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
~~Select and implement an instructional strategies framework with focus on common language, learning phases, differentiation, technology integration and initial strategy roll-out (MTSS Tier I).~~ Select and implement instructional strategies in general education classes (Tier I) that consider the interests, achievement / growth, and learning styles (auditory, visual, tactile) of all students.	~~Reinforce instructional strategy learning phases via lesson plans with ongoing strategy roll-out that includes differentiation, technology integration, and grade level/department PLC-style discussion (MTSS Tier I).~~ Reinforce the implementation of the Tier I/general education instructional strategies - considering the interests, achievement/growth, and learning styles of all students - through collaborative lesson planning, design and delivery.	~~Pursue collaborative lesson planning with final instructional strategy roll-out reinforced through PLCs that includes differentiation and technology integration (MTSS Tier I).~~ Deepen the implementation of Tier I/general education instructional strategies - considering the interests, achievement/growth, and learning styles of all students - through collaborative lesson planning, design, and delivery.	Reinforce the model for teaching and learning with evidence in each area (i.e., curriculum revisions/alignment, common assessment integration, instructional strategies, ~~differentiation and technology integration~~) via collaborative work sessions. ~~PLCs (MTSS Tier I General Education Classroom).~~
	~~Promote student's voice annually, including parent/teacher conference days and other key experiences at each developmental level (e.g. weave in transition preparation).~~ 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.).	Find ways to explicitly focus on student interests and talents (content) in the general education classroom	Find ways to explicitly focus on student interests and talents (process/product) in the general education classroom
IDPR Implementation (All Departments and Programs Except Science)	IDPR Implementation and/or IDPR Mini-Review Implementation (Science)	IDPR Implementation and/or IDPR Mini-Review Implementation (2 - 3 Depts)	IDPR Implementation and/or IDPR Mini-Review Implementation (2 - 3 Depts)
Design IDPR Mini-Review Study Process and Pilot with	IDPR Mini-Review Study Phase (2 - 3 TBD	IDPR Mini-Review Study Phase (2 - 3 TBD	IDPR Mini-Review Study Phase (2 - 3 TBD

Science	Departments)	Departments)	Departments)

Background (2.21.23): Before describing the short-term actions in this goal, it is important to reinforce the academic focus and efforts of the district over the past decade. These efforts started by re-establishing grade level and department chairpersons to form an Academic Leadership Council. These chairpersons work with colleagues to refine our academic and content focus. All 330+ teachers then used a systematic process from 2014 - 2016 to document the written, standards-aligned curriculum. This unit-based curriculum identifies the following: unit title; number of days in the unit; big ideas; learning goals; standards alignment; textbooks/resources; and assessment. Beginning in 2015, our board and administration have invested approximately $500,000 per year to update textbooks and related materials. That resource evaluation process is systematic and comprehensive. It is conducted with representatives of our certified teaching staff. It includes review and feedback opportunities for students and parents. In-Depth Program Reviews (IDPR) were initiated in the 2016 - 2017 school year. Each department or program has participated in the IDPR process to further examine academic content and other aspects of program delivery. Led by various academic leaders and with high levels of teacher participation, the IDPR process also provides opportunities for student and parent input. The IDPR process results in an academically-focused public presentation and report posted on the PRSD website. Other evidence supporting academic focus include but are not limited to: mathematics pathways; course recommendation criteria; Academic Achievement and Growth Report (standardized tests); academic intervention and extension activities for research-based interventions (i.e., Multi-Tier System of Supports); professional development within vertical teams (e.g., K - 12 Math) and across grade level teams (e.g., Grade 3 Math); adjustments to the science scope and sequence; addition of courses in the PRHS Program of Studies that include expanded Advanced Placement (AP) courses; RAM Time (Reading and Math) for additional time in grades 1 - 6 for extra targeted support for all students; website curriculum for parents; website text resources for parents; and much more.

Rationale: Built on this decade-long academic focus, this long-term goal represents the heart of educational programs and systems. The strategic plan was condensed from seven rows to three rows. Integrated with the Multi-Tier System of Support (MTSS) Tier 1 general education setting, instructional strategies reflect an intentional focus on teacher action within the general education and/or classroom setting. This focus has the most immediate and profound impact on the maximum number of students. It is important to build instructional strategies through a collective (versus isolated) approach that integrates in other areas (e.g., professional development, performance management, etc.). In-Depth Program Review (IDPR) implementation and the to-be-developed IDPR Mini-Review allow a focus on departments and programs beyond curriculum, instruction, and assessment. The second row related to student and parent voice was shifted from the Student Progress and Engagement category and connects to differentiation in row one.

Long-Term #2: Provide flexible delivery and access to educational programs to prepare students for their chosen post-high school pathway.

2023 - 2024	2024 - 2025	2025 - 2026	2026 - 2027
Improve virtual learning day experiences with consideration for scheduling flexibility for testing days (e.g. PSAT, AP, etc.)	Assess and study flexible learning options (IDPR style-study) for (1) Traditional courses of study through a combination of in-person and virtual learning, and (2) Synchronous / Asynchronous (Virtual Learning Academy)	Based on study recommendations, begin implementation of flexible learning options.	Evaluate and make appropriate adjustments to selected flexible learning options.
Evaluate secondary master schedule options to provide more flexibility for students, collaboration for staff, and intervention time for struggling and gifted learners in collaboration with the new PREA Collective Bargaining Agreement (CBA).		Implement revised master schedule.	
Dual Enrollment and Workforce Credentials: Evaluate current dual enrollment and workforce	Dual Enrollment and Workforce Credentials: Based on internal evaluation of dual enrollment and	Dual Enrollment and Workforce Credentials: Integrate recommended dual enrollment and workforce	Dual Enrollment and Workforce Credentials: Integrate recommended dual enrollment and workforce

credential opportunities to determine strengths and opportunities.	workforce credential options, research additional opportunities to integrate into the program of studies (beginning 2025-2026).	credential opportunities into the POS.	credential opportunities into the POS.
	Partner with A.W. Beattie and local/regional organizations for job shadowing and internships.	Integrate field trips and foster partnerships with professionals, tradesmen, and college students to visit schools aligned to college/career interests..	

Background (2.21.23): Historically, public schools operate in a regulated structure (e.g., minimum number of hours, minimum number of days, in-person only learning, bell schedules, courses/credit requirements, etc.). These structures are further integrated into collective bargaining agreements. Increasingly, a "one size fits all" approach does not provide the flexibility to meet varied needs. These same trends are evident at the college/university level and through post-high school employers. Approximately 90% of PRSD students select a two- or four-year college as the pathway following high school graduation. The high costs of a college degree and the options for college (i.e., in-person, virtual, or hybrid) provide the motivation to consider methods for obtaining college credit in high school (i.e., dual enrollment) and/or workforce credentials (e.g., technical training). Additionally, the portrait of a graduate emerged from the 2019 - 2023 strategic plan. This portrait reinforces certain life skills and experiences that may be supported through flexible approaches to learning. Quality is still the top priority.

Rationale: Connected to the district's value of innovation, this long-term goal will challenge us to provide the same level of rigor and high-quality, engaging curriculum with increased flexibility on how the curriculum is delivered and provide our students and families with learning opportunities that align with their career and post-secondary education interests. In-person learning is a clear value and priority at PRSD. As local, national, and global workforce experience a greater range of flexibility on how they learn new information and conduct their work, the district believes it is appropriate to provide greater flexibility for our students to learn and work through both traditional and virtual settings. It will be important to continuously improve the virtual learning day (facility closures) experiences as they become part of our annual instructional delivery methods. This long-term goal addresses two aspects of flexible instruction: (1) Within traditional courses of study (hybrid, links) and (2) synchronous and asynchronous course options (Virtual Learning Academy).

The modification of the secondary master schedule will provide more scheduling options for students and collaboration for staff. Examples could include students engaged in extra/co-curricular experiences as well as athletics, enrichment and remediation time for all students, and time for staff to collaborate both within and outside of their departments.

As students learn about their college and career interests, the district can provide more opportunities for the student to explore these interests within the K-12 setting. Examples include internships, earning college credit in high school, and exploring career options through field trips and other "hands-on", on/off campus experiences. Local businesses, professionals and Beattie Career Center will serve as contacts and resources.

Student Progress & Engagement

Long-Term #1 Strengthen safety, security, and positive school culture

2023 - 2024	2024 - 2025	2025 - 2026	2026 - 2027
~~Annual messaging by principals continues (e.g. reinforcing positive school culture and embracing of diversity; explicitly stating what is not tolerated)~~ **Develop** board approved curriculum, structured under the PR Portrait of a Graduate categories (e.g., Personal Qualities and Characteristics; Health & Wellness; Knowledge; and Skills) to include health, career education and work, K-2 early childhood, and school counseling standards, as well as relevant PR policies (e.g., suicide awareness).	~~Introduce five life-long skills in connection to RAMS Way by quarter: Self-Awareness and Self-Management (Q1); Responsible Decisions (Q2); Social Awareness (Q3); Relationship Skills (Q4.)~~ Implement board approved curriculum, structured under the PR Portrait of a Graduate categories (e.g., Personal Qualities and Characteristics; Health & Wellness; Knowledge; and Skills) to include health, career education and work, K-2 early childhood, and school counseling standards, as well as relevant PR policies (e.g., suicide awareness).	~~Refine life-long skills in connection to RAMS Way by quarter: Self-Awareness and Self-Management (Q1); Responsible Decisions (Q2); Social Awareness (Q3); Relationship Skills (Q4.)~~ Refine board approved curriculum, structured under the PR Portrait of a Graduate categories (e.g., Personal Qualities and Characteristics; Health & Wellness; Knowledge; and Skills) to include health, career education and work, K-2 early childhood, and school counseling standards , as well as relevant PR policies (e.g., suicide awareness).	
Bolster parent/student/staff communications, ongoing engagement, and educational opportunities related to safety, security, and positive school culture (e.g., annually threaded messaging by principals to students shared in parent communications to reinforce our vision for what supports a positive school culture and what explicitly will not be tolerated). ~~Annual messaging by principals continues (e.g. reinforcing positive school culture and embracing of diversity; explicitly stating what is not tolerated)~~	Conduct an in-depth program review for K-12 Student Health & Safety (e.g. monitoring tools to ensure school and personal safety and reinforce appropriate technology utilization with engagement of parents and school)	Implement recommendations and begin making adjustments to the K-12 Student Health & Safety programming	

		Research a peer and/or staff-to-student mentoring program as a part of the IDPR for student Health and Safety.	Pilot the peer and/or staff-to-student mentoring program as a part of the IDPR for student Health and Safety.

Background (2.21.23): A safe, secure and welcoming environment serves as a critical foundation for learning. The district engages in a wide range of proactive and responsive strategies to strengthen this environment. The Emergency Operations Plan is approved on an annual basis. In addition, the district updates and reapproves a Memorandum of Understanding with the Northern Regional Police Department. These plans are informed by best practice literature from the field (e.g., National Threat Assessment Center). Strategies include but are not limited to the following: physical building improvements; technology systems; safety personnel; training; drill exercises; mental health services (internal and external); responsible reporting mechanisms; behavioral threat assessment; and more. A positive school culture fosters strong relationships between students, staff, and the community. The RAMS Way was implemented K - 12 as a district-wide framework for positive behavior. The structure varies slightly by developmental level. As noted in long-term goal #2 below, other elements of the Pennsylvania Academic Standards also align to planned instruction for every student. Finally, the PRSD School Board has a series of policies that further define the specific requirements for a positive school culture (e.g., non-discrimination; suicide awareness and prevention).

Rationale: We are focused on improving the school safety, security and positive school culture across the entire four-year horizon, with additional communication and engagement opportunities for all stakeholders (e.g. students, parents, and staff). An In-Depth Program Review (IDPR) for the Health & Safety curriculum will be conducted with intentional integration of departments (i.e., Health/Physical Education; Health Services; School Counseling). Elements of the Health & Safety IDPR will include consideration for increasing communication and awareness around contact points for counselors and other supports. We have added a short-term goal around the development of the integrated curriculum for social-emotional learning, pulling together the big ideas and learning goals Lastly, we will be researching and designing a strategic peer mentoring experience in 2025 - 2026, with implementation of a pilot in 2026 - 2027. The elements of RAMS Way that were previously captured in the former Long-Term Goal #3, are embedded within Long-Term Goal #1. We have moved this long-term goal into the first position because it sets the groundwork for learning to be able to occur (feeling safe and welcome in a positive school environment).

Long-Term #2 Strengthen the MTSS system and supports within Tiers 2 and 3 across ELA, Mathematics, and other Portrait of a Graduate Social/Behavioral/Career standards.

2023 - 2024	2024 - 2025	2025 - 2026	2026 - 2027
ELA K-6 Build upon new Tier 1 phonics/phonemic awareness resources and leverage them where necessary in or out of grade band to address gaps.	Strengthen screening, supports, and decision trees with embedded Tier 2 and Tier 3 interventions for both remediation and enrichment within ELA across grades K-6.		Evaluate effectiveness of Tier 2 and Tier 3 interventions and make adjustments to produce beneficial trends.
ELA 7-12 Evaluate Tier 2-3 resources to promote Core Instruction + Interventions into the secondary ELA program.	Implement Core + Tier 2-3 interventions into the secondary ELA program and monitor results to determine effectiveness.		Adjust Core + Tier 1/2 ELA interventions based on results.
Math K-6 Leverage computer adaptive differentiation resources (e.g. Redbird, Freckle, and ALEKs) and implement new Tier 2 and Tier 3 math resources with fidelity.	Adjust decision trees (data and prescribed interventions) based on the student progress data in Tier 2 and Tier 3 intervention.		Evaluate effectiveness of Tier 2 and Tier 3 interventions and make adjustments to produce beneficial trends.
Math 7-12 Revise math	Implement revised pathways for struggling learners and		Modify pathways based on

pathways for struggling learners (Tier 3) to provide greater flexibility for students based on readiness and college/career planning (e.g., pathway to Algebra vs. pathway to math for life).	monitor results to determine effectiveness.	results.
Social/Behavioral K-12: implementation of Satchel Pulse universal screeners (Grades 3-12) and initial design of Tier 1 through Tier 3 interventions captured on decision trees (e.g., Zones of Regulation K-2 in T1). Research how we can identify any student who may benefit from behavioral/emotional support outside of our traditional approach.	Social/Behavioral K-12: systematic, **Tier I** integration of PR Graduate Portrait Categories (e.g. Personal Qualities and Characteristics; Health & Wellness; Knowledge; and Skills), including topics such as stress management, suicide awareness, time management, organizational skills, study skills, written/oral communication skills, and navigating social media within appropriate the integrated view of current K-12 curriculum and aligned with state standards (e.g.., health/physical education, school counseling, career education and work standards, K-2 early childhood standards, etc.).	
	Social/Behavioral K-12 refinement and implementation of **Tier 2 and 3** interventions across self-management, self-awareness, social awareness, relationship management, and responsible decision-making Portrait of a Graduate categories in collaboration with parent/guardians (e.g. Personal Qualities and Characteristics; Health & Wellness; Knowledge; and Skills)(e.g., updated decision trees).	Evaluate effectiveness of **Tier 2 and 3** interventions based on identified measures and make adjustments to interventions to produce beneficial trends.

Background (2.21.23): Public school districts have a responsibility to provide a "thorough and efficient system of education." Reinforced through Public Law 94-142 in 1975 and subsequent iterations of Individuals with Disabilities Education Improvement Act (IDEIA), schools are required to ensure meaningful progress. In the Pennsylvania School Code, Chapters 14, 15, and 16 outline responsibilities for students in special education, protected (Section 504), and gifted education programs. **Whether a student qualifies for specific services or not, the mission at PRSD is to "focus on learning for every student every day."** We approach this mission through the learning system (i.e., model for teaching and learning, multi-tier system of supports, and continuum of services). The concept of Response to Intervention (RTI) emerged in the 2000s as a framework for meeting student needs. RTI then shifted to RTII (Response to Instruction and Intervention) and then shifted again in acronym to MTSS (Multi-Tiered System of Supports). Since May 2013, approximately 14 publicly advertised meetings have been held to outline these concepts. This approach is for all students and begins with differentiating content, process, and product in the general education classroom. As the need for more specific interventions or enrichment is identified, smaller populations of students require more specific programs. As the intensity of the program increases, the number of students qualifying for that program decreases. The tiers are designed to be fluid with the ultimate goal of full participation in the general education setting. A continuum of support and services exists at all three tiers. Initial focus of this framework was focused primarily on Mathematics and English Language Arts. These systems are mature/robust at the K - 6 level at this time with emerging development at the secondary levels.

Rationale: This goal has been further integrated into the Student Progress and Engagement category from the Teaching and Learning category (formerly Teaching and Learning Long-Term #2). Originally, the thinking was to remove it all together because the concepts are captured within our In-Depth Program Review action plan. However, the level of importance of this work in MTSS led us to elevate it within the Student Progress and Engagement category and to also further delineate the work by grade span and focus (e.g. ELA, Math, and Social/Behavioral). The Tier 1 elements of Math and ELA are still addressed within the first goal of the Teaching and Learning category. Considering the need to shift our decision trees and to capture new interventions in ELA and Math, as well as the introduction of the Satchel Pulse universal screener, we need the 2023 - 2024 school year to update the process and documents (e.g. decision trees with newly embedded resources) in Tiers 2 and 3. Starting in 2024 - 2025, we will begin to strengthen the first iteration of interventions and metrics based on the effectiveness garnered from results in the year prior. This goal was lifted out as its own, since MTSS is one of the most powerful elements of our learning system (i.e., Model for Teaching and Learning; MTSS; and Continuum of Services). We have nested these new long-term goals within Student Progress and Engagement as it relates to the interventions and supports that make student progress possible. It relates to the Tier 1 goals within the Teaching and Learning category and had been a part of the safety, security, and school culture goal within student progress and engagement previously.

This category reflects a topic about which we have received feedback expressing very strongly held concerns or support. This

feedback may be misguided as the expectations of the state standards may not be widely known or understood. As a district, we are required to set and embed academic, social and behavioral expectations. When a student evidences a need, whether it be academic, social/behavioral, or emotional, educators and families are required by law to work together to identify and screen for children with needs and to seek permission to proceed with individual evaluations and programming to support students as warranted (e.g. within the MTSS model only qualifying students receive supports). Within Chapter 4, and captured within the required comprehensive plan, the district must certify that the academic standards are being delivered to our students.

While debate has existed among our community as to whether or not the topic of social/behavioral/emotional skill development is the purview of the schools, it is actually embedded within several sets of Pennsylvania Academic Standards, including: (1) Health and Physical Education; (2) K-12 Guidance Plan; and (3) Career, Education, & Work standards. It is also required of the district to help students manage stress and to educate students related to suicide awareness and prevention. This is found within our K-12 Safety & Security Curriculum. Ultimately, we have the responsibility to establish and maintain a safe, positive, orderly, and inclusive learning environment in each school for every student. We have been referring to this generally as school culture. We have laws, regulations, policies, and procedures. We set expectations. We establish procedures. This approach is implemented at the district, building, classroom, and program levels. These developmental expectations clearly address social, behavioral, and emotional characteristics. Positive behavior is now systematically embedded in the RAMS Way (proactive). Potential consequences for inappropriate behavior is outlined in the Discipline Code (reactive). Both are needed. One is taught and reinforced in a positive, proactive way. The other is designed to ensure that a framework exists for fair, consistent consequences. This approach is focused on school-based expectations (not home or broader values). Students will also experience social, emotional and behavioral expectations in part-time jobs, at college/university, and eventually in their chosen professions/workplaces.

Student Progress and Engagement Category Consolidation Note (1.17.2023)

During the January 17, 2023 steering committee meeting, the third long-term goal focused on "*enhance opportunities for student and parent voice in the evaluation and improvement of programming*" was shifted/integrated into Teaching and Learning Long-Term #1 and Communications Long-Term Goal #1.

Long-Term #1: Elevate district as employer of choice to attract, develop and retain a diverse and high-performing workforce.

2023-2024	2024-2025	2025-2026	2026-2027
Clarify **key drivers of engagement** for each workforce group and add questions about those drivers into the annual staff survey as necessary	Review survey results and discuss through leadership system meetings	Consider the role of key drivers within the processes to update collective bargaining agreements and compensation plans	
Expand targeted and active **recruitment efforts for hard-to-staff** support staff positions (e.g., custodians and paraprofessionals), including, but not limited to, development of pipeline opportunities for school community members (e.g., PTO and independent volunteers).	Leverage key drivers of engagement to create marketing materials that let prospective candidates **for all positions** know why Pine-Richland is a great place to work; leverage these marketing materials and expand recruitment sources to increase racial diversity of applicant pools.	Expand targeted and active recruitment efforts for hard-to-staff certificated positions (e.g., shortage area teachers and administrators) with strengthened connections to local teacher prep programs	
	Pilot first cohort of Aspiring Leadership Program for prospective and/or properly-certified employees		Second cohort of Aspiring Leadership Program for prospective and/or properly-certified employees
Organize, create and share a repository of on-demand **employee-facing resources that promote health and wellness**	Determine/track metrics used to monitor efficacy of employee wellness efforts; Implement event(s) that engage employees in exploring available wellness resources	Continue to build portfolio of wellness resources	Implement event(s) that engage employees in exploring and taking advantage of wellness resources
Negotiate collective bargaining agreement with Pine-Richland Education Association (PREA)	Continue to nurture positive employee relations through intentional communication, collaborative issue-identification and problem-solving	Collaborate on updated compensation plans for Act 93 administrators and Administrative Support Personnel workforce segments	Negotiate collective bargaining agreement with Pine-Richland Education Support Professionals Association (PRESPA)

Background (2.21.23): Many school districts – at the local, state and national levels – are facing challenges related to staffing their schools. Another leading indicator in Pennsylvania is the reduction in new teaching certifications earned each year for prospective teachers. In most cases, staffing is a strategic advantage at PRSD when we compare ourselves to other school districts

navigating certain common sector-specific challenges (e.g., teacher and administrator shortages, substitute coverage, etc.). Given the broad trends, however, it is important that our long-term goals consider and account for these factors to account for their potential impact on our district. There are other common challenges from which we have not been shielded, such as challenges filling certain support roles (e.g. custodians and paraprofessionals) and a lack of racial diversity across employee groups.

Rationale: The ability to attract, develop and retain a diverse and high-performing workforce across all employee groups is the most significant people-focused goal in an increasingly competitive labor market. This involves understanding, across role groups, what our employees value most about working here. Understanding these key drivers allows us to promote retention practices, as well as develop role-specific recruitment messaging to attract prospective employees. Many staffing challenges faced in districts outside our organization are attributed to increased levels of stress associated with working in public education. A defined emphasis on our employees' well-being will help mitigate these factors from impacting us in similar ways. We have merged the previous Long-Term Goals #1 and #3 based on a significant amount of overlap in terms of short-term actions and desired long-term outcomes. Developing pipeline opportunities and expanding internal pathways for career progression and succession planning (formerly Long-Term Goal #1) will be embedded in action plans related to recruitment efforts as they contribute to positioning Pine-Richland School District as an employer of choice (formerly Long-Term Goal #3). Accordingly, the employer of choice goal has been repositioned as Long-Term Goal #1 within this category.

Long-Term #2 Design, deliver and monitor required training and professional development to meet or exceed district and other agency requirements.

2023-2024	2024-2025	2025-2026	2026-2027
Provide faculty with training on teaching diverse learners in an inclusive setting in accordance with PDE guidelines (e.g., Culturally Relevant and Sustaining Education and Professional Ethics). See background below for more information.	(See Teaching & Learning Category - Long-Term Goal #1)		
Revise PR Academy for Teachers to comply with revised new teacher induction guidelines	Implement revised PR Academy for Teachers and revise all of other PR Academies based on changes in job requirements.	Implement revised PR Academy and monitor effectiveness for all other workforce groups.	
Identify and implement a systematic approach to increase **efficient tracking of cyclical requirements** (e.g., clearances, mandated reporter training, Act 48/45, etc.)	Monitor effectiveness of the approach; make necessary adjustments based on changes to requirements		
Reinforce the purpose of the **individual professional development plan** and process for development, implementation, and monitoring to ensure alignment of strategic focus areas with unique staff member responsibilities.	Monitor effectiveness of the approach.		

Background (2.21.23): In alignment with the mission and purpose of educational institutions, PRSD values personal growth and continuous improvement. PRSD maintains a Professional Development Committee in compliance with PDE requirements. The learning activities for professional development are outlined for each workforce group through the annual in-service schedule. Additionally, K-12 public education in the Commonwealth of Pennsylvania is a highly regulated field, with compliance requirements being introduced and/or changing over time. Certain requirements are assigned to the district (e.g., ensuring we offer an induction plan that satisfies requirements outlined by the Pennsylvania Department of Education), and other requirements are the responsibility of individual employees (e.g., maintaining updated clearances, converting instructional certifications, etc.). Per a PDE training in February 2022, legal training requirements for our workforce – primarily teachers – during the 2023 – 2024 school years will include: (1) structured literacy required for some certification areas; (2) professional ethics for all certificated staff; and (3) culturally relevant and sustaining education for all certificated staff (i.e., cultural and racial diversity).

Rationale: The district has approximately 530 employees organized within four major workforce segments (i.e., PREA, ESPA, Administrative Support, and Act 93). Within each segment, there are even more specialized groups of staff. For example, ESPA is an individual bargaining unit composed of secretaries, library assistants, paraprofessionals, personal care assistants, custodians, and maintenance technicians. The professional development needs between and within these groups vary. The individual professional development plan started in the 2019 - 2023 strategic plan as a structure for ensuring organizational alignment and to help monitor individual capacity across various workforce groups. During town hall meetings, discussion about professional development included an emphasis on partnering with outside providers on emerging topics of interest in order to inject expertise and help build internal capacity moving forward. Topics related to diversity and inclusion were identified as strategic workforce training priorities, and were also identified as requirements for educators across the commonwealth by the Pennsylvania Department of Education (PDE).

Long-Term #3 Strengthen the alignment of external service providers to the district and increase effectiveness and opportunities for innovation in those services.

2023 - 2024	2024 - 2025	2025 - 2026	2026 - 2027
Evaluate effectiveness of current substitute services partnership; provide **differentiated development and engagement opportunities** for substitute teachers	Determine whether to continue/refine partnership with Kelly Services, or pivot to alternative option (e.g. different external partner or support internally) for 2025 - 2026 and beyond; continue providing differentiated development and engagement opportunities for substitute teachers	Implement substitute services model identified with established goals and metrics to monitor effectiveness	
Maintain **quarterly key partner meetings** with substitute services, transportation, food service, and managed print/copy with an additional focus on cyber security practices.	Refine quarterly key partner meeting structure with an **intentional focus on desired outcomes and metrics to monitor effectiveness** as necessary	Monitor effectiveness of services provided, and increase visibility and regularity of key partner updates at relevant district leadership and board joint governance meetings	
		Assess portfolio of external organizations providing staffing solutions (e.g., AIU, Oxford Solutions, etc.) across various role groups to determine whether to continue/adjust approaches	Implement staffing solutions based on decisions reached with established goals and metrics to monitor effectiveness

Determine Approach for Managed Print-Copy Services	Conduct Required Food Service Management Company Request for Proposal (RFP)		

Background (2.21.23): PRSD employs over 530 staff members in four major workforce groups (i.e., teachers, support staff, administrative support, and administration). However, the district has historically identified several areas of operation best served through external partnership (i.e., transportation, food service, managed print-copy, substitute staffing, student-financial information systems, legal services, and some related services such as OT/PT/Speech-Language). For 2019 - 2023, this section reflected ongoing efforts to enhance the integration of key partner services into how we operate our district. We introduced quarterly key partner meetings as a mechanism to improve the efficacy of the services we receive from contracted providers in a proactive and strategic manner.

Rationale: The district believes that strengthening alignment with key partners requires proactive and intentional commitment. These partnerships begin with support for the mission, vision, and values of the district. Because the services provided by each key partner varies extensively, in each specific service area, relevant benchmarks and/or service level agreements are established to align on expectations in order to monitor and improve upon service delivery.

Finance & Operations

Long-Term #1 Manage and balance future-focused finance in terms of financial health, long-range budget planning, debt management and capital funding

2023 - 2024	2024 - 2025	2025 - 2026	2026 - 2027
Refine structure of 10-year capital funding plan and notable increase in annual spend over the next few years	Implement strategies to increase communication regarding the capital funding plan as a whole and project list / long-term prioritization balanced with future-focused financial health (See Communications Category - Long-Term Goal #3).		
Monitor existing bond issues and comprehensive debt profile and identify opportunities for potential refunding candidates. Dependent on market conditions and capital needs, determine potential scenarios where the issuance of new debt may be prudent.			
Monitor demographics and enrollment levels	Monitor demographics and enrollment levels	Update demographic study and enrollment projections	

Background (2.21.23): As we reflect on our range of educational programs and opportunities, it is also critical to provide updates about the fiscal health of the district. **We are aware this section is generally operational in nature; however, because of the significance of future-focused finance and capital planning, we feel it is necessary to elevate this into strategic planning.** Over the past ten years, that health has strengthened significantly. Some examples of action or results with only one tax increase include:

- Expanded programs, services and supports for students while also maintaining class sizes and competitive staffing ratios for students, staff and administrators in county comparisons;
- $400K to $500K annual investment in curriculum-based resources tied to In-Depth Program Review and the text/resource evaluation process;
- Ratified collective bargaining agreements and compensation plans that improve competitive position and benchmarking;
- Completely rebuilt technological infrastructure (wired and wireless) with a shift to 1:1 environment;
- Improved Standard & Poor's bond rating and reduced risk portfolio with debt management;
- Reduced debt as percent of budget from 14% on June 30, 2013 to 8.5% today;
- Moved from 20th of 42 in Allegheny County school district millage rate in 2013 to a ranking of 6th of 42;
- Increased fund balance substantively as a percent of operating budget with intentional focus on increasing assigned allocations to save for capital needs without incurring debt;
- Cost containment through third-party contracted services;
- Capital funding plan design shifts from five to ten years with more detail and third-party consultation.

We also recognize student enrollment has remained relatively flat over the last decade despite the growth within our community. It is imperative that we continuously monitor our community demographics in conjunction with the capacity of our facilities to plan accordingly with a long term focus.

Rationale: The district leadership and governance team will continue to manage and re-evaluate future-focused financial health given evolving economic conditions and capital needs that includes a sustainability lens. We understand this long-term goal is more operational in nature than strategic. However, based on the high importance of this area and the significance of these areas in the overall district budget, we are planning to continue to highlight this goal. Budget development and approval occurs on an annual basis for public school districts. For many years, the district has been intentional in considering a five-to-ten year view of overall finances. Public Financial Management (PFM) has provided a third-party financial tool that forecasts a five-year budget

perspective based on various assumptions. The district's capital funding plan provides a ten-year forecast which has been further informed by third-party experts for specified areas. (e.g., HVAC, roofing, etc.).

Long-Term #2 Strengthen and refine cyber-security and the protection of confidential information.

2023 - 2024	2024 - 2025	2025 - 2026	2026 - 2027
Enhance policies and written procedures to support best practices using cyber security framework	Focus on continuity and increased resilience of operations (e.g., data and access). The term resilience is utilized through the eRate funding program.		
Migrate and transition group data internal servers to cloud-based systems	Migrate and transition end-user data from internal servers to cloud-based systems	Reduce physical footprint of district datacenter (i.e., reduce number of servers via more cloud hosted services)	
Increase awareness of phishing and other malicious attempts to receive confidential information and provide professional development (see Category 3 - Long-Term Goal #2 for IPDP)		Continued simulated phishing attempts with additional professional development for at risk users	
Affirm the current district approach and best practices for managing confidential student data and information.	Review and modernize policies related to student record management (e.g., PIMS, FERPA, and HIPAA).		

Background (2.21.23): Cyber security awareness is a constantly evolving concern for all businesses in today's challenging world. As part of the school district's Technology Leadership Council, the cyber security climate at Pine-Richland School District has been a strong focus. We have been intentional in educating our employees on fraudulent social engineering schemes such as phishing through different platforms. Additionally, we have been providing cyber security awareness training to all employees. Multi-factor authentication has been embedded for all staff and students to provide an extra level of security. **We are aware this section is generally operational in nature; however, because of the significance of future-focused finance and capital planning, we feel it is necessary to elevate this into strategic planning.**

Rationale: As important as it is for schools to focus on physical hazards such as fires and extreme weather, cyber-attack threats are becoming more frequent and a threat to our modern learning environment. The use of technology has brought obvious benefits to the K-12 learning environment, such as the flexibility for collaboration, online instruction and increased communication with teachers and other individuals anywhere in the world; these same benefits are often avenues for bad actors to take advantage of unsuspecting users. This long-term goal elevates the focus on cyber-security and the protection of confidential information by following best practices to address evolving threats as well as developing and promoting practices on responsible use, storing data securely, and creating human and mechanical firewalls.

Long-Term #3 Promote sustainability and reduce the environmental footprint.

2023 - 2024	2024 - 2025	2025 - 2026	2026 - 2027
Continue and expand the student-based Six-School Club of the Sustainability Leadership Council for school-based curricular and co-curricular initiatives	Focus on improved health & wellness of school environments, students and staff using the Pathways to Green Schools as a guide. This would be achieved through reviewing operations and existing maintenance practices within the facilities department and including environmental awareness in the student curriculum.		Focus on improved effective environmental health & sustainability education by utilizing the Pathways to Green Schools guidance - pillar three - focused on effective environmental and sustainability education.

Further **explore energy efficiency/environmental impact in all relevant purchasing/procurement processes and major capital projects and improvements with a focus on fiscal responsibility** (e.g., roof replacements, potential alternative energy sources, such as green energy supplier, solar and electric vehicles, cleaning products, lighting, and HVAC upgrades). Monitor changes in payback periods as the technology in the field continues to evolve.			
Issue invitation for competitive bid - trash and recycling vendor with a sustainability focus (current agreement expires June 30, 2024)	Integrate new agreement within the school district (with either a new vendor or continued relationship with existing vendor)	Expand recycling initiative and implement measures of recycling and reduction in environmental footprint and focus on paperless platforms	Continue expansion of electronic document management systems for the collection and storage of information.

Background (2.21.23): Over the last few years, we have intentionally focused on defining parameters, decision points and key issues of focus related to sustainability within our buildings and as a key part of capital improvement projects. For each improvement project related to heating, ventilation and air conditioning (HVAC), we evaluated and included specifications to improve energy efficiency. Additionally, we have partnered with our transportation service provider to utilize propane buses for student transportation. **Lastly, we have partnered with the Sustainability Leadership Council to develop the district's first ever Six-School Club with representative students from each school.** These students have been meeting regularly with their principal and as an entire club with the goal of improving the recycling processes and success within the district.

Rationale: This long-term goal is to focus on consideration and evaluation of opportunities to promote sustainability and reduce our environmental footprint. Sustainability education can help students understand the impact of human actions on the environment and how to make informed decisions about resource use and waste. Implementing sustainable practices can save schools money by reducing energy and water consumption, and by reducing waste and the need for purchasing new resources. A sustainable school environment can improve indoor air quality and promote healthier habits among students and staff. By promoting sustainability, schools can help students develop a sense of social responsibility and an understanding of their role in creating a more sustainable world. The decisions and actions taken by schools now will have long-term consequences for the environment and future generations. By prioritizing sustainability, schools can help ensure that the planet is healthy for future generations.

Pursuit of Excellence

Long-Term #1: Implement school-based action plans tied to accreditation programs or data analysis.

2023 - 2024	2024 - 2025	2025 - 2026	2026 - 2027
PRHS: Development of structures, professional learning communities, and a culture that is focused on using student data to improve instructional practices prioritizing student learning and achievement.			
Develop quarterly data cycle meetings with teachers in key focus areas to analyze student achievement data and establish instructional action plans for improvement (e.g., MTSS and co-taught teams and Keystone Exam courses). Conduct a needs assessment to determine current levels of instruction/data collaboration among teachers and identify areas for improvement.	Expand quarterly data cycle format to include student data review meetings and instructional action across each academic department. Focus on capacity building with department chairpersons to include data review and analysis as a component of monthly meetings.	Refine master schedule and create additional opportunities for data review and action planning to be a standard operating procedure at PRHS.	Continue to evaluate and refine data analysis procedures and instructional action plans based on student performance measures.
PRMS: Schools To Watch (STW) Stretch Goal: Develop and refine a highly integrated, mature, and functioning MTSS program.			
Identify and refine the tools (interventions, supports, etc.) to develop tier 1, 2, and 3 for all students.	Evaluate and make decisions on the structures needed to provide tier 1, 2, 3 supports for students. *STW redesignation application*	Refine MTSS supports based on data (assessments, Early Warning System)	Continue refining MTSS based on student results (assessments, EWS).
EHUE: Data for action: Development of structures, professional learning communities, and a culture that is focused on using student data to improve instructional practices during RAM time.			
Analyze current RAM time practices and procedures across grade levels and departments. Research best practices for T1 instruction during RAM time.	Develop RAM time framework to be consistently used schoolwide and determine measures of success (1st semester); Implement framework within biomes (2nd semester).	Continue implementation of RAM time framework as designed; Analysis of framework against determined measures of success	Refine RAM time framework
K-3 Schools: Implement Tier 1 instructional strategies with focused differentiation in	Implement Tier 1 instructional strategies framework with focused	Pursue collaborative lesson planning for Tier 1 with final instructional strategy roll-out	Reinforce model for teaching and learning in Tier 1 with evidence in each area,

Reading measured by student growth.	differentiation in **Math** measured by student growth.	reinforced through PLCs that includes differentiation in **Reading and Math** measured by student growth.	(differentiation and technology integration) via PLCs specific to **Reading and Math** measured by student growth.

Background (2.21.23): Prior to 2019, building-based goals were not explicitly embedded in the overall strategic plan. However, buildings were in the practice of identifying and pursuing annual goals. Those building-based focus areas are often connected to opportunities highlighted by data, information and/or other improvement frameworks (e.g., Middle States Accreditation, Schools to Watch Criteria, USDOE Green Ribbon, etc.).

Rationale: Starting with the 2019 - 2023 strategic plan, each building has highlighted a specific area or areas of strategic focus. By including building-based goals within the district strategic plan, it helps provide greater visibility and accountability. It also helps us better understand the capacity of the workforce. This ability to use an action-priority-intensity style matrix allows us to look vertically through the plan to see how initiatives impact various workforce groups. For example, third grade teachers are responsible for all content areas, certain standardized assessments, relevant MTSS meetings, and other areas (e.g., RAMS Way). By looking vertically through the plan, we are able to ensure that strategic focus is reasonable for each group. Using the third grade example, we would not plan major changes in both math and ELA at the third grade level since it is too much to handle. At this point, building goals often reinforce and integrate other areas of strategic focus in the district (e.g., instructional strategies).

Long-Term #2: Refine and enhance the system of governance through school board training, evaluation, policy development and the strengthening of key communities.

2023 - 2024	2024 - 2025	2025 - 2026	2026 - 2027
Establish Board Operating Norms and Framework (e.g., DECIDE or equivalent)	Implement Framework and Monitor Effectiveness		
Refine initial and advanced board member training (Act 55).	Advanced board member training (Act 55).	Initial and advanced board member training (Act 55).	Advanced board member training (Act 55).
Continue annual board self-assessment to evaluate strengths and opportunities for improvement and establish a cadence for using results to drive improvement.	Review self-assessment questions to determine potential revisions and then conduct self-assessment to drive improvement.	Continue annual board self-assessment to evaluate strengths and opportunities for improvement and establish a cadence for using results to drive improvement.	
Batch Policy Review (300s)	Batch Policy Review (000s and Miscellaneous)	Batch Policy Review (600s and 700s)	Batch Policy Review (800s and 900s)
Annual or bi-annual school visitations with topics determined by areas of current focus with an opportunity for board debrief and communication to the community.			
Continue representative attendance and engagement with internal partners (e.g., transportation, food service, etc.) and external partners (e.g., Boosters, PROF, AW Beattie, AIU, Townships, etc.) with updates via board agendas.			
Refine and implement a systematic communication system to provide community updates of board action, focus, roles/responsibilities, strategic action, and budget/financial updates.			

Background (2.21.23): Prior to 2019, board goals were not explicitly identified or embedded in the overall strategic plan. The board did engage in self-assessment and pursued areas of governance focus through tactical activities. For the 2019 - 2023 strategic plan, the then-seated board felt that it was important role-model behavior to elevate specific areas of focus.

Rationale: As the governance body in the district, the school board understands and values the importance of continuous improvement. The purpose of this long-term goal is to clarify areas of strategic focus for the board. It also allows all stakeholders to better understand the methods and approach used by the board to provide oversight and serve the community.

Long-Term #3: Develop, refine and monitor a comprehensive system of performance measures to monitor results with future determination about the potential to engage in the national Baldrige Excellence Program.

2023 - 2024	2024 - 2025	2025 - 2026	2026 - 2027
Review current measures across all areas of the organization to gain consensus and determine relevant comparators where appropriate.	Provide annual public reporting across measures through a consolidated approach and determine whether continued participation in the national Baldrige Performance Excellence Program (BPEP) is desired.	Continue annual reporting of comprehensive measures and/or pursue BPEP.	Continue annual reporting of comprehensive measures and/or pursue BPEP.

Background (2.21.23): Given participation in the Mid-Atlantic Alliance for Performance Excellence (MAAPE) program in the 2019 - 2023 strategic plan, the district earned the Excellence Award. This is the highest level of performance in the multi-state program and qualified the district to consider application to the national program. Through this work over many years, the district has developed many measures and metrics (e.g., academic, stakeholder satisfaction, operations, finance, workforce, leadership, and governance).

Rationale: Regardless of the decision to participate in the national process, the comprehensive set of measures is critical to help the district monitor progress. This long-term goal is designed to emphasize the importance of a comprehensive set of results - with appropriate benchmarking and relevant comparisons - to monitor performance over time. Clarifying the set of results is important to both values and focus. At times, tension may arise between conflicting goals. The executive summary of the annual Academic Achievement and Growth Report provides a specific relevant example for those interested in competing priorities.

COMMUNICATIONS

Long-Term #1 Refine the systematic and comprehensive approach to communication that considers purpose, method, frequency and stakeholder requirements (i.e., matrix).

2023 - 2024	2024 - 2025	2025 - 2026	2026 - 2027
Streamline district and building eBlast messages (e.g., standardized format, timing, consolidation and "click for more," and a dedicated website archive).	Emphasize classroom-based communication to reinforce critical messages and reinforce communication between the people closest to the classroom.	Review email engagement to evaluate effectiveness through a variety of data collection measures and refine approach as needed.	Continue to refine messaging frequency and content based on trends emerging from data. Continue to ensure information communicated in emails can be found on the website for future reference.
Evaluate **survey** engagement and look for new opportunities to increase participation and evaluate platforms to verify or enhance efficiency and effectiveness.	Refine survey frequency, length and type to increase participation (e.g., content, source, etc.).	Continue to evaluate survey engagement and look for new opportunities to increase participation.	
Verify and communicate **social media platforms** that the district uses for stakeholder groups (e.g., social media page on website that lists official district accounts).	Monitor engagement and keep up with trends to evaluate the need for change. If new platforms emerge, develop a plan to restructure methods for sharing information.		
Evaluate existing opportunities and participation rates for **in-person engagement** (physical and/or virtual) at various levels through focus groups (e.g., District, Building, Program / Department, Classroom).	Refine and/or expand opportunities for in-person engagement based on strengths and opportunities. Monitor changes in opportunity and/or participation rates to evaluate impact.	Continue to monitor and evaluate in-person engagement opportunities.	
Design and implement specific strategies to increase connections with past graduates and other **hard-to-reach stakeholders** (e.g., community members without children in the school system and area businesses).	Measure effectiveness of the broadened reach by evaluating engagement, and refine strategies, if needed, to continue to increase and maintain connections.	Continue measuring engagement and refining strategies as needed to increase and/or maintain connections with hard-to-reach stakeholders.	

Background (2.21.23): The district currently sends email newsletters four days a week, including a Thursday update on booster groups and other activities, a newsletter for each individual school on Fridays, a community update on Saturdays that includes

information on community non-profit groups and other organizations not affiliated with Pine-Richland but of potential interest to the PR community, and a weekly calendar on Sundays for each elementary building. This is in addition to standalone updates sent to families. The first short-term action looks at the efficacy of what is currently sent and how to streamline communication to make sure that important messages do not get lost.

We currently use SurveyMonkey to conduct an annual stakeholder surveys that are sent to students, staff and families. Survey data dating back to the 2017 - 2018 school year is posted on the website. The most recent survey data includes combined results, as well as combined results with an elementary versus secondary comparison, combined results with male versus female comparison, and combined results with white versus students and staff of color comparison.

The district currently has a social media presence on Facebook, Instagram, Twitter, LinkedIn and YouTube. Links to the district's official pages are included in the footer of every district eBlast and on the footer of every page of www.pinerichland.org. Because more parents and students shifted from engaging on Facebook to engaging on Instagram, the district ramped up content on Instagram this past summer. Engagement on Twitter is decreasing. These kinds of shifts in social media usage will continue, and the district will need to continually evaluate platforms and adjust both content and participation to meet the needs and expectations of families.

Rationale: While a level of complexity exists in an organization with many stakeholders that have varied needs, this long-term goal aims to streamline and simplify all forms of communication to ensure maximum stakeholder engagement. Effective email communication requires balancing volume and frequency. Surveys are an important two-way tool that helps the district to understand the perspective of its students, staff, parents and community. To ensure increased participation, we may consider condensing surveys so that they are shorter and more impactful and sent less frequently. Social media is an important communication tool and we must stay abreast of trends and understand where our community is participating so that we can reach them appropriately.

Connecting with our students and personalizing their learning are conditions necessary to help the students grow and achieve, hence it has been moved into position one within this long-term goal. Elements from the former long-term goal three have been added to this goal, including: (a) supporting students prior to and through transitions to new buildings; (b) personal identity and social development; (c) leveraging stakeholder survey to identify and prioritize actions as well as monitor progress towards goals; (d) connecting with past graduates as an important voice to share feedback about preparation for post-secondary and employment experiences; and (e) fostering home/school connections around student development through improved communication efforts. The communication book is intentionally vertical as a part of the strategic planning category display as it is interwoven into all areas and is evident within this long-term goal as well. We wish to deepen and enrich the feedback gained on our annual surveys through focus groups and to continue to monitor progress on identified goals using pulse surveys. This long-term goal is closely aligned with those in the communications overarching category as it relates to surveys, focus groups, and outreach to past graduates.

Some individuals have also voiced concerns around surveys and use of student voice, with a hesitancy that it could violate areas of the Protection of Pupil Rights Amendment (PPRA). No questions that would be asked by the district would ever venture into the areas covered under these regulations. The purpose of the focus groups would be to gain further insight in a qualitative manner as to why students are responding to our annual survey questions in a particular way. Only through deepening our understanding of the responses can we inform our cycle of learning and attempt to adjust our approach to improve results and effectiveness.

Long-Term #2 Promote healthy discourse in the school community through a set of proactive and responsive actions.			

2023 - 2024	2024 - 2025	2025 - 2026	2026 - 2027
Emphasize and strengthen the value of **direct communication between the people closest to a matter** (i.e., teacher/coach/sponsor, principal/athletic director, and district level).	Strengthen communication skills with **internal staff** at all levels—and especially in leadership roles—to further reinforce communication between people closest to a matter.	Strengthen communication skills with **external partners** and especially with PTO and booster leadership groups to further reinforce communication between people closest to a matter.	Hold a series of focus group

Review and **refine the organization of information on the website** to ensure that archived content can be found through the search function or an intuitive process.	Schedule and hold a series of town hall meetings on relevant topics with clearly established and enforced norms of participation.	Review and revise a systematic approach to student-centered stories of learning that help tell the story of robust programming and opportunities at PR.	meetings with various stakeholder groups to evaluate proactive and reactive/responsive communication strategies to determine future improvements.
Develop and post topical FAQs on the district, building or department website when areas of confusion, concern or misunderstanding emerge.	Implement a formal electronic issue reporting system as an approach when issues cannot be resolved with the people closest to the matter (e.g., most frequent concerns in athletics, buildings, etc. that are not resolved at the initial level).	Determine and disseminate a consistent district response to third-party social media sites that are inconsistent with the values of proactive, healthy discussion.	

Background (2.21.23):   Over the last few years, we have witnessed an increase in misinformation spread over social media platforms and other media. In order to try to get ahead of misinformation, we share proactive messages, including updates on school safety and security prior to each school year and quarterly updates on mental health resources. We aim to be communicative and transparent during critical times and provide immediate updates to our community during emergencies as well as follow ups as promptly as possible when information is available. Healthy discourse requires both proactive and reactive communication and we believe that communication is most effective when the people closest to the matter are involved.

Rationale: While recognized as a strength and priority at PRSD, the challenges of effective communication continue to grow. These challenges are growing across the country in what feels like an increasingly polarized environment. The possibilities and pitfalls of social media and other communication channels make it difficult to discern whether certain viewpoints represent small or large populations of stakeholders. As citizens, we see and hear examples of disrespectful and divisive communication. We face a "Goldilocks" challenge of finding the right approach (i.e., "not too much, not too little, but just right"). This challenge is made more complex by the fact that expectations differ among stakeholders. This long-term goal is focused on two major strategies (i.e., proactive and responsive). The proactive strategies designed to strengthen healthy discourse reflect actions, behaviors, and opportunities for dialogue. The responsive strategies allow the district to listen to a range of voices and react in more efficient/effective ways.

Long-Term #3 Increase awareness and understanding of the fiscal health of the district and the short- and long-term impact of future-focused decisions on both schools and community.

2023 - 2024	2024 - 2025	2025 - 2026	2026 - 2027
Deepen understanding of primary sources of revenue and main drivers of expenditures within public K-12 education and the overall fiscal health of PRSD.	Enhance communications to display benchmarking comparisons and around purpose/use of fund balance (e.g., millage rate, staffing efficiencies, cost per student, fund balance levels, etc.).	Emphasize the direct connection of operational and capital decisions on learning spaces, programs and services in the district (i.e., student use).	Reinforce the connection between a quality school district and the overall financial health of the greater community (e.g., property values, residential and commercial business, etc.).
Continue to update and maintain archived budget and finance information on the PRSD website with an emphasis on charts and graphs that quickly inform stakeholders about the district's financial status.			
Increase communications that highlight major capital projects and the impact of those projects on budget, programs and operations (i.e.,	Embed elements of a "facility showcase" in other scheduled events (e.g., open house, meet the teacher, concerts, etc.).	Provide intentional opportunities for township supervisors and managers to visit facilities and learn more about programs and services.	Expand "facility and programmatic showcase" visitation opportunities for community residents without students in the school district.

before, during and after construction).			

Background (2.21.23): In the fall of 2013, the school district administration presented an '*Overview of Budgeting and School Finance*'. This presentation was specifically designed to provide clear, proactive communication to our various stakeholder groups. It also included references to various publications and a variety of details about the financial history at Pine-Richland. This presentation was updated and presented over the following few years. Since that time, financial benchmarking has become part of the annual budgeting process and presented through finance joint governance meetings each December / January. In addition, the school district website (under *At Your Service ~ Budget/Finance*) includes links to this data as well as the most recent financial statements and up-to-date information on the budget process. Finance joint governance meetings are now recorded and available to the community for viewing.

Rationale: Many topics of communication are embedded in the overall system (long-term goal #1) or can be addressed through proactive/responsive strategies (long-term goal #2). Over the past eight years, annual stakeholder survey results have demonstrated that many people do not follow the budgetary process and/or do not understand many of the key considerations of finance. This topic can become a hot button issue when a change to tax levels is considered and/or if programs may be reduced or impacted. The purpose of this long-term goal is to specifically elevate the level of community engagement in future-focused finance as a healthy and proactive strategy to strengthen understanding of local, state and national economic factors that may impact school district operations.