive resources and presentation of them
- District focus on writing instruction and development of a District writing program
- Increased use of diagnostic, formative, and benchmark assessments
Student Achievement

To sustain and increase the number of students achieving at the proficient and advanced levels in the PSSA across all grade levels and content areas.

• Evidence of progress towards achieving this goal is examined through performance on the following:
  • Math Goal: PSSA Proficiency
  • Reading Goal: PSSA Proficiency

• Overall performance
  • Math – Grades, 3, 5, 8, 11 - Increase in Adv. & Prof/Adv.
  • Reading – Grades, 3, 5, 8, - Increase in Adv. & Pro/Adv.

• Cohort Analysis
  • Same group of students moving from grade to grade
Student Achievement Goal
Cohort PSSA Math– Grade 3 (2009) through Grade 7 (2013)
To sustain and increase the number of students achieving at the proficient and advanced levels in the PSSA across all grade levels and content areas.

Math Goal: PSSA Proficiency
- 2009
- 2010
- 2011
- 2012
- 2013

Proficiency Percent
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Proficiency Levels
- Advanced
- Proficient
- Basic
- Below Basic
- Pro. & Adv.
Student Achievement Goal
Cohort PSSA Reading– Grade 3 (2009) through Grade 7 (2013)

To sustain and increase the number of students achieving at the proficient and advanced levels in the PSSA across all grade levels and content areas.

Reading Goal: PSSA Proficiency

- **2009**
- **2010**
- **2011**
- **2102**
- **2013**
“We must open the doors of opportunity. But we must also equip our people to walk through those doors.” – Lyndon B. Johnson
Achievement Gap

To significantly decrease and/or eliminate the achievement gap for all African American students, and for other groups of students where data show the gaps exist.

• **Actions Taken**
  
  • **Elementary**
    • Engaged in professional learning about cultural proficient instruction
    • Implemented new curriculum with benchmarks and differentiated instructional packets
    • Expanded collection of multicultural resources, including books from the Fran Emery Collection
    • Established R.A.R.E at Gladwyne, Penn Valley, and Penn Wynne
    • Expanded SPIES to include Pre-K
    • Set up extended K Program and after school program
    • Implemented more holistic supports, such as Morning Meeting and WIN
  
  • **Secondary**
    • Engaged in professional learning about cultural proficient instruction
    • Initiated AAAIM, a 2-year program with Dr. Molefi Assante to review existing instructional resources and to increase the perspectives studied; All new selections now undergo a process of review to ensure proficiency.
    • Organized PLCs to help teachers focus on the instructional core of teacher, student, and content
    • Initiated Becton Scholars at LMHS and POWER at HHS to provide African American students with more holistic support
Achievement Gap

To significantly decrease and/or eliminate the achievement gap for all African American students, and for other groups of students where data show the gaps exist.

**SAT**
- Has remained consistent averaging 594 Reading - 607 Math – 592 Writing
- 100 PTS above state and national averages
- Increase in the number of students of African Americans sitting for the SAT

**AP Exams/Enrollment**
- Increase in the number of students sitting for the AP Exams and number of exams taken
- 87% of students score a 3 or higher
- LMSD continues to outperform state and national test takers by 20-25%
- Increase in the number of students taking 1 or more AP courses - 32%
- Increase in the number of African American students taking AP courses – 60%

**Honors Enrollment**
- Increase in the number of students enrolled in 1 or more honors course – 20%
- Increase in the number of African American enrolled in 1 or more honors course – 35%
- IB Program
- Increase in the number if IB courses and students enrolled
- Significant increase in the number of African Americans enrolled in IB
Achievement Gap
Cohort PSSA Math—Grade 3 (2009) through Grade 7 (2013)
Percent Proficient or Above
(Current 8th Graders)

African American (20) vs. White (354)

<table>
<thead>
<tr>
<th>Year</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>95.8%</td>
<td>65.0%</td>
<td>75.0%</td>
<td>70.0%</td>
<td>75.0%</td>
</tr>
<tr>
<td>2009-10</td>
<td>30.8%</td>
<td>97.2%</td>
<td>97.2%</td>
<td>95.8%</td>
<td>97.7%</td>
</tr>
<tr>
<td>2010-11</td>
<td>22.7%</td>
<td>80.0%</td>
<td>97.2%</td>
<td>97.7%</td>
<td>97.7%</td>
</tr>
<tr>
<td>2011-12</td>
<td>22.7%</td>
<td>75.0%</td>
<td>97.7%</td>
<td>97.7%</td>
<td>97.7%</td>
</tr>
<tr>
<td>2012-13</td>
<td>22.7%</td>
<td>75.0%</td>
<td>97.7%</td>
<td>97.7%</td>
<td>97.7%</td>
</tr>
</tbody>
</table>
Achievement Gap
Cohort PSSA Reading– Grade 3 (2009) through Grade 7 (2013)
Percent Proficient or Above
(Current 8th Graders)

African American (21)  White (358)

<table>
<thead>
<tr>
<th>Year</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>28.6%</td>
<td>66.7%</td>
<td>57.1%</td>
<td>61.9%</td>
<td>71.4%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>95.3%</td>
<td>66.7%</td>
<td>93.0%</td>
<td>93.3%</td>
<td>96.6%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>95.3%</td>
<td>95.3%</td>
<td>93.3%</td>
<td>93.3%</td>
<td>25.2%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>95.3%</td>
<td>95.3%</td>
<td>93.3%</td>
<td>93.3%</td>
<td>71.4%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>95.3%</td>
<td>95.3%</td>
<td>93.3%</td>
<td>93.3%</td>
<td>71.4%</td>
</tr>
</tbody>
</table>

Percentages indicate the proportion of students who are proficient or above in reading.
Achievement Gap
Cohort PSSA Math– Grade 4 (2009) through Grade 8 (2013)
Percent Proficient or Above
(Current 9th Graders)

<table>
<thead>
<tr>
<th>Grade</th>
<th>2008-2009</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>96.6%</td>
<td>93.4%</td>
<td>95.8%</td>
<td>98.1%</td>
<td>96.0%</td>
</tr>
<tr>
<td>5</td>
<td>78.6%</td>
<td>71.4%</td>
<td>64.3%</td>
<td>75.0%</td>
<td>75.0%</td>
</tr>
<tr>
<td>6</td>
<td>18%</td>
<td>21%</td>
<td>21%</td>
<td>21%</td>
<td>21%</td>
</tr>
<tr>
<td>7</td>
<td>18%</td>
<td>21%</td>
<td>21%</td>
<td>21%</td>
<td>21%</td>
</tr>
<tr>
<td>8</td>
<td>18%</td>
<td>21%</td>
<td>21%</td>
<td>21%</td>
<td>21%</td>
</tr>
</tbody>
</table>

African American (28)  White (377)
Achievement Gap
Cohort PSSA Reading—Grade 4 (2009) through Grade 7 (2013)
Percent Proficient or Above
(Current 9th Graders)
Achievement Gap Goals
African American Students
Cohort PSSA Math-Grade 3 (2009) & Grade 7 (2013)
Achievement Gap Goals
African American Students
Cohort PSSA Reading - Grade 3 (2009) & Grade 7 (2013)
Achievement Gap Goals
Students with IEP’s
Cohort PSSA Math-Grade 3 (2009) & Grade 7 (2013)
Achievement Gap Goals
Students with IEP’s
Cohort PSSA Reading-Grade 3 (2009) & Grade 7 (2013)
Addressing Holistic Needs of Students

To further the goal of creatively developing a school and community environment that recognizes and addresses the holistic needs of our students, i.e., mental health, character, citizenship, self worth, etc.

• 2009 Needs
  • Diversity training
  • Mental health supports
  • Safety

Actions Taken
• Trainings in Cultural Proficiency, Socio-Cultural Identities, and their intersections for all District staff
• Participate in Welcoming Schools and No Place for Hate
• Responsive Classroom and Second Step (K-5) and Olweus (6-8)
• Safety task force and Wellness Council
• Addition of Mental Health Counselors

• 2014 Outcomes
  • Nursing, Counselor, and School Psychologist staff increases
  • Increased community engagement: Drs. Ginsberg, Steinberg, Foxman, and Owens
## Communication

To create open communication channels for all district stakeholders including parents, students, community members, staff, and board members.

<table>
<thead>
<tr>
<th>2009</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Need for more effective use of technology to communicate</td>
<td>• Successful implementation of/use of social media</td>
</tr>
<tr>
<td>• Need to build greater connections and trust with community</td>
<td>• Re-launched District website</td>
</tr>
<tr>
<td>• Strengthen reputation of District through targeted communications</td>
<td>• Implemented automated messaging system</td>
</tr>
<tr>
<td>and events</td>
<td>• Implemented student email</td>
</tr>
<tr>
<td>• Need to identify/develop community partnerships to enhance learning</td>
<td>• Partnered with Comcast for Internet Essentials access</td>
</tr>
<tr>
<td>opportunities</td>
<td>• Community conversations/public forums around key topics</td>
</tr>
<tr>
<td></td>
<td>• 24-hour response to community comments</td>
</tr>
<tr>
<td></td>
<td>• Targeted awards and recognition</td>
</tr>
<tr>
<td></td>
<td>• Annual student recognition programs</td>
</tr>
<tr>
<td></td>
<td>• Principals’ reports at Board meetings</td>
</tr>
<tr>
<td></td>
<td>• LMSD experience videos</td>
</tr>
<tr>
<td></td>
<td>• Alumni newsletter</td>
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<tr>
<td></td>
<td>• More developed relationships with Wharton, Montgomery County,</td>
</tr>
<tr>
<td></td>
<td>Alumni Association, Educational Foundation, local colleges</td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>
Facilities

Provide facilities to insure high quality educational programs while reducing the impact on the environment.

• LEED Certified High Schools
• Comprehensive Environmental Impact Reduction Policy
• Facility Planning and Preventive Maintenance
• Green Cleaning
• Energy Conservation and Awareness
• Alternative Fueled Vehicles
Educational Technology

To implement technology for teaching and learning so that all students will develop the 21st Century Learning Skills needed for their future.

**Elementary Progress:**
- Kindergarten and First Grade iPads
- Discovery Education Media Resources
- Tech Tutors

**Secondary Progress:**
- Implementation of Chromebooks
- Flipping Classrooms
- Discovery Education Media Resources
- Virtual High School Courses
- Technology Support Teachers
- Students demonstrate their learning through the use of technology
For everything you have missed, you have gained something else, and for everything you gain, you lose something else. Ralph Waldo Emerson quotes (American Poet, Lecturer and Essayist, 1803-1882)
Next Steps

• Continue to unpack all our data points
• Identify core areas of the Strategic Plan that will move forward into the new planning phase.
  – Target core grades- 4th, 5th and 6th
  – Instructional Delivery (UbD, DI)
  – Professional Learning Communities/Collaboration
  – Literacy across the Curriculum
  – Data Analysis/Assessment Design
  – Holistic needs