

LMSD STEERING COMMITTEE LAUNCH
MAY 5, 2014 8:30 AM – 4:00 PM
LMHS DOWNS GYM
AGENDA

MEETING INTENT

1. **Ground everyone** in the intent and flow of the strategic planning work
2. **Discern the messages behind the input** provided by our students, faculty, parents and community members in response to the 3 overarching questions represented in the surveys, focus groups and community forums.
3. **Identify driving forces** shaping the world our students will enter when they leave LMSD and impacting our district.
4. **Gain a deeper and richer understanding** of the breadth and themes of community insight around some of the most important questions facing LMSD.
5. **Identify critical questions** we want to explore in our Immersion Experiences and Learning Journeys.
6. **Bring into our sharper focus that which we want to carry forward** into our district's next phase in its evolution and that which we are ready to let go of.
7. **Build relationships** and our collective capacity to see the emerging future of LMSD, our children and our community.

AGENDA

8:00 GATHER, BREAKFAST AND REGISTRATION

- Steering Committee members greet everyone
- Continental breakfast
- Registration

8:30 WELCOME AND ORIENTATION TO THE SESSION– (20 mins) Wagner/Insyte

Purpose: Welcome people, set a tone and orient everyone to the strategic planning work.
(Seating: Mixed groups)

Wagner opens the meeting. (10 mins)

- Welcomes all voices into the conversation about the future of LMSD.
- The purposes of strategic planning
- Points us directionally in terms of how to focus our attention over the next few months of this work.
Some key points:
 - Bold, simple, ours (Examples of bold?)
 - Three central questions
 - Compressed time frame—now is the time we need your commitment and your time
 - Fun
 - Sacred work being on the Steering Committee—need your full attention, open heartedness, clear thinking
 - Transparency
- History – Answering “Why this, Why Now”
 - Importance of strategic planning for LMSD now
 - The approach we are using is not traditional, but it's one that is very powerful and launched other institutions well beyond a plan to unified action.

- The work we do together over the course of these four meetings will help us make decisions about students, curriculum and teaching, and how we strategically position ourselves as a school district.
- Thank you's to:
 - Leadership Team
- Introduce Insyte—Liz Alperin Solms and Marie McCormick

Liz/Marie paint the picture of how the strategic planning work will unfold (10 mins)

- What's different about this strategic planning approach?
 - Theory U—getting “whole system” in the conversation—pay attention to clues about the future of LMSD as they are emerging
 - Wisdom of social ecosystem orientation in these times
 - Strategic use of quiet and reflection to generate insight and collective “knowing”
 - Importance of cultivating attention—“interior condition”
- Roadmap of the Strategic Planning Process
- Overview of this session – Intentions/Outcomes/Agenda

9:00 INTRODUCTIONS & WHAT MAKES LMSD GREAT? (45 mins)

Purpose: *Get everyone's voice in the conversation early. Understand what we want to be intentional about carrying into LMSD's future and what we might be ready to let go of.*

- Liz/Marie frame: Our first piece of work is to get a glimpse of who is in the room and get some insight into our understanding of what makes LMSD great.
- Introduce listening frame. Encourage people to listen for “the heart of the matter”—what's the potential that lies underneath the stories of why we each said yes to the invitation to co-create LMSD's strategic plan. (5)
- In small groups introductions: (15)
 - Name/role
 - Connection to LMSD
 - Introduce your artifact—what about LMSD is essential to carry into our future
- Prepare a mixed group report out:
 - What is at the heart of the matter in terms of what makes LMSD great?
 - Select one artifact that best represents that which you want to carry forward.
- Each person introduces him/herself—name and role. Shares stakeholder report and one artifact.
- Small group reports (20)
- Large group dialogue (15)
 - What do we want to carry forward?
 - What was noticeably not on our minds?
 - What might we be ready to let go of?
- Switch to stakeholder groups and break (15)

10:00 LISTENING TO THE VOICES IN OUR SCHOOLS AND COMMUNITY (40 mins)

Purpose: *To mine the insights from the focus groups, surveys, Community Forums.*

- Practice listening without judging—prep for sensing
- Fishbowl: Leadership Team and some of the parents, students, faculty who were present for focus groups or forums. (20 mins)
 - If you could crystallize what members of our community were saying to us—students, parents, teachers, community members—and convey it to this group, what would be some of the key points and outliers?
 - People move in and out of the fishbowl to share additional thoughts.

- Stakeholder groups look at the data and articulate the story of LMSD now and future from the vantage point of their stakeholder group. (40 mins)
 - What story does this data/input tell about LMSD now and from the future from your stakeholder perspective?
 - What do you see as the driving forces shaping the future of our students and our district? What are the forces over which we have no control and which we must factor into our future? (3-5)
- Small group report outs (30)
- Large group dialogue (10)
 - Capture driving forces
 - Synthesize the stories coming by stakeholder group
 - What's common in what we all see? What's different?

11:45 REFLECTION AND MESSAGES BACK TO OUR COMMUNITY (20 mins)

Purpose: To give individual time to everyone to make sense of what they've been hearing, take it a level deeper and "speak" to the rest of the community to thank them for their input and express their takeaways.

- Individual journaling.
- Opportunity to make short YouTube videos to share with the people who participated in the forums, focus groups and surveys.

12:00 LUNCH & VIDEOS

12:30 WORLD CAFÉ – ROUND 1: HOLISTIC NEEDS OF OUR CHILDREN

Purpose: To deepen the dialogue and generate collective insight on core topics. Practice staying open without judging and coming to early closure.

In two rounds of "world café" explore the topic of children's holistic needs.

- What does success look like for our children?
- What does success look like for the range of our children?
- What would you have to believe to imagine our schools structured to meet the range of needs of our children?

1:10 WORLD CAFÉ – ROUND 2: GLOBALIZATION

Purpose: To deepen the dialogue and generate collective insight on core topics.

In two rounds of "world café" explore the impact of globalization.

- What is the nature of the world our children are entering?
- What would you have to believe to imagine our children perfectly prepared to enter a globally connected world?
- What openings do we see already to embed a global perspective into our curriculum?
- What questions must we answer about the global world in our Learning Journeys and through this strategic planning work?

1:50 WORLD CAFÉ – ROUND 3: CROSSING BOUNDARIES (60 mins)

Purpose: To deepen the dialogue and generate collective insight on core topics.

In two rounds of "world café" explore.

- What would it look like and what would it take to make the boundary between school and community more permeable?
- What opportunities do we see in breaking down the barriers of disciplines and teaching across the curriculum? What problems?
- What opportunities present in blended learning—using the best of technology to convey content and test competence, combined with the best of face-to-face teaching?
- What opportunities are there for stronger partnerships between parents and teachers on behalf of the students?

2:30 DIALOGUE WALK

Purpose: *To build relationships and give people soak time.*

- Find someone with a perspective different from your own that you'd be interested in getting to know.
- Go for a 20-minute walk.
- Tell a little bit of your own story.
- Talk about what's coming into focus for you, and what you'd like to explore in more depth in a Learning Journey.

3:00 PLANNING FOR IMMERSION EXPERIENCES AND LEARNING JOURNEYS

Purpose: *Get ready for what's next*

- The story of the Lower Cat (5)
- Review the list of Learning Journeys and Immersion Experiences (Doug and ??) (10)
- Orient to the logistics and the mindset of Immersion Experiences and Learning Journeys—(10)
- Experience of sensing vs. judging (10)
- Break into small groups around preferences for Learning Journeys to orient and identify grounding questions (15)
- Plus/delta and check out (15)

4:00 ADJOURN