

Strategic Planning Feedback

Principal Listening Sessions by Region

Strategic Goal Areas			Changes/Additions	Prioritization	Additional Comments/Questions
Student Success	Quality Instruction at All Levels	Early Childhood	<ul style="list-style-type: none"> • Transition planning meetings with each school so they can articulate child’s needs • Pre-first and transition class between 1st and 2nd grade • There needs to be a consistent enrollment in early child hood education. 	<ul style="list-style-type: none"> • Priority needs to be given to neighborhood children. 	<ul style="list-style-type: none"> • Rules regarding admission needs to be enforced. There needs to be a centralized system for early childhood education.
		Elementary Schools	<p>Lesson plan template emphasizing</p> <ul style="list-style-type: none"> • Learning objective, Motivator, Strategy: Engagement, Differentiation Plan, Questions (Depth of Knowledge) • Reading Recovery or Reading teacher support for students scoring below the 40th percentile in Reading • Reduced class size to 20 for K & 22 for grades 1– 3 • Investing in early childhood is a wonderful way to decrease the disparity for children who may come with learning delays. • Reducing class size K-3 is a great way to provide much needed individualized instruction. Students need to be reading proficiently by grade 3. • Providing half hour daily lessons for 12-20 hours a week would include a large number of students who are 40% & below. What is the plan for truancy & ongoing lateness? • Reading specialist should be for small groups of lowest readers not one student at a time servicing 8-10 students a year. • Career counseling for students not only in High School, but as early as Elementary School and introducing students to college and other career options early in the academic career. 	<ul style="list-style-type: none"> • Clearly define the accountability system • How is it developed? • How are levels set? • Who completes reviews? • Parents need to be held accountable for excessive absences and lateness. 	<ul style="list-style-type: none"> • Need for a new observation tool for administrators • Professional staff • Support staff • Will there be input from the field? • Alignment with union contracts • Some kindergarten students have poor attendance, will there be a plan in place to make their attendance a priority if kindergarten is not mandatory?

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Student Success	Quality Instruction at All Levels	Middle Schools	<ul style="list-style-type: none"> • Small communities--will there be a common focus or school wide focus? 	<ul style="list-style-type: none"> • What supports will be given? • How do we level the playing field? 	
		High Schools	<ul style="list-style-type: none"> • Offer college transition courses for students who are prepared or demonstrate the ability 	<ul style="list-style-type: none"> • Do SAT prep by training teachers not purchasing canned programs that teachers do throughout the year. Additional staff may be helpful. 	<ul style="list-style-type: none"> • Access Centers: Issues around space, staffing, by educators, funding for all aspects over and above • Dual enrollment relationships should be with school not through central office • What do advisories mean in high school?
		Core Curriculum	<ul style="list-style-type: none"> • Vary the instructional materials • Middle school Curriculum should be attached to High School. • Inquiry based learning in conflict with prescriptive document. • The curriculum isolates subjects it needs to have points where it is interdisciplinary. • Too much testing (!) testing is in conflict with developing 21st century skills. • Dual Enrollment; Access centers; Academic success • Integrate 21st Century financial courses and parenting courses for students in middle grades and high school 		<ul style="list-style-type: none"> • What does redesign the core curriculum mean? • Will there be any initiatives for writing?

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Student Success</p>	<p>Specialized Services and Programs</p>	<p>English Language Learners</p>	<ul style="list-style-type: none"> • We feel we exit ELL students too early. The exit criteria need to be more comprehensive. The children need to be tested in comprehension, literacy skills beyond ESOL mastery skills • More PD for regular teachers More support for small schools with multiple languages • The ELL component was positive, especially the administrator/teacher training. ➤ Bilingual programs have not tended to work nationally to produce increased language skills and achievement. Implementation is the key. Better to have FLES programs at every elementary school. 	<ul style="list-style-type: none"> • Regional ESOL Coordinator to assist in determining the ESOL student exiting. Also, PD, coaching, mentoring, etc. 	<ul style="list-style-type: none"> • Inclusion of children of families who speak other languages at home. (Programs to support the children even though children are American born speak English but speak the native language at home. • Site selection for BCAs by school. BCAs need to meet language needs. • Which three regions will get the immigrant welcome center? • Can bilingual counseling assistants be included in the formula as a mental health professional? • Who will provide PD to implement improvements in delivering instr. to ELL's and Sp. Ed. Students?
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Student Success	Specialized Services and Programs	Special Education Learners	<ul style="list-style-type: none"> • Lower caseload/supplemental model allows a larger caseload/create a standard model for progress modeling 	<ul style="list-style-type: none"> • Inclusion PD model • Inclusion PD at regional level • Base budgets for all schools then additional funds beyond that base amount. 	<ul style="list-style-type: none"> • Behavior Specialist on staff to work with teachers and parents • In regards to transitions and transition coordinators, will there be a uniform system for all learners (not just Special Education)...especially as students transition into high school? • Who will provide PD to implement improvements in delivering instr. to ELL's and Sp. Ed. Students?
		Gifted and Talented Learners	<ul style="list-style-type: none"> • Increased School Psychologist service to identify gifted and talented students. Look at portfolio assessment for gifted students (ELL students) 		<ul style="list-style-type: none"> • Will we have additional staff for the gifted program?
	Comprehensive Supports and Programs for All Students	Guidance and Counseling	<ul style="list-style-type: none"> • Include the "removal of roadblocks" such as CBH overriding partnership between school and C&E • All High Schools (not just comprehensives) should have a reduction in student to counselor ratio. • Guidance services combined with looping provides relationship, ownership, and consistent service to students. • The additional teacher and counselors are welcome (the ratio's and model are both very attractive) provided the candidates are abundant in number and highly qualified and certified. 	1	<ul style="list-style-type: none"> • If each middle school gets counselors, K-8 schools should have at least part time counselors • Will Middle School SDP resources be allocated in K-8 schools as well? <ul style="list-style-type: none"> ○ Example: Counselors ratio 1 to 150 students?

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Student Success	Comprehensive Supports and Programs for All Students	Athletics	<ul style="list-style-type: none"> attention to athletic offerings in the middle years programs at K-8 schools. 		
		Student Leadership			
		Remediation and Enrichment	<ul style="list-style-type: none"> Clarify WHO is responsible for “providing” ...all bulleted items need school based budgets 	3	<ul style="list-style-type: none"> Subject specific summer school - i.e. if students fails science, they have to take math & reading in summer school. Master schedules that require changes for remediation and enrichment should be fully funded at all schools
		Extra-Curricular and Co-Curricular Opportunities	<ul style="list-style-type: none"> need additional money for E.C. activities 		

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Student Success	Comprehensive Supports and Programs for All Students	Work-Based Experiences	<ul style="list-style-type: none"> • Ensure that CTEs are in all high schools 	4	
		Re-Engagement Programs	<ul style="list-style-type: none"> • Credit Recovery for grades 6 - 8 		<ul style="list-style-type: none"> • Who will be "watchdog" for collaboration between city agencies and the school district? Clarify section on report cards for "out of school students - who is this population? How about regional relocation centers? Will there be adequate staffing? • Overage students (example, 16 year olds still in elementary school) should go on to secondary school. What is the policy and plan for overage students?

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Student Success	Comprehensive Supports and Programs for All Students	Health Education			<ul style="list-style-type: none"> • Have the quality of meals and serving sizes been addressed? i.e. 8th & K grade students receive the same size serving • Where are the healthy-food meals prepared on site? • We are concerned about the proper nutrition and childhood obesity? • If there is physical education every day in middle schools, how can we schedule Technology, Language, Visual Art, Instrumental and Vocal Music and other important middle school course offerings?
		Early Warning Indicator System	<ul style="list-style-type: none"> • Monitor number of students and offer support to schools from Regional Behavioral Health Liaison 	2	<ul style="list-style-type: none"> • System assumes teachers are prepared to support at risk students with interventions-- teachers training and support. How are the menu of interventions and supports determined? • How does the early warning system merge with CSAP?

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Student Success	Transition Services	Pre-K to K, Elementary to Middle School, Middle to High School	<ul style="list-style-type: none"> The transition from 8th grade to 9th grade should be 5 days. Contracted agencies will allow limits to class sizes by offering alternatives to "on site" registration that may upset class size balance. Supports transitions. Targeting 6-8 for transition is great. Provide meeting times for teachers of grades 8 and 9 to discuss and collaborate. 	High	<ul style="list-style-type: none"> Funding for summer bridge? There are different grade transitions. Please include all Universal, mandated summer reading list to go along with the transition What will be the logistics of the 1 week transition for the Kindergarten students in the summer?
		Alternative Education		High	<ul style="list-style-type: none"> K-8 schools should have programs for middle school students that help them to transition smoothly into high school. These programs should begin in 5th or 6th grade with additional funding as needed. <ul style="list-style-type: none"> What does the re-entry plan look like? Do services continue after 6 months? What would a 6 month reentry plan for students entail?

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Student Success	Safe Learning Environment	Positive School Climates	<ul style="list-style-type: none"> • Add peer mediation in K-8 models. • Safe learning environment is so important to have in place. School-wide behavior plan for every school that accounts for differing contexts. Provide funds to schools to send teachers for SWEBS training. • All schools should be involved in the Positive Behavior Supports Program to include K-8 middle school students in intramural programs. 	High	<ul style="list-style-type: none"> • Bullet 5 (p.19) How is that rated? Weight? • Who would climate / safety team leader be?
		Clear Behavioral Expectations		High	<ul style="list-style-type: none"> • Second bullet - need manpower (more support) • Reinstitute ISS -- who will monitor train and provide funds?
		Supports, Rewards, and Consequences			
	Parent and Family Engagement	Clear, On-Going, Relevant Engagement	<ul style="list-style-type: none"> • Provide students and parents with grade level expectations for academics and behavior. 		<ul style="list-style-type: none"> • How does district plan to increase parental accountability?

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Student Success	Parent and Family Engagement	Excellent Customer Service			
		Empowerment through Education			<ul style="list-style-type: none"> • What services can we provide the parents that are dealing with mental health issues, unemployment and substance abuse?
		Respectful of Culture and Language			

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Student Success	Strategic Partnerships	Philanthropic Institutions and Foundations			
		City, State, and Federal Agencies	<ul style="list-style-type: none"> • Train school leadership teams on how to make community connections (i.e. where to start, how to make the connection to work) • Full time therapists, social workers would benefit students who cannot get outside help. 		
		Businesses			
		Colleges and Universities			
		Alumni and Community Coalitions			

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Quality Choices	A New Model of School Choice	Vanguard Schools	<ul style="list-style-type: none"> Once schools are designated as such, all teachers must apply annually to remain in the building *Full site selection for all staff *Purchases based on school needs *Full autonomy 	<ul style="list-style-type: none"> Set cut-off targets that must be met and maintained but allow fluctuations 	<ul style="list-style-type: none"> For all schools teachers should have a required number of hours for PD outside of the school year
		Empowerment Schools	<ul style="list-style-type: none"> Provide monetary incentives for teachers who wish to work in these schools Site select empowerment staff Obudsman should be from community 	<ul style="list-style-type: none"> More staff development for parent ombudsman (already in their contract) 	
		Renaissance Schools	<ul style="list-style-type: none"> Conduct yearly audits to monitor funds are being used properly 		
	Uniform High Standards for All Schools				
	Schools of the Future				

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Great Staff	Recruiting the Best		<ul style="list-style-type: none"> • Full Site Selection in all schools formalized • PD for incoming staff • Full site selection of all staff members (not just teachers) Form groups of schools that can meet for differentiated PD Use principals to train other principals Use teachers to train other teachers • Early recruitment of teachers, early filling of vacancies • Communication with local universities and teacher training programs so that new teachers are trained to understand the full implementation of Philadelphia’s Curriculum. New teachers are currently coming out of student teaching experiences unfamiliar with our curriculum because they student taught in the suburbs. If we are going to recruit new teachers who were not trained in Philadelphia, then some training should be provided prior to having them go in to the classroom. 	High	<ul style="list-style-type: none"> • Uniform for all schools - to be comparable to suburban districts • Full site selections for all positions
	Retaining Highly Effective Staff		<ul style="list-style-type: none"> • Tuition incentives, bonuses • Grad school credits for ALL • Mid-year review of incoming staff to determine longevity and compatibility • Tuition reimbursement • Incentives for teacher who • Have a National Board Teaching Certification • Substitute teachers should be highly qualified. 	High Medium • Peer Assistance for struggling teachers	<ul style="list-style-type: none"> • Retention bonuses for ALL teachers regardless of geographic location • "Ramp-Up" this assistance to include more teachers - provide them with best practices training • What is the current criteria for school substitutes?

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Great Staff	Incentives for High Performance		<ul style="list-style-type: none"> • Tuition reimbursement, bonuses, etc. • More celebration events for multiple teachers from all sites for various reasons 	Medium	<ul style="list-style-type: none"> • Incentives - merit based; must have very clear guidelines because previous programs were unbalanced and unequal 	<ul style="list-style-type: none"> • How will rewards and incentives be funded? • Open outstanding classrooms for observations - attach stipend of \$5,000 to \$10,000 a year
	Extraordinary Customer Service		<ul style="list-style-type: none"> • Additional training for school office staff • Voice mail system for teachers' individualized mailboxes • Customer service for school district of philadelphia staff 	High	<ul style="list-style-type: none"> • Calls answered as a result of having office staff that is equal to the needs of the office 	

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Accountable Adults	Performance Measurements for All Schools and Departments				<ul style="list-style-type: none"> Teacher and Parent accountability factors?
	System-Wide Evaluations Tied to Performance Goals		<ul style="list-style-type: none"> A new standards based form for evaluating teachers Change the teacher observation form to reflect the mandates that are important to 21st Century teaching and learning. 		<ul style="list-style-type: none"> Full Site Selection
	Annual Progress Reports				
	Common Standards of Professionalism				<ul style="list-style-type: none"> How about expanding the voicemail capacity of offices at the 440 Building?

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">World-Class Operations</p>	<p>Facilities Master Plan</p>		<ul style="list-style-type: none"> • Renovating of space in existing school, so that students feel that they are worthy of having well equipped schools • Maintenance people should be held accountable, not just the Principal. 		<ul style="list-style-type: none"> • The system for work orders is ok, more personnel or money is needed to avoid long delays in service • The anticipated resources will require space. How will this be applied to a facility that is using every room in the school already? • Who pays for the “necessary infrastructure to support 21st Century classrooms”? • Does it come out of school’s operational money? • What about students in school buildings that have been cited as unsafe or not fit for staff and students? • Can we revisit roll over of unspent money? • Who reads the reports of City of Philadelphia inspectors? • Can we look at how some schools in our district appear to have more resources than North Philadelphia? • Why are security cameras not in Annex’s, just in main building? • How do we get our building in physical shape with so many union barriers?
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World-Class Operations	Streamlined and Effective Operations		<ul style="list-style-type: none"> • Reduce square footage per allocated custodial employee, aligning allocation with national standards • Expand site-selection process to include custodial employees • Develop a direct line reporting system with Building Engineer reporting directly to Principal, FAC reporting to Regional Superintendent • Equitable technology must be available to all schools/students 		<ul style="list-style-type: none"> • What is the funding source? • What is mechanism for rewarding schools bases on surveys?
	Balanced Budgets Aligned with District Goals				<ul style="list-style-type: none"> • Will there be allowances for budget adjustments and transfer of fund in accordance with Imagine 2014 implementation? • What is the plan for funding these initiatives?
	Weighted Student Funding Formula		<ul style="list-style-type: none"> • The insurance of an equitable allocation of district resources. 		<ul style="list-style-type: none"> • What are the weighing criteria? • Who will determine criteria?