



Township of Franklin Strategic Plan: Vision 2026

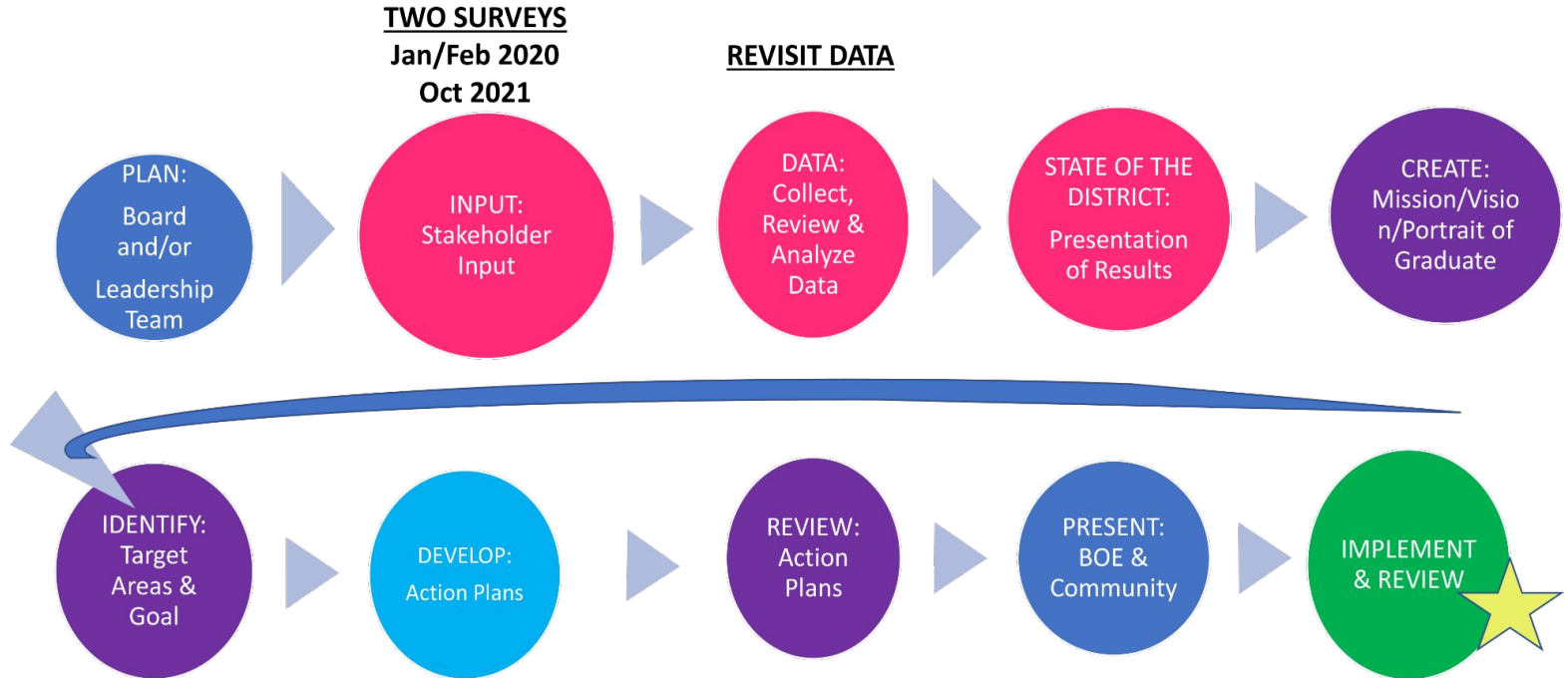
Presented at the Township of Franklin Public Schools

Board of Education Meeting

March 21, 2022



W.H. Adams & Assoc: 10-Step Strategic Plan Process



TWO SURVEYS
Jan/Feb 2020
Oct 2021

REVISIT DATA

2+ – Years (January 2020 - March 2022)



Advisory Committee

Mr. Troy Walton - Superintendent
Ms. Trish Birmingham - SBA/BS
Mr. Theodore Peters - Principal
Mr. Henry Kobik - Principal/TFPSA President
Mrs. Amy Morley - Principal
Mrs. Barbara Dobzanski - Supervisor
Mrs. Jaime Doldan - Supervisor
Mrs. Melissa McComiskey - Instructional Coach
Mrs. Melissa Haigh - School Counselor
Mrs. Celeste Serrano - Teacher
Ms. Stephanie Minosse - Teacher
Mrs. Sue Buriak - Teacher/TFEA President
Mrs. Kelly Brown - Teacher
Mrs. Patty Ellen - Instructional Aide/TFSSA President

Mrs. Leiha Caselli - BOE Vice President
Mr. Bill Morris - Community Member
Lt. Matthew DeCesari - FTPD
Mrs. Barbara Ciancaglini - Community Member
Ms. Gloria Perez - Parent
Mrs. Jennifer Singh - Parent
Ms. Cierra Hart - Parent
Mr. Jake Bruno - Mayor, Twp. of Franklin
Pastor Randy Sabella - Community Member



Proposed Mission Statement

In partnership with students, families and the community, the mission of the Township of Franklin Public Schools is to foster the unique potential of each individual student by providing an inclusive, safe and supportive learning environment.



Proposed Vision Statement

To be a child centered community that empowers students and equips them with the academic, social & emotional foundation needed to become responsible citizens and lifelong learners.



Action Plan Committees

- Curriculum and Instruction
- Communications
- Finance and Facilities
- Social and Emotional Learning
- Talent Acquisition and Retention





Township of Franklin Public School District

Strategic Plan

Curriculum and Instruction



Curriculum and Instruction

Primary Goal: *Research and evaluate the changing mobility/transitory rate of students*

Secondary Goals: *Analyze the need to include community-based programs*

Action Team Co-Chairpersons

- Ms. Jaime Doldan - Supervisor
- Mr. Zack Slaven - Supervisor

Action Team Members

- Mrs. Lauren LaScala - Teacher
- Mrs. Melissa Iocona - Teacher
- Ms. Paige Senatore - Teacher
- Mrs. Gail Dalponte - Teacher / Parent
- Ms. Nicole Inverso - Instructional Coach



Curriculum and Instruction

Primary Goal: *Research and evaluate the changing mobility/transitory rate of students and how the mobility impacts curricular and instructional needs of Franklin students. Develop a plan based on review and research for addressing results of the analysis:*

- Software needs: Coordinate with both Linkit and Realtime to track student “time within the district by years and months (Realtime).”
- Develop a district plan to efficiently enroll students into schools through the collection and application of all appropriate assessment and/or placement data.

Secondary Goals/Objectives: *Analyze the need to include community-based programs to identify the potential effectiveness of onboarding, orientation, and support for the mobile population:*

- Increase transitional articulation between district schools, sending schools, and parent stakeholders.
- Identify documents expected from families
- Transitional information from one school to the next (student lens)
- Building tours
- Building stronger relationships with Elk and Delsea to streamline curriculum, transitional expectations.



Curriculum and Instruction

Primary Goal: *Research and evaluate the changing mobility/transitory rate of students*

Secondary Goals: *Analyze the need to include community-based programs*

Barriers and Challenges

- Realtime
- Linkit
- Flowchart Software
- Enrollment Process
- Analysis of incoming data
- Analysis of new student procedures/experiences
- Collaboration analysis/Meeting Norms
- Software: Increased stakeholder opportunities to make informed behavioral, academic, and community-based decisions.
- Enrollment: Increased stakeholder opportunities to make informed behavioral and academic-based decisions.
- Transitional: Increased opportunity to develop a shared school climate and school culture and firmly establish the foundations of a high-quality learning environment.
- Building Tours: Increase of evening/summer usage
- Build Stronger Relationships with Elk and Delsea: Available space to meet
- Registration process (TBD central/school-based)



Curriculum and Instruction

Primary Goal: *Research and evaluate the changing mobility/transitory rate of students*
Secondary Goals: *Analyze the need to include community-based programs*

Assessments and Accountability

- District Testing Schedule including Universal Screener for Academics, Social-Emotional Learning as well as diagnostic testing
- Monitoring of new student assessment, classroom placement and support needs



Township of Franklin Public School District

Strategic Plan

Communications



Communications

Primary Goals:

- Review the current, collaborative, decision-making process to design a plan to address complex community and educational challenges.
- Determine successful methods of communication and integrate new communication platforms that address gaps found in a comprehensive review of current communication methods.

Mr. Theodore Peters - Principal/Co-Chairperson

Ms. Jennifer Graff - Technology Coach/Co-Chairperson

Mr. Bill Morris - Community Member

Mrs. April Bird - Parent/Community Member

Mrs. Mary Kate Gereaghty - Secretary

Ms. Melissa Marinaro - Special Education Teacher

Ms. Taylor Schiavone - Secretary

Mrs. Irene Klepac - Teacher

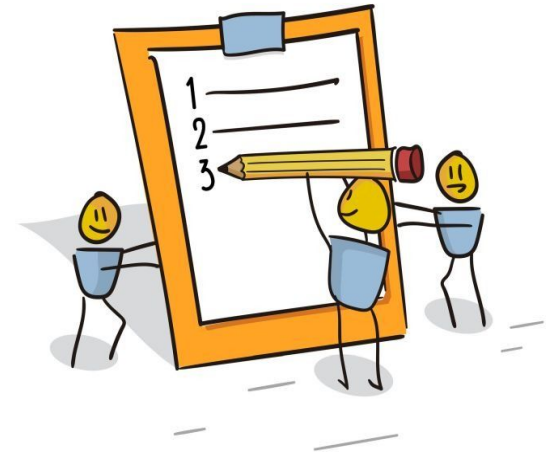


Communications

Primary Goals: Review the current, collaborative, decision-making process to design a plan to address complex community and educational challenges.

Strategies and Action Steps - Goal 1

- **Define current district and school communication methods**
- **Development, administration, and analysis of a multi-stakeholder communications-based survey**
- **Research communication methods of neighboring school districts along with best practices**





Communications

Primary Goals: Determine successful methods of communication and integrate new communication platforms that address gaps found in a comprehensive review of current communication methods.

Strategies and Action Steps - Goal 2

- **Integrate a proactive media communications program that highlights the goals, challenges, and accomplishments of the district and schools**
- **Leverage external communications through new and existing community partnerships**
- **Integrate various methods of distributing information to reach a broader audience representative of our changing community**
- **Review and adjust current strategies and procedures for emergency communication notifications**





Communications

Primary Goals:

- Review the current, collaborative, decision-making process to design a plan to address complex community and educational challenges.
- Determine successful methods of communication and integrate new communication platforms that address gaps found in a comprehensive review of current communication methods.

Assessment

- Analysis of current and future communications methods (analytics)
- Stakeholder feedback regarding the methods of communication (present and future)

Barriers

- To ensure that non-English language speaking families have access to district communication methods.
- Need for the creation of a new district-level community relations and partnerships representative

Implications

- To streamline and enhance district and school communication methods.
- To increase positive visibility to the school district and district schools.



Township of Franklin Public School District

Strategic Plan

Finance and Facilities



Finance and Facilities

Primary Goal: Investigate the feasibility of expanding the Preschool program with regard to facilities and finance

Action Team Co-Chairpersons

Mr. Troy Walton - Superintendent

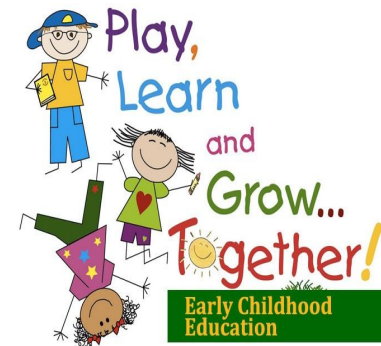
Ms. Trish Birmingham - Business Administrator

Action Team Consultants

Mr. Greg Capello - Superintendent of West Deptford

Mr. Daniel Del Vecchio - Superintendent of CCESC

Ms. Norell Gursick - Early Childhood Program
Consultant/Supervisor of Instruction at Camden
County Educational Services Commission (CCESC)





Finance and Facilities

Primary Goal: Investigate the feasibility of expanding the Preschool program with regard to facilities and finance

Identified Barriers and Challenges

- Costs
 - a. Construction/building
 - b. Sustainability of recurring costs
 - c. Exploration / study(ies)
- Grant Application
 - a. Approval
 - b. Initial/long-term availability of grant funds
- Land and facility capacity/capability
- Participation
 - a. Resident demographics
 - b. Student capacity limitation



Identified Barriers and Challenges

- Staffing
 - a. Availability of/access to certified teaching staff (Preschool certification required)
- Program Requirements
 - a. Set forth by State of NJ
 - b. Viability
- Time
 - a. Lengthy endeavor



Finance and Facilities

Primary Goal: Investigate the feasibility of expanding the Preschool program with regard to facilities and finance

Strategies and Action Steps

- Research Preschool Expansion Grant
 - a. Specifications and deadlines
 - b. Explore membership in Southern Region Early Childhood Collaborative
- Review Specifications and Requirements for Preschool Program
 - a. Facility
 - i. Number of classrooms
 - ii. Classroom size
 - iii. Classroom bathroom
 - b. Staffing
 - i. Master Teacher, Pre-K-3 Cert. Teachers
 - ii. Aides
- Review Construction/Facility Requirements with Architect and Engineer
 - a. Facility and spacing requirements per building codes



Strategies and Action Steps (cont'd)

- Demographic Study(ies)
 - a. Resident grade-level population vs. participation
 - b. Cost of study(ies)
- Analysis of Preschool Program Implementation
 - a. Transportation
 - b. Food Service
 - c. Ancillary Services
 - i. Nurses
 - ii. Child Study Team
 - iii. Secretarial
 - iv. Administrative



Finance and Facilities

Primary Goal: Investigate the feasibility of expanding the Preschool program with regard to facilities and finance

Analyze Financial Resources / Budget Impact

- Budget Impact
 - a. Initial/One-Time Cost(s)
 - i. Facility Addition(s)/Upgrades
 - b. PSE Grant Funded vs. Locally Funded
 - i. Recurring Costs
 - 1. Staffing/Salaries
 - 2. Supplies
 - c. Decrease in Individual Paid Tuition



- Community Impact
 - a. Universal Preschool Program/Local Preschools/Day Care Centers
 - b. Bond Issuance / Tax Rate Increase

Timeline

- Research Items
 - c. Action Steps 1-5
 - i. Complete during 2022-2023 fiscal year



Township of Franklin Public School District

Strategic Plan

Social and Emotional Learning



Social and Emotional Learning

Primary Goal: Enhanced emphasis on students and staff emotional well-being

Action Team Co-Chairpersons

Amy Morley - Principal

Barbara Dobzanski - Supervisor of Special Services

Action Team Members

Samantha Hersch, School Counselor

Rachelle Sepielli, School Counselor

Kristin Nixon, School Psychologist

Melanie Garofolo, Teacher and Parent

Nichole Bonjean, Instructional Aide





Social and Emotional Learning

Goals:

Enhanced emphasis on students and staff emotional well-being

- Identify and address behavior challenges of students
- Enhance and build Morning Meeting goals & objectives
- Support a positive school culture



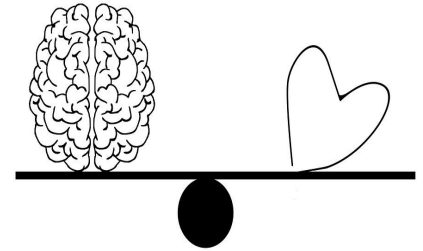


Social and Emotional Learning

Primary Goal: Enhanced emphasis on students and staff emotional well-being

Action Steps - Year 1 Activities (2022)

- Restructure SEL team to include all stakeholders
- Create District SEL Vision
- Assign specific roles to SEL team members
- Develop SEL website to include mental health resources and SEL activities
- Ensure consistency through bimonthly meetings
- Identify opportunities for professional development for all staff in SEL (ongoing)
- SEL will develop and plan district/ school events to support SEL vision (ongoing)





Social and Emotional Learning

Primary Goal: Enhanced emphasis on students and staff emotional well-being

Action Steps - Year 2-3 Activities

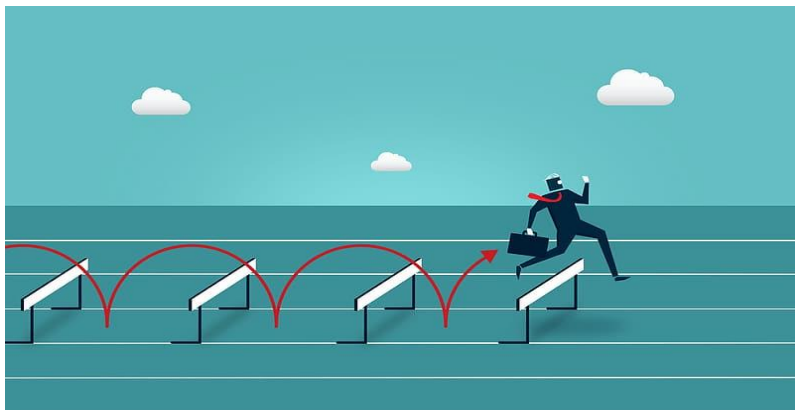
- Research Screener Tool to measure a student's social emotional wellness
- Research a Social Emotional program/curriculum that is consistent through the district (must include student, staff and family component)
- Implement mentoring programs at Main Road and Janvier
- Implement Social Emotional program district wide





Social and Emotional Learning

Primary Goal: Enhanced emphasis on students and staff emotional well-being



Barriers and Challenges

- Budget constraints
- Staff turnover
- Changing culture/climate
- Providing common planning time for SEL team to meet



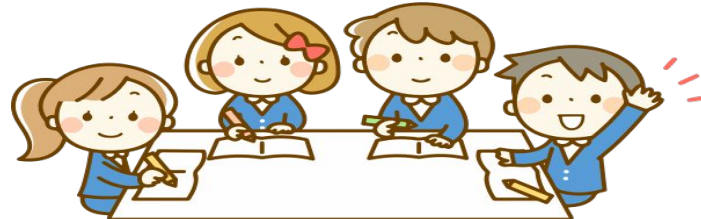
Social and Emotional Learning

Primary Goal: Enhanced emphasis on students and staff emotional well-being

Assessments and Accountability

The SEL Team, along with school climate teams, will monitor data and reflections yearly to determine district needs.

- Discipline data
- Crisis data
- I&RS and Intervention data
- Staff and student survey/ screeners
- CPI data





Township of Franklin Public School District

Strategic Plan

Talent Acquisition and Retention



Talent Acquisition and Retention

Primary Goal: Identifying and implementing initiatives to creatively acquire and maintain diverse talent.

Action Planning Committee

Co-Chairpersons: Mr. Henry Kobik and Mr. Troy Walton

Committee Members: Mrs. Lisa Bakota
Mrs. Patty Ellen
Mrs. Sue Buriak
Dr. Stacey Leftwich



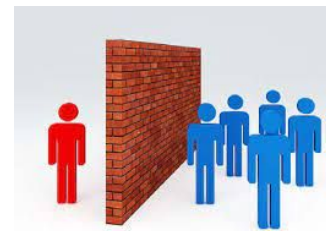


Talent Acquisition and Retention

Primary Goal: Identifying and implementing initiatives to creatively acquire and maintain diverse talent.

Barriers and Challenges

- Current Salary Guide
- Advertising and Recruitment Efforts
- Marketing the District
- Lack of qualified/certified (speciality areas)/diverse candidates
- Recognizing and understanding generational and societal viewpoints (staff and students)
- Educator prep aligned with district expectations
- Pressures on educators
- Perception of education as a profession



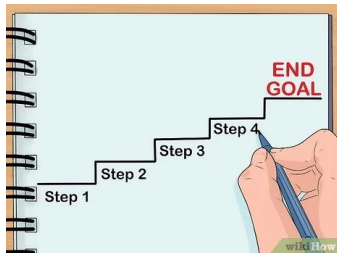


Talent Acquisition and Retention

Primary Goal: Identifying and implementing initiatives to creatively acquire and maintain diverse talent.

Action Steps

- **Resignation Data Points**
 - 5 year look back on resignations
 - Compile an analysis of local staff member resignations with additional relevant data.
- **Salary Guide Comparison**
 - County and local comparison
- **Staff Diversity Analysis**
 - Analysis of current staff; breakdown of gender, race, and ethnic background
- **Staff Recruitment Efforts**
 - Analyze the district recruitment efforts





Talent Acquisition and Retention

Primary Goal: Identifying and implementing initiatives to creatively acquire and maintain diverse talent.

Action Steps

- **Employment Application Review**
 - Analyze the current employment applications including the reference form
 - Analyze the application submission process
- **Exit Interview**
 - Development of a formal and consistent process for conducting exit interviews that utilizes a consistent exit interview document
 - Track data
- **Promotion-Market of the District/Community**
 - Review current practices that communicate the district's employment opportunities
 - Research marketing strategies employed by other districts





Talent Acquisition and Retention

Primary Goal: Identifying and implementing initiatives to creatively acquire and maintain diverse talent.

Assessment and Accountability

- Review of Action Steps - analysis of action step specific data with short and long term goals developed and revised by accountable staff members in conjunction with stakeholders
- Continuous review of staff turnover data towards the goal of identifying relevant trends
- Continuous review of staffing matrix information that communicates progress towards the acquisition and maintenance of diverse talent





Recommendations

- Adopt the mission and vision statements as proposed and finalized by the advisory committee.
- Adopt the action plans for the first two years with the caveat that the status of action plans will be reviewed quarterly, based on the agreed to metrics and timelines that are reflective of progress and the commitment level of resources. This will also require additional work to be completed on several of the action plans relative to budget, resources and metrics.
- Be prepared at the conclusion of the first year to modify the objectives and to consider those objectives that were identified through the process, but not included in the initial biennial action plans.
- To complete the Portrait of a Graduate in 2022-23 and to embed it in the district culture. This will require the identification of academic/basic skills, social, emotional, and life skills for each grade level. Thus, this may drive future modifications in the curriculum at each grade level.



Recommendations

- Communication and staying connected with stakeholders at all levels is imperative to the success of moving the vision forward. One of the initial priorities should be to get the communications plan in place and operational. Although not supported by the data, the governing body may want to consider a communication/community liaison position.
- Each of the five action plans are interconnected with each other and will require coordination and commitment from the governing body, the district leadership team, building level leadership and buy in from all staff.
- Professional development priorities and needs should be driven by the six action plans goals and objectives.
- As part of every regularly scheduled Board of Education meeting, a brief update should be provided on one of the action plan primary goals or objectives.
- Decisions on the allocation of resources should be based on mission, vision and priorities identified in the strategic plan.



Additional Considerations

- Based on both the level and diversity of stakeholder participation and interest, there is an opportunity to begin to further address the social and emotional needs of students beginning with the early childhood education program.
- For some of the action plan primary goals and objectives, the metrics will require further identification or defining of starting benchmarks and desired levels of success.
- Student engagement and experiential learning opportunities can be utilized to further develop student problem-solving skills and the application of knowledge across the curriculum.
- The work of the Curriculum and Instruction action team has the potential to significantly increase experiential learning opportunities and student engagement. This could have implications for curricular, facilities use and/or modifications.
- Experiential learning and project-based learning opportunities could also be utilized to address the sometimes forgotten or missed students in the middle.



Additional Considerations

- The power of student voice, through an examination of all current and potential options for student voice and input, should be considered as part of the next steps in the implementation of the strategic plan.
- The Board and community can utilize the work that was done on the strategic plan to guide the development of future instructional spaces, facilities modifications, and curriculum revisions.
- Given the work that was performed on the strategic plan and the strengths and challenges that were identified, it is suggested that the organizational structure be reviewed and possibly tweaked to specifically pursue the vision for the district.
- It is recommended that the strategic plan and strategic plan updates be included in a prominent and regularly updated section of the district website as a part of the communications plan and strategy.
- It is recommended that as part of the process moving forward the board and district consider a continuing assessment the following:
 - Review safety and security throughout the district.
 - Review special education programs and services based on increasing numbers of students and the impact on staff resources, facilities resources and budget.
 - Consider the current leadership pipeline for potential future assignments, retirements that may impact the districts stability and the pursuit of district initiatives. (Grooming and growing leadership capacity and succession planning).
 - Continuing efforts for sharing services and resources should be pursued.
 - The pros and cons of the financial impact and educational impact of further consolidation will likely need to be examined in the next five years.



Thank you!

*A special thank you to
W. H. Adams & Associates,
all members of each Action
Team, and members of the
Advisory Committee for
your dedication and time to
the planning process!*

