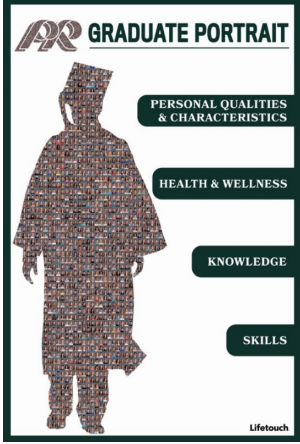
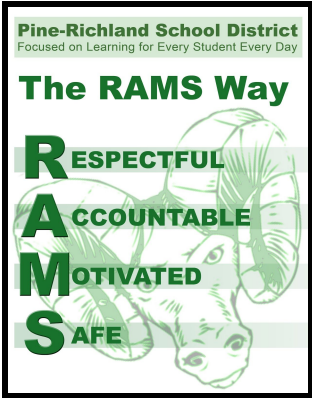
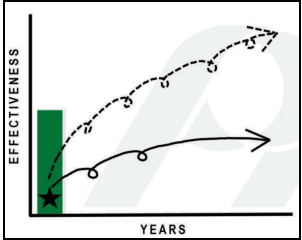


2019 - 2020 KEY INITIATIVES QUARTERLY UPDATE

Topic	Progress/Next Steps
<p>In-Depth Program Review Study Phase: English Language Arts; Library; Music</p>	<p>The in-depth program review process is the most important method used to improve educational programming at Pine-Richland. We make small refinements each year to continue improving the efficiency and effectiveness of that approach. We began engaging the Academic Leadership Council (ALC) members in the planning process during the summer of 2019, in anticipation of the pending study phase for the English Language Arts (ELA), Library, and Music departments. During these discussions, the concept of needing both a core and expanded team was eliminated. The work necessary to plan leading up to each session no longer requires the brainstorming of the core team as the process has been maturely developed.</p> <p>Membership for each of the in-depth program review teams was determined. The music department has membership from each grade span and discipline within our schools (e.g. choral, strings, band, general music). All of the librarians are involved in the review for their department given their size and span across the buildings. The librarians were also assigned cross-over committee roles with the ELA Department given the close connection of research and literacy development among other foundational skills between the two departments. The ELA committee is only a cross-section of the 166 individuals engaged in some aspect of teaching or supporting the development of reading, writing, speaking, and listening among our student population. Teachers were selected to represent grade spans and various support lenses (e.g. reading specialists, special education, reading enrichment).</p> <p>The committees have met three times, including the use of the August in-service time and both September and October team sessions. Improvements to our process have resulted in the summary notes from each session being shared beyond just the committee and to the entire department and those impacting the content area. These updates will serve to keep the larger group of employees engaged in the process and provide opportunities to share their voices and insights regarding direction with each of the representatives outside of the monthly meetings. Employee feedback regarding these updates has been positive.</p> <div data-bbox="1079 520 1518 850" data-label="Diagram"> <p>The diagram, titled 'Program Review Process Model', illustrates a multi-stage process. It begins with 'Strategic Strategy to Program Review' leading to 'Example'. From 'Example', the process branches into 'Data', 'Research', and 'Connective'. 'Connective' leads to 'Social Studies', which then branches into 'Literature', 'Language', 'Reading', 'Writing', 'Speaking', and 'Listening'. These six areas converge into an 'Interconnected Research Team'. This team produces 'Emerging Recommendations', which are then filtered through 'Priorities' (indicated by a funnel icon) to produce a 'Final Report'. The 'Final Report' includes an 'Executive Summary', 'Process Findings', and 'Recommendations Implications'. A feedback loop labeled '1. 2. 3.' connects the 'Final Report' back to the 'Interconnected Research Team'.</p> </div>
<p>In-Depth Program Review Implementation Phase: Science; Health & PE; Math; Business & Computer Science; Social Studies; Gifted and/or Highly Achieving</p>	<p>Beginning with the first two departments, 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</p>

	<p>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. For example, within the Social Studies Department, infusing the 10 themes of social studies, the C3 Framework, and CEW standards into the curriculum will first occur before we can move forward with addressing needs for new resources, as those resources must be tightly aligned to the newly updated curriculum. Work on recommendations from the gifted and/or highly achieving report has included our “boot camp” for new teachers of the gifted and/or highly achieving and development of our internal monitoring process.</p>
<p>PR Graduate Portrait</p>	<p>At our opening kick-off, we had the opportunity to launch the PR Graduate Portrait through our six student speakers. We know that a quality education includes more than knowledge and skills. The image to the right is comprised of small pictures of actual PRSD students and reflects the four major domains: knowledge; skills; health & wellness; and personal qualities & characteristics. More importantly, the four main categories or dimensions reflect the well-rounded expectations of a quality educational experience. Each of those categories then identifies more specific elements. Over the course of the year, we will finalize these elements and begin to determine how or where they may be addressed within the educational program. Although “graduate” is in the title, the elements are addressed from kindergarten through graduation.</p> 
<p>The RAMS Way</p>	<p>On June 6th, 2019, the Department of Student Services and Special Education along with each building level team held their first kick-off training for the implementation of The RAMS Way. This was followed by a second kick-off session held on August 20th. Following the session on the 20th, the district implemented the RAMS Way at each building. Behavioral matrices, acknowledgment systems, and lesson plans have since been rolled out at each building. Each building has implemented in various environments. The high school has focused on attendance and has included students in the development of lesson plans, while all other buildings have focused on various environments including the cafeteria, hallways, bathrooms, playgrounds, and buses. In addition to building staff, training has also been provided to cafeteria workers and bus drivers. The RAMS Way signage can be seen in each building in each of these environments and on the buses. Implementation has been received positively by both staff and students. Moving forward, each building will gradually implement the system in each relevant environment.</p> 

<p>Individual Professional Development Plan</p>	<p>Based on input from a broad cross section of district staff, a district committed 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. It reinforces alignment. Progress toward the individual plans will be assessed at the semester and end of the year.</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 amount of online workflows which 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 such as clearances, certifications, and personnel/position data. Detailed project management plans are being developed to guide both conversions. 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. 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, the district has initiated many proactive approaches to address and improve safety and security within the school district. Examples include: the Emergency Operations Plan (EOP) and Memorandum of Understanding with Law Enforcement are adopted bi-annually; there has been an increase in Safety and Security Coordinators and the use of third party Security Staff; construction of enclosed vestibule entrances; extensive technology resources; increased drills and training; development of a safety curriculum for students; increased mental health services; and continued communication with staff, students, and the community through various resources.</p>

	<p>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>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 are 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. ● EHUE: 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>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 will: (1) Utilize the Mid-Atlantic Alliance for Performance Excellence (MAAPE) and Baldrige Performance Excellence (BPE) programs for continuous improvement and organizational excellence and (2) Develop, refine and monitor 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></p> <p>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> Multiple staff members are currently engaged in the completion of a MAAPE application. 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). Categories teams will then summarize our approaches to the following areas:</p> <ul style="list-style-type: none">● Category 1 - Leadership and Governance● Category 2 - Strategy● Category 3 - Students and Parents● Category 4 - Measurement, Analysis and Knowledge Management● Category 5 - Workforce● Category 6 - Operations● Category 7 - Results
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