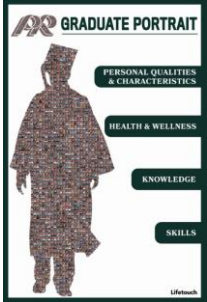
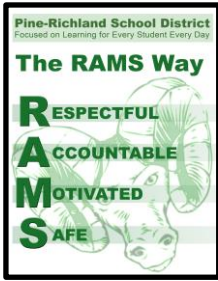
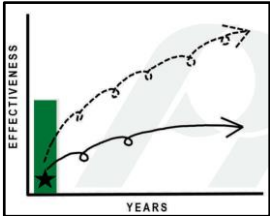


Pine-Richland School District
Key Initiatives Final Review (June 2020)

Topic	Progress/Next Steps
<p>In-Depth Program Review Study Phase: English Language Arts; Library; Music</p>	<p>During the May 4th, 2020, Academic Achievement Committee meeting, held virtually, the team discussed the finalized reports for each of the In-Depth Program Reviews conducted over the 2019-2020 school year. Due to the unique circumstances of working from home, the respective committees completed the reports in a blend of synchronous video meetings and asynchronous work. A video capturing the full presentation was created to share with the school board and Pine-Richland community at large. While a virtual presentation was necessitated out of these circumstances, we have reflected upon the strategy as a potential new layer, given that it communicates the recommendations directly from the department members and tells the story of the study journey better than reading the report alone.</p> <p>All resources associated with the In-Depth Program Reviews have been housed on the Pine-Richland School District website, including the final reports and presentation slides. The ELA, Library, and Music documents will be included there and are already accessible from the BoardDocs May 4th meeting agenda, along with the video overview of the presentation. Please take a moment to review the executive summary, as well as the vision and philosophy of each department; it is truly inspiring work.</p> <p>Each of the recommendations from the reports have been transferred to action plans for each department and are being prioritized and adopted by department members and administrators for the implementation phases of the work. These action plans align with the work outlined for each recommendation in the report, connected to anticipated timelines and resources.</p>
<p>In-Depth Program Review Implementation Phase: Science; Health & PE; Math; Business & Computer Science; Social Studies; Gifted and/or Highly Achieving</p>	<p>Building administrators, senior leadership team members, ALC members, and teachers are implementing the recommendations from the in-depth program reviews in Science (2016-17), Health/PE (2016-17), Mathematics (2017-18), Business/Computer Science (2017-18), Social Studies (2018-19), and Gifted and/or Highly Achieving (2019-20). Each department is monitoring the implementation process through shared action plans in GoogleSheets, whereby each recommendation has been assigned a tab with specific measurable action steps defined. As action steps and recommendations are completed, action plan tabs are color-coded to reflect the state of readiness (e.g red = significant work still needed; yellow = some work still needed; green = complete).</p> <p>Significant progress is being made in each of these departments, with those in the initial years reflecting the most change and progress towards full implementation. Engaging the ALC members, principals, and teachers across each department has amplified the impact of the work and has increased the pace at which we are able to move each recommendation into practice. We have established quarterly action plan meetings with the leadership teams for each department engaged in the implementation phase to prioritize and take action on each of the next steps.</p> <p>Progress continued in the fourth quarter. New resources aligned with math recommendations were selected for Geometry, Algebra II, and AP Calculus. The supplemental Keystone Biology sessions were revised to provide for more focused instruction based on individual assessment results. Business teachers identified key personal finance topics that will be integrated into K-8 courses and the high school team began gathering a list of options for providing personal finance learning experiences for all students regardless of their selected pathways. As part of the social studies review, university-level partners were identified to assist the district in building empathy and understanding through discussions of diversity, social justice, and</p>

	<p>equity. This team will identify initial action items over the summer months. Finally, a group of teachers and administrators brainstormed options for increasing teacher and parent awareness of the characteristics of gifted and/or highly achieving students. Short mini-lessons integrated into faculty meetings and professional development sessions is one approach that will be used beginning next school year.</p>
<p>PR Graduate Portrait</p>	<p>The PR Graduate Portrait was launched this year to emphasize the importance of multiple dimensions to a quality education. The image to the right consists of small pictures of actual PRSD students and reflects the four major domains: knowledge; skills; health & wellness; and personal qualities & characteristics. We have shared a “Graduate Portrait Challenge” activity each month from January through April 2020. We have had over 1,000 participants engaged in these activities. As we move into the 2020 - 2021 school year, we will begin to clarify the grade span benchmarks for each dimension and develop a crosswalk document to ensure the elements are addressed through the student experience.</p> 
<p>The RAMS Way</p>	 <p>The implementation of The RAMS Way continued throughout the fourth quarter even going into the continuity of learning model. The themes (e.g. Respectful, Accountable, Motivated, and Safe) have been reinforced by principals and teachers with a high degree of creativity. Students have shared videos back to the building principals, including them singing the “RAMS Way” song from home. Students have been asked to stay motivated with their learning, to be accountable to follow up on learning activities, and to be respectful with their families in their interactions. We are celebrating the deep implementation of this initiative and its ability to live outside of our school walls. Throughout the summer we will continue to plan for multiple modes of The RAMS Way implementation for the 2020-2021 school year.</p>
<p>Individual Professional Development Plan</p>	<p>Based on input from a broad cross-section of district staff, a district committee developed an Individual Professional Development Plan (“IPDP”) template so that all 500 employees - regardless of position or role - could develop a personalized plan. The major categories of the template include areas of focus aligned to the following: district; building; department/grade level; personal; technology; and regulatory/compliance. The IPDP was rolled out to all employees during the in-service days at the beginning of the school year. Each individual staff member created a plan and submitted it to their relevant supervisor for review. The basic purpose of this initiative is to promote increased effectiveness over the years through personal and professional growth (see image). The individual plans also promote a high level of integration and alignment between the PRSD Strategic Plan and each individual staff member in the district. End-of-year reviews and discussions were had with staff. Progress was discussed and suggestions for goals in the 2020-2021 school year were identified.</p> 

<p>Student Information and Financial Software System Evaluation</p>	<p>The Student Information System (SIS) and Financial Software System (FIS) form a backbone for day-to-day operations within the district. These systems support key processes, such as centralized registration, student attendance, grades, medical records, discipline records, meal plans, teacher assignments, and financial record-keeping, teacher employment data, payroll and employee benefits and accounts payable. The current platform is eSchool and eFinance provided and hosted by PowerSchool (formerly Sungard).</p> <p>The recommendation was made to transition the SIS to SapphireK12. The migration represents an opportunity to review workflows such as online registration and student attendance to update processes and reshape thinking to increase efficiency. Additionally, the recommendation was made to transition the FIS to Tyler InfiniteVisions. The system is designed with a large number of online workflows that are customizable and scalable to increase efficiency and provide enhanced reporting. The InfiniteVisions system includes robust features in the HR and Payroll modules which will provide for document management and automated tracking of information. The technology department and the HR/business office have been diligently following a detailed project migration plan. The “Go Live” date for both systems is set for July 1, 2020.</p>
<p>School Safety and Security</p>	<p>The district continues to take a strategic approach to the topic of school safety and security. The district shared an overview of school safety and security, which can be found via this link. We know that incidents of school safety and security raise many questions and feelings with students, staff, families and the community. This is true whether the incident is specific to our community or connected to other parts of the region or country. Fostering a safe and positive school environment sets the foundation for learning. As a district, we focus on a wide range of actions to strengthen that culture.</p> <p>Experts agree that many aspects of safety and security, such as preventative measures and response protocols, should not be publicly discussed. However, when a specific incident occurs, a threat assessment is conducted with law enforcement and other relevant agencies to determine next steps. A series of heightened security procedures are implemented based on the details. The investigation is then conducted by relevant administrators and/or law enforcement officials. Within the confines of state and federal laws, the district also communicates with stakeholders in a timely manner with updates as appropriate (e.g., FERPA).</p> <p>The district has initiated many proactive approaches to address and improve safety and security within the school district. An example of the district’s proactive approach to safety and security includes its response to the COVID-19 (Coronavirus). The district began communicating with families in February of 2020, before the virus had any significant impact in the U.S. During this time the district was planning for and addressing issues of continuity of program for students, faculty and staff contingency plans, and the monitoring of safety for students and staff. That planning allowed the District to provide a consistent program of learning to our students while addressing the safety concerns around COVID-19 (Coronavirus).</p> <p>In addition to the steps identified above, the District has reviewed, amended, and approved a revised Memorandum of Understanding (“MOU”) with the Northern Regional Police Department that provides for the creation of a School Resource Officer position within the District. Starting in the 2020-20201 school year, the SRO will work in conjunction with the District’s Safety and Security Coordinators to provide additional safety and security measures as well as greater police presence at the secondary campus. It is our goal to create a positive, welcoming environment for our students and families. The NRPD shares our vision. Through training, dialogue, and the setting of expectations we will work to ensure that the presence of and collaboration with the SRO is a positive addition to our schools.</p>

<p>Building-Specific Goals</p>	<p>Under the Pursuit of Excellence category in the strategic plan, each of the buildings has targeted a meaningful and strategically-aligned goal. These goals have been developed to span the four year time period in a progressive sequence to ensure a sustainable impact over time. As with all of the goals on our strategic plan, a monitoring and measurement system has been developed to ensure successful implementation of each initiative as it is mapped for the 2019-2020 school year. As such, each building has developed a specific action plan and is engaging the relevant team members at the building in taking action and measuring progress for each initiative. Those goals include:</p> <ul style="list-style-type: none"> ● PRHS: Aligned with Middle States, (1) increase staff-parent communication and engagement to strengthen understanding of course learning goals and learning activities and (2) reduce the number of students with frequent absences. ● PRMS: Aligned with Schools-to-Watch, evaluate and revise the purpose and programming within the academic support period to address the needs of all students. ● EHUES: Design, implement and continuously improve RAM Time programming for students who remain in the biome during pull-out intervention and enrichment. ● HES: Develop, execute, and refine common intervention and enrichment time for ELA, Math, and Social and Emotional needs. ● RES: Develop, assess, refine, and improve STEAM programming opportunities for K-3 students at Richland Elementary School. ● WES: Refine the data-driven, systematic, aligned approach to targeted supports and enrichment during a scheduled RAM Time. <p>Across all six schools, the building goals led to specific changes and improvements. Clear measures were built into each action plan. Administrators are now reviewing the results to guide next steps. The next steps will be refined during the annual principals' retreat in June.</p>
<p>Baldrige Performance Excellence Program</p>	<p>As long-term goals within the Pursuit of Excellence category of the Pine-Richland School District Strategic Plan, the district is: (1) Utilizing the Mid-Atlantic Alliance for Performance Excellence (MAAPE) and Baldrige Performance Excellence (BPE) programs for continuous improvement and organizational excellence and (2) Developing, refining and monitoring a comprehensive system of performance measures to monitor.</p> <p>Per the NIST/BPE website, <i>“the Baldrige Program educates organizations in performance excellence management and administers the Malcolm Baldrige National Quality Award. We are the nation's public-private partnership dedicated to improving the performance of U.S. organizations. Our main focus areas are to (1) Help organizations achieve best-in-class levels of performance; (2) Identify and recognize role-model organizations, and (3) Identify and share best management practices, principles, and strategies.”</i> In other words, the BPE framework helps us understand: <i>“Are we doing as well as we could? How do we know? What and how should we improve or change?”</i></p> <p>Pine-Richland submitted a Level 2 application to MAAPE on March 18, 2020. The application summarizes the key processes and results of the district. The application begins with an overview of the district's organization profile (i.e., educational programs and services; mission, vision, values; organizational structure; students and parents; key partners; competitive environment; and strategic context). In addition, several members of the district will again receive comprehensive training with the Baldrige Performance Excellence framework and participate as examiners in this program. More information about this process and application can be viewed via this link.</p>