

**LOWER MERION SCHOOL DISTRICT  
STRATEGIC PLANNING  
LMSD STEERING COMMITTEE MEETING #3  
MAY 22nd, 2014 1:30 PM – 8:00 PM  
MAIN LINE REFORM TEMPLE  
AGENDA**

**STRATEGIC PLANNING INTENT—BIG PICTURE**

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The purpose of LMSD’s strategic planning effort is to set the course for education in our community for the next five years and beyond. By November 2014, the school community will have a living, breathing, actionable plan that will serve as our strategic compass over the next five years and beyond. The goal is to create a clear, concise, accessible set of priorities for Lower Merion School District. Our vision will guide decisions about curriculum, teaching, programs, operations and staffing.

**MEETING INTENT**

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1. **Continue to build relationships** and our collective capacity to see and realize the emerging future of LMSD, our children and our community.
2. **Draft a core set of Bold Statements of Strategic Intent** that are bold and that anchor the future coming into focus for LMSD in a few key initiatives.
3. Begin to paint a picture of what it will take to **operationalize key elements of the future.**
4. **Lay out some next steps and end goals** of the strategic planning work that illustrate the critical role that the Steering Committee plays.
5. **Begin to map out a plan to expand the circle of engagement** to key stakeholders including teachers, students, parents, potential key partners and other community members.

**BEFORE THE MEETING**

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- Find a location for the meeting that supports quality reflection, dialogue and decision making
- Arrange for dinner and snacks upon arrival
- Secure supplies – including sculpting supplies
- Create mixed groups of 10 with the following considerations:
  - Spread people from the various Learning Journeys/Immersion among all the mixed groups
  - Spread the Leadership Team among the groups
  - Make sure each group is mixed in terms of role—students, teachers, parents, administrators, board, community, etc.
- Prepare workbook
- Send note to Steering Committee members:
  - Explains the critical importance of this meeting
  - Indicates time and location—ask people to arrive at 1pm to settle in
  - Reminds people to bring their Strategic Planning Binders
  - **Reminds people to read through materials on Basecamp**
- Materials:
  - Table tents: 1-6 and A-F and stakeholder groups

- Name tags with mixed group number
- Very large post-its— (11x11)—in yellow and green
- Copies:
  - Mind Map
  - Meeting Notes
  - Workbook

## AGENDA

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### 12:00 FINAL ROOM SET-UP

- Circle for Check-In
- Workbooks on tables
- Tables for mixed groups
- Mind map hung in front of room
- Registration Table

### 1:00 GATHER, NOSH AND REGISTRATION

- Steering Committee members greet everyone
- Cold drinks, coffee/tea and snacks
- Registration

### 1:30 CHECK IN AND ORIENTATION TO THE DAY– (60 mins) Wagner/Insyte

**Purpose:** *Welcome people back, connect to our work in the last session and ground the team in the purpose of today's meeting and how it fits into the larger process.*

*(Seating: In large circle)*

- Wagner opens the meeting. (5 mins)
  - Today is a day set aside to synthesize what is coming into focus for us in terms of what is emerging as the future of LMSD?
  - Explain the work over the summer and the meeting in the fall.
  - **Asks group to be bold for the students.**
- L/M share “Where we are now... where we are going” in terms of the “U” journey & agenda overview (5)
  - Outcomes for today:: “soft landings” on Bold Statements Drill down so the inquiry is operational and not just thematic.
  - Letting go and letting come
  - Get everyone present in their bodies, in our shared space – Vertical and Horizontal
- Journaling: (10)
  - What has struck me most in our work together so far
  - What have I learned from the people in this room?
  - What have I learned about our schools and our school system that I didn't know before
  - What has struck me as the highest possibility for our district and us as leaders
  - What have I learned about myself? What are the highest hopes my community has for me and us?
  - What is coming into focus?
- Bell meditation—allow images to emerge (10)
- What insights do you want to share? What blessings do you offer the group as we take on sacred work on behalf of our children, teachers and school communities? (15)

## 2:15 SYSTEM SCULPTING—SEEK WITH YOUR HANDS (90 minutes)

**Purpose:** To examine the current LMSD situation from multiple perspectives, synthesize learnings and emotions about the emerging future of LMSD, make this concrete and visible to all.

(Seating: In 6 mixed groups with member of the Leadership team in each group guiding the conversation)

Individual Mixed Groups create do the following: (1 hour 30 mins)

Set the context for this work—examples of Mastek and Georgia Grade Level Reading

Using the objects available to you, build the current “system” of learning in LMSD including:

- The system as a whole—schools, state, community, colleges, preschools, families and businesses
- Put a focus on:
  - The experiences students are having
  - How the curriculum is organized
  - What teachers are doing
  - How the day or time is structured
  - How is technology advancing, promoting and enabling teaching and learning
- In addition, include in your sculpture:
  - Each of the 10 schools, what they are known for and their cultures (Make sure to include observations from Immersion Experiences)
  - Yourself.
  - People, roles and relationships among of students, teachers, administrations, board, the community and other key stakeholders
  - Communication—internal and external
  - LMSD’s current definition of success
  - The role of testing
  - Elements central to our culture

The group looks at their display and answers the following questions:

1. What do I love in this? (What are your sources of energy?? What frustrates you? What causes you to lose energy?)
2. What are the hard truths that we as a community of leaders are going to face?
3. What are the systemic barriers that lock us into the current state of operating? Including assumptions and beliefs?
4. What is the old that is ending or should end? What is the new wanting to be born, to emerge?

Group recreates the system, as you would like it to be in the future – what shifts are necessary?

On large post-its, the small group captures:

- The essential elements/characteristics of new system—write a full sentence—operational detail welcome
- Leverage points for shifting to sculpture 2.

## 3:45 BREAK

## 4:00 GALLERY WALK IN LEARNING TEAMS (45 mins)

**Purpose:** To agree on few essential elements for the district to place focus/attention to create a bold , simple plan for LMSD's plan.

- Learning teams formed with 1 or so people from each sculpting group. Walk around the room reviewing each display. (25)
- Sculpture teams modify and hang their post-its in affinity groups around the essential elements of Sculpture 2, based on what resonates with the rest of the room, with permission to hang on to something different that feels important. (20)

#### 4:45 DIALOGUE OF THE WHOLE (30 mins)

**Purpose:** To understand our shared intent.

- Discuss the intent behind the clusters of Sculpture 2 essentials.

#### 5:15 DINNER AND CRAFTING DRAFT BOLD STATEMENTS (90 mins including break)

**Purpose:** To draft bold statements that begin to articulate a bold future for LMSD.

- Liz/Marie explain the development of “Bold Statements” (in self-organized small groups – 1 for each of the essential elements (5)
- Groups create Bold Statements and “what this looks like on the ground” over dinner (30)
- Each group reads their Bold Statement to the group (2x) (10 mins)
- Group provides feedback via posts-its followed by discussion (10 mins)
- Groups revise their statements based on group feedback and post on a wall labeled “Bold Statements” (10)
- Switch to stakeholder groups

#### 6:45 WIDENING THE CIRCLE OF ENGAGEMENT (60 mins)

**Purpose:** To get clarity on next steps, the end goal and the critical role of the Steering Committee in this.

Set a frame for expanding the circle of engagement to people not in this room, particularly teachers, students, administrators and parents

In stakeholder groups, discuss how we might best engage others through communication and involvement in the next steps going forward, including

- Sharing the draft bold statements with teachers, parents, students etc. to get feedback and gain understanding and buy-in
- Communication
- Working on Deep Dive Teams over the summer
- Continued learning journeys
- Other ideas

Ask stakeholder groups to share:

- Advice for communication and engagement of the stakeholder group
- Specific channels or opportunities to communicate or engage

Share recommendations

**7:45 NEXT STEPS AND CLOSING COMMENTS**

**8:00 ADJOURN**