



PRSD PROFESSIONAL DEVELOPMENT COMMITTEE

May 9, 2023



Committee Purpose

- Provide **oversight** to ensure that the district is designing and implementing **professional development** activities **aligned with the strategic and comprehensive plans (Professional Development and Induction Plans)** .
- At PRSD, the **PDE-required comprehensive plan** is designed and approved to **align with the PRSD strategic plan** and is on display currently, prior to approval for 2023-2027.



Our Shared Purpose Today

- Professional Development Process Review
- PD Update for 2022-2023 YTD with Metrics
- Discuss the approach for 2023 - 2024 differentiated professional development to enhance **effectiveness** and **drive continuous improvement across** the district, building, department, grade, work group, and individual **levels in alignment** with the **MVV** (Compass) and **Strategic (& Comprehensive) Plan** (Map).

A photograph of a silver compass with a black face and white markings, resting on a yellow and white map. The compass needle points towards the top of the frame. The map shows various geographical features and lines.

Shared Purpose

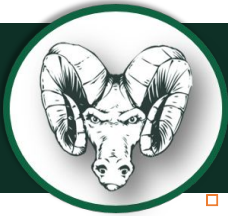


PDE Comprehensive Plan

In accordance with 22 PA Code Chapter 49, the Professional Education subcommittee should be comprised of the following:

- (6) Teacher representatives divided equally among elementary, middle and high school teachers
- (2) Educational specialists including dental hygienists, school guidance counselors, home-school visitors, technology instructors, school psychologists, school restoration, and nutrition service specialist.
- (2) Administrative representatives
- (2) Parents of children attending a school in the district
- (2) Local business representatives
- (2) Community representatives





PRSD Professional Education Committee

□ **Senior Leadership Team**

- Mr. Glickman, Director of Human Resources
- Ms. Hasinger, Director of Communication
- Dr. Paczan, Director of Student Services
- Dr. Justus, Assistant Superintendent (Elementary)
- Mrs. Kirk, Director of Financial and Operational Services
- Dr. Miller, Superintendent
- Dr. Pasquinelli, Assistant Superintendent (Secondary)
- Mr. Stoebener, Director of Technology

□ **Administration**

- Dr. Domagala, EHUE Assistant Principal
- Mr. Gironda, Athletic Director
- Dr. Hernandez, HS Assistant Principal
- Dr. Kuzilla, HE Current Principal/Asst. Director of Student Services/Sp. Ed.
- Dr. Minsinger, MS Assistant Principal
- Mr. Rucker, Asst. Director of Facilities

□ **Support Staff and Administrative Support**

- Ms. Duffy, HS Secretary / ESPA President
- Ms. Will, Administrative Assistant
- Mrs. Williams, Administrative Assistant
- Ms. Dindak, Human Resources Specialist

□ **School Board**

- Mrs. Brussalis, Board Member & Staff Services Subject Lead
- Mr. Cassidy, Board Member & Buildings and Grounds Subject Lead
- Dr. Meyer, Board Member & Academic Achievement Subject Lead
- Dr. Mehalik, Board Member

□ **Professional Staff**

- Mrs. Bianco, K-6 Intervention Specialist / Academic Leadership
- Mr. Converse, HS Mathematics

□ **Professional Staff (Continued)**

- Ms. Graham, MS FCS / Academic Leadership Council
- Mrs. Miller, EHUE Counselor / Academic Leadership Council
- Ms. Prins HE 1st Grade
- Mr. Pucey, MS English
- Mr. Roberts, HS Social Studies / Academic Leadership Council
- Mrs. Schonbachler, HS Nurse / Academic Leadership Council
- Mrs. Shenefiel, EH Librarian / Academic Leadership Council
- Mr. Vins, WE 3rd Grade / PREA President / Academic Leadership

□ **Parents / Community / Business**

- Mr. Carnovale, Business (Eaton) & Parent
- Mrs. Chiles, Parent
- Dr. English, Parent
- Ms. Frank, Business (First Commonwealth Bank)
- Ms. Henderson, Community (Chatham Eden Hall)
- Mrs. Hong-Bang, Parent
- Mr. LeDuc, Parent
- Mrs. Lund, Community (PROF Executive Director)
- Mrs. Miller, Parent
- Mrs. Norfleet, Parent
- Ms. Patsko, Community (Pine Township Parks & Recreation)
- Mrs. Plowey, Parent
- Ms. Ravotti, Parent
- Mrs. Redlinger, Parent
- Mr. Smalley, Parent
- Mrs. Thorne, Community (Stepping Stones Executive Director)
- Dr. Watkins, Community (A.W. Beattie Career Center)



Effective Professional Development Descriptors

- In Transforming Professional Development into Student Results, Reeves (2010) states, “***professional learning that is devoid of challenge and opposition is the educational equivalent of a double-bacon cheeseburger diet.***”
- High-impact professional learning is defined as meeting the following characteristics:
 1. Focus on Student Learning
 2. Rigorous Measurement of Adult Decisions
 3. Focus on People and Practices



Professional Development Acknowledgements

Tensions Exist/Competing Interests

- ❑ Prioritization of PD within Strategic Plan (Impact Matrix)
- ❑ Breadth vs. Depth
- ❑ Reaction (Level 1) vs. Results (Level 4)
 - Silo and Reaction
 - Silo and Learning/Behavior
 - Threaded and Learning/Behavior
 - Threaded, Learning/Behavior, Individual
- ❑ District vs. Building vs. Department/Grade
- ❑ All Staff vs. Some Staff (Segmentation/Workforce Group)
- ❑ In-Service Calendar vs. Other Dates/Times



“Focused on learning for every student every day.”



Required Elements within the PD Section of Comprehensive Plan

LEA provided professional education meets the education needs of that school entity and its professional employees, so that they may meet the specific needs of students. Professional education for all levels of an LEA should be based on sound research and promising practices that promotes educators' skills over the long term.

Exemplary professional education for staff:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

Chapter 49 further require that professional education plans must address training in meeting the needs of diverse learners (defined as students with limited English language proficiency or students with disabilities), improving language and literacy acquisition, and closing the achievement gap among students. The plan must describe how professional development activities will improve language and literacy acquisition for all students, including the provision of training in structured literacy for professional employees who hold instructional certificates in Early Childhood, Elementary/Middle, Special Education PK—12, English as a second language and Reading Specialists. The plan must contribute to closing achievement gaps among students and improve professional employees' knowledge of professional ethics and culturally relevant and sustaining education.

Structured Literacy



Required Elements within the PD Section of Comprehensive Plan

● Required Elements in New Comprehensive Plan

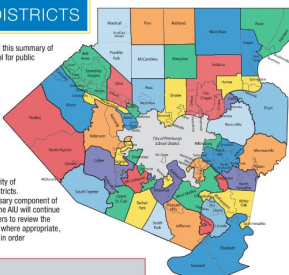
- Language & Literacy Acquisition for All Students
- Teaching Diverse Learners in Inclusive Settings
- Trauma-Informed Care
- Professional Ethics Program Framework
- Culturally Relevant and Sustaining Education
- Structured Literacy

● Additional State Mandates Annually (PA School Code)

- Human Resources
- Health & Wellness
- Curriculum
- Finance & Accounting
- Student Procedures
- Operations & Tech
- Policy & Procedure
- “Other” (Strat. Plan)
- School Safety & Security (e.g. Act 55)
- Professional Development

STATE MANDATES

PUBLIC SCHOOL DISTRICTS



The Allegheny Intermediate Unit (AIU) has licensed this summary of educational mandates to serve as an informational tool for public school administrators and school directors.

As many are aware, Pennsylvania school districts are required to comply with federal, state, and even local mandates which outline in detail what school districts must do, how they must do it, and how much funding, if any, may be allocated for each mandate.

Mandates come from several sources. The federal government articulates some of these requirements; however, most mandates come from state laws, regulations, and other types of guidance issued from Pennsylvania governmental agencies.

This document is a summary compilation of the majority of mandates required of Pennsylvania's public school districts. While the AIU understands that mandates are a necessary component of the public education system, please be assured that the AIU will continue to collaborate with federal, state, and local policymakers to review the relevancy of these mandates and discuss alternatives where appropriate, including the need for additional funding or resources in order to comply with a particular mandate.


EXECUTIVE SUMMARY

This document serves to outline state mandates for Pennsylvania public school districts. Mandates for school districts come in two forms:

- Legislation approved by the General Assembly, most typically amending the Act of March 10, 1949, also known as the Pennsylvania Public School Code of 1949.
- Directives from the Pennsylvania Department of Education and other state agencies, reflected in the Pennsylvania Public School Code, the Commonwealth's official publication of rules and regulations.

This document is an active document and is updated as new legislation is passed and new directives are handed down. Please note the date to see when it was last modified.

Disclaimer: The information in this State Mandates document is based on the Pennsylvania Public School Code and has been reviewed by several education leaders. It is considered to be complete and accurate to the best of the preparers' knowledge as of the date of publication. The information provided in this document is a summary of applicable laws, policies, and regulations. For any particular question about any specific mandate, please refer to the section and title of the source cited. Specific questions about any mandate and/or how a particular mandate may apply to your school entity should be directed to your school leader.



Allegheny Intermediate Unit

Revised: January 2023

Fields with asterisks (*) are required.

1. Are the professional development activities aligned with the current and applicable Pennsylvania Core Standards or Pennsylvania Academic Standards? (22 Pa Code, Chapter 4) *	<input checked="" type="radio"/> Yes <input type="radio"/> No
2. Are the effectiveness of offerings evaluated through multiple measures of student achievement within the context of educator effectiveness to determine impact on student learning, educator effectiveness, and/or school performance? (Act 82 of 2012) aka (22 Pa Code, 19) *	<input checked="" type="radio"/> Yes <input type="radio"/> No
3. Are the professional development activities aligned to at least one component of one domain within the Observation and Practice Framework for Teaching? *	<input checked="" type="radio"/> Yes <input type="radio"/> No
4. Does the professional education plan contain a committee consisting of teacher representatives divided equally among elementary, middle and high school teachers chosen by the teachers, educational specialist representatives chosen by educational specialists and administrative representatives chosen by the administrative personnel? (Act 48, Section 1205.1) *	<input checked="" type="radio"/> Yes <input type="radio"/> No
5. Does the committee include parents of children attending a school in the district, local business representatives and other individuals representing the community appointed by the board of directors? (Act 48, Section 1205.1) *	<input checked="" type="radio"/> Yes <input type="radio"/> No
6. Was the professional education plan approved by the professional education committee and the board of the school entity? (22 pa Code, 49.16) *	<input checked="" type="radio"/> Yes <input type="radio"/> No
7. Does the professional development plan align with educator needs? (Act 48, Section 2) *	<input checked="" type="radio"/> Yes <input type="radio"/> No
8. Do the implementation steps cover at least a three-year implementation horizon? *	<input checked="" type="radio"/> Yes <input type="radio"/> No
9. Are the following professional development activities included in the Act 48 Professional Development Plan?	
Language and Literacy Acquisition for All Students *	<input checked="" type="radio"/> Yes <input type="radio"/> No
Teaching Diverse Learners in Inclusive Settings *	<input checked="" type="radio"/> Yes <input type="radio"/> No
At least 1-hour of trauma-informed care training for all staff *	<input checked="" type="radio"/> Yes <input type="radio"/> No
Professional Ethics Program Framework Guidelines *	<input checked="" type="radio"/> Yes <input type="radio"/> No
Culturally Relevant and Sustaining Education Program Framework Guidelines *	<input checked="" type="radio"/> Yes <input type="radio"/> No
Structured Literacy Program Framework Guidelines *	<input checked="" type="radio"/> Yes <input type="radio"/> No
10. When is the first year the LEA will offer Structured Literacy Training to the staff?	2022-2023 ▼



Act 55

- Prior to 2022-2023, all school staff were required to participate in 3 hours of Safety & Security training every 5 years
- Beginning with Act 55 of 2022, all school staff are now required to participate in at least **3 hours of Safety & Security training on an annual basis.**

At Least 2 Hours On:	At Least 1 Hour On:
<ul style="list-style-type: none">• Situational Awareness• Trauma-Informed Approaches• Behavioral Health Awareness• Suicide & Bullying Awareness• Substance Use Awareness	<ul style="list-style-type: none">• Emergency Preparedness• Threat Assessment



Capability & Capacity

“CASTING A WIDE LONG-TERM AND SHORT-TERM NET”

SEPT

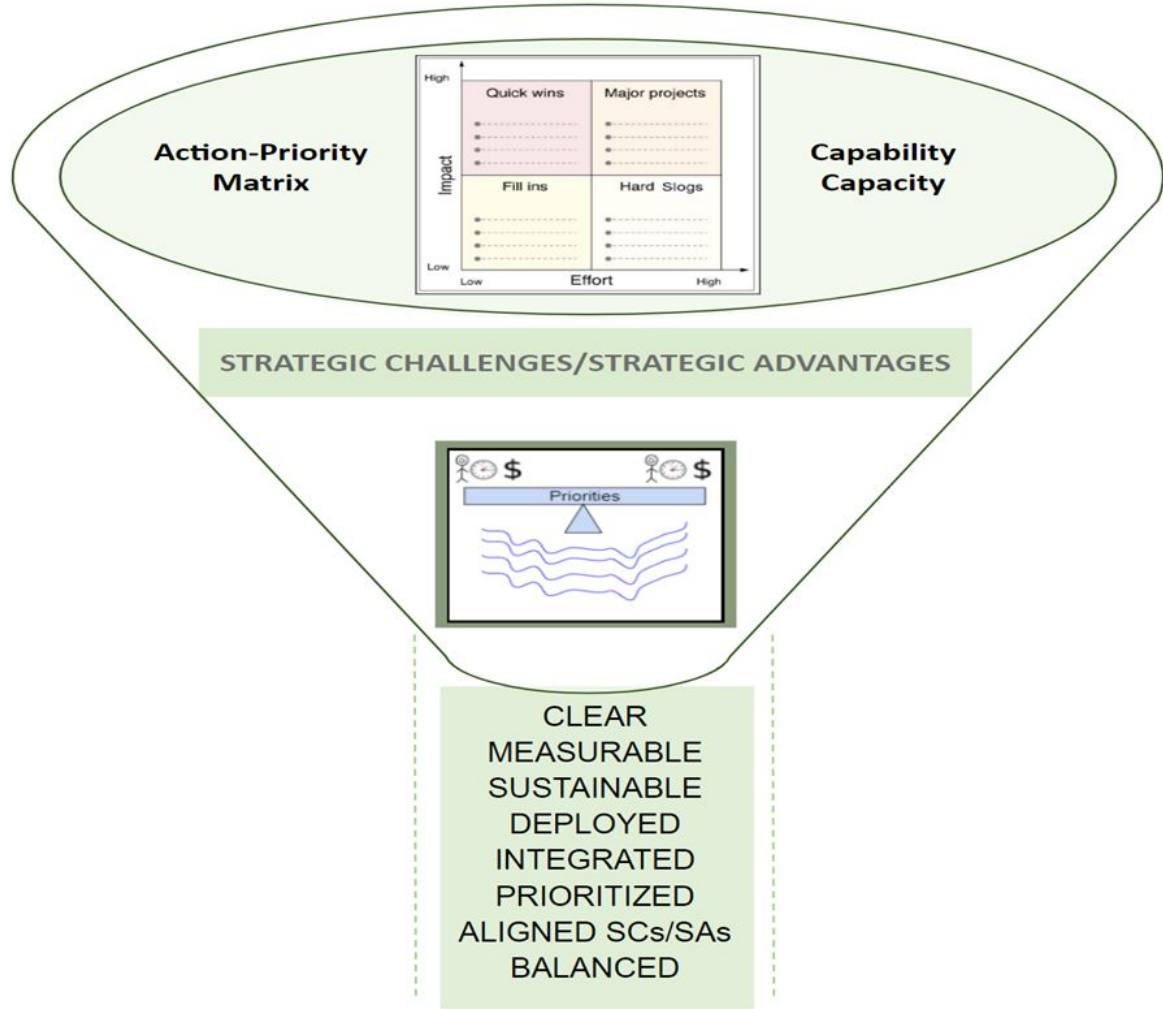
OCT

NOV

DEC

JAN

FEB



GOOD

REALLY GOOD

GREAT

EXCELLENT

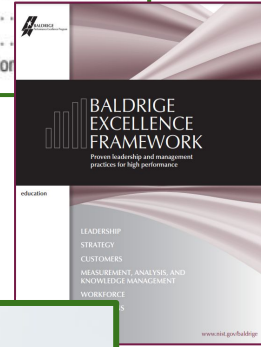
IMPACT



Professional Development Processes

1. **Review of Strategic Plan Annually in Context of MVV & Progress**
2. **Consideration of Mandates, Unforeseen Events, Environment**
3. Tweaks to Strategic Plan (in subsequent years post approval)
4. Identification of Key Initiatives & Associated PD Needs
5. Impact Matrix of Key Initiatives on Workforce
6. Revisions to Key Initiatives or Rollout Timelines
7. Development of Initial Professional Development Calendar
 - a. In-Service Days
 - b. Workshop Days (Summer or During/After School)
 - c. In-Depth Program Review Meetings
 - d. District, Building, Department, Grade Level, Team, or Specific Workforce Group Needs
 - e. Workforce Segments: Senior Leadership Team, Administrators, Admin Support, PREA/"Teachers", PRESPA/"Support Staff" (Secretaries, Paras, Custodial, Maintenance)
8. Prioritization of Needs (Impact Matrix & Action/Priority Matrix)
9. Solidify Plans on PD Calendar Spreadsheet & Work with Administrators & ALCs on Proposals

Professional Development	
Chapter 4	English as a Second Language 41
Chapter 49.16	
	Induction Plans 41
328	School Director Training 41
1109	PA Inspired Leadership (PIL) 41
1205.1	Continuing Professional Education (CPE) 42
1205.4	CPR Instruction 42
1205.6	Child Abuse Recognition & Reporting
1205.7	Trauma-Informed Approaches
1526	Youth Suicide Awareness and Prevention





Workforce Key Drivers / Motivators

- ❑ Meaningful Nature of Profession
- ❑ Alignment with MVV
- ❑ High Levels of Staff/Student Performance
- ❑ Competitive Salary/Benefits
- ❑ Clean/Safe Facilities
- ❑ Positive Culture



Annual Satisfaction & Engagement Surveys





MVV (Compass) & SP (Map)

PR Pine-Richland School District

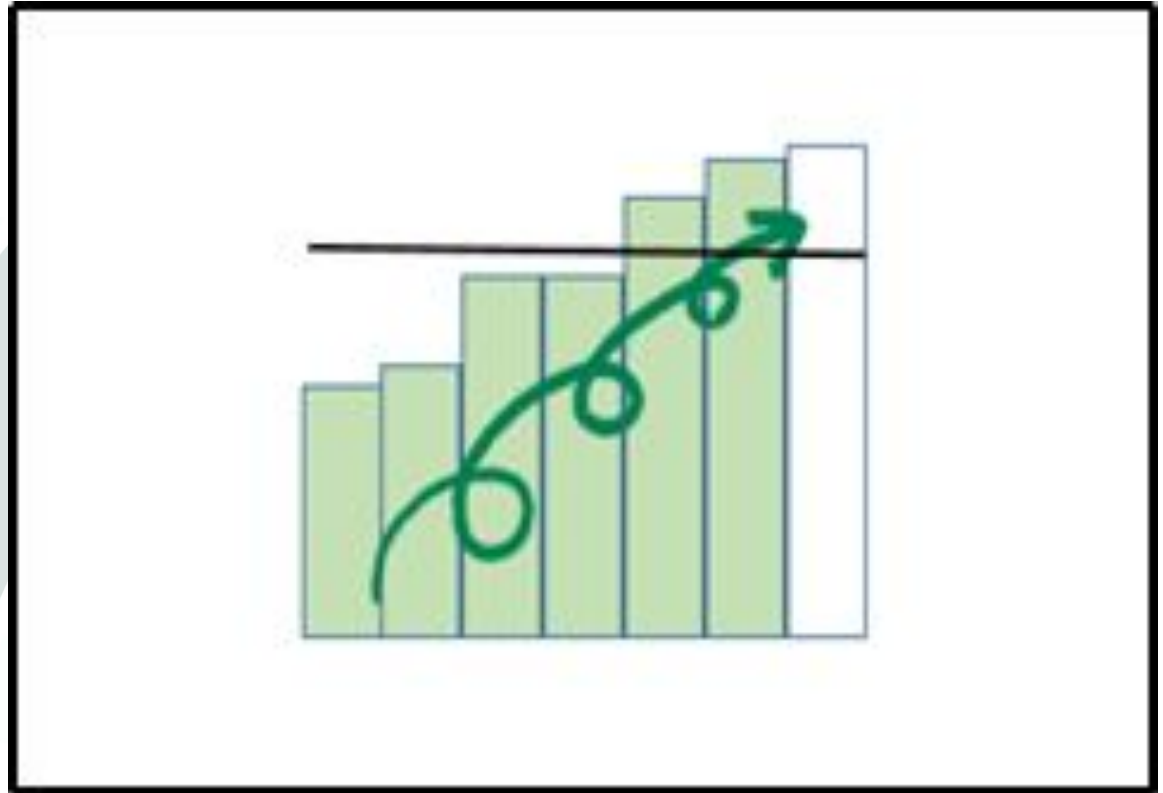
MISSION
THE **MISSION** OF THE PINE-RICHLAND SCHOOL DISTRICT IS TO FOCUS ON LEARNING FOR EVERY STUDENT EVERY DAY.

VISION

VALUES

Personal Growth represents a belief in the whole person and development academically, socially, emotionally and physically
Resiliency is locally defined as "the ability to adapt well in the face of hard times and build upon one's strengths."
Innovation represents breakthrough change through problem solving and critical thinking.
Diverse Opportunities capture the importance of opportunities in a wide range of choices in academics, athletics, arts and activities.
Engagement reflects the degree to which students, staff, parents, and community are part of the school district.

Pine-Richland School District | 702 Warrendale Road | Gibsonia, PA 15044-6040 | 781-997-7773



Teaching & Learning

Student Progress & Engagement

Workforce

Finance & Operations

Pursuit of Excellence

Culture of Continuous Improvement
as an Organization
& as Individuals within the Organization



Strategic Plan: Initiatives & PD

Teaching & Learning

Long-Term #1 Refine and strengthen each element of the model for teaching and learning with a focus on integration (i.e., curriculum, assessment, and instruction).

2023 - 2024	2024 - 2025	2025 - 2026	2026 - 2027
<p>Academic Focus: Select and implement instructional strategies in general education classes (Tier I) that consider the interests, achievement / growth, and learning styles (auditory, visual, tactile) of every student in our schools.</p>	<p>Academic Focus: Reinforce the implementation of the Tier I/general education instructional strategies - considering the interests, achievement/growth, and learning styles of every student in our schools - through collaborative lesson planning, design and delivery.</p>	<p>Academic Focus: Deepen the implementation of Tier I/general education instructional strategies - considering the interests, achievement/growth, and learning styles of every student in our schools - through collaborative lesson planning, design, and delivery.</p>	<p>Academic Focus: Reinforce the model for teaching and learning with evidence of continuous improvement in each area (i.e., curriculum revisions/alignment, common assessment integration, instructional strategies, via collaborative work sessions).</p>
	<p>Promote student's voice throughout the school year to encourage self-advocacy and ownership of learning (e.g., goal setting, student/teacher conferences, parent/teacher/student conferences, 504/IEP/Gifted meetings, etc.).</p>	<p>Find ways to explicitly focus on student interests and talents (content) in the general education classroom</p>	<p>Find ways to explicitly focus on student interests and talents (process/product) in the general education classroom</p>
<p>Academic Focus: In-Depth Program Review (IDPR) Implementation for All Departments and Programs Except Science to support our MVV through continuous improvement of student learning experiences.</p>	<p>Academic Focus: In-Depth Program Review (IDPR) Implementation and/or IDPR Mini-Review Implementation (Science) to support our MVV through continuous improvement of student learning experiences.</p>	<p>Academic Focus: In-Depth Program Review (IDPR) Implementation and/or IDPR Mini-Review Implementation (2 - 3 Depts) to support our MVV through continuous improvement of student learning experiences.</p>	<p>Academic Focus: In-Depth Program Review (IDPR) Implementation and/or IDPR Mini-Review Implementation (2 - 3 Depts) to support our MVV through continuous improvement of student learning experiences.</p>
<p>Academic Focus: Design In-Depth Program Mini-Review Study Process and Pilot with Science to support our MVV through continuous improvement of student learning experiences.</p>	<p>Academic Focus: In-Depth Program Mini-Review Study Phase (2 - 3 TBD Departments) to support our MVV through continuous improvement of student learning experiences.</p>	<p>Academic Focus: In-Depth Program Mini-Review Study Phase (2 - 3 TBD Departments) to support our MVV through continuous improvement of student learning experiences.</p>	<p>Academic Focus: In-Depth Program Mini-Review Study Phase (2 - 3 TBD Departments) to support our MVV through continuous improvement of student learning experiences.</p>

DRAFT

DRAFT

“Focused on learning for every student every day.”



Highlights: School Year 2022 - 2023

- ❑ PR Academy for Various Workforce Segments
- ❑ Individualized Professional Development Plans
- ❑ Continuity of Learning Website for Asynchronous Learning Opportunities
- ❑ In-Depth Program Review Recommendation Implementation (12 Depts.) & Study (4 Depts.)
- ❑ Data for Action & Model for Teaching & Learning
 - ❑ Common Assessments
 - ❑ Curricular Work (Social Studies)
 - ❑ Resource Evaluation Processes (ELA, WL, SS)
- ❑ Emergency Preparedness & Response
- ❑ Differentiated Grade Level Meetings (e.g. Core Texts, Math Placement Matrices, Common Assessment Data Review, & Instructional Practice Collaboration)



PD Effectiveness Measures

Below is a chart of the Act 48 professional development session ratings over time, with the prior three years' ratings as a comparison with trends over time. This data is kept for each in-service session and summarized into an annual average. In addition to soliciting qualitative feedback and comments, each of the formal in-service sessions is rated on a scale of 1-4, where the values expressed represent the following categories: (1) Strongly Disagree, (2) Disagree, (3) Agree, and (4) Strongly Agree, in response to the prompts:

- "Was (were) the facilitator(s) well organized and **prepared to deliver the session?** Consider handouts, resources, "parking lot" for questions to revisit, facility, etc."
- "Were the **learning goals presented and aligned with the learning activities?**"
- "Will you **implement at least one strategy as a result of this professional development experience?**"

	2017-18 avg.	2018-19 avg.	2019-20 avg.	2020-21 avg.	2021-22 avg.	2022-23 avg. YTD	2022-2023 (YTD)													
Session Evaluation	Total	Total	Total	Total	Total	Total	8/22 a.m.	8/22 p.m.	8/23 a.m.	8/23 p.m.	8/24 a.m.	8/24 p.m.	10/28 a.m.	1/16 a.m.	2/20 a.m.	2/20 p.m.	3/27 a.m.	4/17 a.m.	4/17 p.m.	6/9 a.m.
Preparation/Delivery	3.59	3.81	3.85	3.94	3.96	3.97	4.00	3.99	4.00	3.94	4.00	4.00	3.98	3.9	3.94	3.93	3.98	4.00	3.98	TBD
Learning Goals/Activities	N/A	N/A	3.93	3.98	3.96	3.98	3.99	3.99	4.00	3.92	4.00	4.00	3.96	4.00	3.98	3.98	3.95	4.00	3.96	TBD
Implementation/Action	3.83	N/A	3.96	3.97	3.91	3.96	3.94	3.99	3.99	3.98	4.00	4.00	3.92	3.9	3.97	3.95	3.92	3.98	3.96	TBD

- Positive trend in terms of the main 3 rating areas
- "Implementation" is a relative area of opportunity to consider to maximize impact for students
- Overall very positive feedback and qualitative comments help drive specific improvements per session



Impact at the Classroom / Student Level

Genre/ Format (select)

- Action/ Adventure
- Autobiography
- Biography
- Coming of age
- Dystopian
- Fantasy
- Graphic novel
- Historical fiction
- Horror
- Humor
- Informational
- Memoir
- Mystery
- Play/ drama
- Realistic Fiction
- Satire
- Science Fiction
- Thriller
- Other:

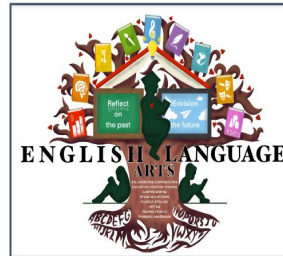


In-Depth Program Review Recommendation

Recommendation #7: Resources; Interest and Ownership; Relevance and Application

- Review K-12 texts to develop a text list that delineates the grade level at which each text will be used based on preset criteria (e.g., instructional value, time-periods, student interest, cultural relevance/diversity, etc.). **Clarify core and protected texts by grade-level and department.**
- Research and **select a range of novels that are current and diverse, providing opportunities for choices for students.** Include a variety of methods for accessing the book or novel (online, paperback) to expose students to different ways of interacting with text.

A **mirror** is a story that reflects your own culture and helps you build your identity. A **window** is a resource that offers you a view into someone else's experience.



2019-2020 Study Phase
2020+ - Implementation Phase

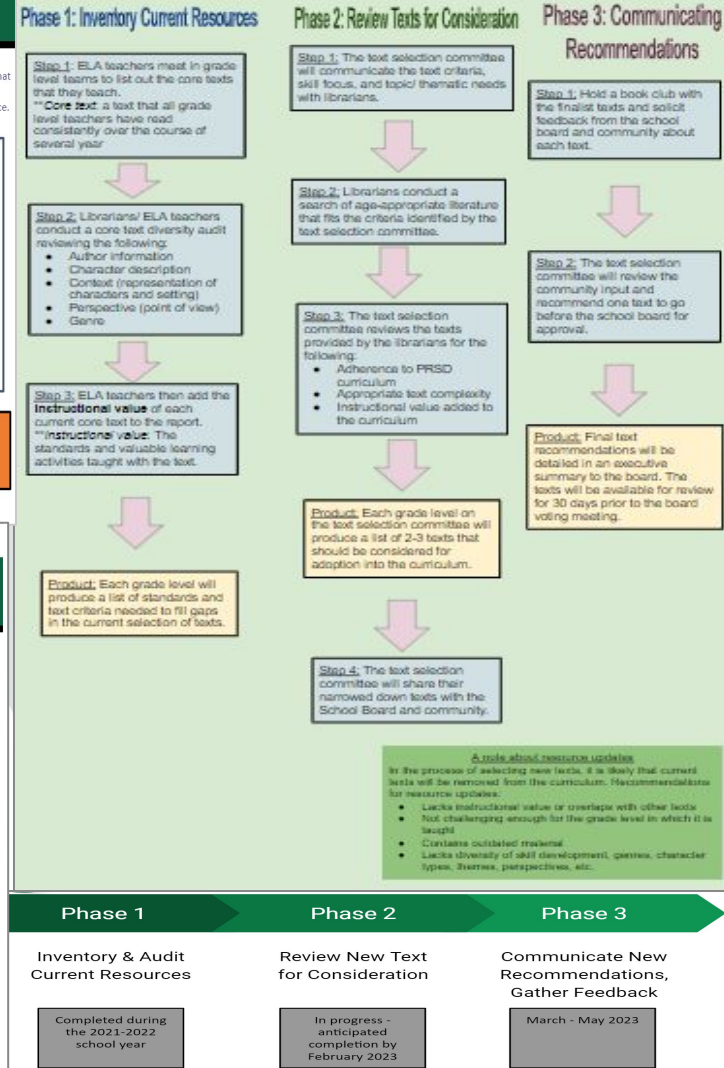


9th Grade English Core Texts

<p>To Kill a Mockingbird by Harper Lee (1960)</p>	<p>A Separate Peace by John Knowles (1959)</p>	<p>A Tale of Two Cities by Charles Dickens (1859)</p>	<p>The Odyssey by Homer (8th century BCE)</p>	<p>The Tragedy of Romeo and Juliet by William Shakespeare (1597)</p>
Current Core Text				
<p>March (Books 1-3) John Lewis (2013-2016)</p>	<p>Just Mercy Bryan Stevenson (2014)</p>	<p>I Am Malala Malala Yousafzai (2013)</p>	<p>How Dare the Sun Rise Sandra Uwiringiyimana (2017)</p>	
Criteria Aligned New Core Text				

The core text evaluation process will result in replacement of **one (1)** of the current core text with **one (1)** of the new core text.

ELA Text Selection Process





Brainstormed PD Plans for 2023-2024

- Individual Professional Development Plans
- In-Depth Program Review Recommendation Implementation (16 Departments)
- In-Depth Program Review Study Phase - "Lite"
- Data for Action & Model for Teaching & Learning
 - ***FOCUS on Tier 1 Instructional Practices & Differentiation***
 - Common and Formative Assessments to Drive Instruction
 - New Resource Evaluation (ELA Grades 6-9; Social Studies 6-8)
 - New Resource Training
 - Curricular Work (e.g. Social Studies)
- School Culture & Diversity
- Trauma-Informed Care
- Culturally-Responsive & Sustaining Education
- Structured Literacy
- Emergency Preparedness & Response



Concluding Thoughts & Thank You!!





Key Strategic Initiatives

- ❑ Strategic Planning Process 2023-2027
- ❑ Systematic Approach: Safety, Security, & School Culture
- ❑ In-Depth Program Review Study & Implementation
- ❑ Future-Focused Financial Health with Sustainability Lens
- ❑ Leadership & Governance

Pine-Richland School District
Key Initiatives Final Review (November 2022)

Topic	Progress/Next Steps
Strategic Planning Process 2023 - 2027	<p>The district has begun the strategic planning process for 2023 - 2027. The strategic planning steering committee met for the first time on September 6, 2022, and again on September 27, 2022. Participants include Ms. Brussalis (Board Member); Mrs. Hillman (Board Member); Dr. Mehalik (Board Member); Dr. Meyer (Board Member); Dr. Miller (Superintendent); Dr. Pasquinelli (Assistant Superintendent for Secondary); Dr. Justus (Assistant Superintendent for Elementary); Mr. Hustwit (Director of Student Services and Special Education); Mr. Glickman (Director of Human Resources); Mrs. Kirk (Director of Financial and Operational Services); Mr. Stoebener (Director of Technology); Mrs. Hasinger (Director of Communications); Mr. Vins (Teacher and PREA President); Ms. Duffy (Secretary and ESPA President); Dr. Paczan (Lead Psychologist and Act 93 Representative); and Mrs. Williams (Superintendent Executive Assistant - Board Secretary and Administrative Support Representative).</p> <p>The first Town Hall meetings were held on October 12, 2022 at Eden Hall Upper Elementary School from 1:00 - 2:30 p.m. and 6:30 - 8:00 p.m. The slide deck for Town Hall #1 is available on the PRSD website along with a copy of the feedback notes and data/information placemat. We had over 210 participants between both sessions (unduplicated count). These participants represented the following groups: students; parents; staff (various workforce groups); community members (e.g., business and township government); and key partners (e.g., PROF, AW Beattie, etc.). For the first time in the Town Hall process, we made virtual participation an option with over 70 people selecting that option.</p> <p>As described in the slide deck, this is a five-month process. We are at the "top of the funnel" for input and suggestions. An electronic survey was sent at the end of October to gather additional</p>

Quarterly Updates can be Accessed on the PRSD Website

PR Pine-Richland School District

MISSION
THE MISSION OF THE PINE-RICHLAND SCHOOL DISTRICT IS TO FOCUS ON LEARNING FOR EVERY STUDENT EVERY DAY.

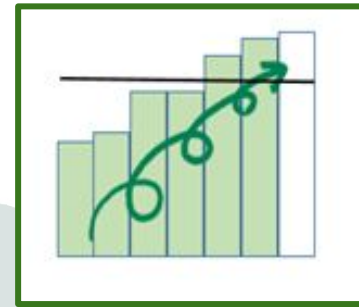
VISION

VALUES
 Personal Growth
 Resiliency
 Innovation
 Diverse Opportunities
 Engagement



Strategic Plan & Progress

Pine-Richland School District Strategic Plan 2019 - 2023					
Short-term Action Plan (2021-2022)	Progress and Implementation	Update Narrative or Dashboard-only	Expected Result & Performance Measure	EOY Target	Actual-to-Date
Teaching and Learning: Refine and strengthen each element of the model for teaching and learning with a focus on integration.					
Educational Model and Continuum (During COVID-19)		Narrative	PRSD and PDE Requirements	100%	100%
Transforming the-Future Educational Models (Post COVID-19)		Narrative	Final Report and Model (2021-22)	100%	100%
IDPR Study Phase: Art		Narrative	Scheduled Meetings, Progress Towards Final Report	100%	80%
IDPR Study Phase: World Language		Narrative	Scheduled Meetings, Progress Towards Final Report	100%	80%
IDPR Study Phase: Special Education and MTSS		Narrative	Scheduled Meetings, Progress Towards Final Report	100%	80%
IDPR Implementation Phase: English		Narrative	Rec. Implementation	15%	19%
IDPR Implementation Phase: Library			Rec. Implementation	30%	55%
IDPR Implementation Phase: Music			Rec. Implementation	20%	10%
IDPR Implementation Phase: Math			Rec. Implementation	60%	69%
IDPR Implementation Phase: B & CS			Rec. Implementation	65%	69%
IDPR Implementation Phase: Gifted and/or HA			Rec. Implementation	65%	71%
IDPR Implementation Phase: Soc. St.			Rec. Implementation	60%	60%
IDPR Implementation: Science			Rec. Implementation	100%	100%
IDPR Implementation: Health/Physical Education			Rec. Implementation	100%	90%
Common Assessment / Collaborative Discussion			Dashboard	# Assessment Per Course	100%
Teaching and Learning: Fully deploy the MTSS model at all three tiers for all students to address both intervention and enrichment (see also IDPR and RAMS Way).					
MTSS: Monitor and Adjust K-12		Dashboard	Monitoring and Adjusting Intervention and Enrichment	100%	100%
Teaching and Learning: Integrate relevant technology into the teaching and learning process with explicit attention given to digital citizenship and responsible use.					
Student and Staff Device Purchase & Refresh Cycle Refinement		Dashboard	Image/Inventory/Deploy/Survey/Competency Check		
Student Progress and Engagement: Measure and respond to students holistic indicators (e.g., "graduate portrait": knowledge, skills, health/wellness, and personal qualities/characteristics).					
Diversity, Equity and Inclusive Schools Framework		Narrative	Rec. Implementation		
Nondiscrimination, Title IX and Related Policies		Narrative	Completed Framework		
RAMS Way: Hybrid Model / K-12 Classrooms Extension		Dashboard	Completed Framework		
Student Progress and Engagement: Student and parent voice in evaluation and improvement of programming					
Strengthen Internal Partnerships w/ Bi-Annual Review		Dashboard	Partner Satisfaction Survey		
Workforce Development and Engagement: Increase effectiveness of the PR Academy for all employee groups and expand opportunities for career progression and succession planning.					
Monitor PR Academy for All Groups and Refine As Needed		Dashboard	Survey and Competency Check		
Workforce Development and Engagement: Refine learning and development for all employee groups integrated with the performance evaluation and feedback system.					
Performance Feedback Consistency/Quality		Dashboard	Repeat Rep Sample Eval		
Evaluate IPDP Development and Alignment w/ "Why" Focus		Dashboard	Base-1st Sem-2nd Sem		
Workforce Development and Engagement: Strengthen the alignment of external/internal partner service providers and enhance opportunities for integration and innovation in those services.					
Refine External Key Partner Performance Measures		Dashboard	Completion; Select Metrics		
Banking RFP		Dashboard	Selection of Financial Institution		
Finance and Operations: Refine long-range budget planning, debt management and capital funding model (building systems, capacity, technology infrastructure, and projects).					
Budget Awareness / Future-Focused Financial Planning		Dashboard	Updated Plan; Approved 2022-2023 General Fund Budget		
Capital Funding Plan / Debt Management		Dashboard	Updated Plan		
Add SIS/FIS to Quarterly Key Partner Meetings with Measures		Dashboard	Grades; Attendance; Discipline; Payroll; HRIS; etc.		
Finance and Operations: Sustainability and environmental footprint.					
Sustainability Framework		Narrative	Consumption measures; HVAC Timeline and Plan; Council		
Pursuit of Excellence: Implement school-based action plans tied to accreditation programs or data analysis (e.g., Middle States, and Schools-to-Watch).					
PRHS: Student Engagement Attendance/Tier 1 Instruction (MS)		Narrative (AOS)	Increase student attendance/feedback to Staff - to improve engagement		
PRMS: MTSS Integration/Strengthen Academic Team/Developing the Building-Based Team/Revising Decision Tree (STW)			1. Sp.ed qualifying, 2. Teams enter intervention data, 3. Building team shares recommendations, 4. Core dept. mtg agenda in action, 5. Data from lesson plan checks		
EHUE: Biome-based RAM Time Programming			Assessment Data (STAR data - % of students achieving benchmark) Intervention T		
HES: Reading and Math RAM Time			Form		
RES: Reading and Math RAM Time			Assessment Data (STAR data - % of students achieving benchmark)		
WES: Reading and Math RAM Time		Assessment Data (STAR data - % of students achieving benchmark)			
Pursuit of Excellence: Refine and enhance the system of governance through school board training, evaluation, policy development and the strengthening of key communities.					
Act 55 Training Plan Implementation		Dashboard	End-of-Program Survey		
Board Self-Evaluation		Dashboard	Completion		
Batch Policy Review (800s, 900s and 100s)		Dashboard	AR Revision / Creation As Needed		
School Visitation (IDPR, MTSS and RAMS Way)		Dashboard	Completion and Attendance		
Key Community Partnership Attendance		Dashboard	Attendance		
Systematic and Integrated Communications		Dashboard	# and Open Rate		
Pursuit of Excellence: Utilize the Mid-Atlantic Alliance for Performance Excellence and Baldrige Performance Excellence programs for continuous improvement and organizational excellence					
MAAPE Level 3 Feedback Report		Narrative (AOS)	Identify Two Areas of Focused Improvement		
Pursuit of Excellence: Develop, refine and monitor a comprehensive system of performance measures to monitor results.					
Finalize Performance Measure Scorecard		Narrative (AOS)	Annual Update		



Pine-Richland School District
Key Initiatives Final Review (November 2022)

Topic	Progress/Next Steps
Strategic Planning Process	<p>The district has begun the strategic planning process for 2023 - 2027. The strategic planning steering committee met for the first time on September 6, 2022, and again on September 27, 2022. Participants include Ms. Brussalis (Board Member); Mrs. Hillman (Board Member); Dr. Mehalik (Board Member); Dr. Meyer (Board Member); Dr. Miller (Superintendent); Dr. Pasquinielli (Assistant Superintendent for Secondary); Dr. Justus (Assistant Superintendent for Elementary); Mr. Hustwit (Director of Student Services and Special Education; Mr. Glickman (Director of Human Resources); Mrs. Kirk (Director of Financial and Operational Services); Mr. Stoeber (Director of Technology); Mrs. Hasinger (Director of Communications); Mr. Vins (Teacher and PREA President); Ms. Duffy (Secretary and ESPA President); Dr. Paczan (Lead Psychologist and Act 93 Representative); and Mrs. Williams (Superintendent Executive Assistant - Board Secretary and Administrative Support Representative).</p> <p>The first Town Hall meetings were held on October 12, 2022 at Eden Hall Upper Elementary School from 1:00 - 2:30 p.m. and 6:30 - 8:00 p.m. The slide deck for Town Hall #1 is available on the PRSD website along with a copy of the feedback notes and data/information placemat. We had over 210 participants between both sessions (unduplicated count). These participants represented the following groups: students; parents; staff (various workforce groups); community members (e.g., business and township government); and key partners (e.g., PROF, AW Beattie, etc.). For the first time in the Town Hall process, we made virtual participation an option with over 70 people selecting that option.</p> <p>As described in the slide deck, this is a five-month process. We are at the "top of the funnel" for input and suggestions. An electronic survey was sent at the end of October to gather additional input from stakeholders who were unable to participate in the first Town Hall. Thirty-one respondents gave additional information for consideration. A work session with the steering committee, facilitators, and note takers was held in early November 2022. The purpose of that session was to consolidate feedback and organize information in emerging themes/long-term goals.</p> <p>The second Town Hall is scheduled for November 29, 2022. Invitations have been widely distributed. The purpose of this session is to continue refining and narrowing areas of potential focus.</p>
2023 - 2027	

"Focused on learning for every student every day."



Kirkpatrick Model of Evaluation

K
N
O
W
I
N
G

- Level 1 – Reaction (“Did they like it?”)
 - Measured through online survey tool with Likert Scale and open-ended response boxes
- Level 2 – Learning (“Did they learn it?”)
 - “Test” participants on learning compared to program objectives (e.g., pre- and post-test).

GAP

D
O
I
N
G

- Level 3 – Behavior (“Did they apply it?”)
 - Transfer of learning from training setting to job
- Level 4 – Results (“Did it help the organization?”)
 - Effect of training topic/initiative on outcomes

***Are we jumping the gap? How do we know? Measure Results**



Proposal for In-Service Form

Pine-Richland School District

Focused on Learning for Every Student Every Day

Professional Development Proposal Form

Professional development is one of the largest investments we make in our future. The goal is to provide relevant training and learning opportunities, aligned to our mission, vision, values, and strategic goals. In doing so, we will educate and change the behavior of our learning community to positively impact the student experience and results. The Kirkpatrick Model captures this notion and helps us to focus on results and embody the philosophy of continuous improvement. By each of us taking small steps to the right, we grow both as individuals and as an overall organization.

Kirkpatrick Model

Level 1: Reaction
Level 2: Learning
Level 3: Behavior
Level 4: Results

Professional Development Session Name:	
Session Location:	
Contact Person:	
Length of Session AM / PM / Full Day:	
Focus Group for Training:	
Note whether the training is for the District, Building, Department, Grade Level, or a Specific Subgroup.	
Relevance of Training to MVV, Strategic or Building Goals/Initiatives, State/Federal Mandates:	
Learning Goals:	
Evidence of Achieved Learning Goals in Session (e.g. Pre-/Post-Assessment of Learning):	
How will you compare the base knowledge of a participant to their knowledge at the conclusion of the session?	
Evidence of Implementation Post-Session (Behavior/Results):	
What will participants produce or be expected to do	

Send Completed form to Building Principal and Assistant Superintendent for Approval
Last revised: 10/2018

1

as a result of this training?	
Learning Activities Planned for Session:	
Please write a S.M.A.R.T. goal to demonstrate how you will measure the impact of the session and integration of the desired learning goals.	
S = Specific M = Measureable A = Attainable R = Relevant T = Timebound	
Resources Required for Delivery?	
Personnel? Estimated Cost (Budget Code)? Equipment?	
Opportunities for Continued Scaffolding:	
How will participants continue to be supported to deepen their understanding and embed this learning into daily practice?	
Preliminary Timeline for Ongoing Support:	
Provide a tentative timeline of the dates and types of touchpoints for participants to ensure mastery and ample support.	
Link to Google Evaluation Form - OPTIONAL	Paste the URL (web address) of your Google Form here:
Create a session-specific evaluation form to collect feedback and identify any follow-up needs. This link will be added to the district-wide evaluation that will occur at the end of the session.	

Principal Signature and Date	Asst. Superintendent Signature and Date

	Approved	Justification:
	Denied	Justification:

For Completion After Implementation

Please share the results of your S.M.A.R.T. goal	
--	--

Send Completed form to Building Principal and Assistant Superintendent for Approval
Last revised: 10/2018

2



Committee Descriptors of Effective PD

- Based on need
- Relevant, practical and engaging
- Differentiated and challenging
- Ongoing support and resources
- Aligned to school and district initiatives
- Time sensitive (to need and use)
- Connected to student learning as appropriate
- Monitor effectiveness over time
- Research & evidence-based best practices
- Clear learning expectations
- Locally grown if possible
- Hands-on and interactive in a supportive environment



***Use the Chat Feature
& Share Any Other Ideas | Revisions***