Franklin Strategic Advancement Plan

Presented by:

Sarah Dugas - Teacher
Jen Guernsey - Parent
Rene Keefe - Parent
Jude Olney - Teacher

February 8, 2017
Gratitude to the Board and Team Members

<table>
<thead>
<tr>
<th>Franklin Strategic Planning Steering Committee</th>
<th>Franklin Strategic Planning Team</th>
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<tbody>
<tr>
<td>Peter Calvert - Franklin Board of Education Chair</td>
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<tr>
<td>Aimee Crawford - Board of Education</td>
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<td>Kate Ericson - Board of Education</td>
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<td>Larry Fenn, Superintendent</td>
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<td>KellyAnn Graves - Principal</td>
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<td>Lori Goldstein - Special Education Director</td>
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<td>Alden Miner - Teacher</td>
<td>Sarah Dugas - Teacher</td>
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<td>Alden Miner - Teacher</td>
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<td>Jude Olney - Teacher</td>
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<td>Jennifer Guernsey - Parent</td>
<td>Tina Bourdon - Parent</td>
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<td>Jennifer Guernsey - Parent</td>
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<td>Sandy Gural - Parent and Paraprofessional</td>
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<td></td>
<td>Rene Keefe - Parent</td>
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<td>Jeanna Miner - Parent</td>
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<td>Charlie Grant - Selectman</td>
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<td>John McGuire - Planning and Zoning</td>
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What is Strategic Planning?

- A Strategic Plan serves as a road map for a school and community.
- It provides a transparent and aligned focus for making decisions, allocating resources and ensuring every student succeeds.
- A Strategic Plan includes:
  - A VISION, MISSION and Set of Core VALUES and BELIEFS about what and how students and adults must learn
  - A review of critical information/data/trends/research
  - GOALS
  - STRATEGIES to reach goals
  - ACTION PLAN
Strategic Planning Process

I. Commit to Principles of Strategic Planning
   - Vision of the Graduate
   - Beliefs and Values
   - Mission
   - Identification of High Leverage Skills

II. Data Scan
   - Internal and External

III. Results Analysis
   - Identifying patterns and priorities
   - Defining the gap between desired and current state

IV. Goal Setting
   - Priority Strategic Goals
   - Outcomes of Success

V. Aligning Actions with Strategic Focus
   - Action Steps
   - Responsibilities
   - Resources
   - Timeline
   - Benchmarks
   - Indicators of Success

Philosophy to Practice
Exploring the Demands of Learning in the 21st Century

- Common Core State Standards
- Next Generation Science/Social Studies
  - Emphasis on Non-Fiction
  - Supporting claims with evidence
  - Problem Solving
  - Inquiry Based Learning
- 21st Century Skills
  - Critical Thinking
  - Communication, Collaboration
  - Problem Solving
  - Creativity
  - Digital Literacy
The WEB
We are a Digital/Global Society

- 1.0 - Informational
- 2.0 - Relational
- 3.0 - Anticipatory
  - Artificial intelligence
  - Deep Data Mining
  - Google > Ads
  - Gmail > Ads
Top Ranked Jobs of the Class of 2030

- App Developer
- Nurse Practitioner
- Information Security Analyst
- Computer System Analyst
- Physical Therapist
- Market Research Analyst
- Medical Sonographer
- Dental Hygienist
- Operational Research Analyst
- Health Service Manager
PERSONALIZED LEARNING

STUDENT-OWNED LEARNING

DEEPER LEARNING

ANYTIME, ANYWHERE LEARNING

COMPETENCY-BASED LEARNING

KNOWLEDGE, SKILLS, AND DISPOSITIONS TO SUCCEED IN COLLEGE, CAREER AND CIVIC LIFE
Adult Centered Learning

Personalized Learning

Student-Owned Learning

Competency-Based Learning

Deeper Learning

Anytime, Anywhere Learning

Knowledge, Skills, and Dispositions to Succeed in Professional Life
Deep Learning = 21st Century Skills
Vision of the Franklin Graduate, Mission, Core Values and Beliefs

Process

- The VISION of a Franklin graduate
- Our BELIEFS and VALUES for how, what, where and when students and adults learn best
- The MISSION of Franklin School
Vision of the Franklin Graduate

- A Franklin Graduate is **College, Career and Life Ready possessing 21st Century Skills:**
  - Critical and Creative Thinking Skills
  - Communication and Collaboration Skills
  - Problem Solving and Innovation Skills
- A Franklin Graduate is **self-directed and resourceful:**
  - Respectful, confident, self-starter
  - Accountable for their learning, behaviors and actions
  - Open-minded
  - Perseveres with a growth mindset equipped for a lifetime of learning
  - Demonstrates personal reliability, flexibility, work ethic and regard for quality.
- A Franklin Graduate is a **responsible citizen** who is:
  - Civic minded
  - Community oriented
  - Compassionate contributor to local and global society
  - Understanding and respectful of diverse backgrounds and cultures
Mission of Franklin Elementary School

The Mission of Franklin Elementary School is to provide a safe, nurturing, inspiring, and engaging environment through diverse learning experiences. Students are empowered to become creative, self-confident thinkers, problem solvers, communicators and collaborators who embrace life-long learning and become compassionate contributors to global society.
Core Values of Franklin Elementary School

- Student Centered - We hold as a value that students are the center of learning

And as such learning is structured to include:

- Personalization
- Student Ownership
- Hands-on
- Digital
- Positive Relationships
- Leadership Opportunities
- Growth Mindset
- Collaboration
- Responsibility
- Integrity
- Citizenship
- Communication
- Well Rounded
- Diversity
- Safety
- Creativity
It’s not hard to make decisions once you know what your values are.

~ Roy E. Disney
Our Current Reality - Who We Are
Internal Data Analysis - Data Categories

- Strategic School Profiles
- Student enrollment and Staffing trends
- Community Survey responses
- Student Focus group responses
- Preliminary School Climate Survey responses
- Focus Group responses
- Town
- Facilities
- Special Education
- Budget
- Student Accountability
- Other - Extra Curricular Activities
External Data Analysis

- External Factors Impacting Education at FES
  - Education - local, state, national, issues, mandates
  - Economics - local, state, national and global economic outlook
  - Demographics - population shifts, changes in social/emotional needs of families and youth
  - Technology/Information - technology changes and impact on education
  - Political - local, state, national and global political climate
Internal/External Data Analysis Summary:

Results Analysis
Identifying patterns and priorities
Defining the gap between desired and current state
Summary of Critical Issues
Challenges = Opportunities

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Opportunities</th>
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<tbody>
<tr>
<td>Declining Enrollment</td>
<td>Investigate new curriculum, create a School of Excellence</td>
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<td>Small class sizes</td>
<td>Market School</td>
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<tr>
<td>Limited after school programs</td>
<td>Creative use of space</td>
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<tr>
<td>Technology and skills to use it</td>
<td>Expand Collaborative Partnerships</td>
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<tr>
<td>Traditional versus hands on learning</td>
<td>Incorporate Digital Literacy in support of critical-thinking, communication &amp; collaboration</td>
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<tr>
<td>Decrease in educational revenue</td>
<td>Teach 21st Century Skills</td>
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<td>Expand Hands on Learning</td>
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<td>Increase Communication</td>
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Criteria for Prioritizing Goals

- Have we considered immediate versus long term?
- Is it measureable and obtainable?
- Does it relate to our vision, mission and core values?
- Is it a high leverage goal that helps us reach our vision?
- Is it a goal that we can come to consensus on?
Strategic Advancement Plan Goals

1. FES students will become college, career and life ready through curriculum, instruction and assessment that emphasizes - 21st Century Skills, Digital Literacy and Personalization, Relevancy and Hands-on Learning.

2. FES teachers and students will engage in and implement a cycle of continuous improvement to monitor and evaluate progress towards learning mastery.

3. FES will build the capacity of teachers to lead and advance 21st Century teaching and learning through high quality professional learning.
Strategic Advancement Plan Goals

4. Community engagement with FES will be increased through open communication with parents and the community.

5. FES will become a center of excellence through the implementation of an innovative learning design.

6. FES will maximize the use of the building through the development of collaborative partnerships.
## Strategic Action Planning Groups

<table>
<thead>
<tr>
<th>Goal 1 and 2</th>
<th>Goal 3</th>
<th>Goal 4-6</th>
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<tbody>
<tr>
<td>Bertice Chepyha - Teacher (3rd)</td>
<td>Bertice Chepyha - Teacher (3rd)</td>
<td>Kate Ericson - BOE</td>
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<tr>
<td>Sarah Dugas - Teacher (K)</td>
<td>Jessica Leonard - Teacher (SRBI)</td>
<td>Charlie Grant - Selectman</td>
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<tr>
<td>Kim Kreft - Teacher (2nd)</td>
<td>Christa McManus - Teacher (PK/Sped)</td>
<td>Rene Keefe - Parent</td>
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<tr>
<td>Alden Miner - Teacher (MS)</td>
<td>Jude Onley - Teacher (UA)</td>
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<td>Jude Onley - Teacher (UA)</td>
<td>KellyAnn Graves - Principal</td>
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**Aligning Actions with Strategic Focus**

- Action Steps
- Responsibilities
- Resources
- Timeline
- Benchmarks
- Indicators of Success
A Strategic Advancement Plan serves as tool for direction, decision making, communication, budget planning, coherence and advancement for all.
Alignment of District Priorities to School, Teacher and Student Learning Goals/Objectives
A Living Document - Implement, Review, Reflect, Adjust

<table>
<thead>
<tr>
<th>Group</th>
<th>Frequency</th>
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<tbody>
<tr>
<td>Board of Education</td>
<td>Mid-year and end of year</td>
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<tr>
<td>Superintendent</td>
<td>Mid-year and end of year</td>
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<tr>
<td>Administration</td>
<td>Mid-year and end of year</td>
</tr>
<tr>
<td>Professional Teams</td>
<td>Quarterly</td>
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<tr>
<td>Teachers</td>
<td>Mid-year and end of year</td>
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<tr>
<td>Students</td>
<td>Quarterly</td>
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Next Steps

- Board approval of Goals
- Board organization to carry out Strategic Advancement Plan
- Create and implement Communication Plan.
The BEST way to predict our FUTURE is to CREATE IT!

Author Unknown