May 12, 2015 ISC Meeting

Strategic Plan – All Forward Review & Update

Topics for Discussion

- Enrollment Growth
- Standardized Testing Now and Tomorrow
- Bus Parking
- Budget
- Operations – Construction
- Strategic Plan– Curriculum and Instruction (PLCs, Assessment, Literacy Across the Curriculum)
- Sleep – School Start Time
- Race In America – Courageous Conversations

What Has Happened?

Three Identifiable Factors for Recent Growth:

1. A major shift in the amount of families choosing private school versus public school
2. More public school students are originating out of existing multifamily developments (apartment rentals)
3. Home sales have increased and generated more incoming students over outgoing students

What Will Happen?

- Growth will continue – there are too many new students in the District for a sudden turnaround
- Current trends are also expected to continue, but there are additional growth pressures ahead – new construction and the popularity of multifamily apartment rentals
- Under the recommended scenario:
  - The District grows by another 1,250 students over the next 10 years
  - Growth hits the High Schools the hardest – 1,000 students added
  - Middle Schools also increase by 300 students
  - Elementary Schools have almost peaked and will start declining again – 50 students lower over 10 years
  - Not all buildings affected equally
- Growth does peak, this is not an infinite scale of increase

Elementary Buildings Option 2

Year	Belmont Hills	Cynwyd	Gladwyne	Merion	Penn Valley	Penn Wynne
2014-15 (Actual)	468	543	738	568	660	682
2015-16	472	542	735	600	700	704
2016-17	474	550	740	605	694	713
2017-18	487	543	714	602	706	720
2018-19	485	529	715	599	685	704
2019-20	475	526	722	603	651	700
Total Change 2014-2019	**7**	**-17**	**-16**	**35**	**-9**	**18**

Middle and High School Buildings Option 2

Year	Bala Cynwyd	Welsh Valley	Harriton	Lower Merion
2014-15 (Actual)	901	973	1,170	1,350
2015-16	884	992	1,223	1,445
2016-17	916	1,087	1,239	1,450
2017-18	996	1,141	1,309	1,494
2018-19	1,082	1,204	1,368	1,520
2019-20	1,108	1,226	1,439	1,545
2020-21	1,149	1,237	1,529	1,627
2021-22	1,101	1,218	1,596	1,734
2022-23	1,103	1,191	1,675	1,802
2023-24	1,042	1,155	1,670	1,892
2024-25	1,044	1,134	1,667	1,854
Total Change 2014-2024	**143**	**161**	**497**	**504**

Education

Some parents across the country are revolting against standardized testing

Parents push back against NJ's newest standardized test

Standardized tests talk dominate Lower Merion Curriculum meeting

West Virginia Cuts Testing of Science, Social Studies

Indiana Test Furor Adds to State's K-12 Tension

Supporters of Indiana schools chief Glenda Ritz, who has clashed with GOP policymakers, turned out at the statehouse in Indianapolis, amid a controversy this month over testing.
—AJ Mast/AP

Florida Gov. Scott Orders Suspension of 11th Grade Tests

Activists Share Strategies for 'Opting Out' of Tests

Kathleen Jasper, left, former educator and school administrator, and Cindy Hamilton, a parent and the co-founder of Orlando Opt Out, lead a session at United Opt Out's national conference in Fort Lauderdale, Fla.
—Swikar Patel/Education Week

Oklahoma Won't Double-Test Advanced Math Students

PSSA Opt-Out

PSSA 2015					Friday, May 1, 2015 AM					
School	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	School Total	Agreement NO Letter	Possible New Total	
Belmont Hills	7	12	17				36	0	0	
Cynwyd	2	4	15				21	0	0	
Gladwyne	11	15	28				54	0	0	
Merion	3	3	2				8	0	0	
Penn Valley	5	4	1				10	0	0	
Penn Wynne	13	10	8				31	0	0	
Bala Cynwyd MS				19	19	13	51	0	0	
Welsh Valley MS				27	15	41	83	0	0	

District Total as of date above: **294**

Bus Parking Requirements

- 24 Existing Buses at LMHS
  - May need to relocate to provide additional parking at LMHS that will be needed to accommodate future enrollment
- 19-22 Additional Buses
  - Needed to accommodate future enrollment from 2015 – 2025 (MCPC Report)
- May Require Space for Potentially 43 – 46 Buses

Previously Discussed Options

- Matsonford Road Deck + Harriton HS
- Matsonford Road Deck + LMHS Deck
- Matsonford Road Deck + No Student Parking @ LMHS
- Matsonford Road Deck + Woodbine Avenue
- Matsonford Road Deck + Relocate DAO
- Righters Ferry Road

What Drives Budget Increases?

1. Salaries/Benefits
2. Enrollment Growth
3. Mandates (Testing, Act 82, PA Core, Professional Development, PSERS-(25.84%), Affordable Care Act, Transportation, etc.)
4. Lack of State Support

Proposed Budget Expenditures

DESCRIPTION	Budget 2014-15	Preliminary Budget 2015-16	Proposed Budget 2015-16
Salaries	114,768,964	116,949,574	116,949,574
Benefits	60,991,957	69,963,930	69,963,930
Other -Purchased Professional and Technical Svcs (IU services, consultants, etc) -Purchased Property Svcs (utilities, repair work, leases, etc) -Other Purchased Svcs (tuition payments to charters, special ed, vo-tech, general insurance contracted transportation -Supplies (general supplies, books, software licenses, fuel, gas, etc) -Property (equipment, laptops, iPads, etc) -Other Objects (debt service principal payments)	57,959,638	59,053,061	58,553,061
Budget Reserve	800,000	800,000	800,000
	234,520,559	**246,766,565**	**246,266,565**
Change in fund balance			
Tax monies required to balance the Budget		**7,287,920**	**6,776,620**
Budgeted Mill Value	7,520,302	7,541,308	7,541,308
Additional Increase in Mills Required		0.9664	0.8986
Total Mills	25.3335	26.2999	26.2321
Mills Increase		**3.81%**	**3.55%**

Operations Update

- Provided high quality support services every day including transportation, custodial support and building and grounds maintenance.
- Managed the construction of additional classroom space and renovations to Gladwyne, Penn Valley and Welsh Valley schools to accommodate enrollment increases.
- Continued to implement recommendations of the School Safety Task Force by installing security cameras, reconfiguring the Penn Wynne main office, researching/recommending additional playground fencing and a visitor management system both at PW.
- Initiated a two year Energy Awareness and Resource Conservation Program aimed at behavior changes with respect to the use of energy.

Bold Statements of Strategic Intent

- 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.

- 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.

- 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.

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

- 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.

ALL FORWARD

STRATEGIC PATHWAYS FOR LOWER MERION SCHOOL DISTRICT

Priorities

- Assessment, grading and reporting practices
- Transformation of curriculum through integrated technology, subject area and global connectedness, community partnerships and student collaboration
- Allocation of instructional and professional learning time and schedules
- Expansion of Professional Learning Communities (PLCs) and teacher leadership
- Development of alternate revenue sources

ALL FORWARD

STRATEGIC PATHWAYS FOR

LOWER MERION SCHOOL DISTRICT

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
  - Progress monitor and make adjustments/corrections
  - 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

"Bright Spots" – Practices and programs already occurring in the district that are consistent with the Strategic Plan's priorities

"Immersion Experiences" – Opportunities to learn about our system through internal observations; to learn through immersion within our system

"Learning Journeys" – Opportunities to learn through external observations; to learn by gaining new perspectives about promising programs and places outside of our system

"Prototypes" – New ideas and ways of doing that may have potential within our system; to learn about future possibilities by doing

Prototypes and pilots share some characteristics (e.g. 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 when making decisions. For example, before "Flipped" instruction became more widely practiced, the idea started as a prototype, in which educators tested the effectiveness of the instructional strategy on a small scale.

ALL FORWARD

STRATEGIC PATHWAYS FOR

LOWER MERION SCHOOL DISTRICT

Elementary Highlights for 2015-16 School Year

- Redefining Success
  - WIN (What I Need) Year 2
  - Academic Acceleration (grade & full year)
  - Changing/Upgrading the Elementary Report Cards
  - FLES in 1st Grade
- Transformative Curriculum
  - STEM (Arcadia University)
  - Project Based Learning
- Commitment to Professional Learning
  - Professional Learning Communities (Year 2)

Strategic Plan – All Forward

Middle and High School Highlights

Grade 6 ELA

- Bringing together of reading and writing in a Language Arts Block.
- One 6th grade team at each MS will pilot this program next year with the plan to expand to all 6th grade teams in 16-17

Math Sequence

- Two year collaborative process finalized and approved by the Board

High School Highlights – PLCs

- Lower Merion High School was named as a model PLC school. This award was given based on the submission by the ninth and tenth grade interdisciplinary teams.

2009 Strategic Plan:

Address Holistic Needs of Students

Strategy: Addressing student stress and mental health

2015 Strategic Plan:

Bold Statement of Strategic Intent 2: Transformative Curriculum

Strategy: Flexible, fluid scheduling and calendar

Bold Statement of Strategic Intent 4: Student-Driven Schools

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

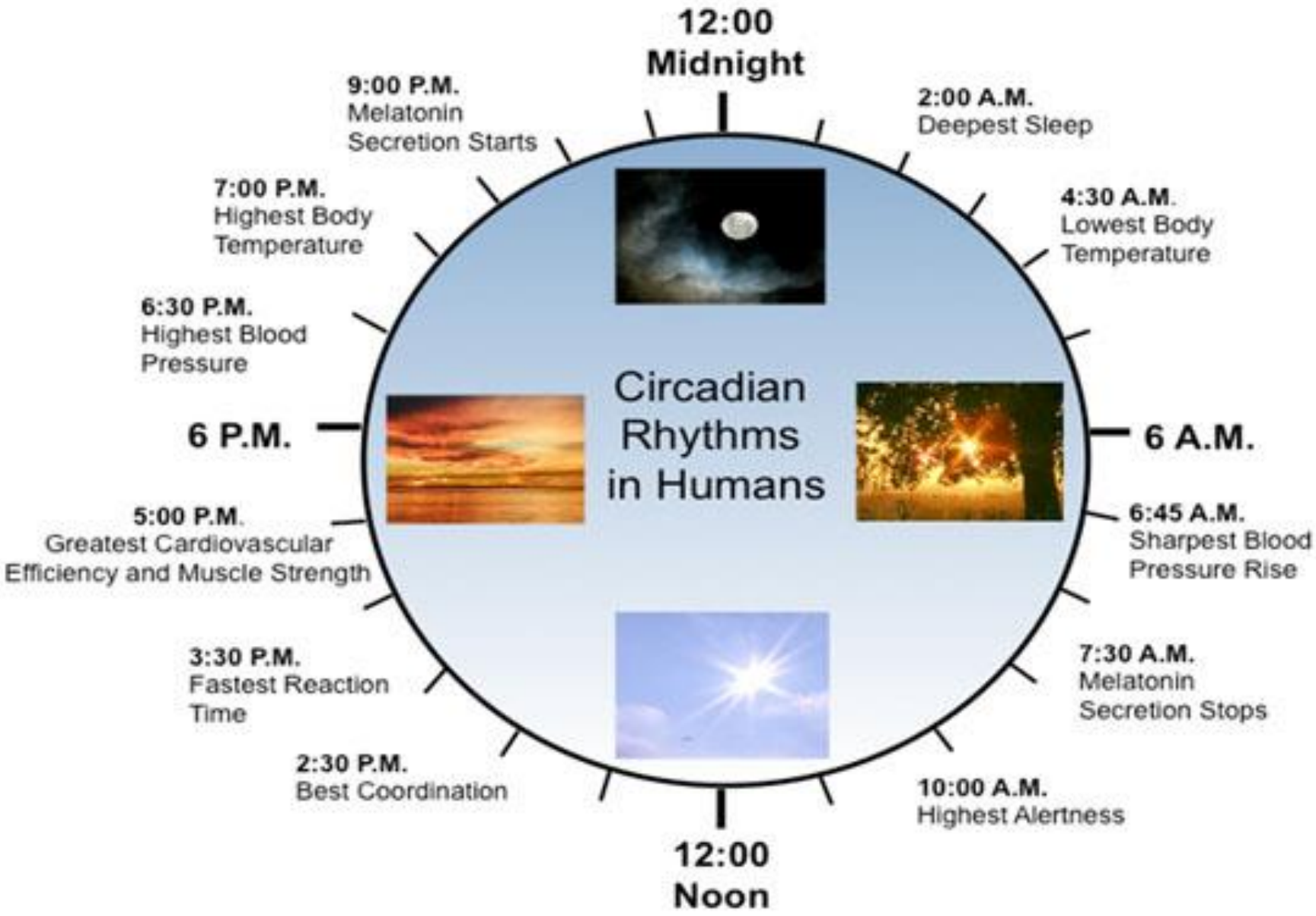
"The best bridge between despair and hope is a good night's sleep."

—E. Joseph Cossman

School start times for adolescents should begin no earlier than 8:30 a.m. to align more closely their need for sleep and biological rhythms with successful school performance.

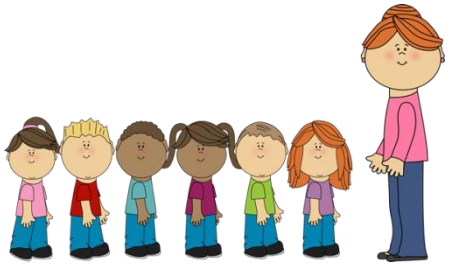
Teenagers' biological clocks simply don't mesh with the conventional middle and high school bell schedule.

American Academy of Pediatrics
DEDICATED TO THE HEALTH OF ALL CHILDREN™



At night I can't sleep.
In the morning I can't wake up

Barriers



- Transportation
- Early start for elementary students
- Athletics/extra curricular activities
- Parent work schedules
- Community behavior
- Change in teacher work schedules
- Superintendent and Board collaboration

Process

- Convene a committee
- Create sub-committees
- Review current research on sleep patterns and sleep needs (local experts)
- Research financial cost of implementation
- Meet with county Superintendents and PIAA
- Surveys/focus groups
- Meet with post secondary institutions and Mainline Chamber of Commerce
- Create extensive opportunities for community dialogue, education, and input

School Hours ELEM: 9:00 AM – 3:35 PM (K: AM – 9:00 – 11:50 PM – 12:45 –3:35)	6HRS 35MIN
School Hours MS: 8:20 AM – 3:05 PM	7HRS 25MIN
School Hours HS: 7:30 AM – 2:40 PM	7HRS 10MIN

Time Magazine

Understanding The Racial Bias You Didn't Know You Had

- Despite our best intentions and without our awareness, racial stereotypes and assumptions creep into our minds and affect our actions: **implicit racial bias.**
- **Implicit racial bias** can shape our beliefs and assumptions, color the way we treat other people, and even help decide what "feels true" for us when it comes to larger social and political issues.
- **Implicit bias** lives deep in your subconscious, and it is largely separate from the biases you know you have.
- The social science research demonstrates that one does not have to be a racist with a capital R, or one who intentionally discriminates on the basis of race, to harbor implicit racial biases.
- **Thirty years of** neurology and cognitive psychology studies show that it influences the way we see and treat others, even when we're absolutely determined to be, and believe we are being, fair and objective.

Project Implicit®

Two University of Oklahoma students expelled over racist chant

University president says two students identified as leading racist chant at fraternity event were dismissed for creating a 'hostile learning evironment'

Baltimore – Freddie Gray

Two Ferguson police officers resign over racist emails uncovered in federal report

Captain Rick Henke and Sergeant William Mudd step down as Eric Holder says Justice Department is prepared to close down entire police force if necessary

- **“What My 10-Year-Old Daughter Taught Me About the Death of Freddie Gray”**

- Students must develop a sense of how systemic racism works on an individual, community, and institutional level. (Ali Michael and Eleonora Bartoli)