STRATEGIC PLAN UPDATE

March 13, 2017
The Plan: Process and Product

**Process:** The Strategic Plan drives our thinking, influences our planning, and shapes our decision-making.

**Product:** Several ideas, projects, and products have emerged from the plan. Some are complete, some are developing, and others are yet to come.
Transformative Goals

**Personal:** Within and beyond the school walls, learners independently seek to:

- Explore and develop personal interests, inquiries, and passions.
- Craft communication through choices informed by audience and purpose, strategic uses of evidence, and command of language.
- Set learning goal(s) that are pursued and evaluated until the goal(s) are realized or new ideas emerge.

**Cultural:** Within and beyond the school walls, learners independently seek to:

- Navigate diverse sources and perspectives to reach discerning and thoughtful understandings.
- Advocate for self and others by drawing on compassion and courage to speak up for what is right and just.
- Share stories, ideas, and points of view while engaging others to think interdependently and act collectively.

**Global:** Within and beyond the school walls, learners independently seek to:

- Use processes (e.g., design thinking, creative problem solving, and systems thinking) to develop solutions and understand that failure is an integral part of the learning process.
- Investigate challenging contemporary global and local issues by pursuing questions or lines of thinking.
- Make informed choices that support the physical, social, and emotional health and well-being of self, community, and society.
Go Team: 

The Unit Upgrade Project

- A transformative curriculum, rooted in teacher-created Transformative Goals, drive the curriculum and its upgrade. Upgrading is an ongoing process.

- Our entire teaching staff focused on the learning experiences they aspire to deliver to students by engaging in “unit upgrades” – taking a unit that they teach and making it better by aligning it with the Transformative Goals.

- All staff submitted working draft of their unit upgrade in January. Feedback provided by peers, supervisors, and administration.

- Working to develop appropriate warehousing of unit upgrades to for shared access by all staff.
Research & Development

- Mindfulness
- School Start Time
- Elementary Recess Time
Mindfulness

Description: The Taskforce continues to meet monthly to examine empirical and scholarly research to determine the benefits of incorporating mindfulness practices in our schools. The work has included a district-wide staff survey, observation of existing practices in the district, and study and/or observation of schools and organizations that have implemented mindfulness practices. The Taskforce will prepare a Whitepaper for presentation to the Strategic Plan Leadership Committee by June 2017.

Co-chaired by: Terry Quinlan, Rich Marta, Lisa Ruzzi
Mindfulness

The Whitepaper will include a definition of mindfulness, a summary of the research, and recommendations for an evidence-based approach to implementation in schools.

As there are differences in both research and practice of mindfulness between children and adults, some recommendations will be specific for staff and others for the school-aged population.
Sleep and School Start Time
A committee of school district personnel is gathering research and information about the LMSD context to inform ongoing conversations about the effect of school start time on adolescent sleep. The committee will deliver a Whitepaper to the Superintendent with information to inform decisions about school start times.

Update:

- Preparing a community survey to gauge support of possible bell schedule options and other opportunities for District action.
  - Step 1: Focus groups with community members - April & May
  - Step 2: Pilot studies with draft version of survey - May
  - Step 3: Survey to community - June
- Close examination of the transportation study to articulate impact of any transportation changes under consideration
- Gathering extracurricular activity schedules to assess impact of changes to school day schedule

Chaired by: Kristina Ayers Paul
Elementary Recess
Description: The committee has been exploring the issue of recess and physical activity in the elementary schools.

Action: A Whitepaper with recommendations has been submitted to the Superintendent of Schools. Recommendations include:

- Add an additional 15-minute Physical Activity period for elementary students during the school day.
- The Recess and PA periods should be a protected part of a student’s day
- A standard inclement weather policy should be developed
- Continue providing training for Recess Staff using the Responsive Classroom Model.

Chaired by: Mark Klein
Pathway Teams

Update on progress from January to March 2017
Pathways

Transformative Curriculum

- Redefining Success
- Commitment to Professional Learning
- Student-Driven Schools
- Spirit of Community
In place as of January 2017:
- Makerspaces in all elementary schools
- New Computer Science Seminar course
- New Communication Design course

In progress as of March 2017:
- Draft of computer science/computational thinking thread continues to be developed
- Overview of Assessment Design Framework.
- Recommendation to move Makerspace to Go Team
- Pathway recommendations shared with Leadership Team
- Investigation Digital Portfolios is on-going
By May of 2017, provide updates/recommendations on the following:

- K-12 computer science curriculum enhancement
- Increased capacity in assessment design
- On-going development and support of makerspaces
- Pathways for Learning at the high school
- Interdisciplinary Programs at the high school.
- K-12 portfolio system for student work
- Protocol for examining curriculum that is driven by the transformative goals, including global and cultural competencies.
In place as of September 2016 & January 2017:

- Revised secondary grading scale as we examine grading practices more broadly
- AP testing calendar to help avoid more than two major assessment conflicts
- Several prototypes at both high schools: quarter-less grading in math, mastery quizzes in chemistry, live art portfolio magazine across 4 art courses, blended learning in Spanish course, standards-based assessments in a Spanish Class, and a teacher/student Computer Science Course collaboration
By May of 2017, provide updates/recommendations on the following:

- Elementary Report Card upgrade - pilot for 17-18
- The benefits of grade weighting, class rank, and valedictorian vs. the negative unintended consequences
- The benefits (or drawbacks) of requiring that all classes be included in the calculation of a student’s GPA
- Development of a student portfolio to assess student performance.
- Secondary skills-based grade reporting
Student-Driven Schools

- **In place as of January 2017:**
  - Focus Groups K-12 finalized, results to Go Team
  - Schedule for AP in-class assessments (2nd semester)
  - Middle school genius hour (6th grade)

- **In progress as of March 2017:**
  - Drafting recommendation for Elementary Quarterly Learning Plans
  - Researched districts currently utilizing PE Waivers
  - Exploring standards-based Elementary Report Card templates (w/ Redefining Success)
  - Elementary Recess white paper has been shared with the Board
  - Recommendation of an aligned middle School schedule with increased student input in programming
Student-Driven Schools

By May of 2017, provide updates/recommendations on the following:

- Quarterly learning plans at the elementary level
- PE waivers for interscholastic athlete
- Elementary Report Card (w/Redefining Success)
- Increased elementary recess and/or activity time
- Middle School aligned schedule with increased student input in programming.
Professional Learning

- **In place as of January 2017:**
  - Shifting toward systemic job-embedded professional learning
  - Holding EdCamps at the building and district level
  - Reading *Drive* by Daniel Pink - Book Study

- **In place as of March 2017:**
  - Established framework for multi-year professional learning plan
  - Identified area of focus for professional learning plan
By May of 2017, provide updates/recommendations on the following:
- A multi-year plan for Professional Learning
- Professional Development on assessment creation, test construction, and reflection on assessments
- Establishing a Lesson-study protocol for 2 hour PRP
- Adopting an Instructional Coaching model
In place as of January 2017:

- Meetings with key communicators and constituent groups throughout the year (young alumni, university leadership, realtors, faith leaders)
- Community Resource Network supporting curricular and co-curricular experiences and providing guidance on development/engagement initiatives
- Enhanced communication among/between EFLM, ISC, Alumni Association, District
By May of 2017, provide updates/recommendations on the following:

- Adopt shared system to manage community stakeholder data (Raiser’s Edge) with features including: volunteer management, CRN engagement, alumni data research/engagement
- Formalize Key Communicators network
Next Steps

- Original Steering committee will reassemble in conjunction with Comprehensive Plan process

- Ongoing communications through public Board Updates, website, and presentations

- Next Public Update
  - May 3, 2017 – Curriculum Committee of the Board
Questions?