

# STRATEGY @ PRSD

May 18, 2015

# Tonight's Objectives

- Review the purpose of strategic planning
- Identify key areas of focus and consideration
- Provide a high level overview of the recommended approach
- Respond to board member questions and gather feedback

# Purpose of Strategic Planning

- Set direction for the district...
  - ...in areas that are important to the mission;
  - ...that reflects the current organizational situation;
  - ...that is important to the people of the organization and their values/beliefs (internal and external).

# Focused on Learning



# Listening

- Mr. Casciani
  - ▣ Need for senior leadership team to lead; Clarity at 30,000' view; Consideration of innovation
- Mrs. Dawson
  - ▣ Value of community voice; community engagement in the process and shared ownership for plan; values/beliefs are critical; sustain/regain STEAM energy
- Mrs. Ohlund
  - ▣ Practical process with execution focus; Engagement of stakeholder through implementation and results (not just development)

# Key Requirements

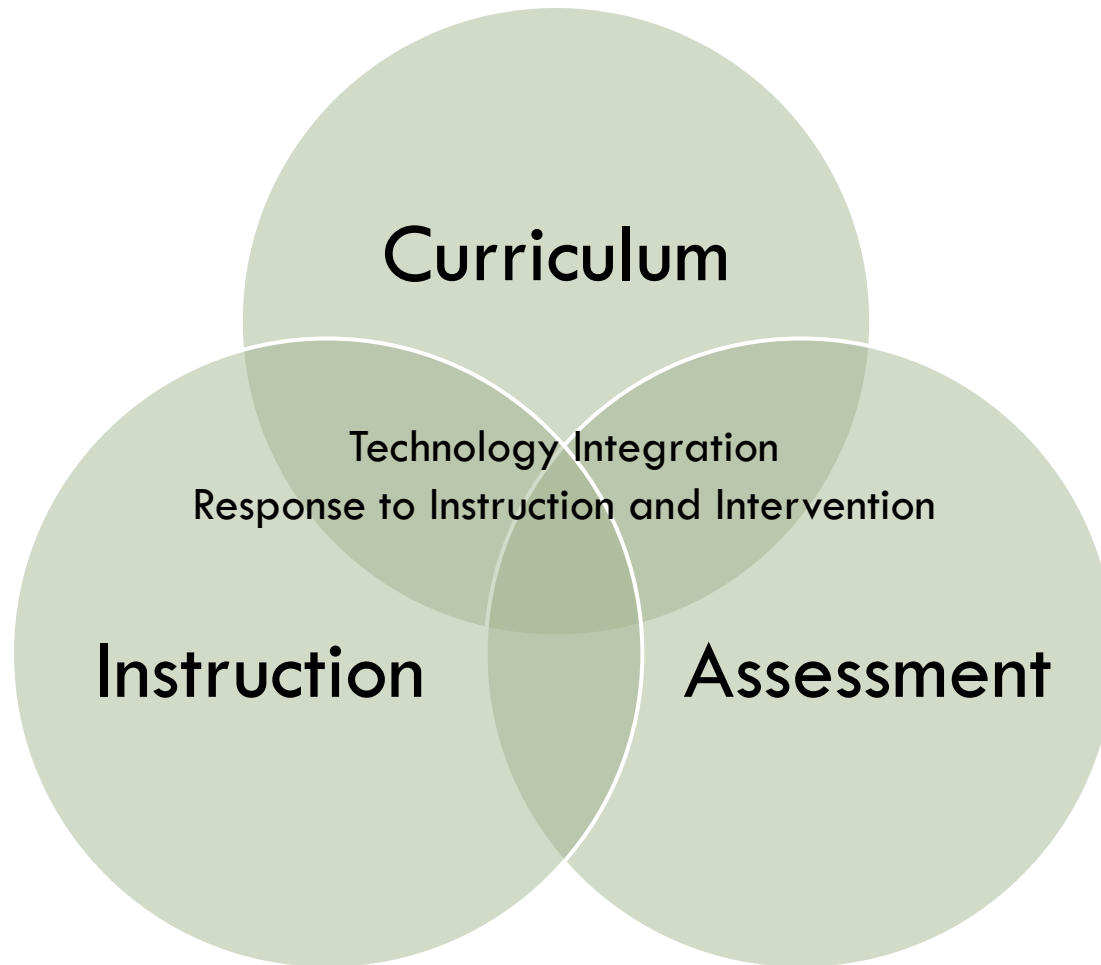
- Practical Number of High Leverage Strategies
  - Avoid “inch deep, mile wide” approach to ensure a greater probability of success
- Build on current strategies vs. blank slate approach
- Focus more heavily on strategy implementation
- Monitoring and communicate progress and results to stakeholders
  - Strong start...steady pace...strong finish

# Plan Organization

- We want to use clear language with a focus on implementation and results.
  
- Tentative Framework Categories –
  - ▣ Teaching and Learning (example in following slides)
  - ▣ Finance and Operations
  - ▣ Communication and Stakeholder Engagement
  - ▣ Student Services and Programs
  - ▣ Workforce Development

# Example - Teaching and Learning

---



# Example - Teaching and Learning

2015

2016

2017

2018

2019

Implement **instructional strategies model** to meet student learning needs (long-term)

Identify Model

Implement Part 1

Implement Part 2

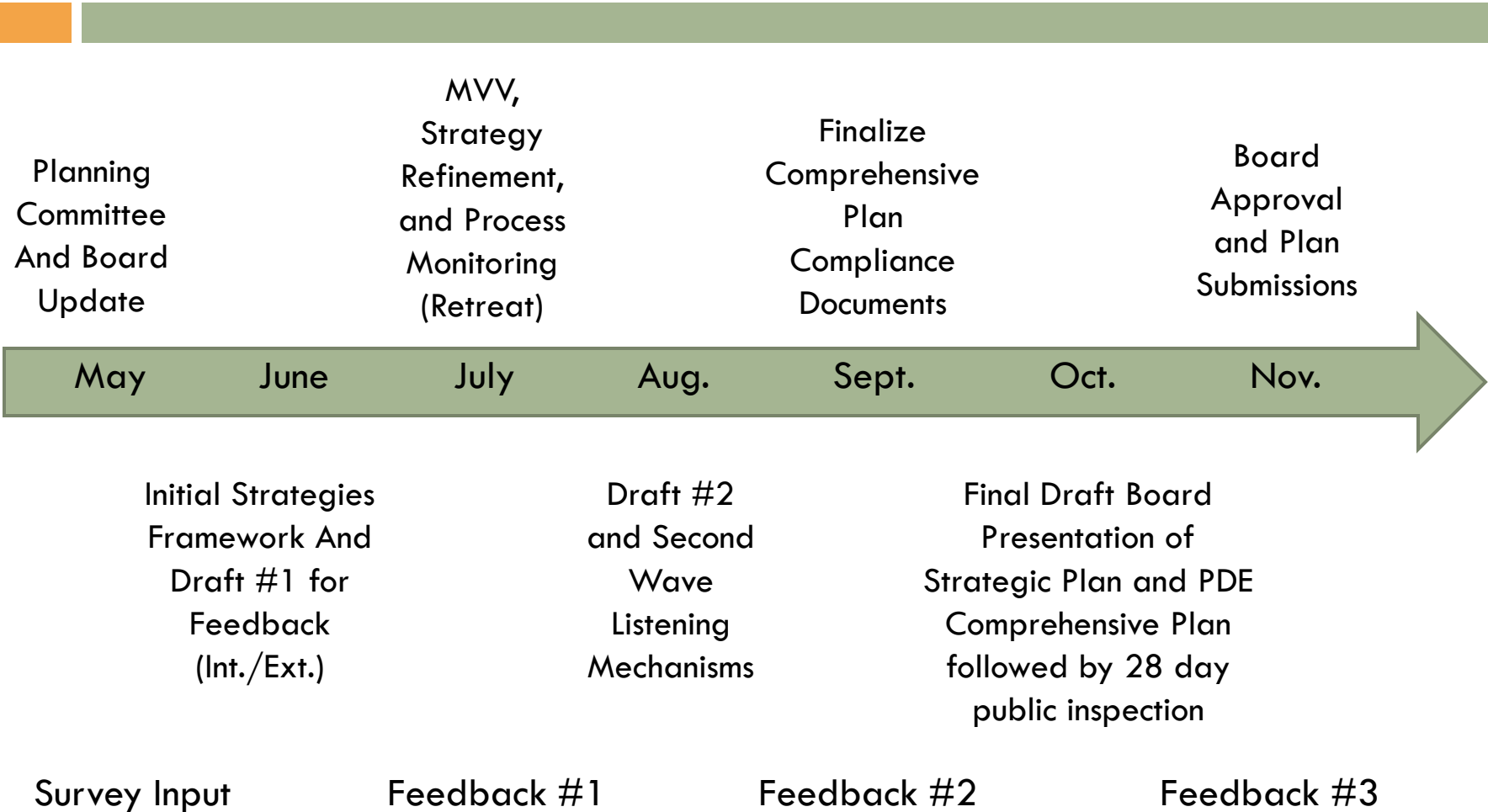
Holistic Review of Part 1 & 2

Eventual Progress Bar (Green/Yellow/Red)

# Example - Teaching and Learning

- Identify and implement a research-based **instructional strategies model** for student learning and differentiation to meet varied needs (long-term)
  - ▣ Research potential instructional strategies models, select the model or combination of models for comprehensive training, and design the phase-in training approach (bridge year 2015-2016)
  - ▣ Implement Part 1 of the instructional strategies model implemented and tied to evaluation focus (2016-2017)
  - ▣ Implement Part 2 of the instructional strategies model implemented and tied to evaluation focus (2017-2018)
  - ▣ Cycle through an integrated and holistic review of strategies from Part 1 and Part 2 for reinforcement and connection with a differentiated supervision model (2018-2019)

# Process and Timeline



# Stakeholder Survey

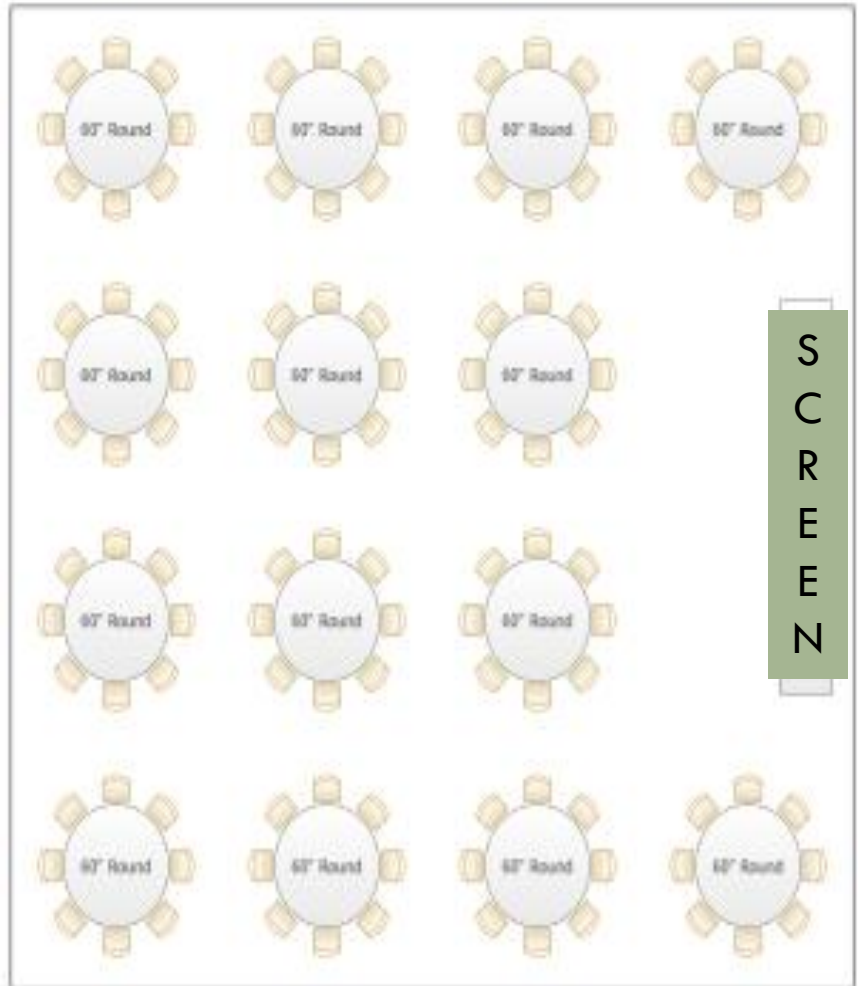
- Stakeholder engagement is important to the process. We want to emphasize the positive, practical, and productive goals discussed earlier.
  
- The first survey is for parents to highlight the following areas:
  - Satisfaction / Engagement (repeat this portion annually)
  - Programs / Priorities / Values (related to direction setting)
  
- A similar survey will be implemented with community members. We will look for support in sharing that survey with the Township of Pine and Richland Township.

# 80 / 20 Rule Analogy for Development

- The senior leadership team believes that much of the direction is clear (1<sup>st</sup> Draft 80%). Inputs to those strategies include: past strategic plans (e.g., STEAM); administrative team; academic leadership council; technology leadership council; assessment of strengths/challenges; etc. Many strategies will build on current work.
- However, it is critical to ensure that the thinking is assessed by interested members of the staff and community (1<sup>st</sup> Draft 80%).
- The method – electronic surveys and face-to-face “town hall” process meetings in a collaborative setting – will certainly result in additional areas of focus (Potential areas 15%).
- Leave some “room” for flexibility / agility in the strategic planning process to handle unforeseen opportunities and threats (5%).

# “Town Hall” Process

- Large group presentation of strategies and sequence by category (e.g., Teaching and Learning).
- Discussion and feedback collection facilitated by SLT, board, principals, chairs, staff, etc. at tables for increased levels of engagement.
- This approach ensure an understanding of the “big picture” of the organization and need for “harmony” and integration between strategies.



# Example - Finance and Operations

- With the district mission as the primary factor, establish a repeatable **budget development process** - with clear value criteria and decision-making frame - that balances the perspectives of the administration, board, and community (parents with and without school-aged children) as a key element of the **multi-year budget planning model** within the realities of the current legislative structure for school finance (long-term).
  - Gather a group of key stakeholders to review the financial challenges impacting the sustainability of Pine-Richland to promote a shared understanding before conducting a series of town hall meetings to gather the voice of community (2015-2016)
  - Action plan (year 2)
  - Action plan (year 3)

# Example - Finance and Operations

## Pine-Richland School District



### Overall General Fund Chart

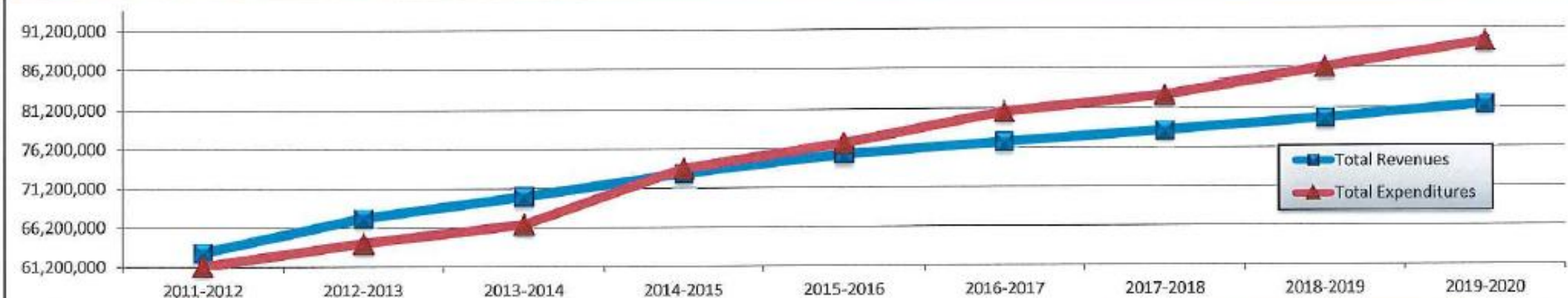
Retroactivity payment - October 2014

	(Actual) 2011-2012	(Actual) 2012-2013	(Actual) 2013-2014	(Budget) 2014-2015	(Projected) 2015-2016	(Projected) 2016-2017	(Projected) 2017-2018	(Projected) 2018-2019	(Projected) 2019-2020
<b>REVENUES VS. EXPENDITURES</b>									
<b>Total Revenues</b>	63,012,147	67,448,840	70,150,587	73,105,973	75,438,384	76,932,492	78,380,092	79,900,854	81,682,940
Bond Refunding Activity	17,275,000	-	-	-	-	-	-	-	-
<b>Total Revenues &amp; Other Financing Sources</b>	80,287,147	67,448,840	70,150,587	73,105,973	75,438,384	76,932,492	78,380,092	79,900,854	81,682,940
<b>Total Expenditures</b>	61,259,561	64,208,071	66,573,771	73,696,348	76,860,058	80,807,273	82,919,252	86,245,597	89,505,957
Bond Refunding Activity	17,191,149	-	-	-	-	-	-	-	-
<b>Total Expenditures &amp; Other Financing Uses</b>	78,450,710	64,208,071	66,573,771	73,696,348	76,860,058	80,807,273	82,919,252	86,245,597	89,505,957
<b>Operating Balance</b>	1,836,437	3,240,770	3,576,816	(590,375)	(1,421,675)	(3,874,780)	(4,539,160)	(6,344,743)	(7,823,017)
Other: revenue (expenditure)	331	(3)	-	(2,251,733)	-	-	-	-	-
<b>Operating Balance</b>	1,836,768	3,240,767	3,576,816	(2,842,109)	(1,421,675)	(3,874,780)	(4,539,160)	(6,344,743)	(7,823,017)

### GENERAL FUND BALANCE

Beginning of the Year	7,445,570	9,282,339	12,523,105	16,099,921	13,257,813	11,836,138	7,961,357	3,422,197	(2,922,545)
End of the Year	9,282,339	12,523,105	16,099,921	13,257,813	11,836,138	7,961,357	3,422,197	(2,922,545)	(10,745,562)

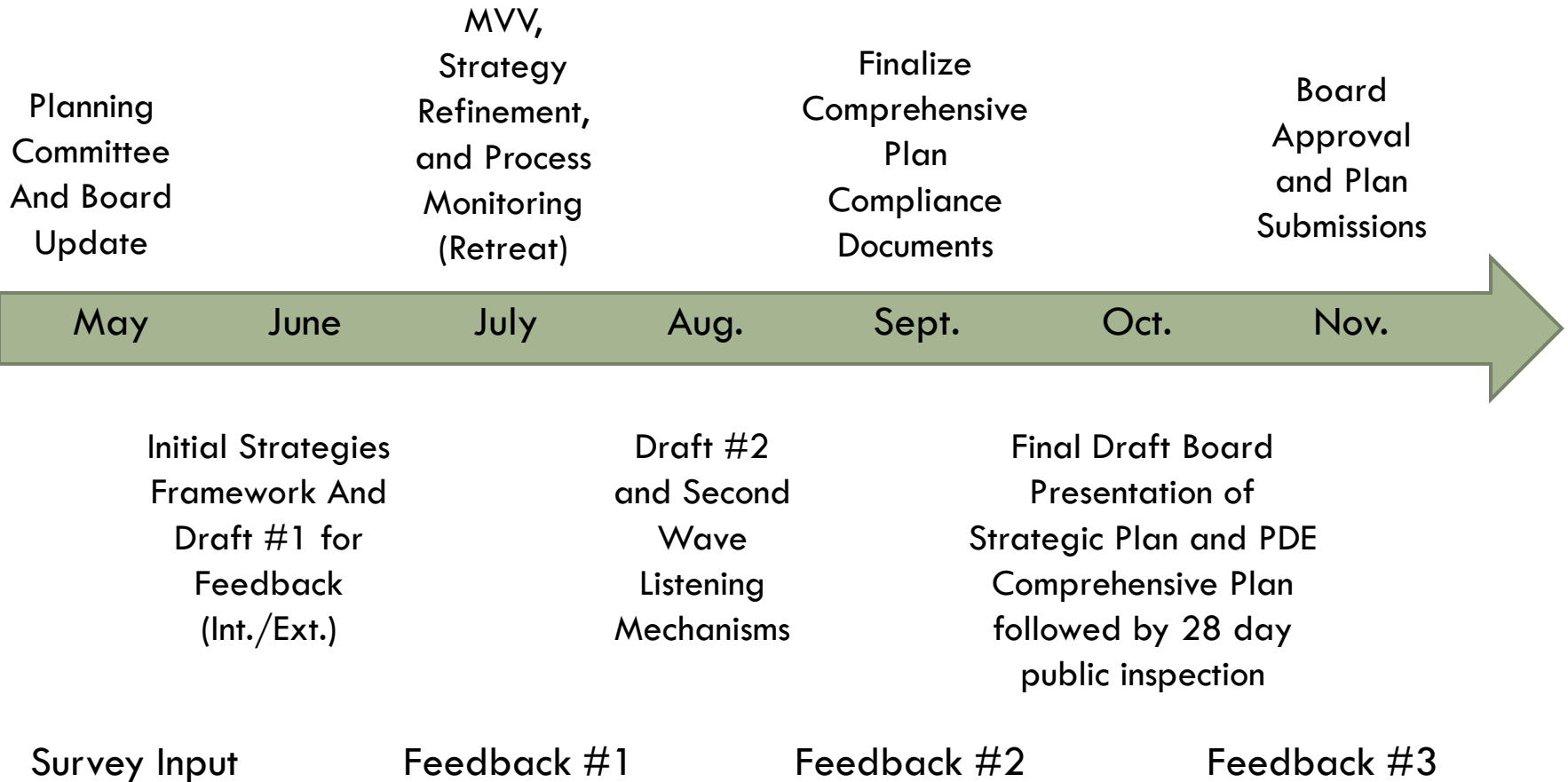
### GENERAL FUND GAP ANALYSIS



# Continued Community Engagement

- In a traditional process, it is customary to invite high levels of involvement with a representative sample of the community.
- In this draft approach, we want to emphasize maintaining community engagement in the **implementation of plans, monitoring of results, and communication strategies.**

# Process and Timeline



# Reactions / Feedback

- General Comments
- Role of the Board and role of Board Members in the process
- Board oversight of implementation, results, and communication