

Steering Committee, May 1, 2015

Leadership Team was introduced with greeting given by Megan Shafer on Dr. Marseille's behalf.

The meeting intent was reviewed and Theory U introduced

Worksheet #1 *What's the buzz about the Strategic Plan in your world?*

- a. Notice who is in the room
- b. Listen to the buzz from other groups so we can understand how the Strategic Plan is taking shape throughout the District

Administrators #1 – share collective buzz

- a. Generally there is a positive buzz
- b. Challenges – being in the moment and in the long term
- c. Stress cycles in schools being very aligned (testing, AP, IB, Keystones, PSSA)
- d. There is support for the prototypes

Administrators #2

- a. A lot of interest in the plan and people are excited about a new way of looking at things
- b. Little bit of anxiety about how is this going to happen seeing that there are policies in place that need to change for the plan to take place
- c. We agree that testing has to take place but how do we build the skills so it is least stressful

Teachers #1

- a. Our design is one that teachers really believe in
- b. Harriton seems to be really embracing the plan

Teachers #2

- a. Seems like we're all in this race together. There are some racers who are ready to go and some are not. There needs to be openness to this process that is consistent across the schools.
- b. When teachers talked about bold statements at end of last year, they were met with cynicism.
- c. Big range in buzz.

Students #1

- a. Buzz at LM is that no one really knows about the plan
- b. Seniors who know about it don't think it's really going to work
- c. Most of them hear about it from teachers in class
- d. A short video or presentation in class would increase student involvement

Students #2

- a. No awareness of the program at HHS

- b. They are excited about some prototypes but they don't know that it is linked to the Strategic Plan.
- c. Students see things in the short term
- d. Need a more concise version of the Strategic Plan for students to read
- e. How does the structure of the plan affect the students in the classroom

Parents

- a. A lot of parents are excited about the plan and then there are others that trust the district and don't want to know about the plan
- b. Parents feel like they didn't hear the answer to how we're going to implement the plan
- c. The Achievement Gap isn't coming through as a priority
- d. Are going to create a plan as the solution before the end of the year

Board

- a. Positive buzz from administrative standpoint
- b. Doesn't seem to be top down
- c. Prototypes seem to be the kinds that take place for a short time.
- d. Prototypes are freedom for some people but it is not a free for all.
- e. Board: we're interested in the role of policies in the process
- f. Board: need to fortify communication

Observations:

- a. Putting people together, parents/community, the further can go better together
- b. Real buzz is with the stakeholders – are really excited. How do we get this to trickle down?
- c. Teachers, parents need to be better ambassadors. What are the seeds we can place over the summer?

Worksheet #2 *Mine bright spots and prototypes associated with the Strategic Plan*

Bright spot (BSP)– already going on in the district that is good and needs to be amplified
 Prototype (PRT)– a new something that captures the essence of the plan

REDEFINING SUCCESS

This is the core of the plan. All of our students have really high quality experiences that are balanced and diverse and are valued.

Bright Spots

- Many of the teachers use formative assessments
- Non- graded units
- WIN Time
- At Penn Valley, the STEM program is creating a different definition of success

Prototypes

- All teachers and staff write a success story with a student or group of students that we will not find on Performance Tracker
- Secondary, do we need grades? Perhaps a dialogue about growth and “you pass” should take place.
- Report Card Prototype at the elementary schools
 - At elementary level, report cards, shifting the way we report success so that it’s not a single letter grade but comments about growth
 - 2 report cards: parent feedback and standards based feedback
 - A standardized based report card in 2nd grade at Gladwyne Elementary was developed by a teacher and implemented in the second marking period. A survey was given to parents on the response to the method of reporting
- Opting out of the PSSA
- Physics class using a Grading Contract – define success in terms of growth and not absolute standards
- HS Schedule – giving time back to kids
 - Lunch and Learn
- Adding more collaboration spaces in the HS
- Teaching students how to be a group member
- Middle School 8th grade – Start laptop initiative in 8th grade instead of 9th grade

TRANSFORMATIVE CURRICULUM

It’s exciting and a little scary. STEM is taking on engineering in elementary schools. Progress-based learning and looking at modules is now taking place.

K-12 focus is really transformative. The elementary and secondary supervisors work together

Bright Spots

- Blended Learning/Flipped lessons
- Use of Blackboard
- Interdisciplinary programs/approach to learning
- Brain Stem
 - Elementary STEM program at PVE
 - Authentic and engaging STEM projects
- Social justice discussions; Dialogue about race & racism like film viewing of Selma and facilitated discussion afterwards
- Elementary Co-Teaching
 - Teaching all students in the regular education classroom
- Elementary teachers in STEM certificate program apply learning in their classrooms and share with colleagues
- T.C. – New HS math courses to open additional interest based pathways
- On-site Arcadia STEM certificate program for elementary teachers
- Cross-curricular Music and Social Change Study (BCMS)
- 6th language arts was taught as a reading and writing class. A group of teachers have worked with Barbara Giorgio and created a curriculum with reading and writing together.

The change involved scheduling, staffing, books. Next year at each middle school there will be one team for this. I-PADS in K

- Becton Scholars
- Eco Lab (BCMS)
- Playwriting (BCMS)
- Bird Count (BCMS)
- RARE Program at Penn Wynne
 - Weekly program for AA 4th/5th grade students
 - Develop positive racial identify, scholar identity
 - Treasure hunt for entire school community to learn about Black History
 - Evening Event for Parents
 - Presentation to Board
 - PRP for RARE staff to learn about research on resilience and apply to plans for RARE
 - All classroom teachers whose classes participate in treasure hunt, receive prize: binder of all resources about Black History
- Hour of Code
- Field trip to Penn Robotics Lab

Prototypes

- Could elective courses count as “core” classes?
- Middle School TEAM – Tech, Engineering, Art and Math
 - Project/Problem Based Learning
- Curriculum Broadly Defined
 - Issues around Social and Racial Justice
 - Forum for dialogue (facilitated)
 - Bring into classroom
- Use extra-curricular model of learning/doing in core classes
- Core requirements early in HS (9th and 10th); Seminars in 11th and 12th
- MS 6th grade Social Studies delivering content based on essential learnings vs. civilization
- Physics: Project – Based, Choice, Interdisciplinary
- First grade students working on coding with high school students
- After school STEM club at the elementary schools using Engineering is Elementary (EiE) modules
- Plan a trip to an African country only requirements were budget and to get a feel for the internal culture
- Alternate to AP & IB test....a class with the same expectations, but no test
- Teachers making changes to traditional spelling instruction- incorporating/implementing developmental WORD STUDY into workshop time
- Start LM Study Abroad Centers: China, Latin America, France (or French speaking country)
- Idea of a coordinated Global Studies/Social Justice Program K-12
 - Community Service
 - Current Events
 - Social Justice
 - Language Learning
 - Travel
- Providing opportunities for International Travel (and access for all)

- Spanish teachers looked at feedback regarding start time. One day out of the rotation, students are allowed to come in late for the day when they have Spanish 1st, students collaborate to get the work done. This has also been applied to AP classes at the end of the day.

COMMITMENT TO PROFESSIONAL LEARNING

The notion of professional learning is not that exciting to parents and students. This needs to be prioritized. You have to have teachers who want to bring the plan to life in order to tell the students about the plan.

Bright Spots

- Elementary
 - Work on guided reading instruction; professional development is leading to changes in instruction and assessments
- Writing and Inquiry PRP
- PAWLP – LMSD teachers becoming National Writing Fellows
- Mindfulness
- PLCs (Professional Learning Communities) – time to talk about students
- STEM Arcadia program
 - Enthusiasm by teachers and students in the classroom – design challenges
- Principals’ Inquiry Project
- The idea of Shannon’s (Spanish/start time) – teachers researched, then presented to Scott. Teachers were driven by the sense of purpose.

Prototypes

- Faculty meetings that are not top-down
 - More open space for asking and addressing questions together
- More programs like Arcadia/STEM for professional learning
- Professional Learning
 - Speakers and workshops (LIVE, not on-line) on how to have sensitive conversations dealing with diversity/social justice
- Rethinking professional learning outside of / or beyond the traditional labor-management lens
- Online platform for PL. It’s a vehicle that we need to tap into. Sharpen our skills as educators.

STUDENT-DRIVEN SCHOOLS

Our schools need to hear the voices of the students about the plan. We need to continue with this until it becomes part of our culture. At the secondary level, the key is how to hear the student voice. How do we get students involved?

Bright Spots

- Elementary – WIN time, sets up schedule for differentiated learning.

- How do we give students across grades support at the elementary level?
- Club: Witness Inspire Act
 - Student driven, experiential, real/relevant and entrepreneurial
- Students report teachers are trying to include more choice in their classes - projects, topics
- Hour of Code – teachers and administration made it happen and students wanted to do more of this (code.org website)
- Engineering Club
- Write In – creative writing program
- Student generated clubs and activities at middle level
- Student tutoring
- Advanced course study, interdisciplinary studies and work internships
 - All seniors gone....couldn't we all switch gears for May/June student choice

Prototypes

- Secondary level – virtual schools, also Blackboard.
- HS level – changing AR to a time of the day where students are fresh and can sign up for what they need.
- Changing the reading program to include author studies and story-telling and invite parents in to tell stories about their childhood and children relate it to characters we are reading about
- More college-like seminars, like electives
- Allow students to use electives, based on student interests, to satisfy graduation requirements (e.g. Genetics to satisfy a science credit)
- Blended Learning/Online Learning
- HHS- Next year, a block for lunch and RAM time equal to one hour
 - Allow students to choose when/how long for lunch
 - Spend rest of time on student choice activities
- HS idea – Could May/June be a “J term”: type idea where students pick a course, theme, idea to study in-depth (could include service, travel, trad. academic)
- Collaborative spaces in libraries and “nooks” in the hallways

SPIRIT OF COMMUNITY

How do we maximize the strength of the community for all of our stakeholders? Partnerships.

Bright Spots

- Mr. Harriton Fundraiser
- NSBE – engineering for minorities (after school) networking with Villanova students
- Girls Leadership Conference
- Veteran’s Day Oral History Project (BCMS)
- “One Book One LMSD” to build school community at the secondary level
- Beginning in the 2013-2014 school year, Merion created a partnership with Bryn Mawr College whereas bilingual students work with district ELL students once per week for mentoring and tutoring
- Increased involvement from community with college related topics

- Bus trips to colleges for Becton Scholars, POWER, and special education students
- Financial aid workshops, training and assistance with FASFA for students/parents across elementary, middle, and high schools
- ESL professionals to work with students at both high schools on how to navigate US college system

Prototypes

- Allow students to use internships/externships as primary learning activities for credit
- Social Justice Institute – student led community programs
- Through the Innovation Club, a speaker series about entrepreneurship has been started.
- In the process of developing a community advisory network. Individuals from the community would work during the school year as we bring them topics and ask them to help with their expertise.

Stories of Bright Sports and Prototypes

1. English teacher who throughout the year allowed choice of reading
2. The girls leadership conference that address student-driven schools, spirit of community and curriculum
3. Flipped classrooms have grown (regular instruction - students come and we talk about content and send them home to do homework; flipped instruction is providing bits and pieces of the content and the homework is preparing work to come to class and talk about it {watch video})
4. BSP & PRT: An Algebra class did community service and videotaped it; 2nd semester is shark tank experience with community involvement
5. PRT: High school students went to elementary students and helped them with an hour of code.
6. BSP: Faculty meetings have been changed to be more collaborative time (professional learning)
7. BSP: Students had to plan an African trip (10 days), had to have a budget and learn about the internal cultural
8. PRT: Elective courses that kids want more so they'd remember what they've learned
9. PRT: Extracurricular connect with community service
10. BSP: Student generated clubs and activities: all girls jazz club, "Key of She", will perform tonight at BCMS. Both BC & WV girls and teachers from both.
11. BSP: The Strategic Plan gives leverage to something that needs to occur. Changing the elementary report card has been needed for years but now is in the process of being reviewed.
12. What is off the table and what is on the table? It hasn't been said "we would never do that". The beginning places are the conversations.
13. Need to do a big PR piece for something big so teachers will say that the District is really open to change.

Worksheet #3 – Vision Statement

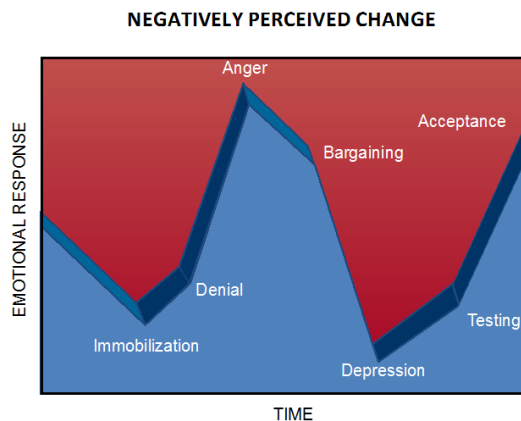
- Preparing students to reach their highest potential for success, happiness and contribution to family, community and the world
 - 28 votes
 - Comments:
 - Providing an education that allows students to reach.....
 - Remove “prepare” change to “students will reach.....”
 - I like this statement but have reservations about the word “happiness” – prefer another word....well-being

- Providing an education that prepare students to make positive, lasting impacts on the world, leveraging their talents and those of others
 - 9 votes

- Preparing each student for success, no matter what pathway they choose
 - 2 votes

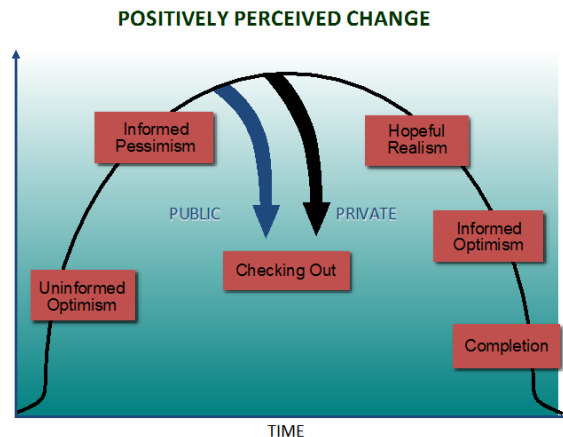
- Active, engaged, happy students fulfilling their potential and impacting a globally connected world
 - 1 vote

Process of Change



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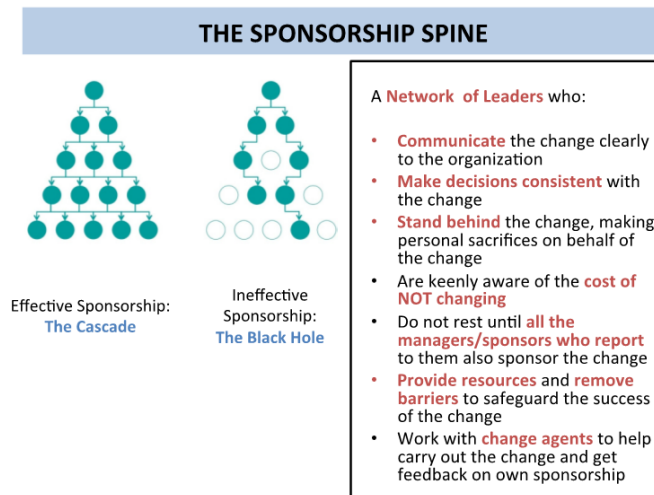
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1

Sponsorship spine



Worksheet #4 *Creating the conditions for realization of our emerging future*

Pg 13 Conditions to create alignment and innovation
In the direction of our 5 pathways

Look at sheets written by stakeholder groups

Students: PT – *wrote it on sheet*

- Have group tests – team can work collaboratively
- Life skills class – taxes, how to clean clothes
- Course on mental health

LM:

- Communication and getting students more involved in what happens around the school
- Having more of a teacher backing
- Having a place to go with an idea
- Regular meeting times with school administrators
- Having student reps on faculty council
- Have student leadership during assemblies

Administrators

- Focus on academic, social, emotional needs
- Communication to create awareness
- How are we soliciting student and alumni feedback

Teachers

- Potential conditions that need to be in place to lead to positive PT:
 - Assessments – which are aligned to the curricular vision
 - How can we overhaul schedules
 - What are the spaces within the day to provide additional opportunities for students and teachers to engage with one another

- Calendar – where is the best place to put PD dates and times?
- Possibility of trimesters rather than quarterly schedules that align to the sports schedule throughout the year
- 9th set – band, art, music would fill 9th set – classes that involve large groups of people
- Condition
 - Framing SLO as non-punitive was very helpful to teachers
 - The Danielson emphasis has been dialogic this year and was very helpful
 - Out of school field trips that are part of the curricular experience (studying about)
 - Interdisciplinary curriculum
- At elementary level want to create a schedule around collaboration
- If the assessments don't tell much about student learning, then they are not worth it

What are some prototypes we could launch to promote creativity and alignment?

Teachers

- PRP: Fedex day; Google and 3M build in time to innovate (HHS had that last year); Build innovation into the culture
- No laws say we have to have physics, etc., so provide interdisciplinary work
- Deep buy in of leadership
- PRP: create interdisciplinary curricula
- Look at ways of doing outside of the United States and develop prototypes from that

Administrators

- Looked at how to communicate/promote the plan to the masses
- Removing fear from staff to try something different
- Develop a systematic way to develop and propose prototypes
- Use professional learning to help people think about change management
- Consistent recognition and celebration of current and new practices

Parents

- Need to communicate to parents; start by giving parents a big picture of the SP
- Bulleted executive summary to parents (also list prototypes that are taking place)
- Parents need to know the new description of what success is
- ISC, CARE and CSE collaboration to disseminate information
- Parents and Leaders: trained parents on a specific topic

Board

- To have conditions: adjust policies and apply them overtime
- Create awareness at the building levels
- Use leadership retreats to help promote the plan
- SP advisory groups could be started at each school
- Communication during events at schools, (socials, Mayfair, etc.)
- Prioritize a few PRTs to larger groups to get more bang for your buck

Worksheet #5 *Creating a Communications Platform*

All Forward online platform desired functions

- To tell the story of the plan and to get buy-in
 - Student videos
 - Message from spokesperson or “endorsement” of the plan’s intent from a prominent person
 - Educate the community at local events
- To get information out; to share research and data
 - 2+-way communication
 - Link to outside resources, like lectures
 - Link to community resources, like the Chamber of Commerce
 - Facebook
- To post ideas, videos for teachers to share with families about what they’re doing; to make connections and interact
 - Message board
 - Live stream video
- To connect with existing LMSD site
- To network
 - Educators across the district
 - Community Resource Network
- To provide public and private/internal communication
- We need to find ways to go into each school and sell the plan. Then the platform (website) could be used.

Worksheet #6

- What would you want to be part of this summer to promote change?