Speaking Points

- Teaching and Leading from a position of strength
- Strategic Plan
- Literacy Across the Curriculum
- Collaboration, Innovation, Celebration
- Communication
- PLCs/Resiliency/Mindfulness
- Searches

Welcome New Faculty!

SOUTH CAROLINA
Smiling Faces. Beautiful Places.

NEW JERSEY
Garden State

PENNSYLVANIA
— WWW.STATE.PA.US —

MARYLAND
Treasure the Chesapeake

NEW YORK
— THE EMPIRE STATE —

CHINA

Elementary Schools

- **Belmont Hills**
  - Kate Gomes, Special Education
  - Kris Hoffner, Special Education
  - Kimberly Phillips, 4th Grade
- **Cynwyd Elementary**
  - William Armideo, 3rd Grade
  - Gina Felice, Kindergarten
  - Madeline Kessler, Reading Specialist
  - Jaclyn Litwa, Challenge
  - Matthew Miller, Special Education
- **Gladwyne Elementary**
  - Kristin Maron, Special Education
  - Riva Rothenberger, Kindergarten
  - Marisa Santangelo, 2nd Grade

- **Merion Elementary**
  - Mikael Mara, FLES
  - Abigail Oppenheim, 4th Grade
  - Jessica Segal, Special Education
  - Nicole Wiggins, Kindergarten
- **Penn Valley Elementary**
  - Jessica Bontempo, 3rd Grade
  - Andrew Davis, 4th Grade
  - Eric Dolbeck, 2nd Grade
  - Thomas Gard, Librarian
  - Ann Kunz, 1st Grade
  - Jamie Sandler, 1st Grade
  - Emily Zoltowski, 3rd Grade
- **Penn Wynne Elementary**
  - Rachel Bagell, Speech Therapist
  - Brittany Caprice, Special Education
  - Joanna D'Orazio, Special Education
  - Joseph Miller, Special Education
  - Katelyn Oliver, 1st Grade

Middle Schools

Welsh Valley Middle School

Karen Flocco, Special Education
Katelyn Jaxheimer, Math
Joanna Marsala, Spanish/ESL
Jamie Nemec, 6th Grade
Mary Elizabeth Peterson, Social Studies
Justin Royer, Special Education
James Scott, Challenge

Bala Cynwyd Middle School

Ryan Achuff, Special Education
David Lloyd, Social Studies
Timothy Kaufman, 6th Grade
Michelle Moser, Family & Consumer Science
Laura Norris, Music *(not pictured)*

High Schools

Harriton High School

Christina Armstrong, Special Education *(not pictured)*
Julia Brown, Spanish
Kimberly Contegiacomo, School Counselor
Honora Jackson, Art
Kathleen McNulty, School Nurse
Nicole Novack, Spanish/FLES
Patrick Snyder, Special Education

Lower Merion High School

Anne Davis, School Counselor
Kristine Fagerman, Math *(not pictured)*
Aimee Ferguson, English
Ian Haines, Special Education
Bryan Scopelliti, Special Education
Mikell Nigro, Special Education
Alexander Patt, Chemistry *(not pictured)*
Summer Perez, Physics *(not pictured)*
Jason Stroup, Special Education
Benjamin Walsh, Art

Building Administration Staff

Robin Klaiber
Assistant Principal
Penn Valley Elementary School

Karen DeFranco
Interim Assistant Principal
Lower Merion High School

Michael Johnson
Assistant Principal
Harriton High School
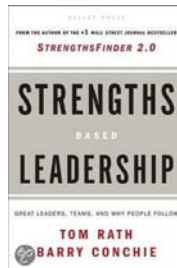
Central Office Staff

Marcie Hockfield
Interim Director of
Secondary Education

EDUCATORS LEADING FROM A POSITION OF STRENGTH NOT DEFICIT

Teaching and Leading from a Position of Strength

"If you are able to help the people you lead focus on their strengths, it will dramatically, boost engagement levels through your organization."

"If you focus on people's weakness, they lose confidence." At a very basic level, it is hard for us to build self-confidence when we are focused on our weakness instead of our strengths."

"People who are aware of their strength and build self-confidence at a young age may reap a "cumulative advantage" that continues to grow over a life time."

Danger of a Single Story

"The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story."

Chimamanda Ngozi Adichie

Overview of the Process to Date

- 4,000 Surveys Completed: teachers, students, alumni, parents
- 3 Community Forums
- 17 Focus Groups
- 3 meetings with Board members/Insyte
- 69 members on Steering Committee—faculty, students, parents, Administrators, Board
- 3 immersions experiences in LMSD schools
- 3 full-day meetings (May) among Steering Committee
- 8 Learning Journeys
- Agreement on 5 Bold Statements among full Steering Committee
- 3 meetings of the Writing Team over the summer

"Freedom lies in being bold" – Robert Frost
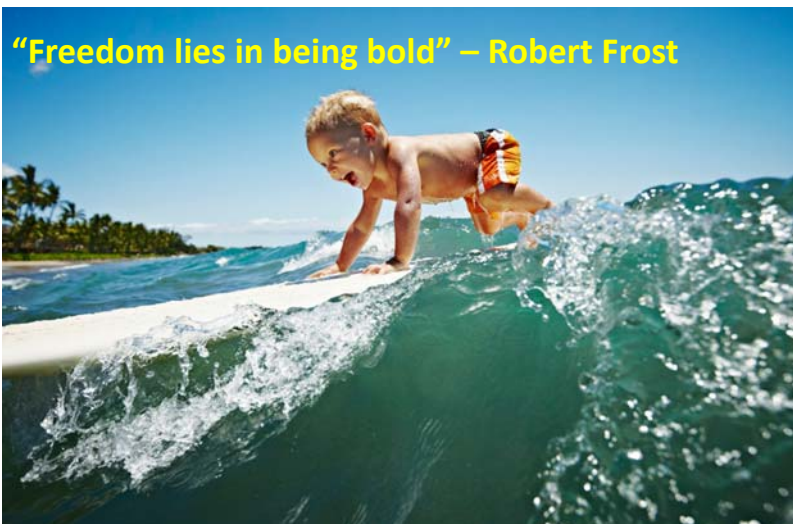
Strategic Plan

Compliance

- Redefining SUCCESS

- Revolutionary CURRICULUM

- Commitment to PROFESSIONAL LEARNING

- STUDENT-DRIVEN Schools

Strategic

- Spirit of COMMUNITY
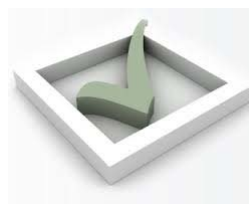
Three Strategic Plans

1. Comprehensive Plan (PDE)

   Compliance

   - Computerized checking of boxes
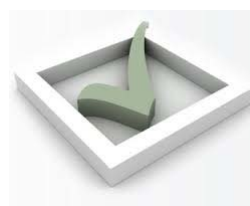
2. Strategic Plan (for use internally and with Steering Committee)
   - Letter from superintendent
   - Historical framing
   - Advantages and challenges
   - LMSD in 2020
   - Mission, vision and values
   - Bold statements, narrative description, strategies and metrics
   - Process and participants

3. Designed Plan (Community, Faculty)
   - "View book"
   - One pagers for various audiences

Sequencing of Review & Implementation

Formal Review Period	Calendar Year 2014 Focus	Calendar Year 2015 Focus

•Sept. 15th – Education Board Meeting
 	
•Oct. 13th – Educational Board Meeting
 	
•Oct 20th – Public Display for 28 days
 	
•Nov. 17th – Business Board Meeting (Board approval)
 	
•Nov. 30th – Plan is Submitted to PDE
	1. Communicate the plan
	2. Dialogue & discussion with faculty, students and community
	3. Learning Journeys for teachers in particular
	4. "Prepare the soil" by removing systemic barriers (Leadership)
	5. Identify critical milestones
	6. Identify promising prototypes
		1. Launch prototypes with impact at the level of:
		   • The District
		   • Buildings
		   • Class rooms
		   • The community
		2. Implementation planning

Leadership Attention
(now through 2015)

1. Remove barriers in the approval process to implementing teacher innovations
2. Fiscal readiness
3. Legal issues
4. Collective bargaining
5. Plan for enrollment growth
6. Technology

Core Conversations

- **Equity, Access and Opportunity**
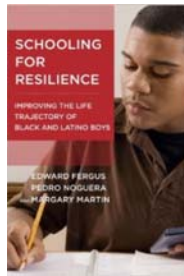
"A protective mechanism that modifies an individual's response to risk (Wolin & Wolin) or as adjustment despite negative life events" (Ruter)

Students "who have a set of personality characteristics, dispositions and beliefs that promote their academic success regardless of their background or current circumstances" (McMillian & Reed)

"The ability to persist when confronted with adversity, the ability to seek help when needed, the ability to maintain a positive outlook and the ability to defer gratification when pursuing long term goals" (APA, 2008)

"Resilience is a dynamic, multi-dimensional construct that incorporates the bidirectional interaction between individuals and their environment within contexts (family, peer, school and community, society)" (APA, 2008, Coard, Gregory, et.al)

Literacy Across The Curriculum

- ***The questions that could be used to frame the year:***
  - What does it mean to be a reader and writer within your discipline?
  - How do/can teachers provide a variety of opportunities for students to be readers and writers?
  - How do/can teachers enhance their teaching of discipline-specific content through instruction of related reading and writing skills?

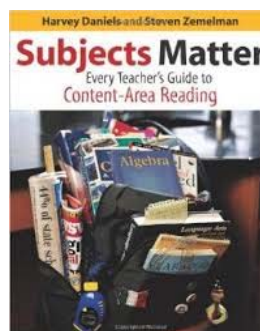 *"Students read and write in a variety of ways for a variety of purposes in every subject area."*

ENGAGING MINDS IN English Language Arts Classrooms

THE SURPRISING POWER OF JOY

MARY JO FRESCH

Edited by Michael F. Opitz & Michael P. Ford

"We've got to start where we are. And making reading a more meaningful, more effective, and more long-lasting learning experiences is something that we teachers can start tackling today. In our own classrooms."

"We want to make sure your students possess the cognitive strategies they need to understand the core written information in your field – and that you, the teacher, have a repertoire of tools and structures to make this happen."

"Everything we do in life is touched by language, so whether it's delivering it or receiving it, we all must be proficient language users if we are to succeed."

"Language arts does not take place in a vacuum; we must take into account and plan for the social nature of literacy. "

"To show this interconnectivity, we must teach language arts in a way that shows how they are interconnected in our literate lives."

Harvey Daniels and Steven Zemelman
Subjects Matter
Every Teacher's Guide to Content-Area Reading

COLLABORATION/INNOVATION
Beliefs

Collaboration

- There is a sense of "me" and "we"
- Requires building knowledge and consensus
- Seeks understanding rather than being understood
- Seeking alternative perspectives
- Inquiry
  - Learning vs. evaluating
  - Questions that push and pull our thinking
- Trust – be vulnerable
- Not judgment or blame

Innovation

- Requires taking risk
- Requires a shift in thinking and doing
- Acceptance of failure as opportunity and feedback
- Challenge assumptions and dispositions
- All ideas are possible agents of change
- Challenging tradition - look for opportunities
- Requires asset thinking and not a deficit understanding

CELEBRATION

- Inspiration as well as celebration
- Celebration of success (Big and Small)
- Celebrate growth

Celebrate

FROM TYPE X TO TYPE I

"The ultimate freedom for creative groups is the freedom to experiment with new ideas. Some skeptics insist that innovation is expensive. In the long run innovation is cheap. Mediocrity is expensive-and autonomy can be the antidote" (Tom Kelly, IDEO)

"The desire to do something because you find it deeply satisfying and personally challenging inspires the highest level of creativity, whether it's in the arts, sciences, or business." - (Teresa Amabile, Professor, Harvard U.)

'the single greatest motivator is "making progress in one's work". The day that people make progress are the days they feel most motivated and engaged. By creating conditions for people to make progress, shining a light on that progress, recognizing and celebrating progress, organizations can help their own cause and enrich people's lives."
(Teresa Amabile, Professor, Harvard U.)

"Control leads to compliance; autonomy leads to engagement."
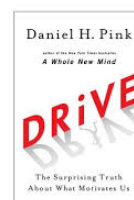
Core Conversations

- **Professional Learning Communities**

"The key to improved learning for students is a commitment to the ongoing-job embedded learning of the adults who serve those students."   Richard DuFour
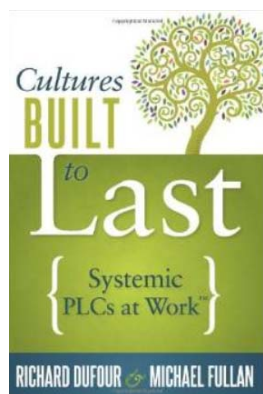
PLC

"Professional learning communities engage in inquiry regarding their own effectiveness: they challenge the status quo; they generate collective responses to students who aren't learning; and ultimately, they transform their understanding of education and their capacity as teachers who impact learning." (Erkens, 2008)

PLCs

1. **What is it we want students to learn?**
   – What knowledge, skills, and dispositions do we expect them to acquire as a result of this course, this grade level and this unit of direction?
2. **How will we know if our students are learning?**
   – How will we know if each student is learning each of those skills concepts and dispositions we have deemed most essential?
3. **How will we respond when students don't learn?**
   – What process will we put in place to ensure that students receive additional time and support for learning in a way that is timely, precise, diagnostic, directive and systematic?
4. **How will we respond when students have learned?**
   – What process will we put in place to enrich and extend learning for those who are already proficient? (DuFour & Fullan, 2013)

Leadership

"School leadership needs to be a broad concept that is separated from person, role and a discrete set of individual behaviors. It needs to be embedded in the school community as a whole. Such a broadening of the concept of leadership suggests shared responsibility for a shared purpose of community." (Lambert, 1998)

"No single individual can develop the improvement process, communicate the process adequately to large numbers of people, discover and remove obstacles, identify the specific support individuals will need to succeed in the initiative, anchor the process in the organization's structure and create the small wins necessary to sustain the process." (DuFour & Fullan, 2013)

Communication

- How are we effectively communicating with each other and our teams?
  - Teachers
  - Parents
  - Students
  - Community Members
  - Administrators
  - Supervisors

- Leveraging technology to enhance efficiency

There are two forces acting on the falling person.

Gravity

Air Resistance

District Total
(based on 3d Day Enrollment

	2011-2012	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Total Projected		7606	7771	7949	8139	8267	8423	8540	8590	8660	8698
Total Actual	7360	7682	7859	8054							
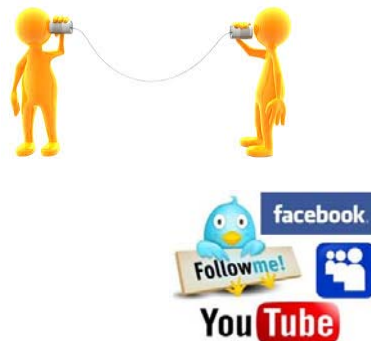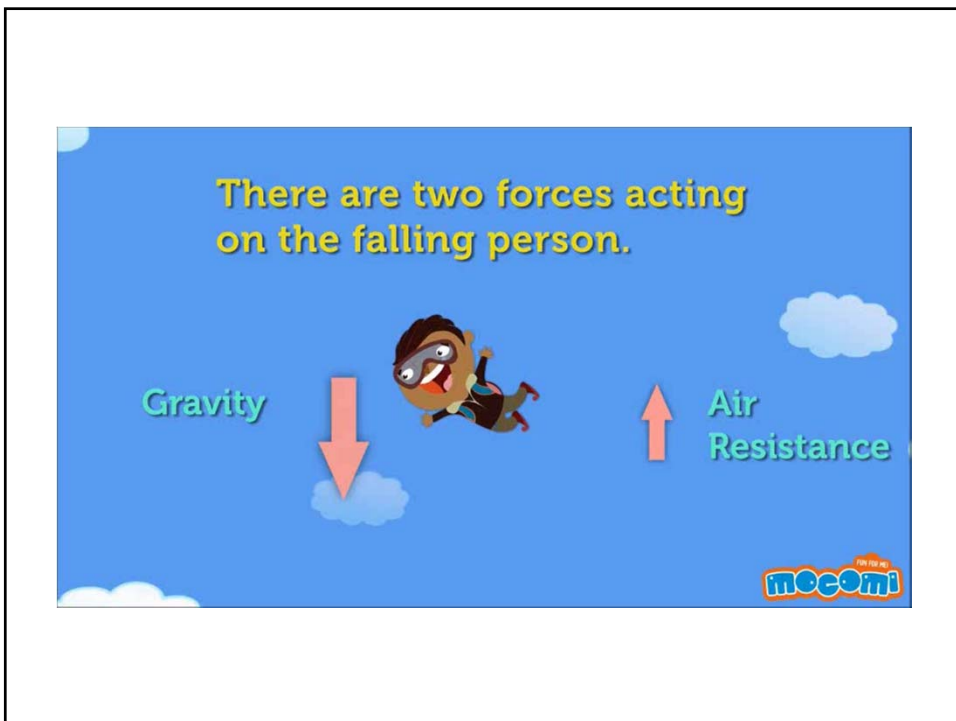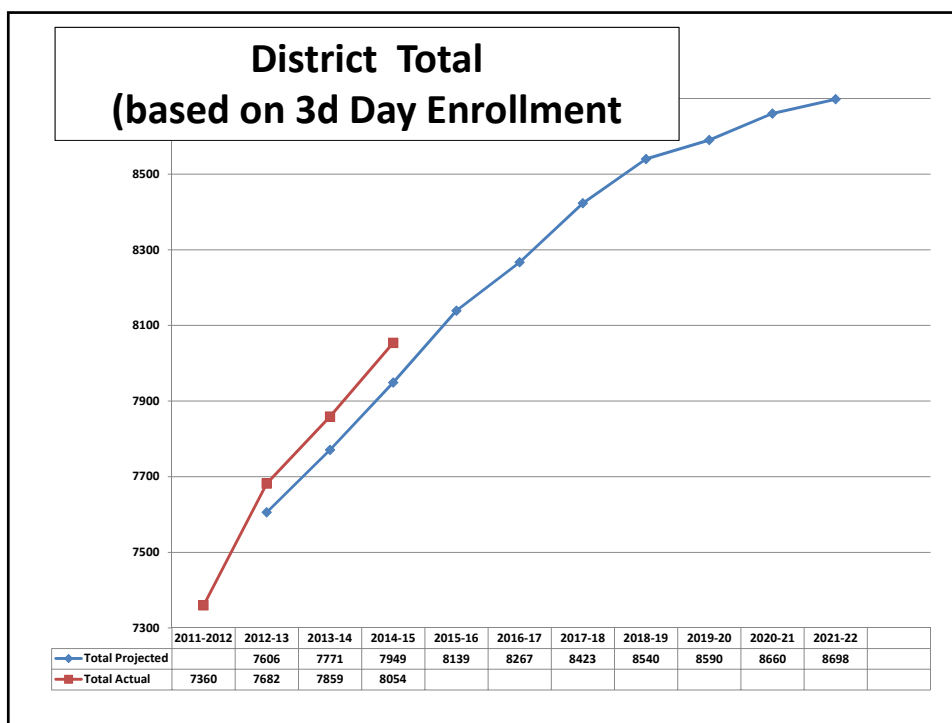
Expansion Due to
Enrollment Growth

- **In 2013, the Board approved four-classroom additions at both Penn Valley and Gladwyne elementary schools.**
- **A 12-classroom addition at Welsh Valley Middle School.**
- **Expansion of classroom and storage space at Bala Cynwyd Middle School.**
  - *These projects will be completed prior to the 2015-16 school year.*
- **Re-purpose empty classrooms in the District Administration Building**
  - *Renovations will be completed prior to the start of the 2017-18 school year.*

Schedule for Elementary School Projects
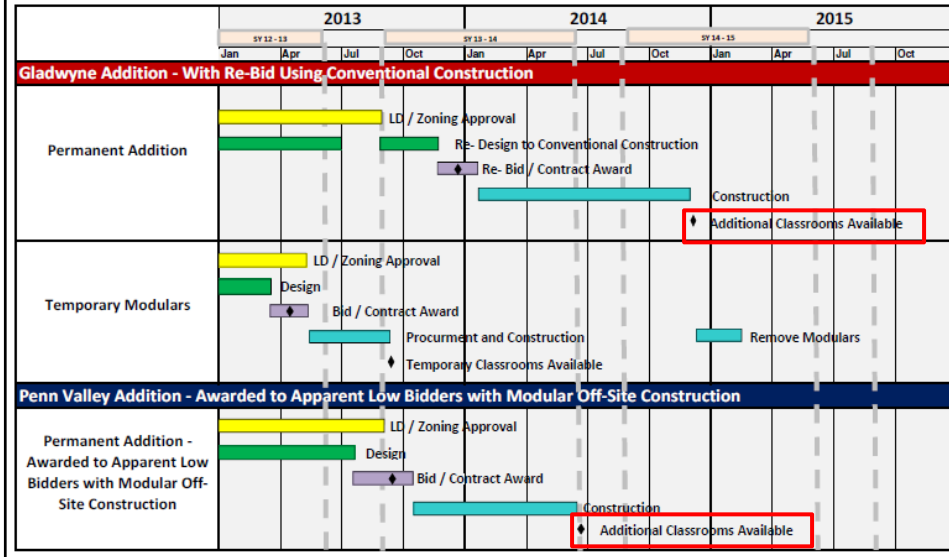
Schedule for Middle School Projects
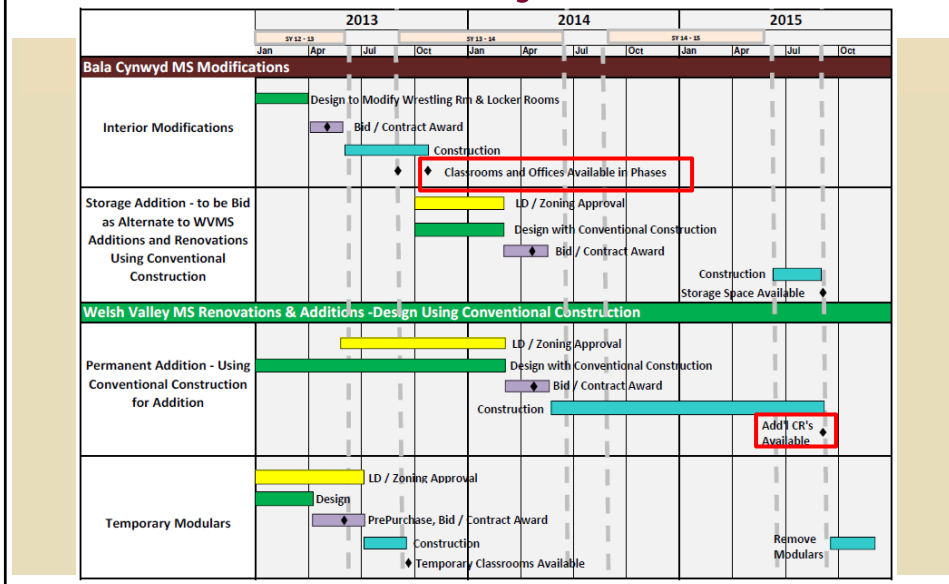
Positions

- Superintendent
  - Planning Phase
  - Recruitment Phase
  - Effective July 1st 2015

- Assistant to the Superintendent
  - Currently Interviewing candidates

- Director of Student Services
  - Interviewed candidates

- Director of Special Education
  - Interviews pending

Core Conversations

- **Act 82 / Danielson Framework**

Literacy K-12

- Incorporate content Literacy in professional learning opportunities

- Use the curriculum maps that incorporate PA core standards for reading and writing

- Continue to develop a shared philosophy and practice around writing instruction based on National Writing Project Standards

- Implement grades 6-12 Writing program

STEM K-12

- Continue focus on PA Core Standards in mathematical practices

- Establish additional K-12 STEM partnerships

- Provide professional learning opportunities for teachers K-12 on PA core math standards as well as best practices in math and science

- Reach out to parents and community in an effort to better understand and embrace STEM initiatives

- Continue to promote culturally proficient teaching strategies to engage all learners in math and science

- Review 6-12 math sequence

Equity Access & Opportunity

- Continue to support and promote positive self image, resiliency, scholarly identity and sense of community for students of color

- Revise, update and implement cultural proficiency action plans in each building

- Ensure family and community communication

- Create a District Cultural Proficiency Handbook

- Reduce the single story through culturally proficient practices and lesson development

Holistic Supports

Continue to enrich and update the following areas:

- Responsive Classroom in the elementary schools
- Second Step in the elementary schools
- Olweus Anti-Bullying Program in the middle schools
- Preparation for Olweus Anti-Bullying Program at the high school level for the 2015-2016 school year
- Mental Health Counseling Support
- Advisory
- G.A.T.E
- All 10 Schools are No Place For Hate certified
- Welcoming Schools programing

K-12 Technology Integration

- Continue iPad support in Kindergarten

- Implement iPad implementation in grade 1

- Google Drive training and implementation in grade 5

- Continue Tech Tutor program for elementary teachers

- Continue "Flipped Classroom" model professional learning to maximize student learning in the classroom (Grades 6-12)

- Continue Discovery Education resources for students and teachers to support PA Core Standards (K-12)

- Pilot Blackboard learning platform K-12

- Implement Chromebook technology in middle schools for use with History Alive and other applications

K-12 Gifted Education

- Universal screening in first grade

- Increase collaboration between classroom and gifted education teachers about curriculum, instruction, and assessment

- Have workshop series for parents on enhancing habits of mind

- Expand curriculum resources for students

- Continue Leadership Summit in October sponsored by Pennsylvania Association for the Gifted (PAGE) and the Center for Educational Leadership at the University of Pennsylvania

- Continue annual conference in November sponsored by the National Association for Gifted Children (NAGC)

- Continue annual conference in April sponsored by PAGE

K-12 Student Services

- Professional learning regarding the continuing implementation of specially designed instruction (SDI) for students who have individualized education plans (IEP) and accommodations for students who have 504 service agreements.

- Alignment of the special education plan to the strategic plan

- Support for administrators, teachers, and families with addressing the impact of new PA graduation requirements (i.e. proficiency on Keystone Exams)

- Increasing emotional and autistic support to meet the needs of our increasing student population.