

**FRANKLIN ELEMENTARY SCHOOL
STRATEGIC ADVANCEMENT PLAN
2017-2020**



PREAMBLE

The Strategic Plan will guide the future work of the Franklin Board of Education, Administrators, educators, Elementary School and community. The Strategic Plan is a living document and as such will be continuously evaluated and updated to continue to advance the school's vision and mission and needs of the students. Furthermore, the personal performance goals of administrators and teachers will be aligned with the Strategic School Plan. The intentionality of alignment drives the focus and progress of the district to best serve Franklin students.

EXECUTIVE SUMMARY

This report is designed to tell the story of Franklin's Strategic Planning process. The Strategic Planning Committee, made up of educators, parents, administration, Board of Education members and Town officials, has convened on several occasions to initiate this important work. The vision of the Strategic Planning process is to create a set of focused goals that identify the critical, coherent strategic changes that need to be made to address data-based challenges over the next three to five years. A major component of any successful organization is unity of purpose. With stakeholder input, important value has been added to the strategic planning process.

The Committee has been reflecting on current and past performance, considering the current changes in education, and identifying the district's core values, vision and mission. We have articulated several core areas of focus:

- 21st Century Skills (Critical Thinking and Problem Solving, Communication and Collaboration)
- Digital Literacy
- Personalization, Relevancy and Hands on Learning
- Reflection and Feedback for Continuous Learning and Improvement
- Community communication and community collaboration

The Strategic Planning process provides the foundation for a viable planning document that explicitly identifies the actions necessary to propel the students of Franklin toward their fullest potential. This multi-year effort will reframe the Franklin School Students' experience so that the Franklin mission ***"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,"*** can be realized.

Our world has changed. Living in a digital age with global connections at our fingertips, the definition of what it means for our students to be prepared for life learning and work beyond their school years has transformed. No longer is it enough to be skilled in reading, writing and mathematics. A growing pool of research and evidence from the field has identified a set of 21st Century skills needed for our students to embody in order for them to successfully navigate their life choices. The Strategic Planning process was designed to identify and ensure Franklin

Elementary School Students develop these skills (critical and creative thinking, problem solving, effective communication and collaboration) and content knowledge needed for success. The actions identified in the plan guide what needs to occur to realize the Franklin vision of a graduate.

Focused on work that supports student success in an ever-changing world, the following inquiry questions drive learning through the implementation of the Strategic Planning process:

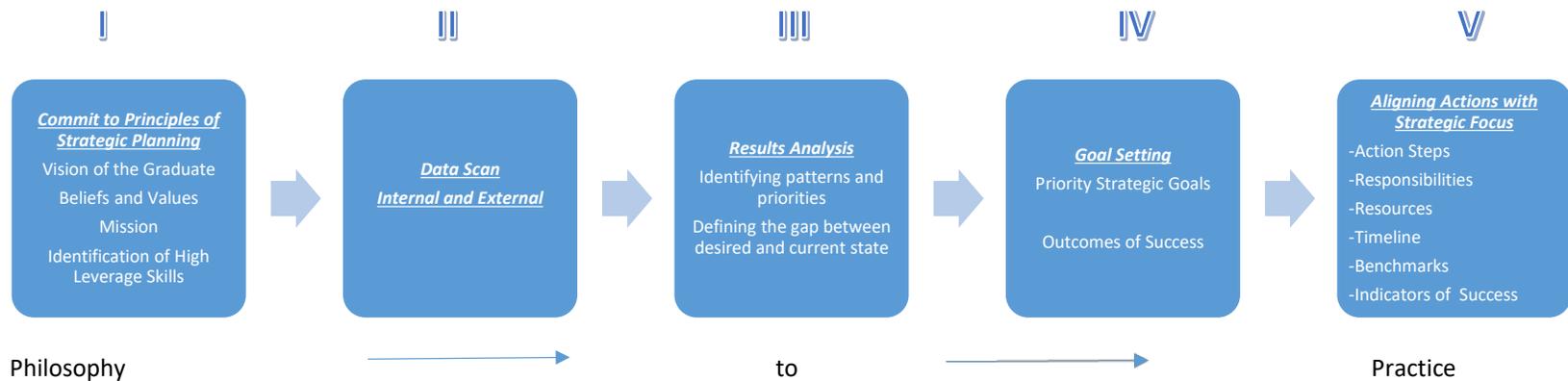
1. How are teaching and classroom experiences facilitating student practice and in-depth application of critical/creative thinking, problem solving, communication and collaboration?
2. How are we measuring our success and using data to create and drive continuous improvement and a growth mindset?
3. How do we budget, plan, and align resources to ensure that our work is designed to increase the number of children who leave Franklin Elementary School ready to execute these skills to their highest level?

Focusing on these questions and building upon the great work in place at Franklin Elementary School, the Strategic Planning team has identified the necessary goals and actions to guide the work of ensuring all students are ready to succeed in a global community, over the next three to five years.

Planning Context

Situated in the Northeast corner of Connecticut, Franklin is a rural community comprised of one Prek-8 Elementary School with 163 students. Students leave FES to attend one of three High Schools, Norwich Free Academy, Lebanon or Norwich Technical High School.

Franklin Elementary School serves as a source of history and tradition within the community with generational roots. Many students' parents and grandparents attended FES resulting in a deep value and connection to the school. Like many communities across the State, Franklin has witnessed a pattern of declining enrollment, limited funding and increased space, resulting in the Board of Education questioning the best future course of action for Franklin students. In an effort to bring focus, control and coherence to a plan that best serves Franklin students, the district engaged EASTCONN and facilitators Jim Huggins and Diane Dugas to lead a Strategic Planning process. The Strategic Planning process employs a backward design allowing participants to start the advancement process by identifying and agreeing on what student success looks like (skills and attributes) for Franklin students' and then focuses solely on research-based practices that match the district values and ensure a coherent system to support student success. The five-phase process of Strategic Planning is outlined below.



The Franklin Board of Education Endorsed this process in June, 2017, convening a Strategic Planning Steering Committee consisting of key stakeholders to guide and oversee the entire Strategic Planning process. The Steering Committee includes Board of Education members, administration, staff, parents and community members. A subgroup, the Strategic Planning Team, comprised of several Steering Committee members and additional stakeholders was convened to engage in the five step Strategic Planning process shown above. The members of each group and their affiliation are as follow:

| Franklin Strategic Planning Steering Committee | Franklin Strategic Planning Team |
|---|---|
| Peter Calvert – Franklin Board of Education Chair Aimee Crawford – Board of Education Member Kate Ericson – Board of Education Member | Peter Calvert – Franklin Board of Education Chair Aimee Crawford – Board of Education Member Kate Ericson – Board of Education Member |
| Larry Fenn – Superintendent Kelly Ann Graves – Principal Lori Goldstein– Special Education Director | Larry Fenn – Superintendent Kelly Ann Graves – Principal Lori Goldstein– Special Education Director |
| Alden Minor - Teacher | Sarah Dugas- Teacher Alden Minor – Teacher Jude Olney - Teacher |
| Jennifer Guernsey – Parent | Tina Bourdon - Parent Jennifer Guernsey – Parent |

| | |
|--|---|
| | Sandy Gural – Parent and Paraprofessional Rene Keefe - Parent Jeanna Minor – Parent |
| | Charlie Grant – Selectman John McGuire – Planning and Zoning |

The Strategic Planning team began their work with a series of four evening sessions held on October 20, 21, 24 and 25 from 5:30 p.m. to 8:30 p.m. The first session was designed to:

1. Familiarize the group to the five phase strategic planning process.
2. Establish working norms for the groups success
3. Explore the demands of learning in the 21st Century
4. Synthesize data from stakeholders to identify Franklin Core Values
5. Articulate the Vision of the Franklin Graduate “A district can only ensure student success in a digital age by articulating a clear vision of what that student success looks like and then thoughtfully connect that vision to specific goals for learning, aligned measures of learning. And associated effective teaching practices (Foundational Instructional System – Jonathan Costa, 2016)
6. Rewrite the Franklin School Mission Statement



The past several years have demonstrated a variety of external and legislative mandates and internal distractions. Compliance to multiple initiatives is not goal attainment. Time and energy are not finite resources. Decreasing fragmentation and increasing coherence that focuses the emphasis on meaningful teaching and learning to prepare our students for 21st Century success was the lens through which the Strategic Planning team engaged in the following work.



Phase 1: Commitment to Principles of Strategic Planning

With a commitment to coherence, the Strategic Planning Team utilized input from all stakeholders including: community focus groups; community, teacher and student survey's; coupled with knowledge gleaned from research and practice, to identify the *Vision of a Franklin Graduate*, a revised *Mission* for Franklin Elementary School and a set of foundational *Values and Beliefs*. Each links to the critical skills and attributes necessary for student success in a global society.

Mission of Franklin Elementary School

The Mission of Franklin 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**
 - ▶ **Personalization** – We hold as a value students are taught through a personalized learning environment where students are motivated and engaged by curriculum and instruction that is personally relevant and connected to real world learning experiences.
 - ▶ **Student Ownership** – We hold as a value students are given opportunity to develop ownership for learning by being given voice and choice in teaching and learning
 - ▶ **Instruction** – We hold as a value learning happens through rigorous, hands-on learning that incorporates multiple strategies and feedback to foster critical thinking, creativity, communication, collaboration and problem solving.
 - ▶ **Digital Learning** – We hold as a value that we live in a digital world and technology is essential to learning anytime, anywhere.
- ▶ **Relationships** – We hold as a value students are taught by passionate, caring professionals who nurture positive and healthy interactions between teacher and student, and student to student.
- ▶ **Leadership** – We hold as a value that students are provided a variety of leadership roles to build self-confidence.
- ▶ **Growth Mindset** – We hold as a value that through encouragement and specific feedback all students will engage in continuous improvement to become life-long learners.
- ▶ **Collaboration** - We hold as a value that learning is social and that respect, discourse and feedback will be critical components of effective group work that is designed to achieve common goals.
- ▶ **Responsibility** – We hold as a value that all students will be accountable for their decisions and actions.
- ▶ **Integrity** – We hold as a value that all students will demonstrate moral and ethical conduct rooted in honesty and truthfulness.
- ▶ **Citizenship:** We hold as a value that all students are taught the obligation they have as citizens to be civic minded, including compassionate contributors locally and globally.
- ▶ **Communication** – We hold as a value that all students will be taught and encouraged to articulate thoughts and ideas using oral, written, and non-verbal communication in a variety of forms and contexts integrating the variety of communication resources available to them
- ▶ **Well Rounded** – We hold as a value the importance of educating the whole child through a comprehensive educational program.
- ▶ **Diversity** – We hold as a value that students hold themselves and all others in high esteem, understanding and respecting others from diverse backgrounds.
- ▶ **Safety** – We hold as a value that all students learn in a safe, caring and supportive environment that protects the physical, social and emotional well-being of children.
- ▶ **Creativity** – We hold as a value the opportunity for students to use their imagination, respect original ideas and engage in the production of artistic or innovative work.

Vision of a 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



Phase II: Data Scan

Once the Franklin Elementary School Core Values, Mission and Vision of a Graduate were identified, the Strategic Planning team began to review data. The data review process is designed to look at internal and external data to determine the gap between the current state of practice and the desired outcome. This process provides an opportunity to analyze strengths, look at challenges and identify where opportunity lies to actualize the vision.

The Strategic Planning team used the CT Leadership Framework to provide a structure for reviewing internal and external data and for organizing the analysis and presenting the results. The CT Leadership Framework provides a set of standards and attributes for the evaluation of CT school administrators providing a systemic approach to view the knowledge, skills and conditions necessary for district success.

CT Leadership Framework:

| | |
|--|---|
| <ul style="list-style-type: none"> • Domain 1: Instructional Leadership <ul style="list-style-type: none"> ○ Indicator 1.1 Shared Vision, Mission and Goals ○ Indicator 1.2 Curriculum, Instruction and Assessment ○ Indicator 1.3 Continuous Improvement | <ul style="list-style-type: none"> • Domain 3: Organizational Systems <ul style="list-style-type: none"> ○ Indicator 3.1 Operational Management ○ Indicator 3.2 Resource Management |
| <ul style="list-style-type: none"> • Domain 2: Talent Management <ul style="list-style-type: none"> ○ Indicator 2.1 Recruitment, Selection and Retention ○ Indicator 2.2 Professional Learning ○ Indicator 2.3 Observation and Performance Evaluation | <ul style="list-style-type: none"> • Domain 4: Culture and Climate <ul style="list-style-type: none"> ○ Indicator 4.1 Family, Community and Stakeholder Engagement ○ Indicator 4.2 School Culture and Climate ○ Indicator 4.3 Equitable and Ethical Practice |

Internal Data Analysis

The Strategic Planning Team reviewed multiple internal data sources (listed below) and analyzed the data to determine strengths and areas for improvement for Franklin Elementary School. The results were organized linking strengths and challenges to the 4 Domains of the CT Leadership Framework.

Internal Data Sources:

- 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 – Assessment and Achievement results
- Other – Extra Curricular Activities

Internal Data Summary

| Instructional Leadership | |
|--|---|
| Strength | Data Source |
| Above state average (points earned) ELA 97.6 → 67.9, Math 84.5 → 59.3 – All students Science 77.2 → 56.5 – high needs students | School Profile & Performance Report 2014-2015 |
| SBAC ELA & Math 7 th grade performing high than 7 th grade in neighboring towns | 2015-2016 SBAC Results |
| % of students meeting or exceeding goal ELA: 67.6% - state 55.6% - national 40.5% Math: 44.8% - state 40.3% - national 34.5% | 2015-2016 SBAC Results |
| Students with disabilities being included within regular classroom at school 79.1% of the time. (We scored 100%) | School Profile & Performance Report 2013-2014 |
| | |
| Weakness | Data Source |
| Large discrepancy across all grade level performances in Math Grade 3 & 4 63%/65% Grade 5 & 6 27%/20% | 2015-2016 SBAC Results |
| Lack of: challenge activities hands-on learning | Student focus group answers |

| Organizational Systems | |
|--|---------------------------------------|
| Strength | Data Source |
| Franklin's test scores are above the state & national averages | Student accountability data |
| Cost per pupil is lower than most towns in our DURG | Student accountability data |
| Building can hold 385 people (11 unused rooms) | School facility survey State of CT |
| All specialty rooms in building are ranked "good" 3&4 highest per school facility survey | School facility survey State of CT |
| Systems – increased our only 2 by adding a/c units | School facility survey State of CT |
| Weakness | Data Source |
| No technology data (2 labs, 1 iPad, 1 Chromebook cart) | School facility survey State of CT |
| Classrooms and lavatories were only ranked 2 = fair for appearance | School facility survey State of CT |
| Minimal technology money in budget, \$1,330 - \$2,060 | FES budget |
| Test scores FES was only 5 out of 8 in our DURG | Student Accountability Data |
| Communication between school and community | Survey comments |
| Perception of fiscal management | Surveys |
| | |

| Talent Management | |
|---|-------------------------------------|
| Strength | Data Source |
| Core teachers stay | Teacher YOS chart |
| 89% of community believes FES have high quality staff | Community Survey 12/29 |
| Teachers enjoy teaching here 20/22 | 2016-17 Survey Question 36 |
| Staff feels they belong to school 19/23 | 2016/2017 Climate Survey #37 |
| Staff feels their input is valid 8/13 | 2016/2017 Climate Survey #33 |
| Community perception staff is highly qualified | Community Survey question 1 answers |
| Staff participate at EASTCONN – science math, ELA and regional PD Council | Professional Development Data |

| Weakness | Data Source |
|---|---|
| Only \$5,000 PD budget > 1% | 2016-2017 Budget |
| Only 4 PD days | P.D.C. |
| Budget forces more part time staff = turn over | 2016-2017 Budget FTE Staffing Report |
| Staff input to decisions – 5 disagree, 10 neutral, only 8 agree | 2016-2017 Survey #33 |
| Lack of standard base education | Comparative data for SB testing |
| | |
| Culture and Climate: | |
| Strength | Data Source |
| Happy, safe – look forward to school | K-4 Survey and teacher survey |
| Can confide in teachers and 5 have friends like school | Teacher survey and 5-8 survey |
| Positive opinion | Parents |
| School engaged community with surveys | Community Survey |
| | |
| Weakness | Data Source |
| Negative social interaction | 5-8 Survey |
| Feel unsafe in bathroom | 5-8 Survey |
| Unsure of expectations | 5-8 & teacher survey |
| No input flag | Teacher staff survey |
| Discipline issues | Staff and parent survey |
| Community is worried about the future of the school/anxiety | Community survey |
| School concerns (budget, etc.) – divide community | Community survey |
| Concerned about school communications with community | Community survey |
| | |

External Data Analysis: Environmental Scan

The Strategic Planning Team also reviewed multiple external factors that affect education at Franklin Elementary School. Over the past five years, major changes have been introduced in the field of education and in Connecticut. While many initiatives are well intentioned, we must constantly ask ourselves how each helps us prepare our students for the 21st Century. Using the four Domains of the CT Leadership Framework as an organizer, the Team reviewed the major changes introduced in Connecticut and the critical issues facing Franklin Elementary School. Opportunities and challenges created by these critical issues were then identified.

Environmental Scan Categories:

- Education – local, state, national, issues, mandates
 - Compliance issues related to ESSA (Every Student Succeeds Act) passed by Congress in August 2016
 - New Testing and Educator Evaluation
 - New student Assessments - SBAC –Testing of 21st Century Skills and Content
 - Implementation of Common Core State Standards – Increased learning expectations in Language arts, Math, Social Studies and Science
 - Student-Centered Learning – Personalization, Choice and Mastery
 - New models of professional learning for Adult-Centered Learning
 - Digital Impact on Learning
- Economics – local, state, national and global economic outlook
 - Federal Budget
 - Connecticut State Department of Education funding levels
 - Federal Title funding
 - Health of local economy
- Demographics – population shifts, changes in social/emotional needs of families and youth
 - District Population changes
 - FES Enrollment changes
 - The changing social/emotional needs of our students with increasingly diverse backgrounds and circumstances
- Technology/Information – technology changes and impact on education Social Media
 - Blended/online learning
 - Technology access
- Political – local, state, national and global political climate
 - November elections
 - Political support for education

- CCJEF ruling (CT Coalition for Justice in Education Funding)

External Data Summary

| External Analysis: Education Issues | |
|---|---|
| Issues | Impact in next 1-3 years |
| SBAC Test on computer | ❖ Low student performance, not understanding test format and tools, work ethic, typing skills |
| Lack of computer/technology | ❖ Cost of technology, lack of 21 st century technology skills |
| SEED | ❖ Over assessing, loss of instructional time, loss of whole child, celebrating growth |
| Lack of report card consistency | ❖ Teacher time, committee, training, parent education |
| Change in state standards | ❖ Lack of instructional materials that meet standards |
| Availability of diverse and hands-on learning experiences and differentiation | ❖ Not meeting all student needs, loss of developmentally appropriate learning |
| More standardized assessments | ❖ Less formative assessments and class observations, data analysis, use data to drive instruction |
| Small class size +/- | ❖ Student confidence, risk tasking, peer interactions, group work, discourse, diverse thinking |
| Diverse population | ❖ Learning/accepting cultural differences |
| Grouping kids by overall test score, not small group skill focus | ❖ More data analysis, time for reflection and planning, training, balance assessments, understand purpose |
| Less value in self-development through discover and interaction | ❖ Social issues, lack of self-regulation, behavior issues |

| External Analysis: Economic Issues | |
|---|--|
| Issues | Impact in next 1-3 years |
| Election outcome both federal/state level | <ul style="list-style-type: none"> ❖ Cuts to ECS/grants ❖ Political gridlock |
| State deficit increasing | ❖ Town unable to fund increase to budget |
| ESSA | ❖ Impact unknown |
| State assembly election outcome | ❖ Unfunded mandates (could go up or down based on election outcome) |
| Town revenue | ❖ Stabilizing |
| School infrastructure | ❖ Energy issues (currently fossil fuel based) \$250K renovation to aging system (plumbing) |
| Union contracts increasing at a higher rate than cost of living | ❖ Reducing amounts for other school operations |
| School budget cannot support increase in tech budget | ❖ Students not 21 st century prepared |
| External Analysis: Demographic Issues | |
| Issues | Impact in next 1-3 years |
| 10 year decrease in student age population in most of CT | ❖ Less students = less funding = less ability to provide programming |
| More elder people than younger in town | ❖ Lack of connection to school community |
| Increased trend in CT of higher needs for PreK-5 | ❖ Need for specialized services and rising costs |
| We do not have a diverse population including gender (M/F) | ❖ Students lacking social and cultural awareness |
| Estimated decline in enrollment in the future 62 students – projected for “18-19” | ❖ Cost per student even without specials will be unaffordable |

| External Analysis: Technology Information Issues | |
|---|--|
| Issues | Impact in next 1-3 years |
| Personal device technology | <ul style="list-style-type: none"> ❖ Student “Cyber” Security/Safety ❖ Data Privacy – commercial, social ❖ Distraction learning ❖ Self-esteem |
| School devices | <ul style="list-style-type: none"> ❖ To remain current ❖ To maintain ❖ Technology competency – safe web surf, critical consumer of electronic data, physical skill |
| Communication | <ul style="list-style-type: none"> ❖ Parent involvement – school rack, PowerSchool and immediate/appropriate communications ❖ Social media, how do we use this effectively and how does this apply to other stakeholders ❖ Saves paper and money |
| Using technology for home work | <ul style="list-style-type: none"> ❖ Family cost – time-family, health |
| Support | <ul style="list-style-type: none"> ❖ Question of accountability/integrity ❖ What do you do/what happens when it goes down? |
| Learning | <ul style="list-style-type: none"> ❖ Lack of “internalizing” information – date phone#, spelling, math facts ❖ Why do I need to know this – I can look it up (immediacy) ❖ More than replacement for pencil/paper ❖ Self-image – worth ❖ See/experience wider worth |
| Equity | <ul style="list-style-type: none"> ❖ What about those that can’t afford or choose not to have ❖ The cost |

| External Analysis: Political Issues | |
|--|--|
| Issues | Impact in next 1-3 years |
| Court Case on School Funding | <ul style="list-style-type: none"> ❖ Reduced funding from state ❖ School choice expanded ❖ Regionalization mandates ❖ Increased integration – language programs – bilingual ❖ Test ❖ TESOL |
| Elections – National | <ul style="list-style-type: none"> ❖ Common Core ❖ Testing Standards ❖ CEA impact ❖ Future status of SBAC |

Implementation of many of these mandates requires a change in thinking and practice. While well intentioned to advance schools ability to ensure **all** students are college, career and life ready for an ever-changing global society, increased expectations in curriculum, instruction and assessment occurred during a time of district leadership transition in Franklin. Recognizing the importance of sustaining a plan in the midst of transitions, the FES BOE, Strategic Planning Steering Committee and Strategic Planning Team all recognize the importance of creating a comprehensive plan that capitalizes on future opportunities and serves as a coherent road map to guide district advancement in the best interest of FES students.

From the synthesis of the internal and external data analysis the Strategic Planning Team began to identify the most crucial issues and impacts on FES. Using a protocol that provides a statement starter of “Unless we”, followed by the insertion of the challenge the Team worked to turn the challenge into an opportunity by completing the statement starter “If only we can” followed by an opportunity that if implemented would advance FES in actualizing their vision of the graduate. A summary of the process follows.

| Critical Issues: Threats/Challenges and Opportunities | |
|--|--|
| THREATS/CHALLENGES | OPPORTUNITIES |
| <p>Unless we ...</p> <ul style="list-style-type: none"> ❖ Increase to technology than will not be equipped for 21st century jobs | <p>If only we can ...</p> <ul style="list-style-type: none"> ❖ Diversify our technology expose to various tools to support thinking ❖ |
| <p>Unless we ...</p> <ul style="list-style-type: none"> ❖ Increase options/opportunities for students beyond school they will not flourish to full potential | <p>If only we can ...</p> <ul style="list-style-type: none"> ❖ Can build strategic partnerships to expand student opportunities |
| <p>Unless we ...</p> <ul style="list-style-type: none"> ❖ Addressing declining school population | <p>If only we can ...</p> <ul style="list-style-type: none"> ❖ Become a center of excellence to increase enrollment |
| <p>Unless we ...</p> <ul style="list-style-type: none"> ❖ Address lack of use of facilities | <p>If only we can ...</p> <ul style="list-style-type: none"> ❖ Regionalize or market FES |
| <p>Unless we ...</p> <ul style="list-style-type: none"> ❖ Have funding to provide an equitable education | <p>If only we can ...</p> <ul style="list-style-type: none"> ❖ Offer high needs students excellent education |
| <p>Unless we ...</p> <ul style="list-style-type: none"> ❖ Have PD and access to technology students will score poorly on SBAC | <p>If only we can ...</p> <ul style="list-style-type: none"> ❖ Have access to PD and technology, we can provide interesting and engaging activities and education and media literacy |
| <p>Unless we ...</p> <ul style="list-style-type: none"> ❖ Have an increase in students and town population, a continued strain will be felt on our budget | <p>If only we can ...</p> <ul style="list-style-type: none"> ❖ Make school and town more appealing. Offering more options to young families |
| <p>Unless we ...</p> <ul style="list-style-type: none"> ❖ Develop effective communication to <u>all</u> families a rift will form between town and school | <p>If only we can ...</p> <ul style="list-style-type: none"> ❖ Develop effective communication to all families parent and community will be more informed and become a more cohesive part of the school experience |
| <p>Unless we ...</p> <ul style="list-style-type: none"> ❖ Balance formative and summative assessments, we will lose sight of the whole child | <p>If only we can ...</p> <ul style="list-style-type: none"> ❖ Balance formative and summative assessment |
| <p>Unless we ...</p> <ul style="list-style-type: none"> ❖ Promote and instill 21st century skills, students will be unprepared for life after FES | <p>If only we can ...</p> <ul style="list-style-type: none"> ❖ Incorporate 21st century skills and diverse learning experiences into curriculum. We will be creating a possibility of a successful future and many open doors |
| <p>Unless we ...</p> <ul style="list-style-type: none"> ❖ Have technology and skills to use it appropriately children will not have 21st century skills | <p>If only we can ...</p> <ul style="list-style-type: none"> ❖ Incorporate technology skills into everyday teaching and learning |

| | |
|--|---|
| <p>Unless we ...</p> <ul style="list-style-type: none"> ❖ We have an increase in diversity and enrollment (age, race, etc.) | <p>If only we can ...</p> <ul style="list-style-type: none"> ❖ Motivate and attract others to FES through being a school of excellence |
| <p>Unless we ...</p> <ul style="list-style-type: none"> ❖ Provide hands on learning our students will not engage or have the critical thinking skills for future success | <p>If only we can ...</p> <ul style="list-style-type: none"> ❖ Create curriculum and instruction that is based in inquiry to foster critical thinking and deep engagement |
| <p>Unless we ...</p> <ul style="list-style-type: none"> ❖ Use data to drive our instruction we will stagnate as instructors | <p>If only we can ...</p> <ul style="list-style-type: none"> ❖ Implement a continuous improvement cycle through a unified data process |
| <p>Unless we ...</p> <ul style="list-style-type: none"> ❖ Take steps now to increase educational revenue/funding/independence we will experience educational funding failure | <p>If only we can ...</p> <ul style="list-style-type: none"> ❖ Think out of the box and explore partnerships for potential revenue sources. |
| <p>Unless we ...</p> <ul style="list-style-type: none"> ❖ Become informed, politically active, we will lose our local educational choices | <p>If only we can ...</p> <ul style="list-style-type: none"> ❖ Use communication to engage stakeholders in the educational value and process to know every voice counts. |



Phase 3: Results Analysis

Once the data had been reviewed and organized, the Strategic Planning Team prioritized the results to determine the opportunities that would have the greatest impact in realizing the vision of the Franklin Graduate. This summary served as the springboard to create the Strategic goals to advance the FES. The result of that analysis follows:

Summary of Opportunities

| Opportunities | | | |
|---|--|---|---|
| School: | | Board of Education: | |
| <ul style="list-style-type: none"> • Increase Students' Exposure to 21st Century Skills <ul style="list-style-type: none"> ❖ Incorporate 21st century skills ❖ Balance formative & summative assessment ❖ Offer all students excellent education that prepares them for HS, college, career and life ❖ Expand Professional Development/learning ❖ Increase Hands-on Learning | Modernize curriculum to embed 21st century skills Use of technology | <ul style="list-style-type: none"> • Make Town & School More Appealing <ul style="list-style-type: none"> ❖ Market the town – commercial & residential ❖ Regionalize or market our (our school) | <ul style="list-style-type: none"> • Work with town to strategize ways in which we can support expand housing & building use opportunities |
| <ul style="list-style-type: none"> • Develop Effective Communication to All Families <ul style="list-style-type: none"> ❖ Openly inform residents of the process | | <ul style="list-style-type: none"> • Become a Center of Excellence | <ul style="list-style-type: none"> • Investigate <u>unique curriculum</u> (defining effective teaching practices) • Philosophy of teaching & learning |
| <ul style="list-style-type: none"> • Diversify our Technology | | | <ul style="list-style-type: none"> • Digital literacies to support critical thinking, communication & collaboration and increase engagement |
| <ul style="list-style-type: none"> • Develop & Use Data Team Processing | | | |
| <ul style="list-style-type: none"> • Expand Strategic Partnerships for increased Student Opportunity, i.e., with other schools' extra-curricular activities, sports | | | |



Phase 4: Goal Setting

Using the prioritized opportunities the Strategic Planning Team then formulated and prioritized strategic goals that, if achieved, would move Franklin Elementary School toward realizing the vision of the Franklin Graduate. The Team used the following essential questions as criteria for prioritizing their strategic 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?

The Strategic Planning Team identified the following six Strategic Goals for Franklin Elementary School:

- 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.**
- 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.**

Aligning Actions with Strategic Focus

- Action Steps
- Responsibilities
- Resources
- Timeline
- Benchmarks
- Indicators of Success

Phase 5: Strategic Action Planning

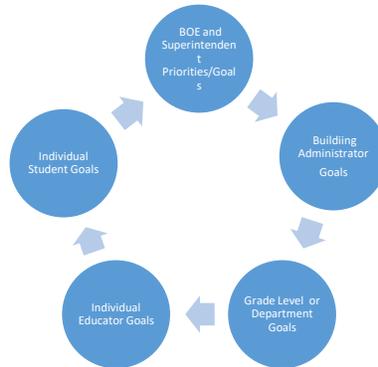
Once strategic goals were set and agreed upon sub-groups of stakeholders were identified to complete the action plans for each goal. Since the responsibility of goals 1-3 were most significantly tied to teachers, a cross representation of grade level teachers were identified to include a combination of representatives from the Strategic Planning team and other Franklin teachers. This group met on December 7th and 14th for one full and one half day to complete the action plan for goals one and two. Goals 1 and 2 respectfully are: *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; FES teachers and students will engage in and implement a cycle of continuous improvement to monitor and evaluate progress towards learning mastery.* The Franklin Professional Development and Evaluation (PDEC) Committee, whose primary function is to support professional learning aligned to the strategic plan, was gathered on January 4th for one half day to complete the action plan for goal three, *FES will build the capacity of teachers to lead and advance 21st Century teaching and learning through high quality professional learning.*

A volunteer subgroup of the Strategic Planning team representing the Board, parents and community was gathered on December 12th from 2:30 – 5:30 to complete the action plan for goals 4-6. (Community engagement with FES will be increased through open communication with parents and the community; FES will become a center of excellence through the implementation of an innovative learning design; FES will maximize the use of the building through the development of collaborative partnerships). These goals specifically focus on the desire of the district to create a long-range plan that will define Franklin’s legacy as they move into their future by identifying a school excellence, establishing partnerships and fostering improved communication.

| Goal 1 and 2 | Goal 3 | Goals 4-6 |
|---|---|--|
| Bertice Chepyha- Teacher (3 rd) Sarah Dugas – Teacher (K) Kim Kreft – Teacher (2 nd) Alden Minor – Teacher (MS) Jude Olney – Teacher (UA) | Bertice Chepyha – Teacher (3 rd) Jessica Leonard –Teacher (SRBI) Christa McManus- Teacher PK/Sped) Jude Olney – Teacher (UA) Kelly Ann Graves - Principal | Kate Ericson – BOE Charlie Grant – Selectman Rene Keefe - Parent |

For each of the six goals achievable actions steps were identified and listed. Those responsible for carrying out the action steps were identified. Possible resources needed to achieve the action step were also identified. An estimated timeline for each goal is listed with accompanying benchmarks toward progress. It is important to note that while competing mandates and initiatives come up through the year, if they do not support the work of the strategic plan, the district has to question their value. Staying focused towards the desired outcomes within a reasonable timeframe is the goal of coherence.

A Strategic Plan is a living, breathing document. It is important to schedule intentional time throughout the year at all levels of the organization to monitor implementation, review progress, modify, and adjust as necessary. Creating a through line to Board, administrator, teacher and student goal setting provides opportunity for ongoing reflection, dialogue and feedback toward the shared focus for advancement. An intentional and planned timeline for review follows.



Minimal Review of Progress toward Goals/Reflection/ Adjustments

| | |
|-------------------------------|----------------------------|
| Board of Education | Mid-year and end of year |
| Superintendent | Mid-year and end of year |
| Administration | Mid – year and end of year |
| Grade Level Teams/Departments | Quarterly |
| Teachers | Mid-year and end of year |
| Students | Quarterly |

The following Strategic Advancement Plan was finalized in a meeting held on January 12th with the Strategic Planning team. The document serves as tool for direction, decision making, communication, budget planning, coherence and advancement for all.