

**LOWER MERION SD**

301 E Montgomery Ave

Comprehensive Plan | 2022 - 2025

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## LEA Profile

The Lower Merion School District (LMSD), located in Philadelphia's historic Main Line suburbs, serves the 62,000 residents of Lower Merion Township and the Borough of Narberth. Established as one of Pennsylvania's first public school districts in 1836, LMSD enjoys a rich tradition of achievement, innovation and community partnership and a longstanding reputation as one of the finest school systems in the United States. The District's six elementary schools, two middle schools and two high schools provide a challenging, multi-disciplinary academic program and a dynamic cocurricular experience to nearly 8,000 students. LMSD schools rank among the highest in Pennsylvania for SAT and PSAT scores, total number of National Merit Semifinalists, total number of International Baccalaureate diplomas granted and in numerous "Top Schools" lists. Approximately 97% of high school graduates attend institutions of higher learning. LMSD's comprehensive instructional program encompasses an array of services for special needs and gifted children as well as community-based learning programs, extended daycare, early intervention literacy support, an International Baccalaureate diploma program and a full menu of high school honors and AP courses. An extensive range of course offerings in core areas, music and the arts, technology and special subjects form the foundation of the District's secondary curriculum. Themed, yearlong middle school programs offer students enhanced opportunities to explore subjects through hands-on, interdisciplinary study and block scheduling. The District's World Language Elementary School Program enables all students to receive uninterrupted world language instruction from second grade until the time they graduate. More than 500 supervised academic, athletic, community outreach and performance oriented co-curricular programs are available in the District, from elementary technology clubs to high school varsity sports. In addition to serving student programs, the District's facilities are utilized by thousands of community members for enrichment programs, recreation and general use. The District is one of the first school communities in the nation to include a specific goal in its strategic plan dedicated to addressing "the holistic needs of students." The focus is on preparing students to successfully manage social, academic and environmental stresses through expanded school counseling and wellness programs, community partnerships, integrated curriculum and staff development. The District's professional staff consists of 756 full-time teachers, 87% of whom have advanced degrees. The faculty is complemented by a support staff of 660 skilled individuals. A counselor and psychologist are available in every school. LMSD maintains one of the lowest class size averages in Pennsylvania. The student-to-professional staff ratio at the secondary level is 11:1 and average class size in the District is approximately 21 students. In addition to providing a supportive teaching environment, the District offers one of the highest salaries and best benefits packages in Pennsylvania as well as extensive staff development opportunities. All ten of the District's schools have been completely modernized in the past ten years to serve the needs of a 21st century education. LMSD was recently named one of 14 nationwide honorees of the first-ever U.S. Department of Education Green Ribbon Schools District Sustainability Award, selected for its exemplary efforts to reduce environmental impact and utility costs, promote better health, and ensure effective environmental education.

## Mission and Vision

### Mission

Committed to excellence and continuous improvement, the Lower Merion School District strives to ensure that all students achieve their highest level of critical thinking and creativity, that they value themselves and the diversity of others, and that they are knowledgeable, contributing citizens capable of excelling in a rapidly changing world. This is accomplished by individuals engaging in innovative, active experiences tailored to myriad ways of learning and in partnership with our community.

### Vision

Students are our reason for being. We create an environment designed to fulfill the individual learning needs and aspirations of each student. LMSD develops active partnerships at all levels of our learning community and values the individual contribution of each member. We view learning as a dynamic, innovative collaboration. Individuals learn best when their hearts, minds, and spirits are intimately engaged in the learning process

## Educational Value Statements

### Students

All learners have equal intrinsic worth. All learn in different ways and at different rates. Each learner bears responsibility for the well-being of society and the quality of the environment Learning occurs everywhere and is a lifelong pursuit of knowledge, truth, and wisdom. The responsibility for learning rests primarily with the individual; however, education is the shared responsibility of the student, home and family, school, and the entire community. Individuals learn best when actively engaged in the learning process. Excellence demands sustained effort. All individuals can be successful learners. Our learners have high expectations for themselves yielding high results. Society benefits when individual rights are balanced with social responsibility Ethical conduct is essential to the quality of life.

### Staff

All staff members have equal intrinsic worth. Our staff learn in different ways and at different rates. Each staff member bears responsibility for the well-being of society and the quality of the environment Learning occurs everywhere and is a lifelong pursuit of knowledge, truth, and wisdom. The responsibility for learning rests primarily with the individual; however, education is the shared responsibility of the student, home and family, school, and the entire community. Our staff holds high expectations for our learners that will yield high results.

### Administration

Our administrators have equal intrinsic worth. Our administrators learn in different ways and at different rates. Each administrator bears responsibility for the well-being of society and the quality of the environment Learning occurs everywhere and is a lifelong pursuit of knowledge, truth, and wisdom. High quality public education directly benefits the entire community and is essential for a democratic society. The responsibility for learning rests primarily with the individual; however, education is the shared responsibility of the student, home and family, school, and the entire community. Excellence demands sustained effort. Our administrators have high expectations in order to yield high results. Ethical conduct is essential to the quality of life.

### Parents

Our parents and families have equal intrinsic worth. Learning occurs everywhere and is a lifelong pursuit of knowledge, truth, and wisdom. High quality public education directly benefits the entire community and is essential for a democratic society. The responsibility for learning rests primarily with the individual; however, education is the shared responsibility of the student, home and family, school, and the entire community. Our parents and families have high expectations in order to yield high results. Society benefits when individual rights are balanced with social responsibility Ethical conduct is essential to the quality of life.

### Community

Our community members have equal intrinsic worth. Each person bears responsibility for the well-being of society and the quality of the environment High quality public education directly benefits the entire community and is essential for a democratic society. The responsibility for learning rests primarily with the



individual; however, education is the shared responsibility of the student, home and family, school, and the entire community. Our community has high expectations in order to yield high results. Society benefits when individual rights are balanced with social responsibility Ethical conduct is essential to the quality of life.

Other (Optional)

## Summary Of Strengths and Challenges

### Strengths

Strength	Consideration In Plan
Outperforming the state average and the statewide 2030 goals at both high schools in all Keystone tested areas.	Yes
Outperforming the state average and the statewide 2030 goals at the two middle schools in ELA and outperforming the statewide average and just shy of the 2030 goal on average between the two middle schools in the areas of mathematics and science.	No
All but one elementary school are outperforming the statewide 2030 goal and all are outperforming the statewide average in ELA and all elementary schools are outperforming the statewide 2030 goal and all are outperforming the statewide average in mathematics and science.	No
85% of learners in our elementary schools are proficient/advanced on the ELA PSSA exam.	No
87.2% of high school learners are proficient/advanced on the Algebra 1 Keystone exam.	No
At the elementary and high school levels, over 90% of our learners are proficient or advanced on state testing.	No
Over 99% of high school learners are meeting the Career Standards Benchmark.	Yes
Over 99% of middle school learners are meeting the Career Standards Benchmark.	No
100% of elementary school learners are meeting the Career Standards Benchmark.	No
The district commits significant funds to closing the achievement gap.	No
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Yes
Foster a vision and culture of high expectations for success for all students, educators, and families	Yes

### Challenges

Challenge	Consideration In
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	Plan
New PA Science Standards Alignment may provide some challenges in maintaining the high level of achievement.	Yes
There is a discrepancy between the performance of students in our subgroups and the overall group performance in Elementary School in ELA, mathematics, and science.	No
There is a discrepancy between the performance of students in our subgroups and the overall group performance in Middle School in ELA, mathematics, and science.	No
While we have strong performance at all levels on the PSSA/Keystone assessments, subgroup achievement is below the district average in the elementary schools.	No
69% of middle school learners are proficient/advanced on the Mathematics PSSA exam which is a decrease from our elementary achievement and provides a challenge for high school achievement.	No
As such a high number of students meet the college and career benchmark, there are no challenges to be noted.	No
Disproportionality with economically disadvantaged learners as compared to their peer group in middle school ELA PSSA achievement.	No
Disproportionality with economically disadvantaged learners as compared to their peer group in middle school mathematics PSSA achievement.	No
Disproportionality with economically disadvantaged learners as compared to their peer group in middle school science PSSA achievement.	No
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	No
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	No
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	No
Redefining success for our learners to incorporate creativity, critical thinking, love of learning and innovation. We should be reaching beyond standardized test scores.	Yes
Offer transformative curriculum that is interdisciplinary and is student driven, fostering innovation and positive risk taking. Our learners should be navigating their own learning and growth in close partnership with our professionals. We can continue to create environments where our students value self-reflection and inquiry.	Yes
Develop a continued focus on valuing educators and the critical role they play and therefore we can support their perpetual growth through collaborative professional learning opportunities.	Yes

We must continue to value the diverse, dynamic talents of every member of our community and their enduring support for public education.
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Yes
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Most Notable Observations/Patterns

## Analyzing Strengths and Challenges

### Strengths

Strength	Discussion Points
Outperforming the state average and the statewide 2030 goals at both high schools in all Keystone tested areas.	
Over 99% of high school learners are meeting the Career Standards Benchmark.	
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	
Foster a vision and culture of high expectations for success for all students, educators, and families	

### Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
New PA Science Standards Alignment may provide some challenges in maintaining the high level of achievement.		No	
Redefining success for our learners to incorporate creativity, critical thinking, love of learning and innovation. We should be reaching beyond standardized test scores.		Yes	LMSD's definition of success incorporates creativity, critical thinking, love of learning, and innovation for each and every child to encourage globally aware and engages students. We reach far beyond standardized test scores, embracing and celebrating the many ways in which students demonstrate individual growth.
Offer transformative curriculum that is interdisciplinary and is student driven, fostering innovation and positive risk taking. Our learners should be navigating their own learning and growth in close partnership with our professionals. We can continue to create environments where our students value self-reflection and inquiry.		Yes	LMSD offers a transformative interdisciplinary curriculum that is student-driven and fosters innovation and positive risk taking. It transcends Standards, is inquiry-based, and connects the classroom to the world. Our curriculum encompasses diverse perspectives, promotes global awareness, and makes use of culturally responsive teaching and learning practices. This dynamic, adaptable curriculum

			<p>provides vertically and horizontally aligned curricular experiences, ensuring every student learns from the connections across subject areas and receives a comprehensive and balanced education. Subject material is relevant to the world our children will enter in college and as adults. Innovation is the rule and not the exception. LMSD students engage in navigating their own learning and growth in close partnership with our professionals. We create an environment where students value self-reflection and inquiry and play a central role in identifying their passions and achieving their goals. We nurture and celebrate the individual strengths of our students and help them to develop competencies that ensure their success beyond the LMSD experience.</p>
<p>Develop a continued focus on valuing educators and the critical role they play and therefore we can support their perpetual growth through collaborative professional learning opportunities.</p>		Yes	<p>LMSD is a community that values educators and the critical role they play in ensuring our students' success. We trust our professionals and seek to support their perpetual growth and development through collaborative professional learning opportunities rooted in self-reflection and inquiry. We believe in providing resources to staff that encourage a culture of engagement, innovation, and exploration.</p>
<p>We must continue to value the diverse, dynamic talents of every member of our community and their enduring support for public education.</p>		Yes	<p>LMSD takes pride in being a central part of the community. We value the diverse, dynamic talents of every member of our community and their enduring support for public education. We honor this spirit through consistent outreach and the creation of meaningful relationships to promote experiential learning, ongoing service, and engagement that will strengthen and support the student experience during the LMSD years and beyond.</p>

## Goal Setting

**Priority:** LMSD's definition of success incorporates creativity, critical thinking, love of learning, and innovation for each and every child to encourage globally aware and engages students. We reach far beyond standardized test scores, embracing and celebrating the many ways in which students demonstrate individual growth.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Other	By the end of the 2024-2025 school year 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.	Redefining Success	By the end of the 2022-2023 school year we will continue to 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.	By the end of the 2023-2024 school year we will continue to 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.	By the end of the 2024-2025 school year 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.

**Priority:** LMSD offers a transformative interdisciplinary curriculum that is student driven and fosters innovation and positive risk taking. It transcends Standards, is inquiry based, and connects the classroom to the world. Our curriculum encompasses diverse perspectives, promotes global awareness, and makes use of culturally responsive teaching and learning practices. This dynamic, adaptable curriculum provides vertically and horizontally aligned curricular experiences, ensuring every student learns from the connections across subject areas and receives a comprehensive and balanced education. Subject material is relevant to the world our children will enter in college and as adults. Innovation is the rule and not the exception. LMSD students engage in navigating their own learning and growth in close partnership with our professionals. We create an environment where students value self reflection and inquiry and play a central role in identifying their passions and achieving their goals. We nurture and celebrate the individual strengths of our students and help them to develop competencies that ensure their success beyond the LMSD experience.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 3: Provide Student-Centered Support Systems	By the end of the 2024-2025 school year 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 at elementary and secondary levels. 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.	Transformative curriculum	By the end of the 2022-2023 school year we will continue to 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 at elementary and secondary levels. 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.	By the end of the 2023-2024 school year we will continue to 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 at elementary and secondary levels. 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.	By the end of the 2024-2025 school year 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 at elementary and secondary levels. 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.
Essential Practices 3: Provide Student-Centered Support Systems	By the end of the 2024-2025 school year we will adjust our system from one characterized by heavily-prescribed requirements to one that affords more self-directed goal setting and positive risk taking within safe learning environments across the K-12 continuum.	Student-Driven Schools	By the end of the 2022-2023 school year we will continue to adjust our system from one characterized by heavily-prescribed requirements to one that affords more self-directed goal setting and positive risk taking within safe learning environments across the K-12 continuum.	By the end of the 2023-2024 school year we will continue to adjust our system from one characterized by heavily-prescribed requirements to one that affords more self-directed goal setting and positive risk taking within safe learning environments across the K-12 continuum.	By the end of the 2024-2025 school year we will adjust our system from one characterized by heavily-prescribed requirements to one that affords more self-directed goal setting and positive risk taking within safe learning environments across the K-12 continuum.



**Priority:** LMSD is a community that values educators and the critical role they play in ensuring our students' success. We trust our professionals and seek to support their perpetual growth and development through collaborative professional learning opportunities rooted in self-reflection and inquiry. We believe in providing resources to staff that encourage a culture of engagement, innovation, and exploration.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Professional learning	By the end of the 2024-2025 school year 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.	Commitment to Professional Learning	By the end of the 2022-2023 school year we will continue to 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.	By the end of the 2023-2024 school year we will continue to 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.	By the end of the 2024-2025 school year 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.

**Priority:** LMSD takes pride in being a central part of the community. We value the diverse, dynamic talents of every member of our community and their enduring support for public education. We honor this spirit through consistent outreach and the creation of meaningful relationships to promote experiential learning, ongoing service, and engagement that will strengthen and support the student experience during the LMSD years and beyond.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Parent and family engagement	By the end of the 2024-2025 school year 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.	Spirit of Community	By the end of the 2022-2023 school year we will continue to 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.	By the end of the 2023-2024 school year we will continue to 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.	By the end of the 2024-2025 school year 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.

## Action Plan

### Action Plan for: Redefining Success

Measurable Goals		Anticipated Output		Monitoring/Evaluation		
<ul style="list-style-type: none"> <li>Redefining Success</li> </ul>		Reduced standardized testing, closed achievement, equity, access and opportunity gaps, strong academic performance of students as measured by traditional indicators, student reports of higher levels of social, emotional, and physical well-being and of feeling empowered to take academic risks, multiple paths to success, before and after graduation, valued and celebrated by students, faculty and the community.		A full range of measurement protocols that align with our expanding definitions of success including: protocols that measure development (i.e. social, emotional and physical wellness), creativity, critical thinking, love of learning, and innovation. Student self-reflection of growth based on essential learning targets. Student surveys and exit interviews at each level. Traditional indicators of success, such as standardized assessments. Assessment calendar that balances students' wellbeing, the need to measure growth and allows professionals to collaboratively and promptly provide feedback. Evaluations of professional learning.		
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
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.					No	No
Re-examine grading practices so that growth is reported more comprehensively.					No	No
Expand use of assessment protocols so that practices are balanced; include more self-reflection, embedded formative assessment, criterion-based	08/30/2022	05/30/2025	Dr. Jennifer Gaudioso, Director of Elementary Education and K-12 Professional Development	MTSS training, PLC training, Assessment protocol training	Yes	No

measurement and performance-based measures into curriculum.						
Transform graduation requirements and the distribution and expansion of courses and experiences across all grade bands.	05/17/2022	05/30/2025	Dr. Alexis McGloin, Assistant Superintendent	Data management software, resources and materials for new or reimagined courses, professional development consultants and time, curriculum redesign.	Yes	Yes

## Action Plan for: Transformative Curriculum

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Transformative curriculum</li> </ul>		Expanded curricular experiences outside of the school building and the school day. Students with well-developed skills. Excellent global awareness and cultural competency for each student. Strong teamwork and complex problem-solving skills for each student; students' transfer of knowledge to novel situations. A revised and expanded curriculum that is vertically and horizontally aligned and a schedule that supports this.			Systems for schedule and curriculum reviews; Classroom environment and instruction domain growth; Student self-reflection, surveys and exit interviews.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Flexible, fluid scheduling and calendar.					No	No
Expand curricular experiences outside of the school day.					No	No
Embed an inquiry-based process approach across curriculum; thinking within one discipline (e.g. historians or scientists) transfers to others.	05/17/2022	05/30/2025	Dr. Alexis McGloin, Assistant Superintendent	Site Visits, materials for new or reimagined courses, professional development consultants and time, curriculum redesign.	Yes	Yes
Infuse literacy, science, technology, engineering, arts and math across the curriculum in all grade levels					No	No
Apply a social justice lens to themes in the curriculum.					No	No
Embed culturally-proficient teaching practices.	08/30/2022	05/30/2025	Dr. Alexis McGloin, Assistant Superintendent, Dr. Jennifer Gaudioso, Director of Elementary Education and K-12 Professional Development	Professional development consultants and time, curriculum application and integration of effective practices, creation and implementation of walkthrough protocol.	Yes	Yes

Create incremental service learning opportunities for students leading to a year-long capstone project.					No	No
Create opportunities for all LMSD students to engage in learning with international students.					No	No
Design and implement professional development for all teachers to build their capacity for differentiating curriculum and instruction in ways that specifically addresses the needs of gifted and high-ability students.					No	No

## Action Plan for: Commitment to Professional Learning

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Commitment to Professional Learning</li> </ul>		Strong professional growth results, high educator engagement and trust, high student achievement and well-being data.			A professional learning calendar that makes more effective collaboration possible. Professional learning opportunities provided. Professional Learning Community (PLC) rubrics. Protocols for embedded professional learning and peer review. Teacher satisfaction surveys (and self-reflections if shared). Opportunities provided for educators and parents and guardians to learn together.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Embed professional learning opportunities during the school day.					No	No
Build the capacity of educator leaders.					No	No
Revise the professional learning calendar and its scheduling.					No	No
Provide opportunities for educators and parents and guardians to learn together to ensure positive outcomes for each student.					No	No
Develop and engage in Multicultural Education professional learning					No	No
Engage in Can Do Meetings in which classroom teachers will be provided with assessment data to identify the skills that specific ELs are capable of doing at their individual proficiency level. • Teachers will be provided with accommodations and information regarding techniques to build language acquisition and support the child in all academic areas.					No	No

Develop Co Teaching English Language Development best practics.					No	No
Improve our Special Education Referral process for English Learners					No	No
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					No	No



## Action Plan for: Student Driven Schools

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Student-Driven Schools</li> </ul>		Strong student self-reflection, self-confidence, and resilience. Strong student satisfaction and outcomes. Variety of valued and celebrated student post-graduate pathways (e.g. college, work, and travel)			Protocols to measure students' self-reflection, self-confidence, resilience, and progress toward personal goals. Student surveys and exit interviews at each level. Opportunities for student voice to be heard. Opportunities for students to pursue personal interests. A system of schedule review to determine how to flexibly group students.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Foster a growth mindset at every level.					No	No
Develop a protocol for student goal-setting and self-reflection.					No	No
Provide students with developmentally-appropriate opportunities to pursue differentiated areas of interest within a framework of a given lesson or subject.					No	No
Provide opportunities for more student voices to be heard across the District and in the classroom					No	No
Expand enrichment opportunities for students to pursue curricular interests.					No	No
Create schedules that increase opportunities for students to be flexibly grouped.					No	No

## Action Plan for: Spirit of Community

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Spirit of Community</li> </ul>		All students have meaningful internship, service or community exploration experience; community highly values LMSD schools; High alumni engagement (e.g. giving, social media participation, and volunteerism); new revenues from 145 alumni fund and new business partnerships aligned to District's mission; growth of alumni network; Increase in revenue; increase in partnerships aligned to District's mission.			Community surveys; Communications audit; Communication protocols; System to measure Return On Investment (ROI) for business development initiatives	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Create a strategic alumni development program (student, parent, teacher, and administrator) to maintain and maximize life-long connections					No	No
Create on-going revenue producing learning opportunities and experiences for graduates, parents, and family members.					No	No
Launch business-development role to explore alternate revenue streams for District and identify and maximize strategic partnerships.					No	No
Build reciprocal school-community partnerships that maximize and value the resources of our diverse community					No	No
Audit our current					No	No

communication practices and identify opportunities to strengthen practices moving forward						
Create opportunities for students, families and community members to successfully transition into our schools					No	No
Engage a broader audience for District events and activities.					No	No

## Professional Development Action Steps

Evidence-based Strategy	Action Steps
Redefining Success	<ul style="list-style-type: none"><li>• Expand use of assessment protocols so that practices are balanced; include more self-reflection, embedded formative assessment, criterion-based measurement and performance-based measures into curriculum.</li><li>• Transform graduation requirements and the distribution and expansion of courses and experiences across all grade bands.</li></ul>
Transformative Curriculum	<ul style="list-style-type: none"><li>• Embed an inquiry-based process approach across curriculum; thinking within one discipline (e.g. historians or scientists) transfers to others.</li><li>• Embed culturally-proficient teaching practices.</li></ul>

## Professional Development Activities

Improvement of data protocols as part of the MTSS implementation						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Expand use of assessment protocols so that practices are balanced; include more self-reflection, embedded formative assessment, criterion-based measurement and performance-based measures into curriculum.</li> </ul>	Teachers, Administrators, Paraprofessionals	MTSS training, data protocol training for both academics and behavior, Illuminate software training, Universal Design for Learning Training	Data Literacy improvement, student academic growth, closure of the achievement gap, improved social emotional wellness	Dr. Jennifer Gaudio, Director of Elementary Education and K-12 Professional Learning	05/17/2022	05/30/2025
Learning Formats						
Type of Activities	Frequency	Danielson Framework Component Met in this Plan			This Step Meets the Requirements of State Required Trainings	
Workshop(s)	3X year	<ul style="list-style-type: none"> <li>1b: Demonstrating Knowledge of Students</li> <li>1c: Setting Instructional Outcomes</li> <li>2b: Establishing a Culture for Learning</li> <li>2d: Managing Student Behavior</li> </ul>			Teaching Diverse Learners in an Inclusive Setting	
Inservice day	2x year	<ul style="list-style-type: none"> <li>2b: Establishing a Culture for Learning</li> <li>1b: Demonstrating Knowledge of Students</li> </ul>			Teaching Diverse Learners in an Inclusive Setting	
Other	MTSS building team trainings, PLC meetings, and faculty meetings	<ul style="list-style-type: none"> <li>1b: Demonstrating Knowledge of Students</li> <li>1f: Designing Student Assessments</li> <li>2d: Managing Student Behavior</li> </ul>			Teaching Diverse Learners in an Inclusive Setting	

Curriculum Development and Training for expanding student experiences

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Transform graduation requirements and the distribution and expansion of courses and experiences across all grade bands.</li> </ul>	Teachers	Curriculum reimagination, design, implementation, and revision	Implementation of planned curriculum, assessment of student learning, academic growth	Dr. Alexis McGloin, Assistant Superintendent	05/17/2022	05/30/2025

**Learning Formats**

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Classroom/school visitation	3x year	<ul style="list-style-type: none"> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>1e: Designing Coherent Instruction</li> <li>1f: Designing Student Assessments</li> <li>3c: Engaging Students in Learning</li> <li>4a: Reflecting on Teaching</li> </ul>	
Collaborative curriculum development	4-5 times per year	<ul style="list-style-type: none"> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>1c: Setting Instructional Outcomes</li> <li>1e: Designing Coherent Instruction</li> <li>1f: Designing Student Assessments</li> <li>1b: Demonstrating Knowledge of Students</li> <li>1d: Demonstrating Knowledge of Resources</li> </ul>	
Professional Learning Community (PLC)	1 x week	<ul style="list-style-type: none"> <li>1f: Designing Student Assessments</li> <li>2b: Establishing a Culture for Learning</li> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>3a: Communicating with Students</li> <li>3b: Using Questioning and Discussion Techniques</li> </ul>	



Create/implement and refine an interdisciplinary teaching approach

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Embed an inquiry-based process approach across curriculum; thinking within one discipline (e.g. historians or scientists) transfers to others.</li> </ul>	Teachers	Project based learning, coteaching, curriculum development, site visits, assessment building	Student academic growth, behavior data, student surveys, classroom observations	Dr. Alexis McGloin, Assistant Superintendent, Dr. Jennifer Gaudioso, Director of Elementary Education and K-12 Professional Learning	05/17/2022	05/30/2025

**Learning Formats**

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Classroom/school visitation	3x year	<ul style="list-style-type: none"> <li>1c: Setting Instructional Outcomes</li> <li>2a: Creating an Environment of Respect and Rapport</li> <li>2b: Establishing a Culture for Learning</li> </ul>	
Inservice day	2x year	<ul style="list-style-type: none"> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>1c: Setting Instructional Outcomes</li> <li>2b: Establishing a Culture for Learning</li> <li>3c: Engaging Students in Learning</li> </ul>	
Professional Learning Community (PLC)	1 x week	<ul style="list-style-type: none"> <li>1f: Designing Student Assessments</li> <li>1e: Designing Coherent Instruction</li> <li>2b: Establishing a Culture for Learning</li> <li>3c: Engaging Students in Learning</li> </ul>	
Collaborative curriculum development	4-5 times per year	<ul style="list-style-type: none"> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>1c: Setting Instructional Outcomes</li> <li>1b: Demonstrating Knowledge of Students</li> <li>1e: Designing Coherent Instruction</li> <li>1f: Designing Student Assessments</li> <li>1d: Demonstrating Knowledge of Resources</li> </ul>	



Enhance cultural proficiency practices

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Embed culturally-proficient teaching practices.</li> </ul>	Teachers and Administrators	Culturally responsive teaching, personalization of learning, universal design for learning, and effective multi-tier systems of support (MTSS)	Student surveys on inclusivity and sense of belonging, closure of the achievement gap, positive school and classroom culture	Shawanna James-Coles	08/30/2022	05/30/2025

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	4 x year	<ul style="list-style-type: none"> <li>1b: Demonstrating Knowledge of Students</li> <li>2a: Creating an Environment of Respect and Rapport</li> <li>3a: Communicating with Students</li> <li>3c: Engaging Students in Learning</li> <li>2b: Establishing a Culture for Learning</li> </ul>	Teaching Diverse Learners in an Inclusive Setting
Workshop(s)	2x per year	<ul style="list-style-type: none"> <li>1b: Demonstrating Knowledge of Students</li> <li>1f: Designing Student Assessments</li> <li>2b: Establishing a Culture for Learning</li> <li>3a: Communicating with Students</li> <li>3c: Engaging Students in Learning</li> <li>2a: Creating an Environment of Respect and Rapport</li> </ul>	Teaching Diverse Learners in an Inclusive Setting
Inservice day	1 x year	<ul style="list-style-type: none"> <li>2a: Creating an Environment of Respect and Rapport</li> <li>1f: Designing Student Assessments</li> <li>2b: Establishing a Culture for Learning</li> <li>3b: Using Questioning and Discussion Techniques</li> </ul>	Teaching Diverse Learners in an Inclusive Setting



## Communications Action Steps

Evidence-based Strategy	Action Steps
Redefining Success	<ul style="list-style-type: none"><li>• Transform graduation requirements and the distribution and expansion of courses and experiences across all grade bands.</li></ul>
Transformative Curriculum	<ul style="list-style-type: none"><li>• Embed an inquiry-based process approach across curriculum; thinking within one discipline (e.g. historians or scientists) transfers to others.</li><li>• Embed culturally-proficient teaching practices.</li></ul>

## Communications Activities

### Communication on new or expanded course offers

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Transform graduation requirements and the distribution and expansion of courses and experiences across all grade bands.</li> </ul>	School Board, Staff, Families	Proposed additions or revisions, timeline for implementation	Dr. Alexis McGloin, Assistant Superintendent	11/02/2022	12/04/2024

### Communications

Type of Communication	Frequency
Presentation	2 x year
Email	1 x year

Communication on curricular integration and approaches

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Embed an inquiry-based process approach across curriculum; thinking within one discipline (e.g. historians or scientists) transfers to others.</li> </ul>	School Board, Teachers, Community/Families	Process for content creation, timeline, measures of success	Dr. Alexis McGloin, Assistant Superintendent	11/02/2022	03/05/2025

**Communications**

Type of Communication	Frequency
Presentation	3x year
Email	2 x year

Conversations with community on culturally responsive teaching implementation

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Embed culturally-proficient teaching practices.</li> </ul>	School Board, Community/Families	Content of training, implementation of training, suggestions for improvement	Shawanna James-Coles	09/21/2022	04/23/2025

**Communications**

Type of Communication	Frequency
Other	Community Meetings
Other	Ad Hoc Committee of the School Board Meetings
Posting on district website	3 x year
Presentation	2x year