

Strategic Planning Community Meeting Feedback

Ben Franklin Community Meeting (April 4, 2009)					
Strategic Goal Areas			Changes/Additions	Prioritization	Additional Comments/Questions
Student Success	Quality Instruction at All Levels	Early Childhood			
		Elementary Schools			
		Middle Schools			
		High Schools	consider location of new CTE schools-be strategic-locate where students live, where industry is, close proximity to actual construction areas -don't base CTE schools on 19th century idea of those types of schools -specialize corsework to industry needs		how will special education students be affected by an 8th period day?
		Core Curriculum	agree with redesigning core curriculum to integrate 21st century skills-must follow through -post students' missed work online		

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Student Success	Specialized Services and Programs	English Language Learners	need to have tutoring and mentoring daily -develop plan for drop-in center (volunteers from local universities, community) -monitor mobility of students -streamline process where students can't just leave one school for another		why are students transferring to other schools (discipline)?
		Special Education Learners	need for more SLPs and Ots for students on the spectrum -integration of services into regular education classrooms		
		Gifted and Talented Learners			

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Student Success	Comprehensive Supports and Programs for All Students	Guidance and Counseling	reduce ratio of students to counselors further to 100 to 1 -with less students, counselors should be able to provide more support to students (more individualized guidance, really follow academic progress) -counselors assigned based on subject (counselor for reading, one for math, etc)		
		Athletics			
		Student Leadership			
		Remediation and Enrichment	offer students more opportunities to keep up with their classes		
		Extra-Curricular and Co-Curricular Opportunities	after school activities that allow for students and staff to interact		

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Student Success	Comprehensive Supports and Programs for All Students	Work-Based Experiences			
		Re-Engagement Programs			
		Health Education			
		Early Warning Indicator System			

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Student Success	Transition Services	Pre-K to K, Elementary to Middle School, Middle to High School	vertical team meetings-pre-K and K teachers meet so pre-K students can be prepared for the reality of K -develop communication system where district is communicating with day care centers so that students can be prepared for K		
		Alternative Education			

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Student Success	Safe Learning Environment	Positive School Climates	<ul style="list-style-type: none"> use peer intervention and mediation -sensitivity and cultural diversity training -train security guards -protection after school-safe corridors in all school areas -must have safe environment for staff and students -hire more NTAs -teachers should get assistance to remove disruptive students 		
		Clear Behavioral Expectations	<ul style="list-style-type: none"> train teachers to manage the behaviors of suspended students 		
		Supports, Rewards, and Consequences	<ul style="list-style-type: none"> in-house suspension should be structured and separate from other classes including behavior support -include parents in suspension process 		<ul style="list-style-type: none"> how is in-house suspension different than the SMART program? -who is providing instruction for in-house suspension?

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Student Success	Parent and Family Engagement	Clear, On-Going, Relevant Engagement	communicate clearly to parents the requirements to attend different high schools so parents can focus preparation for their students to get into special admit high schools (start in elementary school) -be persistent with and increase communication -provide guidelines to parents on how to navigate through SDP -more home visits, door to door, face to face interaction -parent ombudsmen should be in all schools -implement mandatory meetings/events that parents must attend (being sensitive to parent schedules) -provide weekly progress reports on students to parents -staff should establish relationships with students and families outside of academics -school tours and information should be advertised and promoted with same vigor as these community meetings on strategic plan		
		Excellent Customer Service	train principals and school staff on customer service-create a welcoming environment for parents		
		Empowerment through Education	partner with parent organizations to develop trainings for school staff -create parent center where teachers and staff can engage with parents -provide parent training on parenting skills -reinstitute home and school visitors -provide an environment where parents can engage and network with one another and support one another -offer courses to parents that are the same as their students so that they can help their student with the subject		
		Respectful of Culture and Language			

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Student Success	Strategic Partnerships	Philanthropic Institutions and Foundations	standardize what all schools should have in terms of partnerships		
		City, State, and Federal Agencies	partner with social service agencies to provide services in school		
		Businesses			
		Colleges and Universities	want more dual enrollment opportunities through partnerships with colleges and universities -have more talent search personnel from colleges who can reach more students in high schools		
		Alumni and Community Coalitions	engage community to volunteer and assist staff in identifying issues to better help students -have community events during the summer to educate parents and the community, include school staff -have block captains and community leaders come and volunteer time at schools		

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Quality Choices	A New Model of School Choice	Vanguard Schools			
		Empowerment Schools			
		Renaissance Schools			
	Uniform High Standards for All Schools				
	Schools of the Future				

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Great Staff	Recruiting the Best		provide success stories of SDP students to encourage university students to come to work in the district -hire teachers that are respectful of students and their parents -parents and students should be involved in the hiring of teachers -recruit competent staff in all subject areas -ensure equitable distribution of competent staff -ensure equitable distribution of competent leadership -difficulty in understanding some teachers due to accent		what do students think about Teach in Philadelphia?
	Retaining Highly Effective Staff		provide PD for counselors and teachers on issues students face outside the classroom (ex. homelessness) -remove staff who are not doing their job -ensure consistent staffing in the CTE schools -must have adequate facilities and materials for teachers -sometimes teachers and staff (ex. secretaries) stay but principals constantly changing-must develop a community of learning -staff stay together when they feel that they are doing something meaningful -concern that teachers who benefit from tuition reimbursement will ultimately leave the system -no continuity of staff in some schools -benchmarks create a lot of pressure for teachers -principals need to be more involved in school community		how can students give feedback on teacher performance? -what about disrespectful students? -what if there are no resources to remove a disruptive student?

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Great Staff	Incentives for High Performance		merit pay for positive student outcomes -a school is a school-should not pay some teachers more -giving teachers more money based on performance will create tremendous pressure on teachers to do well -differentiated pay is divisive instead of encouraging people -qualities of good teacher: help and interact with students, see why student failing, can't be boring, have fun while learning, be mentor, be energetic		would paying more to teach in Philadelphia be an incentive for more people to come? -how determine which schools to pay more and which not? -what are the qualities of good teachers?
	Extraordinary Customer Service		people who work in the office should be open to help or find help for everyone -how staff speak with others is very disrespectful -poor relationships		

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Accountable Adults	Performance Measurements for All Schools and Departments		should first look at what a school needs		if school doesn't have the resources it needs-how can you grade a school? -what about parents being accountable? (parents not disciplining students, no response or action)
	System-Wide Evaluations Tied to Performance Goals		concern over holding teachers and staff accountable-how looking at outside factors for something teachers have no control of? -students and parents should have a say in evaluating schools		is holding teachers accountable based on improvement or on proficiency?
	Annual Progress Reports		results need to indicate what was expected -report cards are unfair		how do we know that everything in this plan will be carried out? -how do we ensure all students are reaching their goals?
	Common Standards of Professionalism				

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World-Class Operations	Facilities Master Plan		clean facilities encourage higher student attendance and teacher performance -be more student and family inclusive in the school closing conversation/process before the public announcement of the school closing (ex. in-school roundtable discussion) -involve parents and community more in keeping school grounds clean		what are the criteria used to establish this?
	Streamlined and Effective Operations		enable school operators to purchsae business services from diverse providers-include small and minority-owned businesses, women-owned businesses, that serve people in the community around the school -create central standard for technology		
	Balanced Budgets Aligned with District Goals		have opportunity to see how funds are allocated district-wide and school by school		
	Weighted Student Funding Formula				