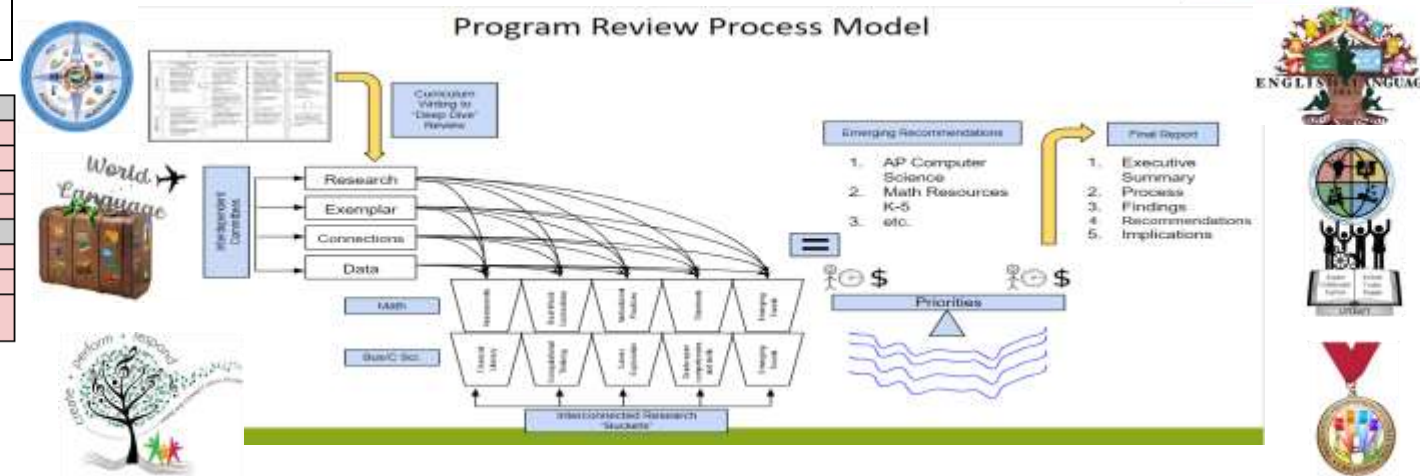




The mission of the Pine-Richland School District is to focus on learning for every student every day. As part of the strategic planning process, the Data and Information Placemat is designed to provide a high level summary of key performance indicators. For the stakeholder survey results section, overall results were not reflected to focus on more specific feedback areas. Complete longitudinal data is available on the PRSD website. In other areas, sample measures were identified based on strategic advantages and challenges with a focus on the next 3 - 5 years. Public school districts are highly regulated through requirements at the national, state and local levels.



STRATEGIC ADVANTAGES & CHALLENGES

Strategic Advantages	Strategic Challenges
SA1 Scope and Quality of Educational Programming	SC1 Transforming Models of Education to Meet Varying Needs (Academic Rigor, Social Development, Mental Health, Wellness)
SA2 Culture of Collaboration with Stakeholders and a High Performing Workforce	SC2 Staffing Shortages in Select Positions (Short- and Long-Term)
SA3 Financial and Operational Health (ROI)	SC3 Fiscal and Environmental Sustainability Given Economic Pressures
SA4 Strategic Approach to Continuous Improvement (Systems Thinking)	SC4 Political Landscape Impacting K – 12 Education (National, State and Local)

Mid-Atlantic Alliance for Performance Excellence Feedback (Data Through 2021)

Process Strengths	Process Opportunities
Strategy Development	Missing Approaches for Workforce
Organizational Learning and Agility	Lack of Integration in Operations
Communication	Gaps in Some Approaches
Valuing People	
Results Strengths	Results Opportunities
Favorable Results for Student Learning	Missing Results
Beneficial Trends for Leadership Results	Lack of Segmentation
Good Organizational Performance Levels for Financial Results	Limited Comparisons and Benchmarks

STAKEHOLDER SURVEY RESULTS

PARENT RESULTS

	STRENGTH	OPPORTUNITIES
ACADEMIC	<ul style="list-style-type: none"> The pace of my child's class seems appropriate (e.g. tests, quizzes, and projects). My child enjoys going to school to learn. That the level of challenge is "just out of reach". 	<ul style="list-style-type: none"> It appears that curriculum and instruction are consistent across teachers and courses. Teacher expectations are consistent across the district. My school monitors student performance in a proactive manner to identify and address learning needs.
PUPIL SERVICES	<ul style="list-style-type: none"> I believe that class size is important and I am satisfied with the size of my child's class this year. My child is well prepared for the transition between grade levels within the school bldg (e.g., Gr 7 to Gr 8). I feel my child is safe at school. 	<ul style="list-style-type: none"> My child receives appropriate academic counseling (7-12 Only) I believe my child is well prepared for college, technical school, or other postsecondary opportunities (11-12 Only) My child's school culture is positive and conducive to learning.
COMMUNICATIONS	<ul style="list-style-type: none"> When I provide feedback to my child's teacher, they are receptive and responsive to the discussion. There are many ways for me to be involved at PR. My child feels included and welcomed in school. I am satisfied with my level of communication with my child's principal. 	<ul style="list-style-type: none"> I am satisfied with the level of communication from the PR School Board and/or communication related to board actions. I believe my input and voice are both heard and valued as a member of the school community. There is a clear effort on the part of the school to understand and support students in all the ways that they differ - such as race and gender.
FINANCE & OPS	<ul style="list-style-type: none"> I am satisfied with the district instructional facilities (i.e., physical school buildings). I am satisfied with non-classroom spaces (e.g., athletic facilities, playgrounds). 	<ul style="list-style-type: none"> I closely monitor information on the budget development process. I have a clear understanding of school finance and budgeting that includes an awareness of the key factors that affect revenue and expenditures.

STAFF RESULTS

	STRENGTH	OPPORTUNITIES
DISTRICT	<ul style="list-style-type: none"> District leaders expect me to perform at a high level. District leaders encourage me to develop positive relationships with students. District leaders provide clear direction on major initiatives. District leaders encourage me to focus on student learning. District leaders incorporate the mission, vision and values of the district into initiatives. 	<ul style="list-style-type: none"> District leaders are open to new ideas within the organization. District leaders encourage open, two-way communication. District leaders model fair, transparent, and ethical decision-making processes. District leaders communicate key decisions and the rationale for those decisions when appropriate.
BUILDING	<ul style="list-style-type: none"> Bldg leaders expect me to perform at a high level. Bldg leaders encourage me to develop positive relationships with students. Bldg leaders encourage me to focus on student learning. Bldg leaders incorporate the mission, vision and values of the district into the work they are leading. 	<ul style="list-style-type: none"> Bldg leaders consult me on decisions that affect my job. Bldg leaders are open to new ideas within the building. Bldg leaders communicate key decisions and the rationale for those decisions when appropriate. Bldg leaders model fair, transparent, and ethical decision-making processes.
ENVIRONMENT	<ul style="list-style-type: none"> I hold myself to a high standard of performance. I know what is expected of me to perform my job successfully. The district is committed to providing a quality education for students. 	<ul style="list-style-type: none"> I am satisfied with the level of visibility and engagement by the school board. I am satisfied with the level of communication from the school board. I believe my input and voice are both heard and valued as a member of this district.
FINANCE & OPS	<ul style="list-style-type: none"> I have access to hardware/software technology to do my job well. I have the resources I need to do my job well. I feel safe at work. 	<ul style="list-style-type: none"> I monitor information about the budget development process. In general, I am satisfied with budgetary decisions.

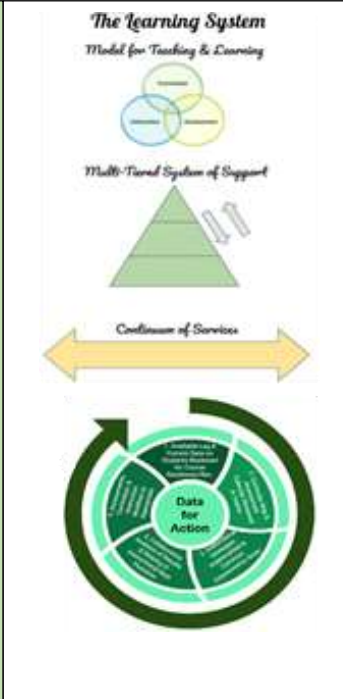
STUDENT RESULTS

	STRENGTH	OPPORTUNITIES
ACADEMIC	<ul style="list-style-type: none"> My classes have activities that I work on by myself, such as note-taking, research, independent study, and others. My classes have activities that I work on with other students, such as projects, labs, small group discussion, peer review of work, and others. Technology in the classroom helps me learn. My report card gives me good information about how I am doing. 	<ul style="list-style-type: none"> My teachers consider my interests and talents in class. My homework assignments help prepare me for class. My teachers give me feedback about my work and the progress I am making in class. My teachers know my academic strengths and needs and help me learn.
ENVIRONMENT	<ul style="list-style-type: none"> My school is focused on learning. Students in my school receive what they need even if it is different than others in order to participate and learn. I feel safe at school. I feel included and welcomed at school. The school sends a clear message that students should use kind and respectful words when talking or writing about race, gender, intelligence, family wealth, etc. 	<ul style="list-style-type: none"> I enjoy going to school to learn. In my school students treat students with respect. I feel comfortable talking to my school counselor when I need help. People in my school respect the differences of others. My school has a positive environment. I believe that the adults in my school - such as teachers and principals - both hear and value what I have to say. Students are treated fairly at my school.
PREPAREDNESS	<ul style="list-style-type: none"> For students in Grades 3, 6, and 8: In general, I feel well prepared for my new school next year. 	<ul style="list-style-type: none"> For students in Grade 12 only: In general, I am well prepared for college, technical school, or other opportunities after high school.

ACADEMIC ACHIEVEMENT & GROWTH REPORT

Strengths

- Achievement scores on standardized often exceed the top decile in the state. For those national assessments (e.g. SAT, ACT, AP), PRSD students generally outperform state, national, and global averages. Results are all shared publicly through the Academic Achievement & Growth Report annually (AAGR).
- Improvements to educational programs are driven systematically through the In-Depth Program Review process. Resources are also reviewed, selected, and implemented systematically to support curriculum by course.
- Data for Action model includes standardized, curriculum-based, common, universal screeners, and progress monitoring assessments to drive instructional and curricular changes and integrates within the Learning System including the full Model for Teaching and Learning (Curriculum, Instruction, Assessment).
- Decision trees guide data-driven interventions for enrichment and remediation in the areas of ELA and Math (with social and behavioral development being added). Resources to support these interventions have been recommended for approval with professional development included for implementation with fidelity (IDPR).



Opportunities

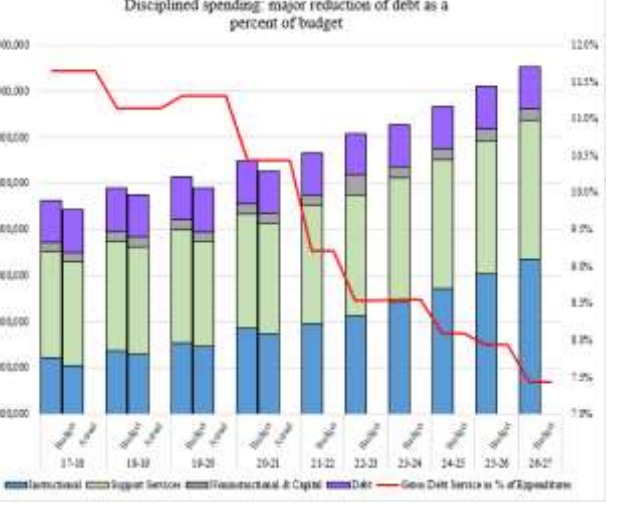
- Tightening the alignment and deepening systematic implementation within the Model for Teaching and Learning by leveraging the Data for Action concept for Tiers 1-3, as supported by new curricular resources (AAGR & IDPR).
- Ensuring student growth in all quintile performance groups, despite achievement levels, by leveraging Data for Action (AAGR).
- Deepen deployment of CEW standards, pathways to graduation, and related activities and assessments of progress in tandem with the Program of Studies and Graduation Plans to prepare students for life after PRSD (Graduate Portrait).
- Leverage data warehousing tools to aggregate, disaggregate, and analyze data more effectively to drive strategic action by facts and to differentiate for every student (Sapphire, Assessment Tracker, eMetric, STAR/Renaissance, etc.).
- Revise and implement In-Depth Program Review process for departments entering their second study phase and beyond to drive continuous improvement in academic offerings K-12 across all departments and programs (IDPR, AAGR).

2019-2023 STRATEGIC PLAN DASHBOARD

Strategic Plan Item (2019-2023)	Progress and Implementation	Completion/Status	Associated Results & Performance Measures	2021 Target	Actual to Date
Teaching and Learning: Review and strengthen each element of the model for teaching and learning with a focus on integration.	Completed	100%	PRSD and PDR Implementation Plan Report and Model (2017-21)	100%	100%
Leadership Model and Governance (2019-23)	Completed	100%	Final Report and Model (2017-21)	100%	100%
Leadership Model: Student Leadership (2019-23)	Completed	100%	Scholarship Mentoring Program, Towards Future Report	100%	100%
Leadership Model: Student Leadership (2019-23)	Completed	100%	Scholarship Mentoring Program, Towards Future Report	100%	100%
Leadership Model: Student Leadership (2019-23)	Completed	100%	Scholarship Mentoring Program, Towards Future Report	100%	100%

	Historic Student Counts					Forecasted Student Counts									
	SY 2016	SY 2017	SY 2018	SY 2019	SY 2020	SY 2021	SY 2022	SY 2023	SY 2024	SY 2025	SY 2026	SY 2027	SY 2028	SY 2029	
K	262	281	283	293	281.5	318.0	291.1	294.4	301.1	304.6	299.7	301.1	302.3	302.2	
1	312	317	322	326	333.0	328.3	367.9	336.3	338.3	345.9	348.1	342.0	343.2	344.4	
2	340	315	320	334	325.1	339.6	333.1	371.8	338.2	340.7	346.5	348.2	341.8	342.9	
3	322	352	333	331	345.8	344.6	357.6	350.1	388.4	354.1	355.7	360.4	361.8	355.2	
4	337	328	355	338	330.3	352.4	349.6	361.3	351.8	390.5	354.6	355.9	360.1	361.5	
5	314	347	342	357	342.3	342.1	363.2	359.6	369.0	360.0	397.6	360.8	362.1	365.9	
6	344	327	355	348	363.7	356.0	354.3	374.6	369.0	379.2	368.3	406.1	368.2	369.4	
7	363	349	331	370	350.3	371.4	362.6	360.6	379.8	374.6	383.6	372.3	410.3	372.0	
8	395	370	350	340	373.3	358.8	378.9	369.5	366.2	386.2	379.8	388.2	376.5	415.0	
9	355	395	375	351	341.9	379.4	363.3	383.2	373.1	371.1	390.2	384.0	392.5	380.7	
10	399	360	393	364	347.2	341.7	378.0	361.4	380.1	370.4	367.7	386.3	380.1	388.6	
11	367	410	351	381	360.1	346.9	340.6	375.9	358.7	377.3	366.8	363.7	381.8	375.4	
12	371	373	413	355	385.1	367.8	353.4	346.6	381.3	363.9	381.9	370.9	367.4	385.3	
K-12	4,481	4,524	4,523	4,488	4,479.6	4,547.0	4,593.6	4,645.3	4,695.0	4,718.5	4,740.5	4,739.9	4,738.1	4,758.5	

EXPENDITURES BUDGET TO ACTUAL VS. DEBT %



Careers and Occupations U.S. BUREAU OF LABOR STATISTICS

As a K - 12 public school district, it is our primary responsibility to help students establish a foundation of knowledge, skills and competencies. Graduation requirements and the PRHS Program of Studies outlines career clusters and potential areas of future study and employment. Career, Education and Work Standards are embedded in student learning experiences. Resources to determine future trends include:

- U.S. Bureau of Labor Statistics
- PA Center for Workforce Information and Analysis
- Allegheny Conference on Community Development – Inflection Point: Supply, Demand and the Future of Work in the Pittsburgh Region

CAREER EDUCATION AND WORK (CEW)

	2018	2019	2020*	2021	2022
PR Gr5	96	99	99.5	100	100
PR Gr6	99.7	99.7	96.6	100	99.4
PR Gr11	88	99.4	97.6	99.2	100
State Avg.	92	90	90	86.2	
State Per. Standard	98	98	98	98	

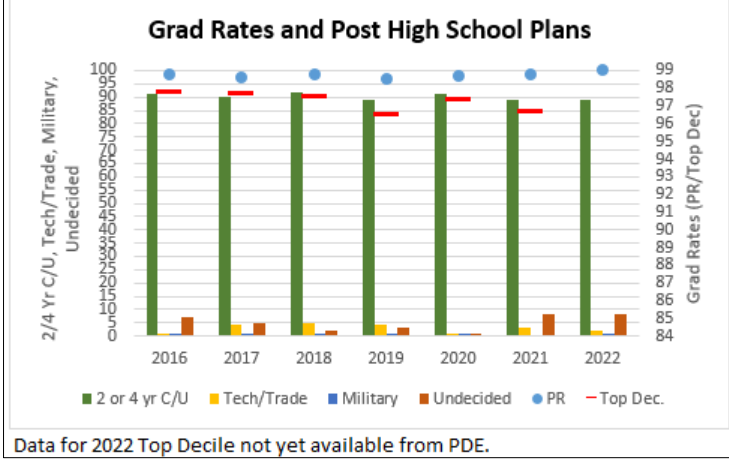
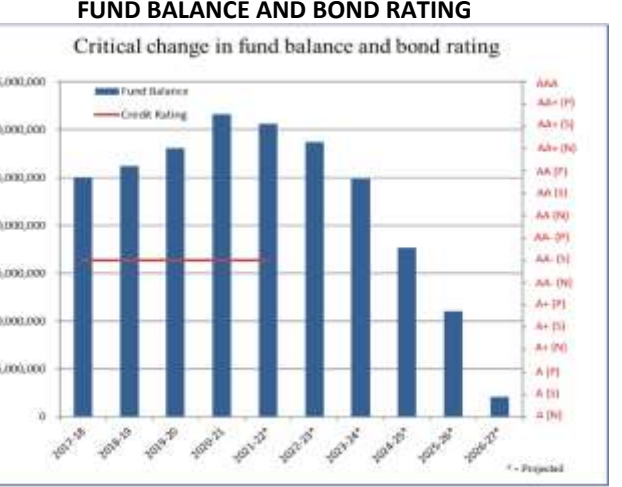
*PA Future Ready used 2019 data in 2020 due to COVID-19.
PA Future Read data unavailable for 2022.

Athletic and Co-/Extra-Curricular	
MS Athletics	29
HS Athletics	67
MS Clubs	18
HS Clubs	46
Total	160

PRSD Enrollment Share of Community								
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
PRSD Percentage	88.60%	89.20%	89.10%	89.50%	89.30%	87.80%	88.40%	TBD
Staffing Levels								
	2015-16*	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
PREA	334	335	336.5	337	336	333.5	332.5	335.5
ESPA	129	129	130.5	132	133.5	141	138.5	139
Act 93	21	21	21	21	22	21	21	21
Admin Support	11	14	14	16	17	18	18	18
Contract	4	4	5	5	5	5	5	5
Total	499	503	507	511	513.5	518.5	515	518.5
*Total staffing in the 2009-10 year was 540.								
Teacher-Student Ratio Comparison (AIU)								
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Ratio	13.74	13.6	13.46	12.71	13.67	13.61	13.61	13.47
Rank	7	11	15	11	10	10	10	10

STA Staffing Levels vs. SLA Target						
	FY+ 17-18	FY+ 18-19	FY+ 19-20	FY+ 20-21	FY+ 21-22	FY+ 22-23
Total	94	94	98	94	93	TBD
SLA	90	91	93	93	93	TBD
% of SLA	104%	103%	105%	101%	100%	TBD

SODEXO Staffing Levels						
	FY+ 17-18	FY+ 18-19	FY+ 19-20	FY+ 20-21	FY+ 21-22	FY+ 22-23
Target	45	43	42	40	40	40
Total	44	42	41	37	34	33
Sub	4	4	4	2	2	1



GRADUATE PORTRAIT

PERSONAL QUALITIES & CHARACTERISTICS

HEALTH & WELLNESS

KNOWLEDGE

SKILLS

MISSION

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

VISION

VALUES

- Respect
- Integrity
- Collaboration
- Excellence
- Community
- Empowerment

BrightBytes Clarity 1097 Postcard	
4th Technology & Learning	As of Aug 25, 2022
5th Technology & Learning	As of Aug 25, 2022
6th Technology & Learning	As of Aug 25, 2022
7th Technology & Learning	As of Aug 25, 2022
8th Technology & Learning	As of Aug 25, 2022
9th Technology & Learning	As of Aug 25, 2022
10th Technology & Learning	As of Aug 25, 2022
11th Technology & Learning	As of Aug 25, 2022
12th Technology & Learning	As of Aug 25, 2022

COMMUNICATIONS

Teaching & Learning

Student Progress & Engagement

Workforce Development

Finance & Operations

Pursuit of Excellence

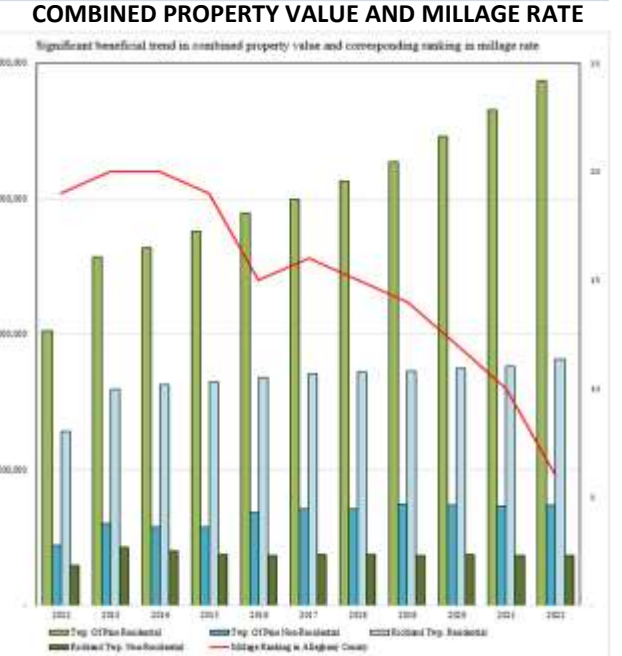


Fig. 7.5.7 Capital Funding by Major Category with Projection										
Capital Funding	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Technology	\$590,000	\$216,400	\$435,674	\$369,000	\$249,000	\$244,800	\$255,000	\$268,000	\$310,000	\$268,000
Building Sys.	\$666,544	\$1,271,174	\$1,094,905	\$1,156,037	\$1,100,930	\$1,290,034	\$5,049,789	\$7,093,759	\$3,993,442	\$6,354,853
Facilities Dept.	\$108,000	\$196,000	\$377,000	\$350,000	\$170,000	\$1,984,100	\$400,000	\$400,000	\$50,000	\$104,000
Athletics	\$1,027,598	\$1,201,950	\$2,082,192	\$978,300	\$2,438,555	\$1,786,480	\$792,100	\$573,000	\$1,866,701.50	\$51,000
Total	\$2,392,142	\$2,885,524	\$3,989,771	\$2,853,337	\$3,958,485	\$5,305,414	\$6,496,889	\$8,334,759	\$6,220,143.50	\$6,777,853
Portion Paid GF vs. Fund Balance	56.5%	100%	100%	88%	74.5%	63.9%	41.1%	14.1%	0%	0%