

Mission, Vision and Values (MVV)

Mission: Focus on learning for every student every day.

- focused on “enabling learning” & enabling the learning environment (5)

Vision: (DEFINES LEARNING)



Vision Image Suggestions/Additions:

- too complex, stereotypical symbols - at first glance people should be able to convey statement (8)
- Diverse students (when a student looks at it they see themselves) (8)
- Focus on mental health (8) (4)
- Add teacher(s) (8)(7)
- Add a symbol of diversity - very diverse community (8) (4)
- Responsibility of student for success (RAMS Way) (8)
- Add technology (Smart Board)(8) (7)
- Another person/people (learning is collaborative) (6) (10)
- (1)(8)(5) (7)
- One student in the picture - should we add additional students/differentiation for all students (ex. group of students) (2, 4, 5, 6, 7)
- Remove megaphone and replace with chromebook/technology. (2, 6)
- Add computer/technology, leverage skillset from living through pandemic (5) (10)
- Component of flexibility, agility, differentiation, personalization, individualization (2, 6)
- Wind showing the flow of the action in the vision (2)
- Expand the right side of the picture (colleges, careers, community, etc.) (2)
- Image of the Portrait of Graduate in the background or outside (to the right) (2)
- Accountability/RAMS Way (2)

- Visually illustrate/show the “outside” the classroom concept (i.e. add a window) (1)
- Addition of community service, Not all students get and A+ maybe add a B (4, 6)
- Addition of a teacher to the image to stress the importance of educators and learning (5)
- An image to emphasize the importance of safety (example: badge, police officer, safety symbol) (5)
- Add recycling can to the picture & add poster for student activity clubs/groups (5)
- Add a musical instrument to show band/music/athletics (5)
- Paint cans are not enough to show “getting kids ready to launch” to the next phase of their lives, could we be more intentional with the community outside? Focus on what would the world look like after high school (as opposed to the blue sky) to understand what different types of environments they may encounter (5)
- Non-visual learners struggle with the visual (overwhelming). Showing more directional (7)
- Consider adding a staff member (teacher) (7)
- More words will help bring the vision/purpose out more (7)
- Consider having more than one student in picture for collaboration (7)
- Picture should show more of a community feel (looks like someone is isolated) (7)
- Vision simplification (6)--hard to follow, a lot to study and impact...make it more of an icon
- Making your mark - Airplane should be the focus (6)
- Having more than one student, learning through collaboration with others(Teacher, students, community).
- More of a focus on after high school and what that looks like. Bring excitement to after high school.
- Educating the whole child, SAP, suicide awareness, stress. The image captures academics but what about everything else.
- Capturing the different forms of education, traditional, beatty career and vocational, online learning.
- (10) identifying diversity within a large group of people-focus on all students regardless of differences; celebrate diversity in the image
- Keep the whiteboard, in-side/out-side concept, but see more images for outside(8)
- Mirror to reflect doing other things (outside activities, career, community)(8)
- How are our students different when they graduate/representing our values? (8)
- Image of the locker to capture picture of the family, interests
- Image of protective factors (internal/external) (2)
- (1) Like the every but it is challenging to achieve; Students need social interaction, not just academic learning but social and emotional learning as well
- How can we capture body positivity (in compass inclusion and accepting people who are different)
- Adding a home school partnership image (6)
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(Group 4 & 8)- We should consider adding more people to the vision to represent both diversity and our PR staff & community in the vision. There should be something about technology. How does what is captured in the image (which feels like a classroom) connect to the community and our students’ future? The image feels as if it is for traditional academic students but Beattie CTC students may not resonate with it as well. How can we incorporate vocational learning? Ideas discussed of bridges between learning at PR to learning and connection to the community - both PR and abroad. The image needs to have more people and include diverse people. Vision picture could show more visually what occurs outside of the classroom. Ie a courtyard or field. (2)

(Group 9) - Like the brevity and directness of the mission. Like the picture of the robot (STEM/tech), basketball (sporting activities), movie camera (PRTV), in addition to the idea of academics in the learning for all students. Perhaps the poster could be more inclusive and involve collaboration examples. Prompted group to think of a vision “statement” instead of just the graphic and the idea of “it takes a village” came up. Thinking of all the touch points (from various adults/groups) on the children from kindergarten through high school. Discussion of PRIDE values - like the growth mindset and also timeliness of the values.

(Group 9PM) - Hamster on the wheel reminded person that curiosity and passion are missing rather than just the willingness/drive to just get better grades than other people. Being messy before it’s a straight line.

Passion/creativity vs work,work,work and focusing only on the resume. Some people need to find their way/zone. There needs to be more time for a balance to let the kids explore. Social/emotional learning needs to be focused on, especially since the pandemic. Some representation of abilities and diversity would be nice to see visually. The group also noticed that there is only one student like the day group pointed out.

The furniture looks old school (desk); it could be updated like a table to include others (8)

The Globe could be a world map (8)

The Rube Goldberg looks more like chaos; isolating versus classrooms that are tidy (8) (7)

Top shelf is saying that everyone has to pitch in to keep it tidy, make it a longer chain to include more steps to include more rather than tucked away (8)

(Group 7) - Need to add something about technology (10, 2, 8). Skill set for resiliency (when technology doesn't work. Adding more individuals to represent collaboration. Consider adding something like crutches to represent differences. Possibly a cleaner/clearer image to avoid some of the clutter. Create an emoji to represent something familiar to today (technology advance). More student focused in picture opposed to everything else taking over the student. Mental health should be consider to capture the aspect of the whole child. Phrase similar to "educating for life".

Group 10) Learning can happen at any time and any place or on and off line. Student is sitting so maybe we could change or add a student with flexible seating. Need something that implies that life happens after high school as well. Adding an additional student and teacher could also be important as well. Collaboration could also be captured beyond the academic area to encompass learning of the whole child. What does it look like beyond high school and after graduating? Adding an additional person showing that collaboration in the classroom around the technology. Adding an extra student and the technology would be helpful. Additional suggestions included showing how partnerships can be leveraged with outside partners (engineers, accountants, etc and showing how its applied). This helps connect so the students know where we are building. Career education and work have been a huge focus lately. Thinking about terminology around that may be helpful as well (future ready to make your mark). Team really likes the mission that we have to focus on learning for every student every day. Discussed thinking about extending the drawing off to the right to show those key partnerships and relationships and how students continue to learn after leaving school.

Student feedback (alumni) need to address diversity differently specifically with regard to LGBTQ (10). Technology has been a shift and needs captured as well. All images aren't encompassing. Adding a student that is diverse as well would be helpful as well to help broaden the picture (10). Team thinks that the achievement and growth are important and really like that in the vision. Achievement and growth could be emphasized and made larger because this is a huge piece of what we do on a daily basis. The idea of reaching kids where they are could be bolded.

(Group 5) - Explanation for vision that goes along with the picture. Nothing to identify the ultimate goal/vision - needs to be forward thinking, what other methods can be used to communicate the overall message of the vision itself.

(6) - Would like to see multiple students with (DEI lens) with additional aged students. (Multiple genders and colors (8) Adding an additional technology component. No one learns in the same way, show more students interactions, highlighting social/emotional needs (hug or holding hands)better together. (add DEEI, collaboration, additional highlighting of social and emotional needs.

(3) Clear statement; how does it get implemented? Students feel the vision is implemented effectively; different learning takes place for different students. Phrase/images on picture: it looks like a change reaction; so it's confusing. Where does it start/end? Every teacher fosters the talents of every student. Vision: want our students to excel. Mission: is it impossible to foster every student's talents every day?

(Group 12) (Specific to vision): May be nice to see more than one student on the vision poster/more inclusive (small, large, different sports/interests represented, cultures); the picture seems to be too “busy” - transforming into a section that would represent when we have met our goals or the outcome; need to represent the “why” student are in school or the ultimate goal; representation of a support system/ways to help students thrive (Specific to mission statement): create a way to represent the ultimate goal, make sure it’s inclusive of all paths after graduation

(Group 12 PM): Include all of the resources available to students and supports included rather than the student alone; represent all of the opportunities are available; make picture more simple or less busy; Not every student needs to have an A+

(Group 11) Happy with the current mission and how it is captured in the vision picture. The images are not all inclusive, thinking about emotional support for students and staff. How does one know about the emotional support resources? The current vision is focused more on academics rather than social/emotional achievement.

(8)The Items to Keep: The white board & books should stay in the image because they are representing the foundation of learning. There should be a way to indicate the “wise way” to use technology. Each subject area is represented in the image.

(5) How do we capture Mental Health Awareness in the image - what would that look like?

(4) More color on the walls and overall emphasis on fun. Represent more fun and after school activities.

Vision Summary Phrase (“Sticky”):

- “It Takes a Village” or something surrounding Learning Beyond Walls - group 9
- **(8) Learning is complex but also focused. There are lots of ways to learning. “Learning is an adventure;a journey. It continues.” (There could be more of a story for what happens next to see where the graduates are going. The world is out there beyond. Add flags; open the window to the world.)**
- Better together (6)
- (5) Enable Learning - rather than focus on, It’s a given we’re focused, now we need to enable learning for every student everyday
- Focus on Learning and Growth (8)
- Collaborative Learning Community (8)
- too complicated for one phrase - simplify and the phrase will come. (8)
- Making our mark on the world-focus on end of picture (6) (7)
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- Requires the support of everyone including the community (10)
- (1) Every time I see it I see something different ; Would like to see another student – discussing and collaborating and coming up with ideas

Values:

- **Personal Growth**
- **Resiliency**
- **Innovation**
- **Diverse Opportunities**
- **Engagement**

(Group 10) need to possibly tweak the photo to incorporate these themes more distinctly so they appear in the photo as well. Discussed incorporating RAMS Way (kindness, respect) so Resiliency through RAMS Way. Group agreed that this helps students understand what resilience is in a more concrete way. Connect back to RAMS Way and Resiliency along with vision picture (10 pm)

Diverse opportunities may need changed to diversity to encompass more of what we need at this time and place (10).

(Group 5) - need to have a value focused on treating others with respect and provide a greater focus on the PRIDE values within the buildings

Group 12: Values are comprehensive

(Group 4) - We value kindness K-12, how can we include this? What about RAMS Way, in particular, Respect? How can we incorporate it? Value in connection between school and community needs to be evident. Schools are the center of our community.

Group 9 - Values are still relevant for guiding future strategic plan

(Group 9PM) - Covers a lot of what we are looking for to help develop a well-rounded individual. Perhaps an empathy component to the values.

Group 5 - add in something to reflect value of how "we" (as staff and students and families) treat each other ~ engage in kindness and respect others (Group 4 too)

Group 1 - Is Diverse "Perspectives" a better more currently appropriate description than Opportunities (also table 5)

Group 6-Ways to have neighbors formalize willingness to support one another (Starts with "I care"--what if parents don't know how to access resources?)

Group 1: How can we celebrate other things besides academics and athletics? How about creativity and other talents. Diverse Opportunities need to be at a higher level of diversity. Celebrate diversity - diverse perspectives.

Group 8

Diverse Opportunities is vague - what does that mean? Diverse Excellence (as an idea)

Resiliency is good, but Respect may be a better word. Resiliency could be included in personal growth

Portrait Feedback: Personal Qualities and Characteristics-noting self-exploration and transformation based on the reflection of how a person changes through time. Collaboration and communication as an addition to the graduate portrait, further define skills in the graduate portrait; interpersonal skills and teamwork

Group 8: Academic- a consistent system for teachers to employ across a grade level. Example: 8 folders across the grade level for every student to get organized. (example: ripping out the pages of school texts to save for classroom usage). Grade Levels who are consistent across the grade level/biomes; realization that high school courses are more challenging to be consistent. Parents hear their own children talk about the various experiences in the courses and how they differ therefore the children say "I don't want that teacher." Define the Common Experiences are valued.

Can we have a Town Hall about an individual school?

The idea of community happening is thrilling. More of this format is helpful.

What does school look like now? We are trying to figure it out; families helped educate our children as a result of our Pandemic experience.

The online curriculum is an example of consistency. Could the curriculum include similar procedures, protocols, and resources?

Group 7 (PM)- Under parent survey data: some of the items included under communications could be considered as part of academics.

Group 7 (PM) - Consider including information related to clubs and athletics (music, football)

Group 7 (PM)- consider rewording questions (budget experience) "Are you aware that the budget is available" opposed to how much they know about it. People have an opportunity to review it due to transparency. This same point was made to the question about satisfied about the level of communication (some feel too much and some too little).

Preparation for Post Graduation: I wonder if we have enough college resources? We have one counselor assigned to this area. Mental Health is shining a light on the need for more & accurate resources. A parent shared the state ratio of counselor per student statistics and how this is not serving our students.

Did the college preparation results change as a result of the Pandemic experience? Could we see the trends of how our current juniors and seniors responded compared to pre-Pandemic? Did this change for them?

There is a loss of traditions. We need to be deliberate about more things (example: Winter Dance) and reintroduce traditions.

Student input: Class Environment- kids don't like tests but it is better to be prepared; Did students take this survey seriously? Students feel comfortable talking to the counselors. Some students don't take expected behaviors seriously.

Group 7: Expand data on how students are performing outside of the general assessment data (PSSA, ACT, SAT, etc.). How are students performing with interventions (Reading Support). Discussion regarding more support for teachers and keeping their morale up; PROF seeing less engagement from staff and maybe due to teachers feeling overwhelmed. Is there something done about mental health with staff? Can we consider adding data that looks at mental health information (nurse's office visits, absences, etc.).

Group 9: Career readiness paths weren't in place for their oldest child (over 20yrs currently), but the younger brother was able to participate in the programs, enjoyed the resume building and interviewing given by the administration as part of the program. She was very happy at the progression of this program. She has seen students in 8th grade self-assess their strengths and weaknesses and put together forward thinking projects. First grade store example was brought up as a great example of learning at an early age and preparing students for the future. Also spoke about the career financial fair at Eden Hall in which students found out about income and how much things cost. Staffing and budgeting has always provided what was needed. Group brought up the resources of PROF and PTO to help make things happen.

Group 9 PM: Staff retention and hiring is a big challenge now at the same time as staff expectations are high also. Would like the district to measure burnout (teacher specific). Is there a disconnect with the surveys of graduates vs how they replied earlier in their school careers? They replied more favorably early in their student careers. Financial literacy and life skills are important about making wise decisions and transition to adulthood. Programs for students that would like to pursue other options rather than 4 year colleges. The group is aware of Beatty Tech but felt that apprenticeship programs need to overcome "shifts" in thinking to direct more kids in this direction. Everyday living and finance (life skills classes) was again brought up. Maybe kids would be more confident if they had more classes in these career choices. Perhaps there is opt out coursework for life skills or opportunities for more advanced opportunities of those trades/skills. Classes focused on being better learners/studiers could help. Social needs and adaptation - tech ed is an example of evolution of programs (robotics, engineering and coding). Practical career readiness, is this the responsibility of the HS or are there other competing

skills/training? Keep up with cultural needs of the workforce. Being ready for what's next, when do the kids have the opportunity to fail and problem solve on their own with the assistance/guidance of teachers.

Group 4: Further communication on how students are performing with support programs (ie Reading support program, MTSS Tier II/III interventions). Communication should be a major focus moving forward. Our group feels communication is positive but can also improve and be more consistent. Would like more on what PR is doing to improve survey results in areas of focus. There are not opportunities for students to learn online outside of a traditional classroom - Not in the COVID asynch sense but through an online course. Student Activities and Health & Wellness missing from Strategic Plan focus areas. Our table felt very strong about this - w/o positive Health & Wellness the rest of the strategic plan cannot be implemented.

Group 4: Focus on orientation and onboarding for new students and families. PR is a big place and it can be overwhelming and there is a lot (ie Sapphire, Clubs & Activities, newsletters, etc.) that it is assumed students and families may know but most new families do not. This can be accomplished through a focused effort with PTO's, Clubs & Activities, etc. Develop specific opportunities for new students and families to engage.

Group 4: Opportunity focused on mentorship for younger students by older students, specifically for transition years (ie K-3 to Eden Hall, PRMS to PRHS).

(Group 1) Need for diversity training; Need to have external input for diversity training in our PR Academy; Are we competitive in salary with other school districts? What are we doing to attract diverse candidates? Take time at the start of each school year to teach students the policies and how to follow them.

Group 5:

- In terms of opportunities, where does DEI fit - to help better prepare all students? (This was a strong focus of our table discussion.)
- Data regarding students not feeling prepared for college - what are we doing to make that happen? What is the plan to address the opportunities? How can we think about "diverse" in a variety of ways to represent all students?
- How can we support our teachers and staff to embrace diversity and in turn support our students? Are there funds available to support training and development for all staff?

Group 5 PM:

- Opportunity? Are we counseling our younger students about careers and career pathways...based upon interests and strengths? How are we building awareness? How do we better communicate the opportunities our students currently have (SmartFutures K-5) & the strength of curriculum connections through middle/high school?

Group 11: Likes the way the post secondary is broken down but is there any data on post high school (long term) completers versus non-completers going into a 2nd or 4 year university. Tracking alumni data and advertising those numbers/what does that degree lead to for career paths. This ties us back to how well we are preparing our students for post secondary life. Are we capturing partnerships within the community for student development and skills? If so, are we capturing this data?

Group 1: What are the opportunities to better prepare students to move from one grade to the next. i.e. 5th to 6th

Group 1: Strengthen knowledge management for staff in support of students from year to year in light of reassignments or retirement.

Group 1: When the pieces fit, allow parents to support classrooms/teachers with their work where staffing is a challenge. PTO & other parent groups/organizations. Strengthening partnerships with families and community organizations-these collaborative partnerships can drive/build opportunities toward the understanding of career pathways.

Group 12: Data rich reports but would be helpful to have a summary of what each charts indicate for parents to have an understanding in order to provide feedback; representing different populations in the program of studies or an indicator of who is being recommendations for certain courses or programs - would be helpful to compare this data to how we are performing compared to other districts locally, state, and nationally; Do we track success rates of post-graduate students - graduation rates? Are we defining success whether students go to college or whether they complete and thrive in college, and

then begin a successful career; Empower students with the facts regarding time and money to complete college while providing them the different facts and the data to show success of students that followed those paths

Group 12 PM: Comparing our data to international data; Survey alumni - how many students go to college, stay in college, graduate from college; we need data to see the end product- how successful have you been and how do you measure success?

Group 6: Collect feedback and increase participation rates (students - during class time). Questions about spike in costs (univents, roof, gym). Are we thinking about renewable energy when planning (sustainability)? Graduate portrait can be improved are we asking enough questions related to health and wellness in our feedback loop. How are student's coping? Are there designated resources for social and emotional learning? Missing some quantitative data points beyond survey perspectives (e.g. how many students are not connected to one of our diverse opportunities?) (7)

PM: How do opportunities like getting to know our student get monitored and measured in future strategic plans (6)

How do we teach students to go the extra mile?

Adding a technology book category (6)

Learning healthy way to leverage technology (6)

(3) growths have a different weight--student growth areas more important than parent growth areas; need a specific focus on personal finance; consistency in themes across different subgroups--respect (grow); focus on professional development (growth)--learning, SEL;

CATEGORY PURSUIT OF EXCELLENCE - students feel stress to be excellent/perfect (8)

COMMUNICATIONS - CHANGE TO ENGAGEMENT (8)

Category discussion (5):

- Create bookends (left bookend represents K and right bookend represents 12)
- "Engagement" is the shelf the books sit on
 - In terms of engagement, this includes not only communication but engagement between students, between families, etc.
 - Respect and kindness between people
- It is the underlying trait students have as their foundation to enable learning & to prepare for post-high school.

Teaching & Learning



PRELIMINARY LONG-TERM GOALS W/SHORT-TERM ACTIONS BRAINSTORMING

Refine and strengthen each element of the model for teaching and learning with a focus on integration.

- Curriculum (1, 2, 3)
- **Instruction* [see differentiation*; embed instructional and active engagement strategies in written curriculum in conjunction with lessons/units] (1, 2, 3, 8)**
- Assessments(1, 2, 3) - Data analysis resources/strategies
- IDPR Implementation (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
- IDPR-lite (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
- Update curriculum resources to provide for additional student needs (7)
- Social learning is becoming more difficult and there is a need for more intentional learning (7)
- Revise curriculum and embed new resources (phonics) and standard (science) (10)
- Review content areas and determine where SEL can be pulled and reinforced (10) (7)
- Make cross curriculum connections and help students see them (10) - Ex: technology
- Intentionally focus on technology skills in all departments (10)
- (8) World Languages IDPR was recently completed; could it be reviewed to consider moving it to younger grades? (6; suggested having non-World Language teachers learn x amount of words and teach them in their core contents/down-time/transition)This would include cultural studies & transition being embedded in the stories; science, math. The languages and cultures should be considered (we can look to the neighboring districts). Create opportunities to develop our students to become global citizens. Can the food of our culture be added to our schools?
- Review common assessments and use data to revise curriculum as well (10) Data for action
- Where does Safety & Wellness fit within these categories? Is it the shelf holding the books? (1) (7)
- Adding more computer science courses and foreign language courses (6)
- LT Instructional goal - integrate more opportunities, group work in all grade levels to build peer group collaboration to develop individual strengths, abilities and learning of diversity of perspectives. STG; Problem based learning for teachers (1)
- Integration of technology into all courses; additional certifications for students; coding; technology innovation; typing; (3) scaffold technology curriculum K-12.
- LT Instructional Goal: Flexibility and delivery of learning approaches (1)
- Increase gym class or brain breaks (2)
- Increase keyboarding learning time
- Learning gaps for new students coming in at a different pace than PR (2)
- Conduct a study of the academic schedule construction at the secondary level to enable student athletes to attend academic classes.(2); Academic support scheduled at the end of the day for athletes (2)
- Progress & Engagement: How do we better engage students at three primaries before transitioning to EHUE. Each building has its own 'culture' how do we create relationships before they all funnel into grade 4. Instruction: i.e. Three buildings participate in one activity or class via technology (meet) (1)
- Integrate sustainability into curriculum areas where appropriate to support the efforts being made in the Finance/operations category.
- **The daily rotation is difficult because the times for specials are different and not similar every day to allow for planning. (9)**

- Increase math focus in earlier grades for students performing at a higher level; example- there is so much time spent for reading and opportunities -more than math(7)
- Always making sure we are up to date on professional development for teachers (7)
- How do we strike a balance between technology usage and more traditional learning. Book
- Focus on SEL/mental health opportunities within the curriculum itself (5)
- Both in middle school and high school, learning about utilizing social media in a respectful and appropriate manner. (6)
- Teaching teachers how to properly address situations with student to student disrespect so that those moments do not go un addressed.
- Community/Parents are a big part of the safety, security and culture (8)
- Culture can improve when others know that there are diverse backgrounds and not everyone grows up the same way (8)
- Building safe spaces in schools - sticker on individual teacher doors open to students (8)
- How do we get students without IEP's to have check ins and consistent case managers that they become comfortable with like those students who do.
- Find ways to make learning fun for students (1) Hands on practical activities.
- (1) Teachers need to get to know their students better, consider how to use students' interests in assessments.

Fully deploy the MTSS model at all three tiers for all students for intervention and enrichment.

- Differentiation* in Tier 1 [see instruction*] (1, 2, 3, 8)
- Extension (3)
- Intervention (3)
- Learning loss (3)
- Refine continuum of supports for academic needs (3)
- Refine enrichment services at K-6 so they are consistent (10)
- Ensure that intervention and enrichment are not siloed and fluid (10).
- Creating a systematic approach for secondary of MTSS and identification of students that need supports, universal screeners (7-12) (10)
- Support services are strong for students with more intensive disabilities; but improvement could be made for students that are “in between”; differentiating instruction in the classroom rather than pulling students out (12)

Develop and begin deployment of the MTSS model at all three tiers for all students for Social and Emotional Learning.

- Refine continuum of supports for behavioral, and social-emotional needs (1, 3)
- Differentiation in Tier 1 (1, 3)
- Interventions in Tiers 2 and 3 (3)
- Integrate continuum of supports for behavioral and social emotional needs within decision tree (3)
- Strengthen relationship with Glade Run and other service providers to integrate into a behavioral decision tree (10); increase communication of SEL supports to parents
- Create a decision tree for behaviors to help support students in Tier 1, 2, 3 (10).
- Create a common language language for academic and behavioral needs to help support students reporting their needs to trusted adults (10)
- Add/modify SEL aspect of MTSS (3); Satchel would be more effective as a mandatory screener; get parents more involved earlier for SEL concerns
- Professional Development for staff awareness and confidence in identifying indicators of risk factors and warning signs of underlying social-emotional needs (12)
- Need better transition plans for students perhaps a peer mentor (1)

Evaluate and determine the potential for flexible delivery of educational programs (e.g., transformation, virtual, hybrid, dual enrollment, etc.)

- Flexible learning options (1, 2)
- Dual Enrollment/CHS (1, 2)
- Independent Study (1, 2) Explore
- Opt-in program (personalized learning program - doubled in size at Moon (10)

Expand career readiness opportunities through in and out-of-district experiences (internships, shadowing, etc.)

- Apprenticeships and Job Shadow (1, 2, 5)
- Increase Beattie opportunities/knowledge earlier (2); Parent education on perspective on AWBCC (2)
- Increase mentoring opportunities for students, particularly 6th to 4th, MS-EH, HS-MS (5)
- opportunities for students to learn languages/upper elementary level, with a focus on the language as opposed to “culture” overall
- Field trips (1)
- Bring in outside speakers to help with career development and understanding - lunch with a professional (1)

- Raised concern about transportation (buses not showing up, length of bus rides) (6)
- Add an additional book related directly to Technology, DEEI - communication, (6)

- Learning civil discourse in classrooms with others (2)(5)
- Implement a structure for Tier 2, 3 math support; mirroring current structure of Rdg Supports K-3.
- Balancing individual and peer group work within the instructional model at all grade levels to build social connections and further academic engagement (1)(5)

- Can Diversity be a Vertical Book on the image along with the Communication Book? Technology should be a vertical book? Can Health & Wellness be a vertical book on the image? (8)
- Do our school calendars reflect family cultural celebrations? Example: Yom Kippur

Miscellaneous

- Raised concerns about continuing with foreign language in High School with progression in senior year to only Advanced Placement courses. (5)
- Focus/modernization - skills for life, wellness, mindfulness, social media impact (5, 2)
- Academic loss from pandemic (MTSS) (5) - example: Keyboarding by grade level post-COVID ~ students also suggested the Keyboarding lab use ChromeBooks for consistency instead of the existing keyboards
- More scheduling options for students; Focus on “Soft skills” or more AP offerings (12)
- Possibility of full day kindergarten; parents feel that they are working on home with students to make up for half day (12)

Student Progress & Engagement

PRELIMINARY LONG-TERM GOALS W/SHORT-TERM ACTIONS BRAINSTORMING

Enhance opportunities for student and parent voice in the evaluation and improvement of programming.

- Pride, mental health, graduate portrait, RAMS Way, social / behavior / mental / wellness
- Communication has been good for past in-depth reviews. Continue to post progress on these programs through communication channels. (9)
- New survey questions to gather data assessing parent understanding of AWBCC (2)
- Incorporate former student voice when enhancing programming - leverage teachers to help communicate (10)
- Increase the number of students that can participate in the evaluation and improving of programming (10)
- Encourage teachers to engage with parents - be proactive for students and not so reactive (1)

Strengthen safety, security, and culture

- Promotion of positive Health & Wellness for students is a strength and should continue to be a major area of focus. (7)--- should include mental health and social (parent events that help teach)
- Increase cell service on secondary campus (5)
- Continue to strengthen safety curriculum (10)
- Continue to practice safety drills and refine Raptor implementation (10)
- Include information about Raptor in safety curriculum as well (10)
- Hold student and parent groups to complete concept maps and find out what perceptions of the culture are - review for commonalities to ID more long terms steps (10)
- DEI - need to ensure all students feel safe and secure (5)(2)
- Group 4 discussed the success of PR's School Resource Officer (SRO) program. Students and families feel comfortable having a police officer that students know well at PRHS. There was a misconception that Officer Brad is the HS SRO. Students, parents, community members, advocated for short term goals connected to safety of adding a second SRO to the elementary schools. This would be someone, like Officer Brad, that builds relationships with elementary students, staff, and families, and adds not only a safety and comfort aspect but a community resource. The team felt that Officer Brad needs to be solely focused on the secondary campus, and there would be immense value in adding another officer to the elementary schools. Some team members expressed that they would like to see an SRO at each school.
- Cultural shift to create an environment focused on mental health and well-being of students, staff, and families
- Encourage and foster students and staff to be included in more extracurriculars (12)
- Create a welcoming environment with open communication; Students should be talking with each other to resolve conflict and receiving mentoring; more opportunities for restorative practices (12)
- Find ways to build consistency between schools - K-6 great school climate - what happens in 7-12? (1)
- (1) Mental health is a concern - social emotional learning is needed for life after high school
- Learn APA and MLA for references/citations (1)
- (1) Physical health and healthy for life instruction

Clarify the approach with students for digital citizenship, digital footprint, and possibilities/pitfalls of living in a 24/7 digital world.

- Parent partnership - understanding how to help students manage their digital footprints (1) (7)
- Development of digital literacy model K-12. (7)
- Inclusion of community partners at age appropriate levels.
- Engage students and parents in informational sessions regarding the impact of social media and the long lasting impacts of it. (9) (7)
- Talk to kids about peer pressure to post online, ghosting, group chains/texting, and other practices that students encounter when using technology. (9)
- Focus on implementation of opportunities for both students and community in terms of social media responsibility and accountability (5)
- Implement some learning opportunities for students to discuss the pitfalls / circumstances from poor social media choices (5)
- Teach students about phishing and scams. Right now their email accounts limit spam, etc. The booster clubs have all been approached with gift card scams, etc. (9)
- Balance the usage of technology and other experiences within each grade level (5)

- It is important for students to be able to communicate with adults. (8)
- "How to work with professionals. How to present yourself." (8)
- Students need to learn how to work in teams, collaboration is valued. (8) (7)
- How do we prepare students to handle failure and taking risks once they leave our school district? (8) (7)
- How do we provide access to all students who can't participate in school programming after school hours? (8)
- Increase opportunity for students to interact with each other (lunch at EH), more opportunities to connect with other students not on your team/biomes (6)
- How do we give students more opportunities within a schedule to engage with a teacher, coach or trusted adult in a positive manner if student is not a sport or school organization participant (1)
- With social media there is an opportunity for improvement related how students post information and make comments about social media - use in a respectful way (6). Make students aware of impact of social media.
- Parents need to have a clearer understanding of social media and a partnership with the school(6)

Strategically planning to help students determine direction for their futures (What's Next) Better prepare them for their transition.

- Each core subject teacher speaks continuously throughout the year about how what they are doing can look like at the next level.
- Addressing what subjects feed into which careers.
- Survey graduates who have taken paths other than a four-year institute (12)
- Include access to knowledge regarding different careers other than doctor, lawyer, teacher, etc. (12)
- Students are ready for college when leaving PR - may be helpful to require more "college" courses (stats, financial lit)

Finding ways to incorporate interests into the academic day. (8)

- Helps student/teacher relationship (8)
- Increase interest in activities for activity periods through staff interests (gaming, topics, etc.)(8)
- Project Based Learning and learning through play being emphasized (9)
- Promote experiential learning for students beyond typically graded courses (9)
- Value extra curricular activity learning

- Field trips need to continue and be expanded (1)

- Consistency of learning platform and systems (8)
- Consistency of learning (such as points for grading, etc.) (8)
- How can we become more efficient with everyone's time. (8)

Miscellaneous

- Importance of both student achievement as well as recognizing that student growth is equally as important. (9)
Fostering failure and learning cycle to promote curiosity across the curriculum (9)
- Suggestion to focus on student health and wellness under the umbrella of "wholeness" (6)
- Community service projects (6)--incorporate doing good for others
- System to provide "big brother"-type supports; Is there someone in the district who loves each student?
- Include PROF as part of staff onboarding (2, 4)
- Finding ways for students to open up to adults but without fear of parents getting involved.
- To the district image: "Engagement" is the book ends of the image, Rams Way is the Shelf.
- Re-evaluate each level (K-3, 4-6, 7-8, 9-12) and the developmental appropriateness of the curriculum goals and how we are addressing them.
- Time management, executive functioning, real world skills. Google planner, reminders. Embedding assignments within the calendar.
- Increase mental health awareness, acceptance, and normalizing use of resources (12)

PRELIMINARY LONG-TERM GOALS W/SHORT-TERM ACTIONS BRAINSTORMING

Expand opportunities for career progression and succession planning.

- Aspiring leader development
- Include a section in the individual professional development plan as a part of setting goals in this area (10)
- Paraprofessional pathways to get teaching degree or path to college and build partnerships with local colleges to enhance our staff (10)
- Continue to leverage substitutes with 4 year degrees but if they are interested in taking a pathway to a teacher certificate or masters (10)
- Supporting loyal substitute teachers in obtaining positions within the district (9)
- Operate a guest teacher program to support substitute positions for those without a teaching degree being a part of the substitute pool(9)

Strengthen the alignment of external and internal partner service providers to the strategic plan and enhance opportunities for integration and innovation in those services.

- Develop more proactive and strategic partnerships with local teacher preparation programs (6, 7, 9)
- Create a mini-PR Academy for contracted service employees (STA, Sodexo, Stepping Stones, etc.) to promote being part of the PR Team and being embedded in the district

Elevate district as employer of choice in education across all positions.

- Key drivers of engagement across workforce segments
- Attract, develop, engage, and retain (9). For paras in particular, it was discussed that the promotion of the meaningful level of work as well as the benefits is appreciated; however, several team members mentioned that the wages simply are not enough and puts individuals considering para positions in a situation where they would prefer to work at PRSD over other employers (ie. Sheetz, Target, etc.) however they choose the other employers simply to make enough to sustain themselves and their families.
- Collective bargaining
- Partner with high schoolers and school counselors at the HS for an “on the job” program in custodial and maintenance positions - possible part-time employment (9) Group 4 discussed this too.
- Investment in staff: Put the money where it’s going to make a difference; paying more to sustain staff members (12 PM)

Design and deliver required training, certification, and professional development to meet or exceed district and other agency requirements.

- Revise PR Academy for Teachers to meet changes in PDE Induction requirements.
- Select and deploy technology solutions to automate notification of cyclical training and compliance needs (6).

- Analyze expectation of school counseling department, consider other staff for mental health needs (2) (7)

- Ensure all teachers are being heard and valued (Staff results - opportunities)
- Make the staff feel appreciated every day, acknowledge the difficulty of their positions
- Find more time for teachers and paras (example - recess aides) - show their time is valued

Gearing students towards a future in education. Addressing the upcoming teacher shortage.

- Create elective geared toward teaching
- PR pipeline to future educators based on a high school teaching program.
- design and deliver lessons to lower level buildings in the district.

Miscellaneous

- Further enhance the model for staff Health & Wellness. Calm App & Newsletters mentioned as a positive step but a comprehensive focus on staff Health & Wellness (for all employee groups) will lead to more effective and positive schools for students and staff. Considerations for employee workloads and opportunities for Health & Wellness engagement.
- Employee wellness considerations
- DEI training for staff, having an expert for staff (11) to provide an inclusive culture for all students and staff. Racial/ethnic/religions, parents should not be the only educational resources to discuss with students and staff. Think about the DEI curriculum-planting a seed of education at all levels is better for everyone.
- Reward and enhance all support staff so they feel appreciated and acknowledge their importance (10)
- District needs to hire an expert to drive the DEI initiative (12)
- Opportunities for staff to receive professional development outside of PRSD. These opportunities should focus on both positive inspiration for teachers as well as opportunities to go to places like the AIU, state and national conferences, etc. Summer learning academy at PRSD should also be considered for staff members to learn while not in the thick of the school year.
- How to develop pools of applicants for hard to find positions (6)
- PTO to Paraprofessional pipeline (6)
- Recruiting/hiring a more diverse candidate pool



PRELIMINARY LONG-TERM GOALS W/SHORT-TERM ACTIONS BRAINSTORMING

Refine long-range budget planning, debt management and capital funding model (building systems, capacity, technology infrastructure, and projects)

Promote sustainability and reduce the environmental footprint.

- Move toward electronic collection and maintenance of employee information where permitted regulation (6)
- Recycling - cafeteria spaces, classroom spaces (5, 8, 9)
- Consider solar power in future renovations (8, 9)
- Cybersecurity has become more of a focus since Covid (6)
- Look at cost differential between going green and continuing as we are and the impact on the budget (10)

Strengthen and refine cyber-security and the protection of confidential information.

- Policies and practices including insurance
- Redundancy and continuity of operations (e.g., data and access)
- Phishing and other malicious
- Cyber-security course for students (IDPR business/computer science) (9) - highly endorsed due to the increase in use of technology (7- add parents to this training)
- Issuing training to those that click phishing emails (10). Continue training at all levels
- Using systems to flag emails that come from outside the district to alert that it may be a phishing email (10) as part of cyber

- Provide for efficient use of resources for outside professionals and/or providers for areas such as DEI (5) (7)
- Understanding PRSD as compared to similar and/or larger districts across the country; provide PD opportunities to develop and help staff grow consistently across all staffing levels (5)(7)

- Address the obvious reason for paraprofessional shortage (salary). (8) (9) across the employee groups and union groups.

Miscellaneous

- Ability to get home from school earlier based on transportation logistics (6)
- (11) Security-plans to have more communication with school and parents with emergency situations and planning. Proactive vs reactive. As a parent, how often drills are done, are children aware of all safe spaces to go in all areas of the building, thinking about safety ambassadors. Concern-same security measures during weekend community events. Ensuring safety and security is held with utmost importance during weekend and night events.
- (11) Wifi-upgrading so all students have access. Making sure that there is not down time due to technology. Group 4 discussed this too and discussed that quality and quantity updates in regard to technology systems may prevent connectivity issues that have made teaching & learning difficult on several occasions this year.
- Reimagining scheduling and staffing – doing so in a way that's diplomatic and benefits all members (12)



PRELIMINARY LONG-TERM GOALS W/SHORT-TERM ACTIONS BRAINSTORMING

Implement school-based action plans tied to accreditation programs or data analysis (e.g. Middle States).

- (3)
- Stakeholders will benefit from a better understanding of this goal. Stakeholders seem to focus on academic achievement.
- Elevate progress on building goals through a pursuit of excellence feature on a rotating basis (10)
- Align building goals to district categories to create a deeper and more focused implementation (10)

Refine and enhance the system of governance through school board training, evaluation, policy development and the strengthening of key communities.

-

Develop, refine and monitor a comprehensive system of performance measures to monitor results.

- How are we measuring excellence? Are we measuring outside of academic measures? (9)

- Excellence in a collective aspect (as a community)--broadening what we recognize feels important (7)
(Discussion was about certain groups always being recognized for something but many others doing great things but not recognized in that way. (7) What does it mean to be excellent?)

- Mentoring possibilities to bring students together

Miscellaneous

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COMMUNICATIONS

PRELIMINARY LONG-TERM GOALS W/SHORT-TERM ACTIONS BRAINSTORMING

Refine the systematic approach to communication (i.e., matrix) based on measures of effectiveness.

- Have teachers reinforce messages as parents read them more when they come from that source (10)
- Refine effectiveness and efficiency with messages (Ex: try to combine) (10)
- Refine 2 hour delay and snow day messages - keep them short for conciseness (feedback from students) (10)
- Use platforms that parents are accustomed to using (Ex: social media) (10)

Develop and implement strategies to reduce the impact of anonymous and inaccurate social media content on the district.

- Post official social media pages that families should be following to detract from fake pages and communicate them in emails (10).

Miscellaneous

- Reinforce expectations and provide training as necessary in order to facilitate civil discourse between individuals with different perspectives on sensitive topics (6)
- Student mentoring opportunities between grade levels (see also teaching and learning) - table 5
- Group 4 felt strongly that promotion of positive Health & Wellness for students and staff should be added to our Strategic Plan categories as its own separate focus area.
- How do we provide access to all students who can't participate in school programming after school hours? (8)
- How can district emails be less complex? There are so many emails being sent out. (6, 8)
- As students continue to the high school, the parent is invited to sign up for REMIND App to communicate a timely piece of information. What are the best tools being used to communicate? Is the communication specific to the student (be specific because many families have multiple children)? (8)
- Can communication be predictable (example: the Friday Flash is always on Friday morning at 5:00am)? (8)
- Can students be empowered to become buddies to exchange information? (8)
- Can Blackboard or Google Classroom be decided? Why are we using multiple platforms? (8)