



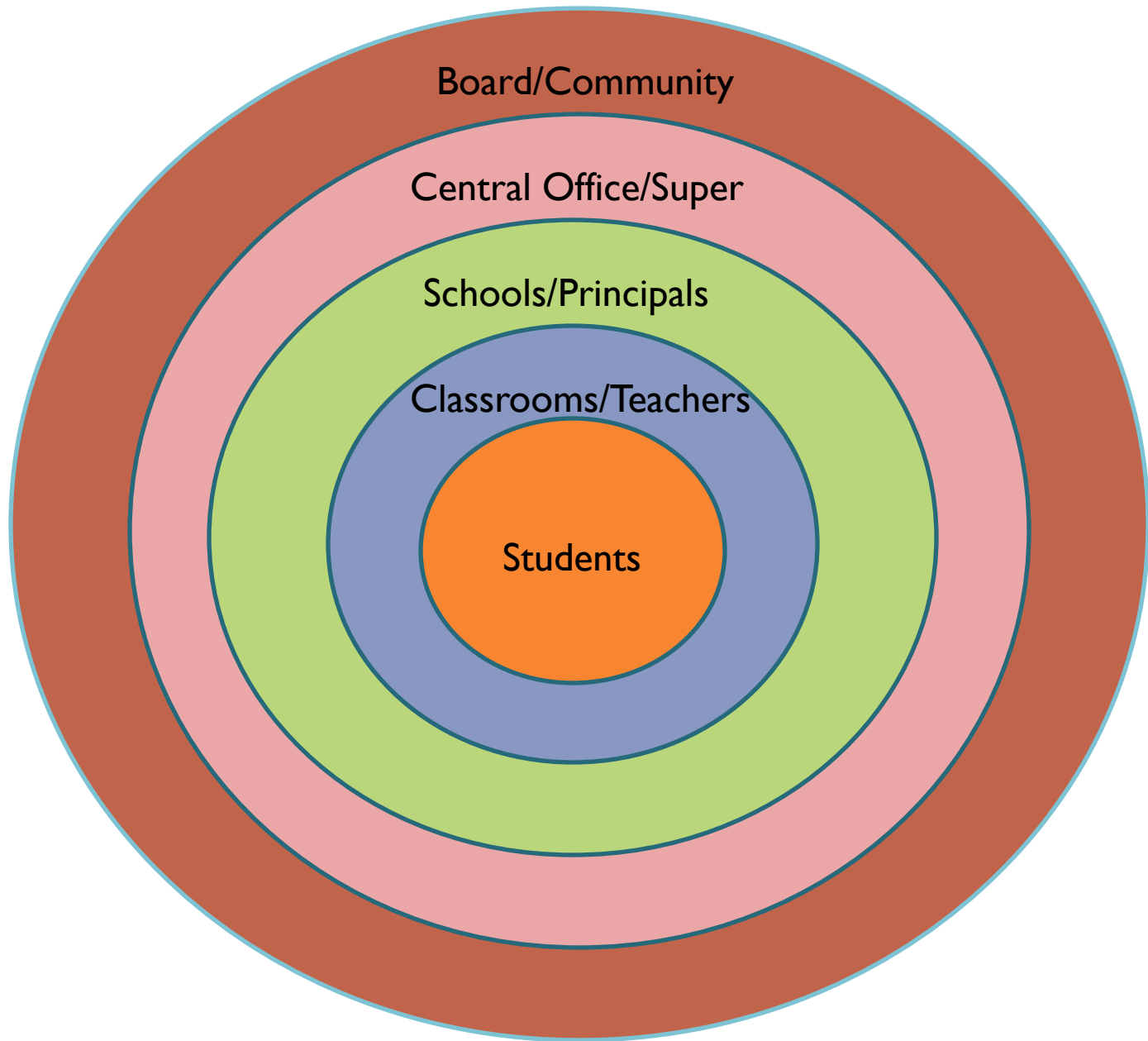
# Lower Merion School District: Strategic Plan Update #1

Education Committee Meeting

February 8, 2010

# Strategic Plan Timeline

2008-2009	Plan Development	Plan Adoption
2009-2010	Implementation I	Implementation II
2010-2011	Implementation III	Implementation IV
2011-2012	Mid-Point Review and Plan Modifications	Implementation I
2012-2013	Implementation II	Implementation III
2013-2014	Plan Evaluation	New Plan Development/Adoption



Board/Community

Central Office/Super

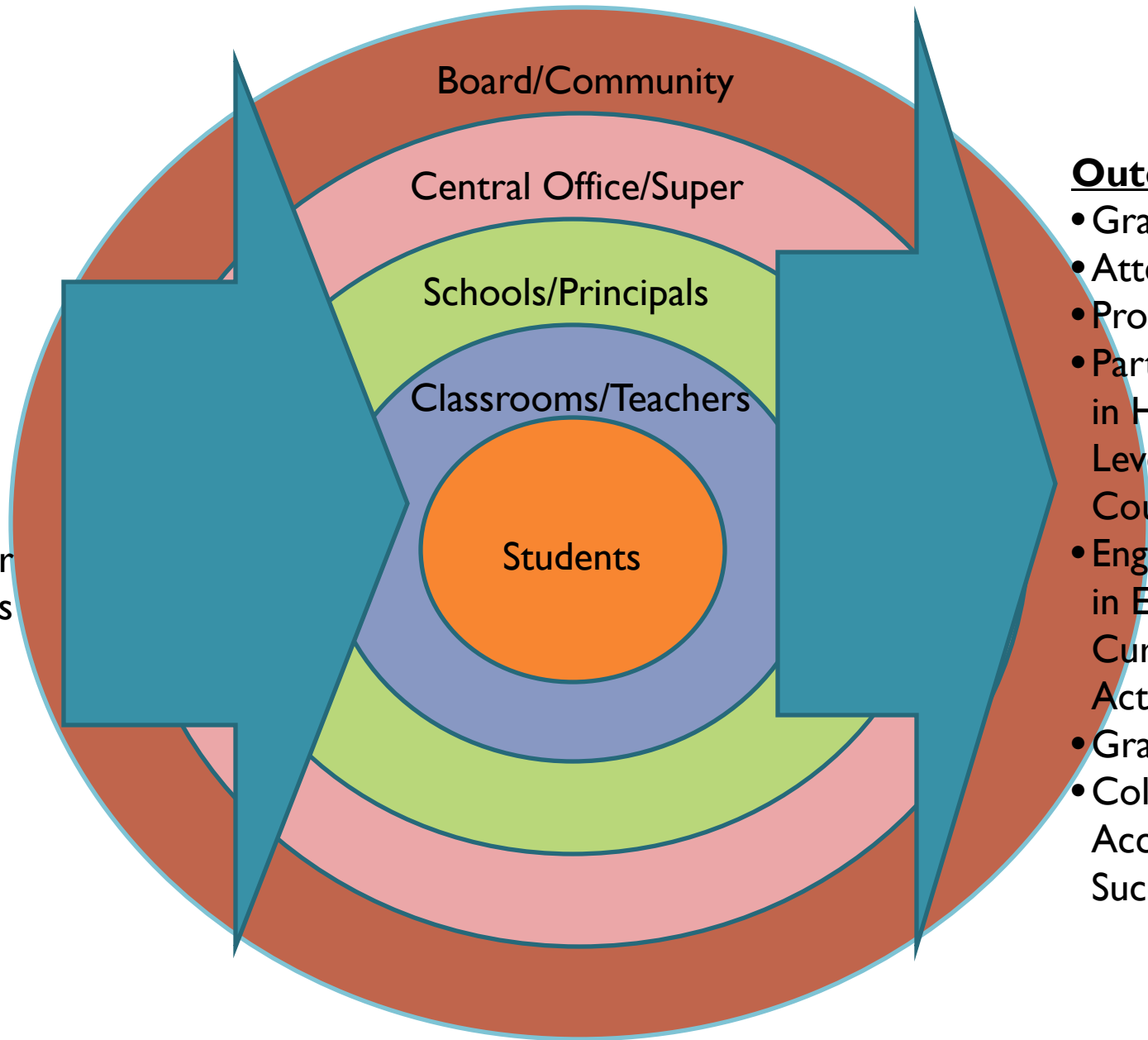
Schools/Principals

Classrooms/Teachers

Students

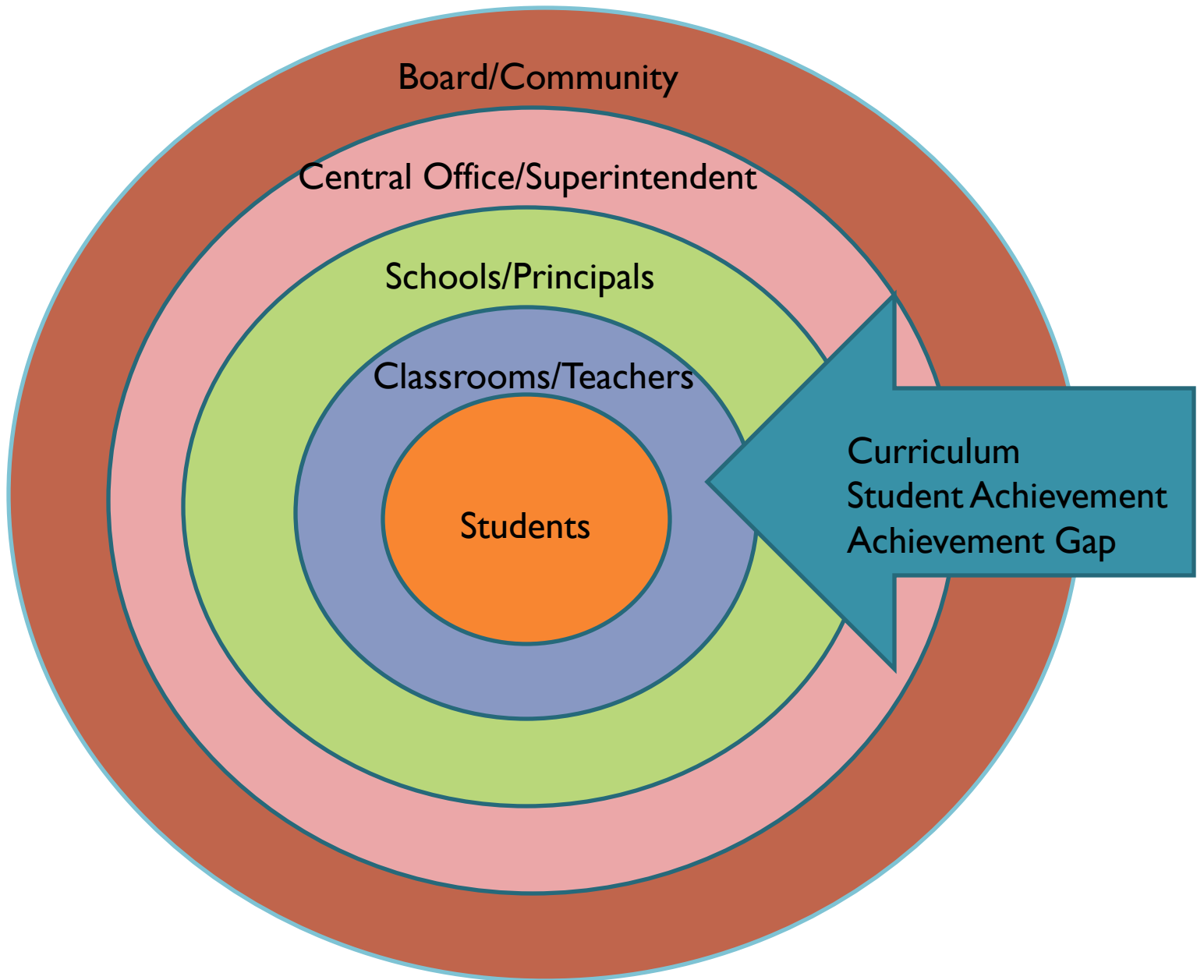
## Inputs

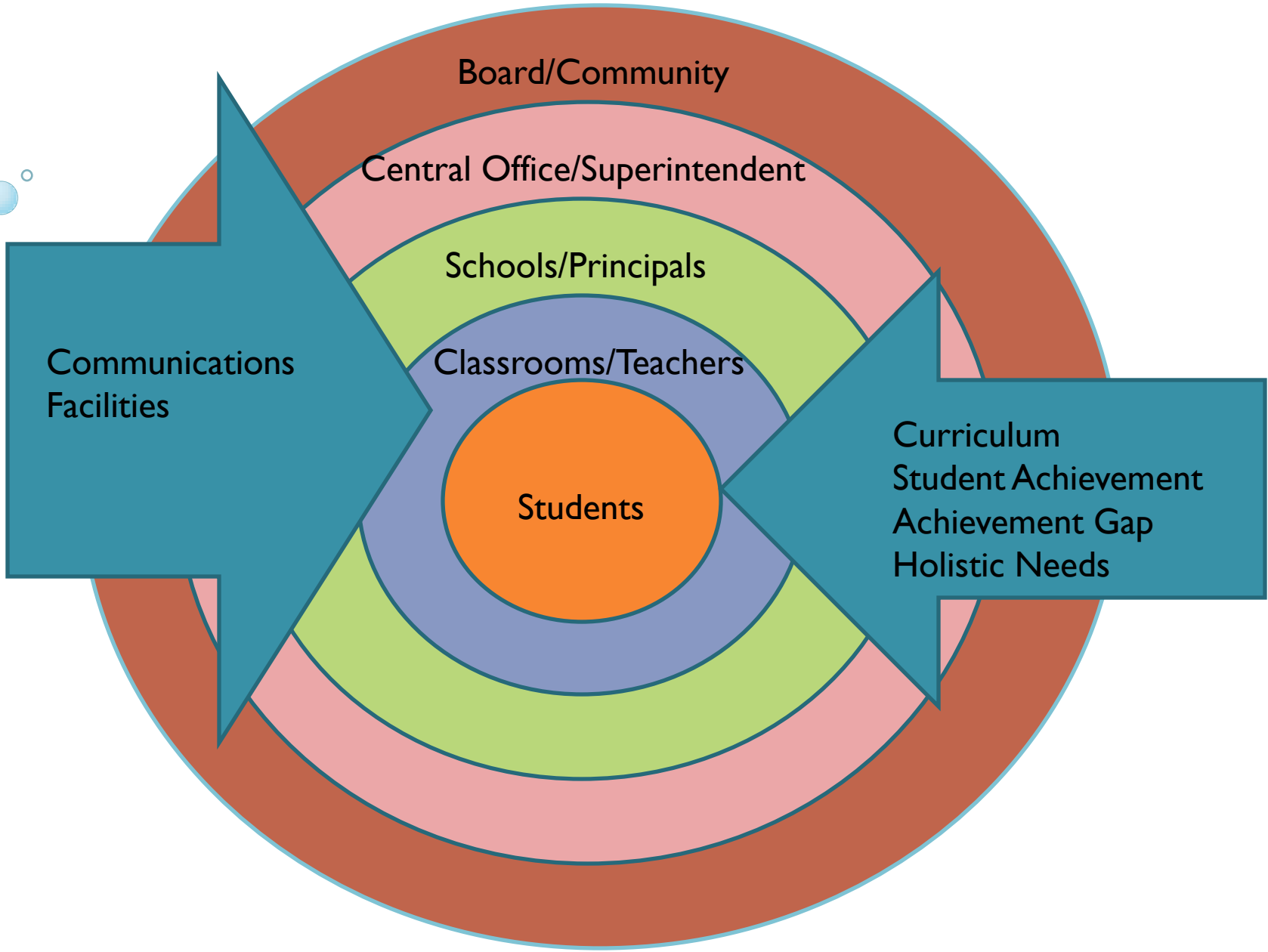
- Policies
- Budgeting
- Staffing
- Curriculum
- Instructional Practice
- Assessments
- Co-curricular opportunities
- Systems of Support
- Access to Resources



## Outcomes

- Grades
- Attendance
- Promotion
- Participation in Higher Level Courses
- Engagement in Extra-Curricular Activities
- Graduation
- College Access and Success





Board/Community

Central Office/Superintendent

Schools/Principals

Classrooms/Teachers

Students

Communications  
Facilities

Curriculum  
Student Achievement  
Achievement Gap  
Holistic Needs

# Strategic:

- Planned
- Tactical
- Intentional
- Calculated
- Premeditated
- Considered



# GOAL AREAS

- ✓ **Curriculum**

- ✓ Mathematics & Reading

- ✓ **Student Achievement**

- ✓ Participation in State Assessments

- ✓ **Achievement Gap**

- Student Attendance

- ✓ **Holistic Needs of Students**

- ✓ Graduation

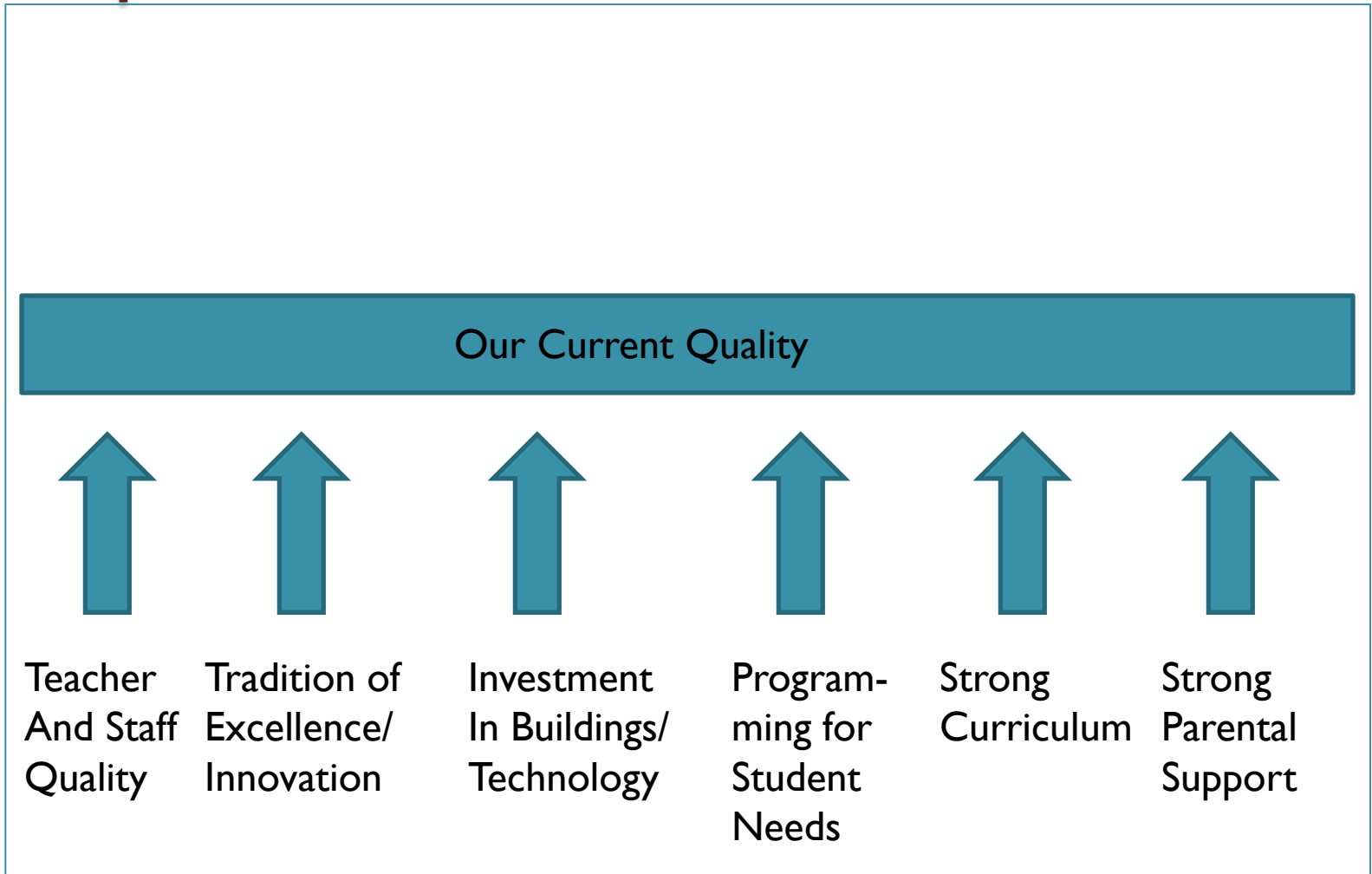
- ✓ **Communications**

- ✓ Educational Technology

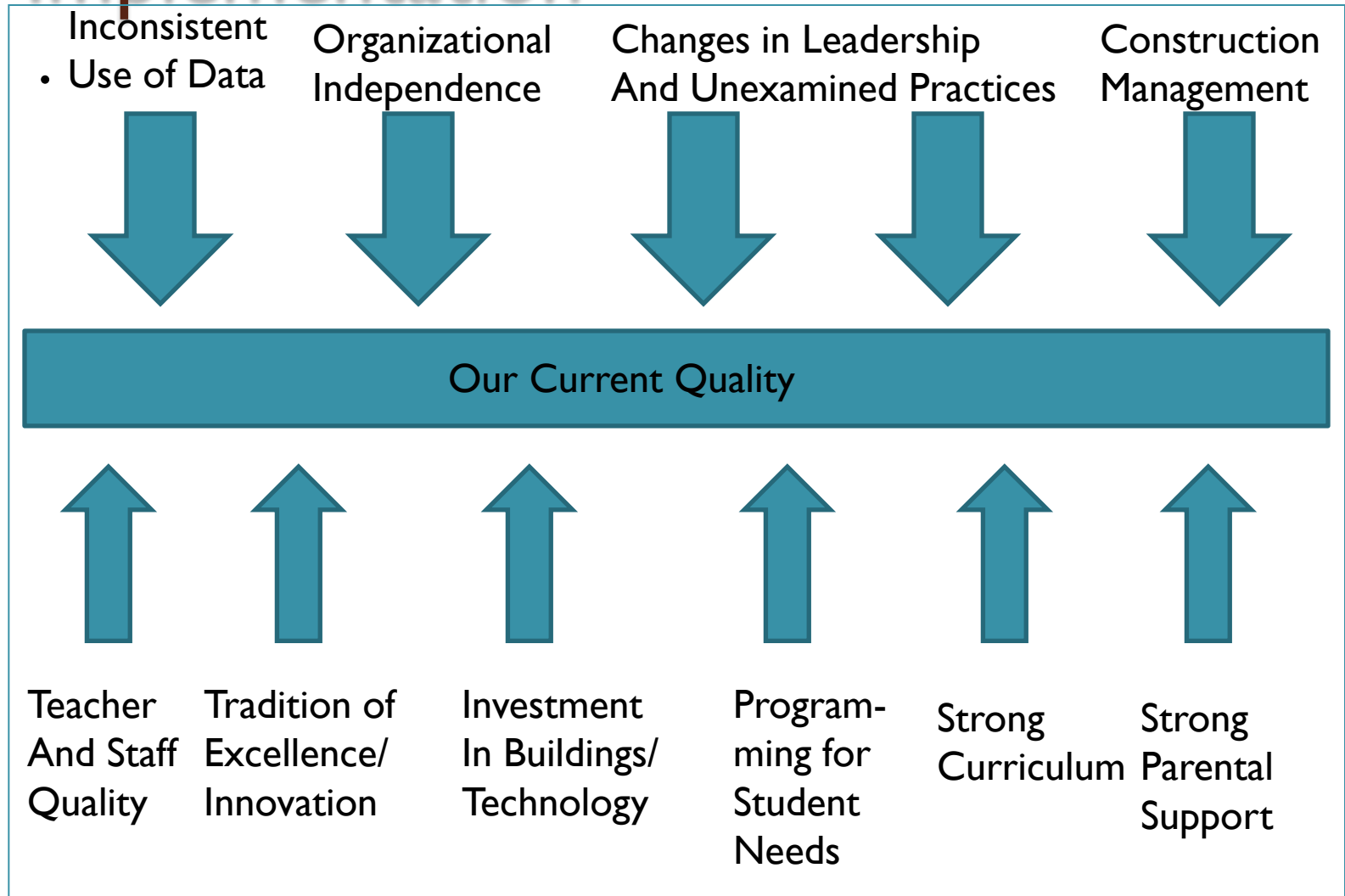
- ✓ **Facilities**



# The Context of Plan Implementation



# The Context of Plan Implementation



# Curriculum: integrated, coherent, culturally proficient, rigorous and relevant

- Expanding of our District-wide capacity for using data to guide instruction and curriculum revisions K-12.
- Establishing consistent processes to implement ‘Consensus mapping’ of the curriculum to identify the content, skills, assessments & resources in each grade level and course.
- Aligning curriculum with an emphasis in elementary mathematics and writing.
- High Schools are completing the development of aligned final exams in the core curricular areas.
- Middle Schools are reviewing curriculum to establish a more aligned curriculum at each school.

# Student Achievement

- Establishing an infrastructure to assist teachers and administrators with data collection and analysis processes at the elementary, middle, and high school grade levels.
- Establishing longitudinal data on students' progress in reading, writing, and math has been implemented through Performance Tracker.
- Facilitating of data analysis training in support of achievement teams and all staff K-12.

# Achievement Gap

- Conduct monthly meetings for 50 Cultural Proficiency Cadre members
- Conduct professional development on culturally proficient strategies for administrators
- Coordinate attendance for teachers, building administrators, curriculum team members, and school counselors to attend DVMSAC workshops that focus on diversity and culturally proficient teaching strategies
- Provide student advocacy and parental support for high school students
- Work with staff and community agencies to provide adult mentors for students who are experiencing academic difficulties
- Designed a week-long summer transition program for students entering high school who are in need of support

# Achievement Gap

- Expanded instructional focus of new teacher orientation to include issues of cultural identity
- Targeted recruitment for the IB program
- Supported the development of student support programs and activities: Day of Service, CRAYONS, Cross-Age Mentors

# Achievement Gap

- Revised the format of the CARE meetings
- Offered the Parents as Leaders course
- Developed the Road Map to Success
- Increased the percentage of African American students identified as gifted
  - 2007-2008      2.6%
  - 2009-2010      4.8%

# Holistic Needs of Students

- Initiated reviews of school counseling services in cooperation with ISC, CARE and external consultants
- Revised Policy 245 on Self Harming Behaviors
- Conducted training on issues of student identity
- Surveyed teachers, administrators and counselors on school-to-school transition



# Holistic Needs/Achievement

- Revised the CST model to the district-wide Achievement Team Model
  - Incorporated more data use
  - Included parents earlier in the dialogue
  - Formalized action plans and data collection
  - Established a monitoring process
- Expanded role of the Welcoming Committee
  - Revised registration forms

# Facilities

## **Strategy: Prepare and Implement a Strategic Energy Plan**

- Draft Energy Management policy being circulated for comment prior to submitting to Policy Committee.
- Audit of building lighting and controls completed. Results will be incorporated into future energy saving projects.
- Retrofitted lighting in Downs Gym with high efficiency T5 fluorescent lighting. Two more gym lighting retrofits planned for this year.

# Facilities

## **Adopt Green Cleaning Program**

Successfully implemented new Green Cleaning program at HHS

## **Capital Program**

**Description:** Complete the capital program to build two new high performing green high schools and renovate the District Administration Building.

Update:

LEED Applications still pending the completion of the projects.

# Facilities

## **Improve Facility Planning and Preventative Maintenance Operations**

- Preliminary Facility assessment done in conjunction with preparation of School Year 2010- 2011 Budget. Incorporating assessments into 5 Year Plan.
- District-wide asphalt pavement assessment completed.

# Communications

- Started Staff/Parent Affinity Sections of website
- Expanded school-specific content on website
- Established District-Wide Community Service Coordination
- Provided Strategic Communication support for Achievement Gap initiatives
- Established a Partnership with Next Level Achievers for student mentors
- Initiated Thursday Folders “Go Green”