

Imagine 2014: Draft Strategic Plan Community Meeting Feedback

		School of the Future Community Meeting (March 12, 2009)			
Strategic Goal Areas			Changes/Additions	Prioritization	Additional Comments/Questions
Student Success	Quality Instruction at All Levels	Early Childhood	<ul style="list-style-type: none"> • Our schools must teach more challenging subject areas while the students are eager to learn • Changes: Open opportunities for all children (i.e. vocational schools and teachers have supports to help all children) • Additions: Need extended day for EC working parents • Add to EC - Identified disability • Expand packets to Pre-K • Open more Pre-K sites • Birth to 3 year old programs • Hire outreach staff to get more students into Pre-K • Broadcast Pre-K registration 		
		Elementary Schools	<ul style="list-style-type: none"> • We should offer challenging areas such as languages with the use of popular characters that the students can identify with. <ul style="list-style-type: none"> • i.e. Dora the Explorer • Elementary schools should all have gym • There should be world language, music, and art offerings in elementary school • All students should have access to Reading Recovery for at least 30 		<ul style="list-style-type: none"> • Research says only lowering classes to less than 15 students helps, so lowering class size to 20-25 students won't make a difference
		Middle Schools	<ul style="list-style-type: none"> • Begin instruction about issues the students will face as adults. <ul style="list-style-type: none"> • i.e. Tax preparation, money management, food nutrition, etc. • Looping can be good, but need to ensure good teachers if with students more than a year 		

Imagine 2014: Draft Strategic Plan Community Meeting Feedback

School of the Future Community Meeting (March 12, 2009)					
Strategic Goal Areas			Changes/Additions	Prioritization	Additional Comments/Questions
Student Success	Quality Instruction at All Levels	High Schools	<ul style="list-style-type: none"> • Prepare students to plan for their futures; college, work force, business owners, etc. • Bring back topics and activities that are interesting to students of today • Ninth grade teachers need to be the strongest in effective teaching practices. • All high schools should be specialized based on student interest to keep students in school. • We must have a lower ratio of Counselors to students in high schools (150:1 v. 200:1) • Addition: transitioning from high school to life beyond high school • Create policies & procedures that are equitable, particularly on student movement <ul style="list-style-type: none"> • i.e. all schools should accept restorations • Equitable creation and allocation of social service supports for students • Explicit notation of what 9-12 graders should know • Pressure of higher grad rates cause student to be passed along • Put 9th graders in Jr. HS v. HS 		<ul style="list-style-type: none"> • Why is there an 8 period school day? • What if the student in HS for teacher doesn't want to teach?

Imagine 2014: Draft Strategic Plan Community Meeting Feedback

School of the Future Community Meeting (March 12, 2009)					
Strategic Goal Areas			Changes/Additions	Prioritization	Additional Comments/Questions
Student Success	Quality Instruction at All Levels	Core Curriculum	<ul style="list-style-type: none"> • Early learners should be taught foreign languages (2 times) • Incorporate all modern technology across the board i.e. computer web design, video game production, money management, self respect, etc. • Core curriculum for all grades needs to be updated. We have to add current events and differentiate curriculum for different levels such as below basic or advanced placement. (2 times) • Within revisions for the core curriculum, there must be a collaboration between teachers and librarians explicitly stated. • There should not be worksheets, but actual interactive teaching where all students can learn. • Need to identify reading levels for all students including high schools and match to appropriate intervention • Students with difficulties should be matched with intervention • We must create consistent lesson plans for all schools. • The plan should indicate that each school must have a school librarian. This will increase the love of reading and engagement among the students. (3 times) • We must create more strategic homework packets that consistently match across all classes - not just worksheets, but video/DVD too (Hanan program - early childhood - inclusion based) • Change core curriculum to interest the students and increase engagement. Make lessons more active and modify for student needs. • Weekly quizzes given to students on Friday should not be the same; they need to be differentiated • We must include technology • Need appropriate time frame to revise core curriculum (2 years) • Lessons need to be reviewed • Don't teach to the test --> teach basics • Utilize what works (ie SRA) and then add 'new' things • Summer Institute Academy (2 weeks) planned by district for all schools • Inform parents about core curriculum 		<ul style="list-style-type: none"> • Why can't community get promise of what good schools would give us? • How will we celebrate successes? Student/Teacher • What are the measures of success beyond test scores?

Imagine 2014: Draft Strategic Plan Community Meeting Feedback

School of the Future Community Meeting (March 12, 2009)					
Strategic Goal Areas			Changes/Additions	Prioritization	Additional Comments/Questions
Student Success	Quality Instruction at All Levels (cont.)	Core Curriculum	<ul style="list-style-type: none"> • Model for quality instruction resources, level of staffing across all buildings • Include grammar in curriculum • Educate children to be critical thinkers and not just test-takers • Cultural and emotional relevance • Broadcast Pre-K registrations • Students need test prep - taught about the genre of testing • Teach more social skills and self-esteem 		
	Specialized Services and Programs	English Language Learners	<ul style="list-style-type: none"> • Foreign languages learners beginning in Kindergarten <ul style="list-style-type: none"> • i.e. Numbers, colors, and everyday greetings can be taught in Spanish, French, etc. • Additions: Additional psychologists for timely evaluations <ul style="list-style-type: none"> • Add teaching social skills (self esteem) • Opportunities for exchange student programs • ID how many students speak languages other than English at home 		<ul style="list-style-type: none"> • List that captures all services across the city at all schools
		Special Education Learners	<ul style="list-style-type: none"> • We need more speech therapists and occupational therapists • Special education teachers need to be assigned to areas they are trained for, not general areas of special education. • The core curriculum is not consistently tangent so specialized services do not get the skills that are needed • Separate students with different needs • Decrease special ed caseload to facilitate more special ed in regular ed classrooms --> 'push-in' model 		<ul style="list-style-type: none"> • Who will monitor IEP fidelity?

Imagine 2014: Draft Strategic Plan Community Meeting Feedback

		School of the Future Community Meeting (March 12, 2009)			
Strategic Goal Areas			Changes/Additions	Prioritization	Additional Comments/Questions
Student Success	Specialized Services and Programs	Gifted and Talented Learners	<ul style="list-style-type: none"> • Give gifted learners more learning opportunities and keep them separate and safe from trouble-makers 		
	Comprehensive Supports and Programs for All Students	Guidance and Counseling	<ul style="list-style-type: none"> • Equitable creation and allocation of social service supports for students • Mandatory mental health services • WIC/SSs services to help families should reside in schools • More psychological and timely evaluations • Teach more social skills and self-esteem • More guidance counselors for students who want to go to college and more guidance for career planning 		<ul style="list-style-type: none"> • Can principals cash in on counselors added to their schools, by removing them from the budget (since provided for by the District in Strategic Plan)?
		Athletics	<ul style="list-style-type: none"> • Equitable athletics and after school activities 		
		Student Leadership	<ul style="list-style-type: none"> • All scholarships should be available for all students 		

Imagine 2014: Draft Strategic Plan Community Meeting Feedback

		School of the Future Community Meeting (March 12, 2009)			
Strategic Goal Areas			Changes/Additions	Prioritization	Additional Comments/Questions
Student Success	Comprehensive Supports and Programs for All Students	Remediation and Enrichment	<ul style="list-style-type: none"> • Student exchange programs • Giving students money for entrepreneurial projects 		
		Extra-Curricular and Co-Curricular Opportunities	<ul style="list-style-type: none"> • List all services across the city at all schools 		
		Work-Based Experiences	<ul style="list-style-type: none"> • Changes: Prep for job readiness • Additions: rosters must build in work experience time • Include library services regardless of school size (include data bases) • University and business partnerships for career opportunities 		<ul style="list-style-type: none"> • Further define work experience for all 12 grades • How many home languages? Please identify.
		Re-Engagement Programs	<ul style="list-style-type: none"> • More open for teen parents during the school day 		

Imagine 2014: Draft Strategic Plan Community Meeting Feedback

		School of the Future Community Meeting (March 12, 2009)			
Strategic Goal Areas			Changes/Additions	Prioritization	Additional Comments/Questions
Student Success	Comprehensive Supports and Programs for All Students	Health Education	<ul style="list-style-type: none"> • Implement healthy school lunches in public and charter schools • Run school lunch programs in every school 		
		Early Warning Indicator System			<ul style="list-style-type: none"> • Within the transition from elementary to high school, fifty ninth graders are not in high school. What can be done for the retention rate?
	Transition Services	Pre-K to K, Elementary to Middle School, Middle to High School	<ul style="list-style-type: none"> • Changes: giving students experience for entrepreneurship • Additions: more guidance for students waiting to go to college/ guidance for careers • All scholarships should be available for all students • Public guidelines on criteria for closing schools • Middle to high school transformations (schools expanding from 7-8 to 7-12) need capital funding <ul style="list-style-type: none"> • i.e. chemistry labs & high school furniture • High schools and beyond should be included • Unclear supports between 8th and 9th grade • Student results are an issue • Class disturbances need to be handled with authority and care • Give parents the ability to make choice about selecting "good teachers" 		

Imagine 2014: Draft Strategic Plan Community Meeting Feedback

School of the Future Community Meeting (March 12, 2009)					
Strategic Goal Areas			Changes/Additions	Prioritization	Additional Comments/Questions
Student Success	Transition Services	Alternative Education			
	Safe Learning Environment	Positive School Climates	<ul style="list-style-type: none"> • A clean and neat school means the world to the students • Our district should be more willing to share furniture, books, and other supplies across schools. • We must ask how the students feel about the building. • School environment is very important to the students' success rate • Security standard - at every school <ul style="list-style-type: none"> • i.e. SPO/Climate Manager/Greeter (At the door - ID/pass/etc.) • Leadership of the school makes a difference in climate • Non-teaching Assistants are key personnel in maintaining positive school climate • We must implement the role of climate safety assistants 		<ul style="list-style-type: none"> • Is Professional Development provided? What are the roles/responsibilities? • How will single school culture be implemented? • Where are parents in the plan?
		Clear Behavioral Expectations	<ul style="list-style-type: none"> • We need to keep students' attention on school because a lot of students are not meeting expectations. • Cell phones not permitted in classrooms • Teach responsibilities to students (ie, line leaders, work ready) as part of class environment 		

Imagine 2014: Draft Strategic Plan Community Meeting Feedback

School of the Future Community Meeting (March 12, 2009)					
Strategic Goal Areas			Changes/Additions	Prioritization	Additional Comments/Questions
Student Success	Safe Learning Environment	Supports, Rewards, and Consequences	<ul style="list-style-type: none"> • Pipeline to higher education teachers • Quality schools for all students; allow low performing students to attend high performing schools • Tap into partnering (HR) 		
	Parent and Family Engagement	Clear, On-Going, Relevant Engagement	<ul style="list-style-type: none"> • Initiate mandatory parent and teacher workshops to increase parental involvement (2 times) • Inform/ train parents on the core curriculum • In addition to a packet, there should be a video/DVD for parent information. • Plan for engaging parents/families - Recruitment plan? 		<ul style="list-style-type: none"> • Where are the parents included in the plan? • How to reach parents with multiple hardships • Is there a "safe place" for them to go for support? • Who follows up with home visits with parents? • We need correct contact information for parents/guardians.
		Excellent Customer Service	<ul style="list-style-type: none"> • Availability of resources for parents • SSL Interns (Master's Level) • PO - brings parent information to CSAP table/mtg • WIC/SSs services to help families should be in schools • Customer service training for all 		<ul style="list-style-type: none"> • Role of POs and SAs
		Empowerment through Education			

Imagine 2014: Draft Strategic Plan Community Meeting Feedback

School of the Future Community Meeting (March 12, 2009)					
Strategic Goal Areas			Changes/Additions	Prioritization	Additional Comments/Questions
Student Success	Parent and Family Engagement	Respectful of Culture and Language			
	Strategic Partnerships	Philanthropic Institutions and Foundations	<ul style="list-style-type: none"> • Faith based foundations have helped • We should bring back Voc. Ed programs 		
		City, State, and Federal Agencies	<ul style="list-style-type: none"> • More partnerships to support Special Education services. • Partnerships- career oppotunities- pipeline programs, uni-businesses, CTE 		
		Businesses	<ul style="list-style-type: none"> • Interested in building partnerships that will support schools-with doing their job 		
		Colleges and Universities	<ul style="list-style-type: none"> • Schools to develop partner relationships with CBOs/COFs/universities 		

Imagine 2014: Draft Strategic Plan Community Meeting Feedback

School of the Future Community Meeting (March 12, 2009)					
Strategic Goal Areas			Changes/Additions	Prioritization	Additional Comments/Questions
Student Success	Strategic Partnerships	Alumni and Community Coalitions			
Quality Choices	A New Model of School Choice	Vanguard Schools			<ul style="list-style-type: none"> • When we get charter schools are we going to be able to put the right teachers in our schools? • Can students have a voice for a change? • Why use outside providers? • When will the revised plan be put on web? • What is the process for developing the RFP process?
		Empowerment Schools			<ul style="list-style-type: none"> • Will the feeder pattern change with providers? • Does the district have a vision for community centered schools? • What will be the checklist for RFP?
		Renaissance Schools	<ul style="list-style-type: none"> • The plan should define proven track record. • We should consider the Oakland model for community schools. 		<ul style="list-style-type: none"> • What professional development will we have for new staffs? • Why does the system reflect the provider vs. the district reform? • Can the community be a part of governance in schools?

Imagine 2014: Draft Strategic Plan Community Meeting Feedback

School of the Future Community Meeting (March 12, 2009)					
Strategic Goal Areas			Changes/Additions	Prioritization	Additional Comments/Questions
Quality Choices	Uniform High Standards for All Schools		<ul style="list-style-type: none"> • Consider curriculum used by Ad Prima/Laboratory Charter School (Dr. Brown) <ul style="list-style-type: none"> • i.e. Implementation of weekly goal packets and begin with kindergarten achievement. • We must take action on corruption in the community. • We must aim to tend to every student and realize that separate students have different needs. • For a period of 2 weeks, Summer Institute Academy is set by district for all schools • The benchmark test items need change • Quality schools for all students - allow low performing students into selective/high performing schools • Make our schools competitive and market our services to the community • Create policies and procedures that are equitable particularly around student placement 		<ul style="list-style-type: none"> • What is the funding for external partners? • What PD will district run? • How is the new PD in schools going to be different from now? • School choice and selection process - how will it work? Needs to be explained • What are the priorities for 2010? Need public guidelines on criteria for closing schools. • Will outside providers that have had contracts cut or have been put on probation for failure to perform for our communities, still be given an opportunity to run schools?
	Schools of the Future				<ul style="list-style-type: none"> • What is the rubric for selection of RFP? • What will happen if the community does not want any provider?

Imagine 2014: Draft Strategic Plan Community Meeting Feedback

School of the Future Community Meeting (March 12, 2009)					
Strategic Goal Areas			Changes/Additions	Prioritization	Additional Comments/Questions
Great Staff	Recruiting the Best		<ul style="list-style-type: none"> • Site selection for more than staff (NTAs, School Police, etc.) • New teacher induction needs major improvement • The testing process needs evaluation. Why does it impact minority teachers the most? • Establish incentive programs for effective teachers • All teachers must be trained to deal with mental health: all social services to parents and students • Move up the teacher hiring timeline • Solicit retired teachers to come back to serve as role models to current teachers 		<ul style="list-style-type: none"> • What is the school district doing to institute reciprocity? • Why aren't parents involved in hiring teachers at the school level?
	Retaining Highly Effective Staff		<ul style="list-style-type: none"> • Overall, our teachers needs more training. • Research skills need to be taught to teachers explicitly for K-12 students. (2 times) • We should initiate 1-2 mandatory projects per year to apply professional skills <ul style="list-style-type: none"> • i.e. Looping the Specialized Services writing portfolio • Librarians should not have prep coverages so they can support students in library skills (Web 2.0) • Teacher's lessons plans should be reviewed before implementation • We must improve staff development and continuous support for teaching methods • In high schools, we should add early childhood track teacher preparation. • Teach teachers the responsibilities for Specialized Services • Expanded work day for teachers • Substitute training academy • We collaboratively will help all teachers to be effective • Build in collaborative time for teachers in their schools (3 times) • All teachers must be culturally competent • It's not all about credentials, it's more about quality and experience 		<ul style="list-style-type: none"> • Why are the most experienced teachers not in the classrooms? • What is the School District of Philadelphia doing for teachers who aren't certified? • What is the School District of Philadelphia doing to improve "CASH" incentive programs? <ul style="list-style-type: none"> • i.e. value added incentives

Imagine 2014: Draft Strategic Plan Community Meeting Feedback

School of the Future Community Meeting (March 12, 2009)					
Strategic Goal Areas			Changes/Additions	Prioritization	Additional Comments/Questions
Great Staff	Incentives for High Performance		<ul style="list-style-type: none"> • Make our schools competitive and market our services to the community • Stop teaching to test only; instructional time is wasted. • Teachers need the materials to provide quality instruction to students • Set up "Grow Your Own" programs • Establish incentive programs for effective teachers 		
	Extraordinary Customer Service		<ul style="list-style-type: none"> • Customer service training for all schools • Parents need access to books • Teachers must be culturally competent 		<ul style="list-style-type: none"> • What is the school district doing to institute reciprocity?
Accountable Adults	Performance Measurements for All Schools and Departments		<ul style="list-style-type: none"> • The arts are not valued as much as tested subjects • Professional development should be used to address the suggestion mentioned in our forum. • Substitutes should be held accountable for implementing teacher lesson plans. 		<ul style="list-style-type: none"> • Who was brought to the table to create this document? • Where is the performance target for music, arts, library science, etc.? • How are all teachers a part of increased student achievement? • Where is the term "librarian?" • Where can parents "plug in" to the performance targets? • Will there be support for struggling, specialist teachers?

Imagine 2014: Draft Strategic Plan Community Meeting Feedback

School of the Future Community Meeting (March 12, 2009)					
Strategic Goal Areas			Changes/Additions	Prioritization	Additional Comments/Questions
Accountable Adults	System-Wide Evaluations Tied to Performance Goals		<ul style="list-style-type: none"> • Need teacher input on the evaluation instrument. • Peer-to-peer evaluation for adults should be conducted. • Students and parents should evaluate teachers to increase success in education. • Evaluations should be objective and fair • It feels as if this is a corporate model; it's a punitive model of accountability. Let us develop the potential of teachers and other district employees. 		<ul style="list-style-type: none"> • What are the specifics of teacher evaluation? • What all about PSSA or will there be other measures? • Can parents be held accountable? • Consider the model implemented by Geoffrey Canada; a Harvard graduate and Harlem educator
	Annual Progress Reports		<ul style="list-style-type: none"> • Teacher Records - give parents the ability to make choice about selecting 'good' teachers (ie, but teacher profiles on internet) - based on: <ul style="list-style-type: none"> • student results • class disturbances • area of focus (training?) 		

Imagine 2014: Draft Strategic Plan Community Meeting Feedback

School of the Future Community Meeting (March 12, 2009)					
Strategic Goal Areas			Changes/Additions	Prioritization	Additional Comments/Questions
Accountable Adults	Common Standards of Professionalism		<ul style="list-style-type: none"> • Teachers should be required to follow school rules and encouraging students to comply. • Adults should model professional behavior amongst themselves and towards student and parents. • We are partners, not customers • Unions should be held accountable for forging a positive working relationship. • How do we engage parents and staff in relationship and hold accountable for maintaining and nurturing this relationship? • Adults in the office should be committed to responding to the needs of parents/community. 		<ul style="list-style-type: none"> • What the quality of a home-bound indicator? • What is the quality of instructional packets for students suspended?
World-Class Operations	Facilities Master Plan		<ul style="list-style-type: none"> • Consult teachers and students during design-phase of new schools • Ideas for change in school culture include exposure to natural sunlight, straight hallways (no pockets), aesthetics, common space, gardens, etc. • Use a blog to get feedback from the community • Use a podcast to show the presentation of the plan. • Provide information on the connections, performance, uniqueness of schools, legislators, leadership reprioritizing funds, etc. • We must articulate our strategic partnerships • Utilize what has worked for years and add to that • MS --> HS transformations need capital funding (ie, science labs and HS furniture) • Clean, neat schools • What is the building telling the surrounding area? (ie, brick wall around school) - look at design and planning issues 		<ul style="list-style-type: none"> • Who is making the WCO plan/ action plan? Is it the cabinet, superintendent, consultants, or workgroups (parents, teachers, principals)? • Should schools write a five year plan? If so, what should the plan look like? • Will schools' needs be supplied?

Imagine 2014: Draft Strategic Plan Community Meeting Feedback

School of the Future Community Meeting (March 12, 2009)					
Strategic Goal Areas			Changes/Additions	Prioritization	Additional Comments/Questions
World-Class Operations	Streamlined and Effective Operations		<ul style="list-style-type: none"> • We must have sustainability and create a system where students partake in curriculum building which is a part of the district action plan. • Our system should promote hands-on experiences in regards to "greening." There are grants beyond regular educational funding available as well as other long term benefits connected to "greening" such as lower gas/electric expenditure. • Schools with our district should be more willing to share furniture, books, and other supplies. • We need an explicit time frame for revising the core curriculum such as 2 years. • On the district website have teacher profiles • Cross union lines (bldg engineers & custodial staff) - Principal at disadvantage 		<ul style="list-style-type: none"> • Can we switch to a web-based system so we can prioritize our time? • What is the process for work-orders? How do we prioritize? What is the formula?
	Balanced Budgets Aligned with District Goals		<ul style="list-style-type: none"> • How are boundaries determined - this has an effect on spending • Budget vs. already supplied (furniture, books, etc.) • Issues with Allotments: <ul style="list-style-type: none"> • Size of the schools • Teacher per pupil ratio • Number of teachers within regular education • Number of teachers within special education • Poverty index 		<ul style="list-style-type: none"> • What does equitable allocation of resources for students look like? • Are there discretionary funds that can be used for school supplies? Is this departmentally handled? • What is the decision making process for the budget? • Can we use stimulus funds to improve professional development? • After paying for must-haves such as principals, A.P. counselors, materials/supplies with the budget is there enough left? • In regards to feeder patterns, how are boundaries determined? • If counselors are called for in the strat plan, can they come from the District v. school budget, thus freeing up more \$ for principals?

Imagine 2014: Draft Strategic Plan Community Meeting Feedback

School of the Future Community Meeting (March 12, 2009)

Strategic Goal Areas			Changes/Additions	Prioritization	Additional Comments/Questions
World-Class Operations	Weighted Student Funding Formula		<ul style="list-style-type: none"> • Usually the district's money follows the student. A concern is that the money is following the transient population. • What is meant by "weighted" if we're weighting a zero-based system? • How do allotments come into play? 		