

ISC General Meeting -- Minutes

Tuesday, December 9, 2014, 9:30 a.m., Harriton Black Box Theater

ISC DECEMBER HOT TOPIC –

LMSD Strategic Plan: Practical Impact in the Classroom -

The ISC welcomed LMSD administrators at its December General Meeting to discuss the newly approved LMSD Strategic Plan and its practical applications in the classroom. In attendance from the district were (in alphabetical order):

- Mr. Brian Cote**, Supervisor of Instructional Technology;
- Mr. Scott Eveslage**, Harriton High School Principal;
- Mr. Chris Hall**, Welsh Valley Middle School Principal;
- Ms. Marcy Hockfield**, Interim Director of Secondary Education;
- Dr. Wagner Marseille**, Acting Superintendent;
- Dr. Daniel Martino**, Cynwyd Elementary Principal;
- Ms. Gwen Nartowicz**, Coordinator of Professional Learning and Gifted Education;
- Ms. Megan Schafer**, Senior Director of Policy, Personnel and School Programs; and
- Mr. Doug Young**, Director of School and Community Relations.

A copy of the Powerpoint presentation that accompanied the program as well as the handout used during breakout discussions is included with these minutes. As you read through these materials, please note the following:

Dr. Marseille introduced the LMSD Strategic Plan by emphasizing that the document approved by the School Board is much more than what is required by the Pennsylvania Department of Education (“PDE”). LMSD’s emphasis is on the student and student engagement. It is a comprehensive plan designed to allow for a “Foundational Shift” in each of the five focus areas of the plan. The goal of the “Foundational Shift” is to examine “Where we are. Where we are going. And why?”. Dr. Marseille noted that the timeline for this shift will be long and necessarily so to ensure that the changes made are done “right”.

When viewing the Powerpoint presentation, you will see that we are currently in the first phase of the timeline, specifically the period when the Strategic Plan “Ambassadors” are working to communicate “key aspects of the plan”.

Ms. Nartowicz explained some of the key phrases used in the Strategic Plan and in the process to implement it. It should be noted that these definitions are working and are specific to LMSD’s process. They include:

“Bright Spots” – Practices and programs already occurring in the district that are consistent with the Strategic Plan’s priorities. An example of a “Bright Spot” is the use of “Flipped Classrooms” which is a strategy that has been adopted by a number of secondary LMSD teachers. (Please see minutes from ISC 11/11/14 for a more detailed explanation of “Flipped Classrooms”.)

“Immersion Experiences” – Opportunities for different partners in our school community to learn about our own system by immersing ourselves in it (i.e. to learn from within through observation). An example of an ‘Immersion Experience’ would be when high school teachers visit elementary classrooms to observe their peers. The expectation is that there will be opportunities for parents to participate as well.

“Learning Journeys” – Opportunities to gain fresh perspective by going to promising places. An example of a “Learning Journey” occurred when Ms. Shannon Davis, Harriton’s World Language Department Head, and Ms. Hockfield had the opportunity to visit Central High School in Philadelphia to learn about their Mandarin program as they explore the possibility of introducing it in LMSD.

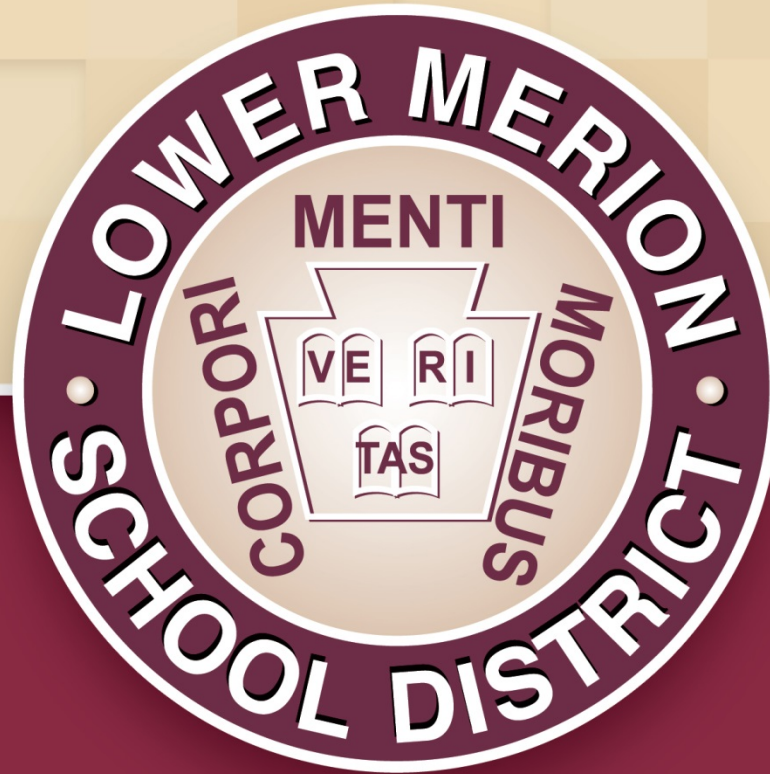
“Prototypes” – Ideas that may have potential for further development. A prototype is a way for us to explore future possibilities through learning by doing. Prototypes and pilots share some characteristics (i.e. both are relevant to the context, able to be repeated and have the potential to change systems), but are not the same concepts. Prototypes differ from pilots in that they can be quickly assembled, are rough and are relationally effective (i.e. they make use of existing collaborations,

networks or practices). Prototypes allow educators to “act in an instant”, so they are more informed to make future decisions. Before “Flipped” instruction became more widely used, the idea started as a prototype. The plan intends to make use of classroom-level, building-level and district-level prototypes to help implement the strategic plan.

Finally, the attendees were divided into three groups (Elementary, Middle and High School) to discuss the five “Bold Statements of Strategic Intent” shown on the handout. Group comments were then shared with the entire group.

THE LOWER MERION SCHOOL DISTRICT

Comprehensive and Strategic Plans



LOWER MERION SCHOOL DISTRICT

One Mission, One Vision Two Documents



Strategic Plan, *All Forward*



**Comprehensive Plan
(PDE)**



pennsylvania
DEPARTMENT OF EDUCATION

Strategic Plan Purpose



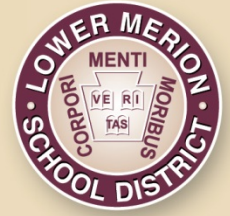
- The purpose of LMSD's strategic planning effort is to set the course for education in our community for the next five years and beyond
 - Our plan will guide decisions about curriculum, teaching, programs, operations and staffing
 - Our plan is intended to help us achieve our vision
- Through extensive inquiry, reflection, community engagement and dialogue, we have created a set of priorities for Lower Merion School District that will serve as our strategic compass

Bold Statements of Strategic Intent



- 1. Redefining Success**
- 2. Transformative Curriculum**
- 3. Commitment to Professional Learning**
- 4. Student-Driven Schools**
- 5. Spirit of Community**

Timeline: December - March



- **Communicate key aspects of plan**
 - Principals' meetings
 - Staff meetings
 - Conversations with students and parents
 - Mailer to community
 - Launch All Forward website on Imsd.org
- **Develop and communicate process for prototypes**
 - Define concept
 - Develop protocols
 - Communicate process via email and faculty meetings
 - Gather information from buildings

Timeline: March - June



- **Identify bright spots (i.e. programs consistent with plan)**
 - Develop inventory
 - Share inventory with staff
- **Host immersion experiences for school community**
 - Create 2-3 opportunities for school community members to observe programs/practices of interest
- **Identify promising learning journeys**
 - Develop process and protocols for learning journeys
- **Convene Innovation Task Force to support implementation of plan/innovative education**
 - Board Communications Committee to develop process for promoting opportunity/selecting members
 - Review applications
 - Host first meeting
- **Continue to synthesize ideas and generate potential prototypes**

Timeline: June - September



- **Identify initial opportunities for prototype development**
 - Share and use protocols developed
 - Administrative team review ideas and proposals
 - Highlight programs with greatest potential
 - Share most promising opportunities at Back to School events for staff
 - Highlight at least one program/opportunity for development for next school year

All Forward



Communicate key aspects of the plan

- Read
- Reflect
- Dialogue
- Respond

Bold Statement of Strategic Intent 1: Redefining Success

<p>Why: Shared Vision</p> <ul style="list-style-type: none"> Standardized testing reduced Achievement, equity, access and opportunity gaps eliminated Consistently strong academic performance as measured by traditional indicators Students report higher levels of social, emotional and physical well-being Students report feeling empowered to take safe academic risks Multiple paths to success are valued 			
<p>What: Foundational Shift We will transform how we define, measure and report student achievement with a focus on each student's individualized growth and mastery in areas that extend beyond traditional academic indicators.</p>			
<p>How: Strategy Implementation Cycle</p> <ul style="list-style-type: none"> Phase 1 - Identify bright spots; conduct research (e.g. ask questions, read, dialogue and identify learning journeys) Phase 2 - Study bright spots; analyze research in order to propose prototypes; determine professional learning needs Phase 3 - Replicate bright spots in different settings; carry out prototypes; engage in professional learning Phase 4 - Monitor, make adjustments/corrections and evaluate effectiveness of bright spots and prototypes; engage in professional learning Phase 5 - Expand bright spots and prototypes into broader use; follow-up and expand professional learning to build capacity 			
<p>Strategy: Create protocols that measure development (e.g. social, emotional and physical wellness), creativity, critical thinking, love of learning and innovation so that growth is more broadly measured</p>	<p>Strategy: Re-examine grading practices so that growth is reported more comprehensively</p>	<p>Strategy: Expand use of assessment protocols (e.g. portfolios) so that practices are balanced; include more self-reflection, embedded formative assessment, criterion-based measurement (e.g. rubrics) and performance-based measures (e.g. create presentations and complete projects) into curriculum</p>	<p>Strategy: Transform graduation requirements and the distribution of courses and experiences</p>
<p>How can parents and guardians help make this foundational shift?</p>			
<p>What communication with parents and guardians is needed about this foundational shift?</p>			
<p>Where are there bright spots already occurring that are consistent with this foundational shift?</p>			

Bold Statement of Strategic Intent 1: Redefining Success

Why: Shared Vision

- Standardized testing reduced
- Achievement, equity, access and opportunity gaps eliminated
- Consistently strong academic performance as measured by traditional indicators
- Students report higher levels of social, emotional and physical well-being
- Students report feeling empowered to take safe academic risks
- Multiple paths to success are valued

What: Foundational Shift

We will transform how we define, measure and report student achievement with a focus on each student’s individualized growth and mastery in areas that extend beyond traditional academic indicators.

How: Strategy Implementation Cycle

- **Phase 1-** Identify bright spots; conduct research (e.g. ask questions, read, dialogue and identify learning journeys)
- **Phase 2-** Study bright spots; analyze research in order to propose prototypes; determine professional learning needs
- **Phase 3-** Replicate bright spots in different settings; carry out prototypes; engage in professional learning
- **Phase 4-** Monitor, make adjustments/corrections and evaluate effectiveness of bright spots and prototypes; engage in professional learning
- **Phase 5-** Expand bright spots and prototypes into broader use; follow-up and expand professional learning to build capacity

Strategy: Create protocols that measure development (e.g. social, emotional and physical wellness), creativity, critical thinking, love of learning and innovation so that growth is more broadly measured

Strategy: Re-examine grading practices so that growth is reported more comprehensively

Strategy: Expand use of assessment protocols (e.g. portfolios) so that practices are balanced; include more self-reflection, embedded formative assessment, criterion-based measurement (e.g. rubrics) and performance-based measures (e.g. create presentations and complete projects) into curriculum

Strategy: Transform graduation requirements and the distribution of courses and experiences

How can parents and guardians help make this foundational shift?

What communication with parents and guardians is needed about this foundational shift?

Where are there bright spots already occurring that are consistent with this foundational shift?

Bold Statement of Strategic Intent 2: Transformative Curriculum

Why: Shared Vision

- Expanded curricular experiences outside of the school day
- Students with well developed skills that transfer to multiple and novel situations
- Students with excellent global awareness and cultural competency
- Students with strong teamwork and complex problem-solving skills
- Revised and expanded curriculum that is vertically and horizontally-aligned and schedules to supports this

What: Foundational Shift

We will shift from content area silos to a connected curriculum that prepares students to transfer knowledge and thinking strategies across disciplines. Our commitment to this will drive scheduling. We will shift traditional structures in the school day and school year to flexible and fluid time periods that allow students to explore relevant content and interests without the barriers of class periods, walls or buildings.

How: Strategy Implementation Cycle

- **Phase 1-** Identify bright spots; conduct research (e.g. ask questions, read, dialogue and identify learning journeys)
- **Phase 2-** Study bright spots; analyze research in order to propose prototypes; determine professional learning needs
- **Phase 3-** Replicate bright spots in different settings; carry out prototypes; engage in professional learning
- **Phase 4-** Monitor, make adjustments/corrections and evaluate effectiveness of bright spots and prototypes; engage in professional learning
- **Phase 5-** Expand bright spots and prototypes into broader use; follow-up and expand professional learning to build capacity

Strategy: Flexible, fluid scheduling and calendar	Strategy: Expand curricular experiences outside of the school day	Strategy: Embed an inquiry-based process approach across curriculum; thinking within one discipline (e.g. historians or scientists) transfers to others	Strategy: Infuse literacy, science, technology, engineering, arts and mathematics across the curriculum in all grade levels	Strategy: Apply a social justice lens to themes in the curriculum	Strategy: Embed culturally proficient teaching practices	Strategy: Create incremental service learning opportunities for students leading to a year-long capstone project	Strategy: Create opportunities for all LMSD students to engage in learning with international students
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How can parents and guardians help make this foundational shift?

What communication with parents and guardians is needed about this foundational shift?

Where are there bright spots already occurring that are consistent with this foundational shift?

Bold Statement of Strategic Intent 3: Commitment to Professional Learning

Why: Shared Vision

- Results-oriented professional growth
- High educator engagement and trust
- High student achievement and well-being data

What: Foundational Shift

We will transform our approach to professional learning from a top-down model to one that honors and harnesses our educators’ collective wisdom. We will provide venues across disciplines and buildings for professionals to collaborate, explore and innovate in order to sustain their continual growth and support the intended outcomes of this plan.

How: Strategy Implementation Cycle

- **Phase 1-** Identify bright spots; conduct research (e.g. ask questions, read, dialogue and identify learning journeys)
- **Phase 2-** Study bright spots; analyze research in order to propose prototypes; determine professional learning needs
- **Phase 3-** Replicate bright spots in different settings; carry out prototypes; engage in professional learning
- **Phase 4-** Monitor, make adjustments/corrections and evaluate effectiveness of bright spots and prototypes; engage in professional learning
- **Phase 5-** Expand bright spots and prototypes into broader use; follow-up and expand professional learning to build capacity

Strategy: Develop a coordinated professional learning plan that includes more collaboration (e.g. to reflect, to inquire, to research, to implement, to evaluate, to determine implications for future practice) and is more educator-directed

Strategy: Embed professional learning opportunities during the school day

Strategy: Build the capacity of educator-leaders

Strategy: Revise the professional learning calendar and its scheduling

Strategy: Provide opportunities for educators and parents and guardians to learn together to ensure positive outcomes for each student

How can parents and guardians help make this foundational shift?

What communication with parents and guardians is needed about this foundational shift?

Where are there bright spots already occurring that are consistent with this foundational shift?

Bold Statement of Strategic Intent 4: Student-Driven Schools

Why: Shared Vision

- Students with self-confidence and resilience
- Students who are reflective
- Strong student satisfaction and outcomes
- Variety of valued and celebrated student post-graduate pathways

What: Foundational Shift

We will adjust our system from one characterized by heavily-prescribed requirements to one that affords more self-directed goal setting and learning.

How: Strategy Implementation Cycle

- **Phase 1-** Identify bright spots; conduct research (e.g. ask questions, read, dialogue and identify learning journeys)
- **Phase 2-** Study bright spots; analyze research in order to propose prototypes; determine professional learning needs
- **Phase 3-** Replicate bright spots in different settings; carry out prototypes; engage in professional learning
- **Phase 4-** Monitor, make adjustments/corrections and evaluate effectiveness of bright spots and prototypes; engage in professional learning
- **Phase 5-** Expand bright spots and prototypes into broader use; follow-up and expand professional learning to build capacity

Strategy: Foster a growth mindset at every level

Strategy: Develop a protocol for student goal-setting and self-reflection

Strategy: Provide students with developmentally-appropriate opportunities to pursue differentiated areas of interest within a framework of a given lesson or subject

Strategy: Provide opportunities for more student voices to be heard across the District and in the classroom

Strategy: Expand enrichment opportunities for students to pursue curricular interests

Strategy: Create schedules that increase opportunities for students to be flexibly grouped

How can parents and guardians help make this foundational shift?

What communication with parents and guardians is needed about this foundational shift?

Where are there bright spots already occurring that are consistent with this foundational shift?

Bold Statement of Strategic Intent 5: Spirit of Community

<p>Why: Shared Vision</p> <ul style="list-style-type: none"> • Students have meaningful internship, service or community exploration experience • Community highly values LMSD schools • Partnerships aligned to District’s mission increase • Growth of alumni network and high alumni engagement (e.g. giving, social media participation, volunteerism) • New revenue generated from alumni fund and business partnerships aligned to District’s mission 						
<p>What: Foundational Shift</p> <p>We will transform our approach to community outreach from one that is less coordinated to one that strategically leverages and maximizes community resources to strengthen our schools.</p>						
<p>How: Strategy Implementation Cycle</p> <ul style="list-style-type: none"> • Phase 1- Identify bright spots; conduct research (e.g. ask questions, read, dialogue and identify learning journeys) • Phase 2- Study bright spots; analyze research in order to propose prototypes; determine professional learning needs • Phase 3- Replicate bright spots in different settings; carry out prototypes; engage in professional learning • Phase 4- Monitor, make adjustments/corrections and evaluate effectiveness of bright spots and prototypes; engage in professional learning • Phase 5- Expand bright spots and prototypes into broader use; follow-up and expand professional learning to build capacity 						
<p>Strategy: Create a strategic alumni development program (student, parent, teacher, administrator) to maintain and maximize life-long connections</p>	<p>Strategy: Create on-going revenue producing learning opportunities and experiences for graduates, parents, and family members</p>	<p>Strategy: Launch business-development role to explore alternate revenue streams for District and identify and maximize strategic partnerships</p>	<p>Strategy: Build reciprocal school-community partnerships that maximize and value the resources of our diverse community</p>	<p>Strategy: Audit our current communication practices and identify opportunities to strengthen practices moving forward</p>	<p>Strategy: Create opportunities for students, families and community members to successfully transition into our schools</p>	<p>Strategy: Engage a broader audience for District events and activities</p>
<p>How can parents and guardians help make this foundational shift?</p>						
<p>What communication with parents and guardians is needed about this foundational shift?</p>						
<p>Where are there bright spots already occurring that are consistent with this foundational shift?</p>						