

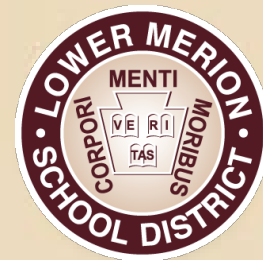
K-4/5-8 Committee Update

Dr. Alexis McGloin, Assistant Superintendent
Dr. Jennifer Gaudioso, Director of Elementary Education



ISC Meeting
March 9, 2021

LOWER MERION SCHOOL DISTRICT



CURRICULUM

LEARNING BEYOND SCHOOL

Emerging technology and more flexible, fluid schedules will enable student learning experiences to extend beyond the "traditional" classroom and facilitate deeper curricular explorations, individualized learning and teacher creativity.

INQUIRY-DRIVEN EDUCATION

Inquiry will be embedded across the curriculum to facilitate greater student engagement and comprehension.

CONNECTED CURRICULUM

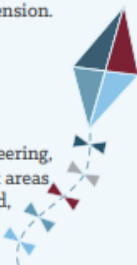
The integration of literacy, science, technology, engineering, art and math in all content areas will yield a more connected, relevant curriculum.

CULTURAL PROFICIENCY

Culturally-proficient teaching and learning practices will help ensure that the diversity of our students is reflected in the curriculum, informs instruction, strengthens educational outcomes and supports the elimination of achievement gaps.

LOCAL IMPACT, GLOBAL PRESENCE

Service learning opportunities will be expanded K-12, culminating in senior year experience. All students will have the opportunity to engage with students from other countries and cultures through virtual formats, travel and exchange programs.



LEARNING

LEARNING BY DOING

Professional learning opportunities will be embedded during the school day, allowing for more peer-to-peer observation, exploration and collaboration.



REVISED LEARNING CALENDAR

The professional learning calendar will be revised and streamlined to focus on key areas of emphasis in support of the strategic plan.

LEADERSHIP EXCELLENCE

The capacity of educator-leaders will be expanded through dedicated leadership development program mentorship and training.



COLLABORATIVE LEARNING

Professional Learning Communities (PLCs) will enable professionals to collaborate, extend their knowledge and refine their practice.

SCHOOLS

GROWTH MINDSET

Students will engage in learning experiences at all levels that reinforce and stimulate confidence in their capacity for growth.



PERSONAL EXPLORATION

Students will have greater individual opportunities to pursue areas of interest within the structured framework of a given lesson or subject and through expanded enrichment opportunities.

STUDENT GOAL-SETTING

Protocols will be developed for student goal-setting and self-reflection so that each student has a greater understanding of their individual progress and development.

STUDENT VOICE

Opportunities for students to provide direct feedback and share their voices will be expanded across the District and in classrooms.



SPIRIT OF COMMUNITY

STRATEGIC PARTNERSHIPS

Students and staff will benefit from expanded partnerships with businesses, community organizations, higher education and alumni that enrich the educational experience and stimulate innovation.

ALUMNI ENGAGEMENT

The District will launch a strategic alumni engagement and development program to maintain and maximize life-long connections to LMSD schools and strengthen District resources.

COMMUNITY CONNECTION

Enhanced communications and opportunities for community feedback will strengthen community trust and support for school programs and practices.

LEVERAGING THE BRAND

The District will leverage its expertise and reputation for excellence to create innovative, revenue-generating programs for audiences beyond the school community.



REDEFINING SUCCESS

MEANINGFUL GROWTH METRICS

Expanded metrics for development will include social, emotional and physical wellness, creativity, critical thinking, engagement and innovation.

EXPANDED REPORTING STRATEGIES

Reporting procedures will be expanded and individualized to provide a more comprehensive, nuanced view of student performance.

BALANCED ASSESSMENTS

A variety of assessment practices will provide deeper, more holistic indicators of growth.



RELEVANT REQUIREMENTS

Graduation requirements will reflect a variety of relevant courses and experiences and promote meaningful student learning.



Transition Milestones



Milestones	Expected Date of Completion
Act 34 Hearing	18-Feb-20
Bid Package for School Issued	15-Apr-20
Award Bid for School	8-Jun-20
Student 5-8 Transition Plan Confirmed	30-June-21
5-8 Curriculum Program Design	30-Sept-21
K-4 Curriculum Program Design	30-Sept-21
New School Principal Hired	30-Nov-21
New School Principal Begins in Official Capacity	2-Jan-22
Internal Staff for New School Completed	1-March-22
5-8 Extra-Curricular Activities Program Design	31-Dec-21
External Staffing for New School & Existing Schools Completed	31-Aug-22
Certificate of Occupancy for New School	15-Jul-22
Principal & Main Office Move In	1-Aug-22
Operations Staff Moves Furniture & Bulk Supplies	12-Aug-22
All Other Staff Move In	15-Aug-22
First Day of School	6-Sept-22

Possible Transition Models



SCENARIO 1

ALL 5TH GRADES TO MIDDLE SCHOOL IN 2022-23; PWES & GLES RISING 5TH & 6TH GRADERS TO NEW SCHOOL

SCENARIO 2

ONLY PWES/GLES 5TH GRADE TO (NEW SCHOOL) MIDDLE SCHOOL IN 2022-23; RISING GLES/PWES 6TH GRADE STUDENTS TO NEW SCHOOL IN 2022-2023

SCENARIO 3

ALL 5TH GRADES TO MIDDLE SCHOOLS IN 2022-23; PWES & GLES RISING 5TH & 6TH GRADERS TO NEW SCHOOL; FORMER PWES & GLES STUDENTS NOW RISING 6TH & 7TH GRADES TO NEW SCHOOL

SCENARIO 4

ALL 5TH GRADES TO MIDDLE SCHOOL IN 2022-23; PWES & GLES STUDENTS NEW RISING 5TH & 6TH GRADES TO NEW SCHOOL; FORMER PWES/GLES STUDENTS NOW RISING 7TH & 8TH GRADERS TO NEW SCHOOL

K-4 Team Overview

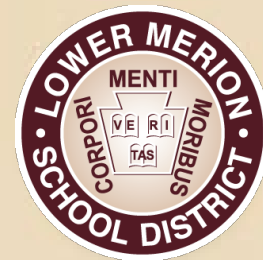


Ultimate Goal:

To create a recommendation for K-4 programming that positions us to advance the strategic plan, aligns with the work of the 5-8 Committee, and prepares students for a changing future.

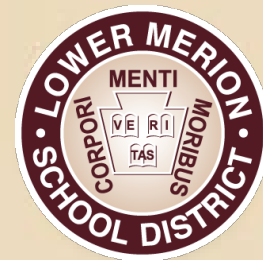
Essential Question:

- How can we reimagine our K-4 program?
- What could the K-4 experience be for our students?



K-4 Committee Core Work

- Develop urgency for ***possibility*** and ***potential***
- Engage in “Reimagination:” Create a shared vision for the future of K-4 learning
- Advance the Strategic Plan
- Make strong evidence-based decisions that may include reading, researching, and visiting other schools
- Support equity and opportunities to find and address barriers to equity



K-4 Committee Membership

- Roughly 36 members
- Balance between schools and areas of expertise
- Teachers, specialists, administrators
- Elementary curriculum supervisors
- Elementary building principals
- Core content, student services, special education, and special area staff
- Parents to begin in March

Focused First Steps:



Development of a vision of possibility and potential for future K-4 students:

- To lead to a vision and mission statement unique to LM K-4 education
- To guide the work of the committee as a whole
- To drive identification of subcommittees



Composite Portrait: Future 'Graduate' of Grade 4



What experiences
– in school and out
– have students
had?

What have
students learned –
in school and out?

What expectations
do students have –
for themselves and
for their learning?

What goals,
ambitions, and
dreams do
students cherish?

Vision & Mission:

Working Word/Idea Bank

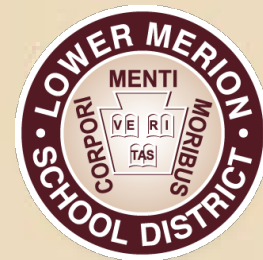
<u>Building Relationships</u> Cultural Acceptance of Others Inclusion of Others Being a good friend/developing true friendships Working well with others Authentic relationships	<u>Application in real world</u> <u>Nurturing curiosity and passion</u> Innovators Find Voice/Social Justice Awareness and Curiosity of the World Around them How to Play Thinking Flexibly	Ownership Accountability <u>Perseverance</u> 21st Century Skills - 4Cs Problem Solver Growth Mindset Habits of Mind Persistence Confidence Play/creativity Growth Mindset Habits of Mind	<u>Empathy and Understanding of other's perspectives</u> Respect Empathy Flexible Communication Skills Able to see other points of view <u>Collaboration - shared leadership Understanding</u>	Diverse perspectives Sense of community failing/taking risks (Growth Mindset) Independent Learner Ownership of their own learning x Authentic Learning Why <u>Healthy sense of belonging to a community both in and out of school</u>

Vision Draft (Why?)

*LMSD K-4 Education creates opportunities for engaging students in cohesive learning communities, creative collaborations, and innovative real-world, critical thinking that support all students in **persevering in a changing world to reach their full potential as both independent and social learners who value themselves and the diversity of others.***

Mission Draft (What & How)

The mission of LMSD K-4 Education is to design the most impactful and authentic learning experiences to advance student growth, ownership, wonder, and [develop/cultivate] positive dispositions that enrich personal, social, academic, and global connections that build belonging.



Initial K-4 Subcommittees

- 1) Reimagined Schedule/Design
- 2) Transformative Curriculum & Instruction
- 3) SEL, Growth & Development
- 4) Intervention, Access & Equity
- 5) School Culture



Middle School: 5–8 Committee

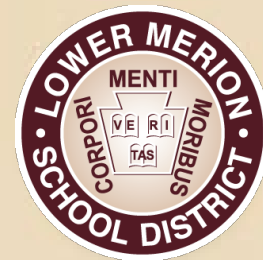


Essential Questions

How can we reimagine our 5-8 program?

What could the 5 – 8 experience be for our students?





5-8 Committee Membership

- 49 members
- Balance between schools and areas of expertise
- Teachers, specialists, administrators, parents
- Elementary, middle, and high school building administrators
- Elementary and secondary curriculum and special education supervisors
- Core content, student services, special education, and special area staff

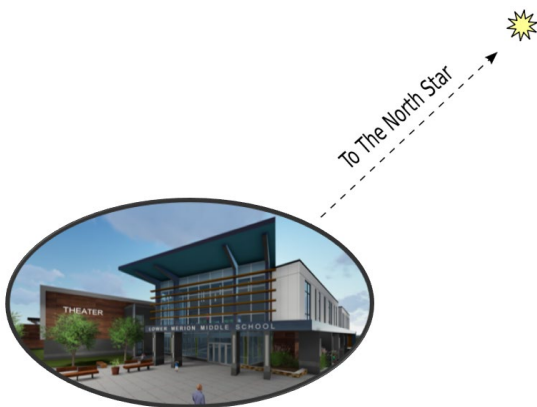


Mission and Vision Work

Important First Step:
Establishing the mission and vision

- The mission provides a clear and effective guide
- The vision ensures that all decisions made are properly aligned with what we hope to achieve for our 5-8 schools

Serve as the North Star
for decision making





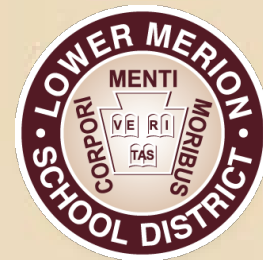
The 5-8 Mission

We dedicate ourselves to building relationships, cultivating curiosity, and developing intellectual independence. Knowing our middle school experiences are more than a stepping stone to high school, we inspire and empower students to positively impact their communities, affirming the continued growth of adolescent identities.

The 5-8 Vision



Students are our reason for being. They are empowered when their hearts, minds, and spirits are engaged. Students, educators, and families build relationships that support learning and foster inclusivity and belonging. Diversity is celebrated and valued. Educators embrace the responsibility to honor and support who our students are emotionally, socially, and intellectually. Learning is our collective responsibility. Through collaboration and reflective thinking, students continue developing a sense of self, a respect for others, and an understanding of how their gifts and talents can positively impact the world.



Possible Subcommittees

Key: **School Culture**

Teaming

Intervention, Enrichment, and Well-Being

Clubs and Extracurricular Activities –
ALL students participating is key

Advisory/Homeroom structure and use –
make similar to a club and/or use for community building and
relationship building?

Teaming - Should this include interdisciplinary (came up multiple
times)

Schedule - Grouped/investigate block overall and
ELA block for younger grades?

DEI - affinity groups, diverse representation in the library
and classrooms, assemblies, unified arts offering??

Grading and report cards - include portfolio and emphasis on
learning and not just grades, students showcase their learning

Instructional Technology - hardware and
software

School Culture: Family and student events +++++

Unified Arts - what remains/what changes/any
additions?

LEARN/WIN time---how does it
function? Lunch and Learn type of offering?

Looping pods/houses or structure of grade levels



5-8 Subcommittees

- ***School Culture: Events, clubs, extracurricular activities***

What diversity, equity, and inclusion considerations should our subcommittee remain cognizant of as we move forward?

- ***Student Intervention, Enrichment, and Well-Being: Advisory, Homeroom, LEARN/WIN***

What diversity, equity, and inclusion considerations should our subcommittee remain cognizant of as we move forward?

5-8 Subcommittees



- ***Teaming: Scheduling models, Interdisciplinary, looping pods, houses***

What diversity, equity, and inclusion considerations should our subcommittee remain cognizant of as we move forward?

- ***Unified Arts: Additions, Deletions, Modifications, Exploratory v. Specialized***

What diversity, equity, and inclusion considerations should our subcommittee remain cognizant of as we move forward?



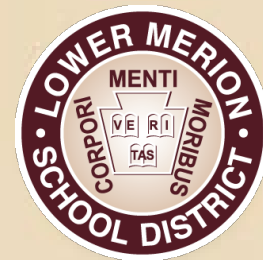
5-8 Subcommittees

- ***DEI: Dual Function Committee that serves to be the DEI common voice for each committee and look for threads across all subcommittees.***

The committee both synthesizes and analyzes the work.

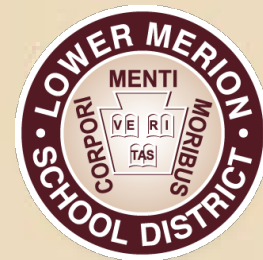
- ***Grading and Reporting: Emphasis on learning and not just grading, e.g. portfolios, student showcase of learning, narratives including Habits of Mind, etc.***

What diversity, equity, and inclusion considerations should our subcommittee remain cognizant of as we move forward?



5-8 Subcommittee Work

Subcommittee	Summary/Comments	Questions/Needs
Grading and Reporting	<p>2/19- The report cards and how we formally report on progress. ES-standards base, MS- reporting on progress</p> <p>Secondary level appreciates the Habits of Mind focus, but hard to replicate at the secondary level.</p> <p>Grade vs. Reporting of Progress</p>	<p>Grading is a compilation of classwork, homework, assessments. Wonder about equity because of support at home. If don't have support then this impacts their grade. Andi eliminated homework from the grading and focused on what the student accomplishes in school.</p> <p>How are grades broken down?</p> <p>Portfolio- Is evidence of the student work. (This is more equitable)</p> <p>Creating a rich experience for all kids. The work of teaming is critical. Teaming has an influence in laying the foundation. Teaming sets the standard for equity and school culture.</p>
School Culture	<p>1/22- Discussed current school culture elementary model and its strengths and weaknesses</p> <p>2/5- Defined school culture, culture within each individual school and who/what contributes to school culture in our respective buildings</p> <p>2/19- Discuss and answered "10 Guiding questions"; shared reflection and thoughts on NSCC Article</p>	<p>1/22- Find beliefs and practices document to utilize information already given by 5-8 committee members</p> <p>2/5- Look over National School Climate Center website</p> <p>2/19- We are requesting access to the Student Success Survey results; Utilize Student Council as focus group for questions related to school culture; How do we shift service learning structures to not only be about giving back but also include social justice; where does school culture align with curriculum</p>



5-8 Subcommittee Work

Subcommittee	Summary/Comments	Questions/Needs
Enrichment, Intervention, and Well-Being	2/19- Team is researching resources. Interest in building a period a day for intervention and enrichment. Making considerations and researching to include options for student well-being (similar to Elementary PA time). Purposeful and targeted. Andi reminded team to be mindful of equity .	2/19- Looking for different models of enrichment/intervention. Thinking of the rest of the class. Requested access to EAB resources for best practices in advisory and an intervention/enrichment period. Connecting with challenge success and some local schools about their structures for I/E and advisory.
Teaming	2/19 Teaming and impact on DEI and school culture	Teaming reviewed the current models in 5-8. Thinking of separating 5-6 and 7-8 when thinking of future teaming. Looking to get information about other 5-8 schools. Survey created for staff.
Unified Arts	2/19- *The team created a Unified Arts Mission Statement *Polled UA staff via Google Survey *Began a list of non-negotiables and understandings related to UA that we want all students to have when they leave middle school *The team is currently exploring programs in other districts that are following a 5-8 model or have a different way of delivering UA.	How will UA be incorporated into the schedules? In what ways can we create courses with some cross curricular connections? Looking for other districts to learn more about their UA programs.



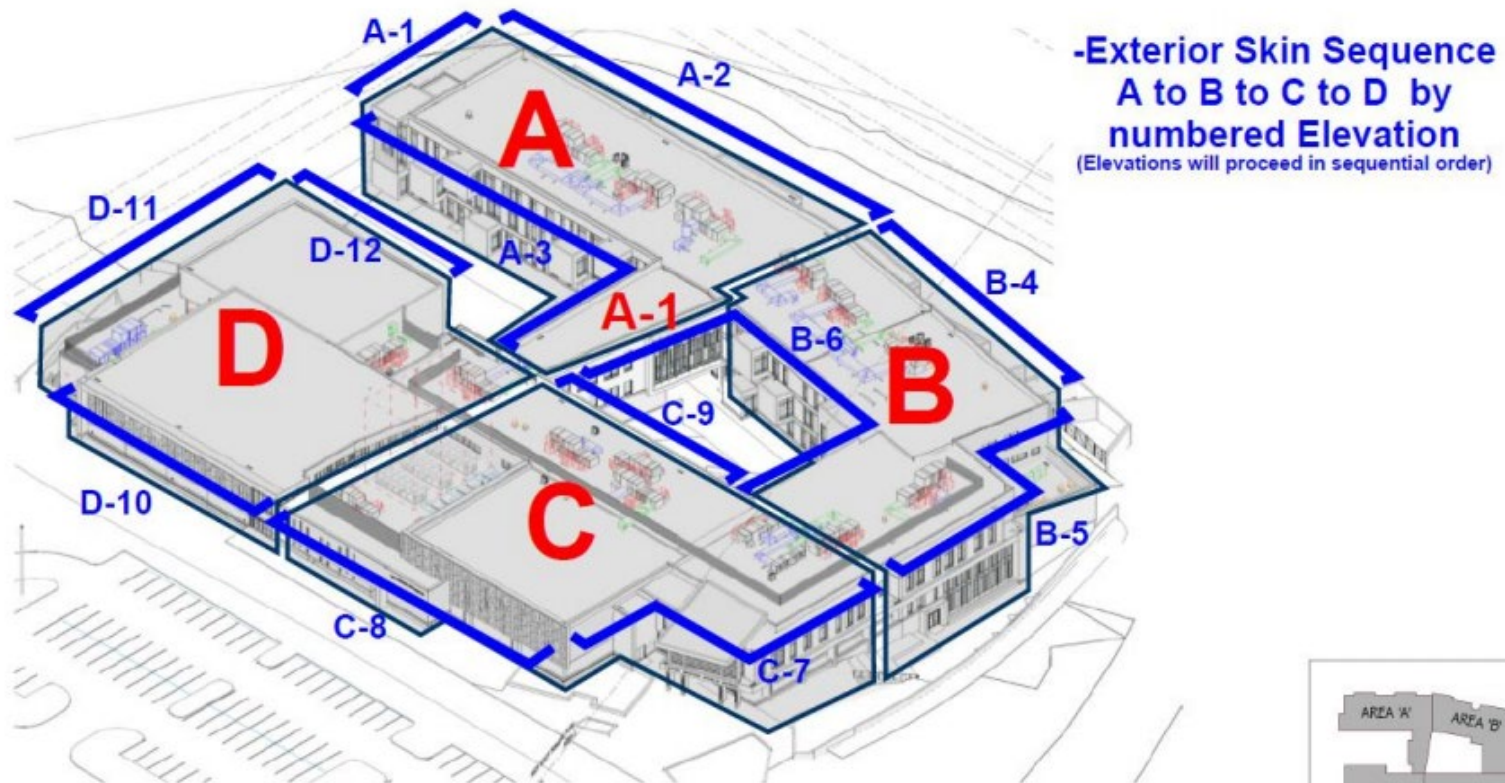
New Middle School Work

- Furniture Committee
 - Three committee meetings
 - Common Areas
 - Special Areas
 - Learning Pods
 - Dining Area
 - Showroom Visit
- Naming Committee
- Construction Progress Photos

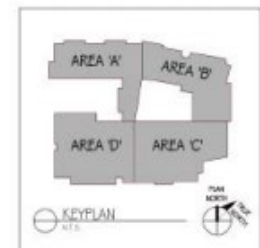
Progress Photos- February 2021



LMSD - Middle School Project: Schedule Sequence Plans



Exterior Skin Plan



Progress Photos- February 2021



Above: Footing Following
Concrete Pour in Area C

Left: Footing Prepared for
Concrete Pour in Area C

Progress Photos- February 2021



Above: Foundation Retaining Walls and Piers in Area D

Right: Pumping Concrete to Foundation Installation in Area D



Progress Photos- February 2021



Above Left: Setting Steel in Area A



Above Right: Foundation Work in Areas C/D

Progress Photos- February 2021



Left: Drone
Photo Provided
by Resident of
the site, mid-
January 2021