

**Pine-Richland School District  
Strategic Plan**

<b>Teaching and Learning</b>			
2019 – 2020	2020 – 2021	2021 – 2022	2022 - 2023
<b>Refine and strengthen each element of the model for teaching and learning with a focus on integration.</b>			
In-Depth Program Review Study Phase (English Language Arts, Library and Music)	In-Depth Program Review Study Phase (Special Education, World Language, and Art)	In-Depth Program Review Study Phase (H/PE, FCS, Counseling & Health Services)	In-Depth Program Review Study Phase (Engineering and Technology and Science)
In-Depth Program Review Implementation	In-Depth Program Review Implementation	In-Depth Program Review Implementation	In-Depth Program Review Implementation
Common Assessment Evaluation and Collaborative Discussion	Refine Common Assessments & Curriculum	Grading/Feedback Guidelines in New SIS (Design & Implementation)	Grading /Feedback Guidelines in New SIS (Refinement)
Implement K-12 Education Corporation Partnership (ECP) STEAM integration Plan	Refine and Expand ECP STEAM Integration Activity or Project for All Students	Develop and Deeply Embed One Additional STEAM Integration Project with an Additional Corporate Partner	Evaluate the Sustainability and Impact of STEAM-Related Corporate Partnerships
<b>Fully deploy the MTSS model at all three tiers for all students for intervention and enrichment.</b>			
MTSS for Math and ELA in Secondary Education: (7-12) and Alignment of Tiers 2 and 3 across K-12	MTSS: Monitor and Adjust K-12		
<b>Integrate relevant technology into the teaching/learning process including digital citizenship and responsible use.</b>			
K-3 iPads and Professional Development	4-6 Device Purchase and Professional Development		
	Evaluate the Potential of a 1:1 Initiative	Potential Implementation Placeholder Pending 1:1 Evaluation or Continue Refresh Cycle for All Devices	

**Pine-Richland School District  
Strategic Plan**

<b>Student Progress and Engagement</b>			
2019 – 2020	2020 – 2021	2021 – 2022	2022 - 2023
<b>Measure and respond to students holistic indicators (e.g., graduate portrait).</b>			
Develop and Implement Stress Management Components to K -12 Health Curriculum or Programming (see IDPR for Health/PE)			
Research Systematic Approach to Social Justice, Equity, and Inclusive schools through College/University Partners with Developmentally Appropriate Implementation (see IDPR for Soc. St.)			
Finalize holistic PR Graduate Profile with Transitional Benchmarks (3, 6, 8, 12) and Sketch Crosswalk Document	Establish and Implement a K-12 Crosswalk Document to Reflect PR Graduate Profile Competencies	Monitor a PR Graduate Portrait Dashboard at the District, School, Grade, and Individual Levels	
Refine and Standardize a K-12 Post-Secondary / College / Career Portfolio	Design / Pilot a Digital Dashboard for PR Graduate Portrait		
<b>Student and parent voice in evaluation and improvement of programming</b>			
Extend curricular resource implementation for parents/guardians	Study and design end-of-course parent/student feedback options	Deploy end-of-course parent/student feedback options	Analyze feedback results to identify action items
	Review Internal Partnerships to Strengthen Effectiveness (e.g., PROF)		

**Pine-Richland School District  
Strategic Plan**

<b>Workforce Development</b>			
2019 – 2020	2020 – 2021	2021 – 2022	2022 - 2023
<b>Increase effectiveness of the PR Academy for all employee groups and expand opportunities for career progression and succession planning.</b>			
Refine PR Academy for Teachers, Principals and Paraprofessionals; Develop and Implement PR Academy for Other Employee Groups	Refine PR Academy for Other Employee Groups (e.g., Secretary and Custodian)	Monitor Measures of Effectiveness for All PR Academies and Refine as needed.	
	Implement an Emerging Leader Program for Prospective ALCs, BLT-Cs, and Administrators	Refine Emerging Leaders Programs Based on Year 1 Measures of Effectiveness	
		Implement an Aspiring Educator Program for Prospective Teachers	Refine Aspiring Educator Program Based on Year 1 Measures of Effectiveness
<b>Refine learning and development for all employee groups integrated with the performance evaluation and feedback system.</b>			
Develop and Implement an Individual PD Plan for 500 Employees Threaded/Aligned to District, Building, Department, Compliance, and Personal Goals (Segments)	Evaluate Individual PD Plan Against Kirkpatrick Model for Training Evaluation with Feedback	Full Deployment of a Personalized Performance System that Integrates PD and Evaluation	Quality Evaluation of Performance System with Refinements for Increased Effectiveness and Measurement
Evaluate the Consistency and Quality of Performance Feedback for Employees Across All Supervisors	Refine PA-Etep Usage Systematic Approach to Performance Evaluation via Multiple Methods (Formal, Differentiated, Walk-through)		
<b>Strengthen the alignment of external and internal partner service providers to the strategic plan and enhance opportunities for integration and innovation in those services.</b>			
Implement Consistent Framework for Routine External Partner Performance Reviews, MVV/SP Alignment, Clarify Measures of Effectiveness and Strategic Needs	Refine External Partner Measures of Effectiveness and Ensure Integration and Alignment with the Comprehensive Measurement Scorecard	Engage External Partners in Innovation-Based Strategic Review to Determine Potential Program Improvements	Monitor External Partner Measures of Effectiveness and Ensure Integration and Alignment with the Comprehensive Measurement Scorecard
Food Service Management Agreement (RFP)	Transportation Service Agreement (RFP or Extension of Agreement Expiring June 30, 2022)		
Refine a Network of College Partners and Job Fair Participation to Recruit Potential Substitutes and Applicants	Evaluate Effectiveness of College-University Partnerships and Job Fair Participation for Potential Refinements in Approach		

**Pine-Richland School District  
Strategic Plan**

<b>Finance and Operations</b>			
2019 – 2020	2020 – 2021	2021 – 2022	2022 - 2023
<b>Refine long-range budget planning, debt management and capital funding model (building systems, capacity, technology infrastructure, and projects)</b>			
Capital Funding Plan Refinement and Implementation with Active Debt Management			
Select Student-Financial Software Platform and Operate Redundant Systems	Transition to New Student-Financial Software with Implementation Management and Determine Initial Measures of Effectiveness	Refine Student-Financial Software Implementation for Increased Automation and Refine Measures of Effectiveness	
Evaluate 2016 Demographic Study Projections vs. Actuals and Update Study via Third Party Vendor	Third-Party Design and District-wide Process for Evaluation of Redistricting Scenarios at Primary Level	Potential Redistricting at Primary Level	
<b>Sustainability and environmental footprint.</b>			
Implement Recommendations from Engineering Studies to Reduce Energy Usage through Comprehensive Approach to Equipment and Usage Behaviors	Ensure an Engineering and Systems Approach to Sustainability is Deployed Through the Annual Capital Funding Plan Revisions and Future Projects		Evaluate Measures of Effectiveness of Sustainability and Environmental Footprint to Determine Next Steps

**Pine-Richland School District  
Strategic Plan**

Pursuit of Excellence			
2019 – 2020	2020 – 2021	2021 – 2022	2022 - 2023
Implement school-based action plans tied to accreditation programs or data analysis (e.g., Middle States).			
PRHS: Aligned with Middle States, (1) increase staff-parent communication / engagement to strengthen understanding of course learning goals and learning activities and (2) reduce number of students with frequent absences.			
Collaboratively establish guidelines for staff-parent communication (frequency and content). Implement staff-specific actions to improve student attendance.	Refine and extend minimum guidelines for staff-parent communication (frequency and content). Modify and expand staff-specific student attendance improvement actions.	Measure effectiveness of expected staff-parent communication (frequency and content). Measure effectiveness of staff-specific student attendance improvement actions and adjust as appropriate.	Measure effectiveness of expected staff-parent communication (frequency and content) and adjust as appropriate. Measure effectiveness of staff-specific student attendance improvement actions and adjust as appropriate.
PRMS: Evaluate and revise the purpose and programming within the academic intervention period to support the needs of all students.			
Refine and implement a systematic approach for intervention and enrichment programs through the academic support period.	Evaluate Tier II and III programs for intervention and enrichment and make recommendations for change or modification.	Develop and implement a systematic approach to support students who remain in their homerooms for the academic support period.	Evaluate and refine the approach to supporting students who remain in their homerooms for the academic support period.
EHUE: Design, implement and continuously improve RAM Time programming for students who remain in the biome during pull-out intervention and enrichment.			
EHUE: Develop and implement a systematic approach for identifying and delivering instructional consistency in reading and math to students receiving intervention and enrichment in the biome.	EHUE: Evaluate and refine procedures for students receiving intervention and enrichment in the biome by analyzing data and gathering feedback from stakeholders (students, staff, and parents) and establish plan for improvement.	EHUE: Refine and extend intervention and enrichment model for students receiving pull out services (outside of biome).	EHUE: Evaluate and refine systematic approach for identifying and delivering instructional consistency in reading and math to students receiving intervention and enrichment in and outside the biome.
HES: Develop, execute, and refine common intervention/enrichment time for ELA, Math and Social/Emotional needs.			
HES: Pilot and implement a common intervention and enrichment time for ELA and math	HES: Evaluate implementation of common intervention and enrichment time for ELA and math and share best practices	HES: Pilot and integrate intervention for social and emotional needs into common enrichment and intervention time	HES: Evaluate implementation of common intervention and enrichment time for ELA, math, and social and emotional needs and share best practices.
RES: Develop, assess, refine, and improve STEAM programming opportunities for K-3 students at Richland Elementary School.			
RES: Develop 2 engineering design lessons per grade aligning the PRSD Curriculum and sharing with other K-3 buildings.	RES: Double the number of engineering design lessons per grade and sharing with other K-3 buildings	RES: Refine and embed exemplar learning goals and activities within the PRSD Curriculum reflecting interdisciplinary connections and engineering design	
WES: Refine the data-driven, systematic, approach to targeted supports and enrichment during a scheduled RAM Time.			
WES: Design and deploy targeted support and	WES: Refine RAM Time per recommendations	WES: Expand RAM Time to be inclusive of K-3	WES: Determine blind spots and assess trends in data

**Pine-Richland School District  
Strategic Plan**

enrichment within a commonly scheduled time for grades 2 and 3	from the in-depth program reviews to best support students in grades 2 and 3		systematically to improve the approach.
Refine and enhance the system of governance through school board training, evaluation, policy development and the strengthening of key communities.			
Implement advanced and initial board member training to exceed Act 55 requirements.	Revise and implement advanced and initial board member training to exceed Act 55 requirements.		
Modify and complete the annual board self-evaluation aligned to principles of effective governance.	Implement annual self-evaluation and analyze results - combined with stakeholder feedback - to guide future focus.		
Review Administrative Regulations for all associated policies.	Batch policy review (000s, 600s & 700s)	Batch policy review (800s, 900s & 100s)	Batch policy review (000s & 200s)
Conduct annual school visitations across multiple departments, buildings and grade levels to deepen understanding and oversight of in-depth program review recommendations (e.g., elementary math resources, new course offerings, or technology integration).			
Ensure representative attendance and/or participation with internal and external partners (e.g., Key Communicators, PTO, Boosters, PROF, AW Beattie, AIU, Townships, PSBA, etc.)			
Refine and implement a systematic communication system to provide community updates of board action, focus, roles and responsibilities that includes the integration of updates with the reports section of the board agenda.			
Utilize the Mid-Atlantic Alliance for Performance Excellence (MAAPE) and Baldrige Performance Excellence (BPE) programs as a tool for continuous improvement and organizational excellence			
MAAPE Level 2	MAAPE Level 3	MAAPE Level 3 or BPE	BPE
Develop, refine and monitor a comprehensive system of performance measures to monitor results.			
Finalize Performance Measure Scorecard	Monitor Scorecard Using MAAPE/BPE Feedback Report	Revise Performance Measure Scorecard Using BPE Feedback Report	Monitor Performance Measure Scorecard Using BPE Feedback Report
Identify, deploy and refine an organization-wide method for pursuing key goals within the "whirlwind" of day-to-day responsibilities.			
Model Pilot and Train-the-Trainer	Model Deployment	Model Refinement	Model Refinement