

Table Groups

November 2, 2022

We will meet in the Spirit Room at the stadium. Please bring a charged laptop. Here are the tentative work groups. It will be a work session to consolidate and refine input.

Teaching and Learning

- **Meyer, Pasquinelli, Hustwit, Minsinger, Harding, Vins, Smith, Kuzilla**

Student Progress and Engagement

- **Hillman, Justus, Paczan, Hernandez, Kuchnicki, Gustafson, Kimmel/Ramirez**

Workforce Development

- **Mehalik, Glickman, Kristofic, Duffy, Sloan, Will**

Finance and Operations

- **Brussalis*, Kirk, Stobener, Zimmerman, Barlak, Domagala**

MVV/Pursuit of Excellence/Communication

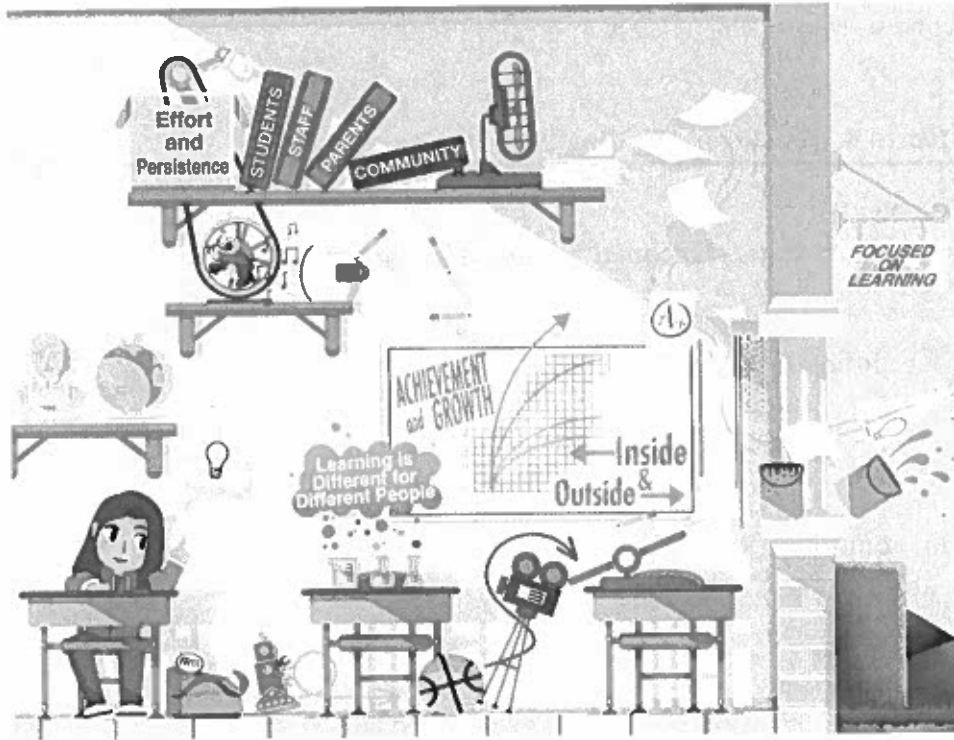
- **Brussalis, Miller, Giran, Hasinger, Williams**

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)
-

(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)
-
- 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.

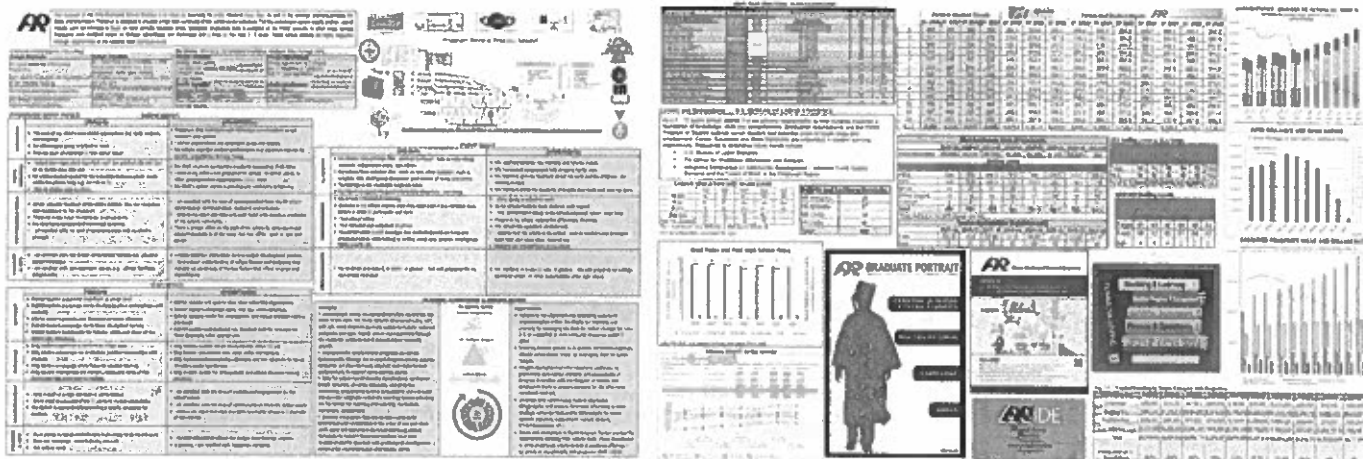
Group 8

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

GETTING GROUNDED: STRATEGIC PLAN REVIEW / DATA AND INFORMATION PLACEMAT

<https://www.pinerichland.org/Page/8122>



Potential Areas of Data/Information Clarification

Group 2: Hole in District for K-12; Revaluation/communication of post-high school (admissions to top-tiered colleges);

Group 2 PM: Opportunity that students do not feel prepared for the transition or what to expect at the next level, preparedness. More emphasis in helping students decide what they want to do in their lives. Male vs female , racial breakdown for grad rates and post grad plans. Student focus groups of seniors. Disaggregation of data with next level decisions and plans. Sample of capital funding projects. Supporting documents to some of the more general graphs and charts.

Group 10: Find the placemat to be too difficult to look at and overwhelming. Needs things simplified. Simplified approach to placemat. Verbal overview of process model (2 minute podcast overview). Break down graphics with quick podcasts to help describe the graphics to help with access. Having a written executive summary that is concise would be extremely helpful. Student data may be helpful in a graphic representation. Looking ahead toward the four year graduation rate would be helpful to see as well (tracking may be difficult) but would like to see how students do once students leave the PR. Looking at 1-2 years post PR would be nice (employed, college, military, gainfully engaged). Finding out if their plan in high school for graduation would be helpful - student interviews to reflect on their experience and if it was helpful. Snapshot of data for PSSA. Consistency of curriculum and instruction across the district is key that we need to address (Ex: science). Measuring consistency across the teachers would be key. Collecting data for students grade 12 - low score - ideas for what to do with that. More conversations with students about why - need to understand why they answered that way further so possibly add more questions or a qualitative piece to the conversation. Idea for tracking students - linked in might be a possibility to follow up.

Group 8 PM:

Attract and keep high-level staff; allow staff to dream big and make those dreams happen - be more flexible but stay consistent.

Personalized Learning - flexibility with the students on what they feel may work for their learning style/interests.

Seeing students as individuals and may not fit in the traditional expectations

Think outside the box for assessment - not just standard/traditional tests - mental health

How are we making sure students feeling not accepted feel good?

Home to School Partnership - Communication

Make sure Excellence is defined and in different ways and communicated - academic v. excellent

Diverse Perspective especially through reading (diverse reading)

Group 10 PM: IDPR visuals are very helpful. Student perspective-give a broad timeline for applying for college and teaching those life skills that would apply to college. College and Career class provided to all 9th/10th grade every year. Graduate

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/blomes; 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.

2 SEL
3 safety/culture

- 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
- 1 ● Focus on SEL/mental health opportunities within the curriculum itself (5)
- 3 ● Both in middle school and high school, learning about utilizing social media in a respectful and appropriate manner. (6)
- 3 ● Teaching teachers how to properly address situations with student to student disrespect so that those moments do not go un addressed.
- 3 ● Community/Parents are a big part of the safety, security and culture (8)
- 3 ● 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)
- 1 ● 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 ● (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 by 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.

[Redacted]

-

[Redacted]

-

[Redacted]

-

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)

Pursuit of Excellence

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

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)

Survey Responses

MVV Comments/Additions

- additional students from different diverse backgrounds could be added to the picture
- I think having the A+ might be too limiting - success can mean different things to different students - while I like the phrase learning is different for different people - we know grades are necessary and important, but the emphasis (generally) at the secondary can have negative implications such as anxiety, comparing to others, depression, etc. Also while I like the graphic and understand it as member of the organization, I would be curious what someone outside of it would think they see...
- relevant life skills
- PR is such a high level school district that marginal students feel disconnected. My learning support student & her friends all felt like outsiders at times in PR. It can be intimidating for kids who struggle
- I think this demonstrates the individual aspect of innovation, problem-solving, and inspiration. Learning is something that happens not only on a individual level, but it is enhanced and supported by a collective community. That engagement with teachers, friends, and community pushes the individual to see things from different perspectives or in new ways, which enhances understanding and encourages resiliency.
- image-an image of another student or an adult
- Compassionate, Proactive
- Something about community service. Students need to learn empathy by giving back to their community or learning to improve their community.
- More focus on Resiliency and Innovation
- "Focused on Learning for Every Student Every Day" should be the key message
- Acceptance of others, Inclusion, Equity
- "A few thoughts on the vision illustration:
 - The picture appears cluttered and disordered with objects floating and/or being knocked over. I would think that we'd prefer to illustrate a sense of order and calmness as the student is prepared to enter their next phase of life
 - We might want to provide more detail into what the outside world (currently represented as the outdoors with the paint bucket) looks like. Particularly how it looks different than within the walls of Pine Richland School district and the Wexford/Pine/Richland community
 - We should consider illustrating more than 1 student to represent more diversity of the students who we are engaging.
- Student equity is missing from the core values.
- Responsibility
- Prepare Students for the real world ! Remind them that while America is the land of opportunity , there are NO guarantees. And just like sports or entertainment getting started in any profession or field requires HARD WORK and COMMITMENT to your pursuits . Work hard , play hard and take personal responsibility for the results . Never think that you are intrinsically better as a person than anyone else or that anyone else is intrinsically better than yourself . Always do your best , never get discouraged and realize that your potential is ONLY limited by your willingness to do what it takes to achieve your goals !

Teaching and Learning Strengths

- Consistent forms of assessment between each teacher and grade level to determine overall growth of students
- Offering college level courses and teaching at an advanced level.
- MTST makes sure that students are not falling through the cracks
- STEM
- Focus on building positive teacher-student relationships
- Focus on challenging students to meet their potential.
- Strong teacher-student bonds
- Continue to staff excellent teachers
- Multi tiered curriculum approach
- Consistency in content/material across the grade levels
- Advanced Curriculum
- The main focus right now is on music and playing instruments which is great. More enrichment programs for students
- All teachers we've encountered thus far have been equally knowledgeable in their content areas. Their expectations of students have been positively high, and their encouragement has been appropriate.
- Teachers' knowledge of content
- Diversity of classes
- Continue offering challenging educational opportunities.
- High standards
- Carefully reviewing the academics yearly
- Personalization of our curriculum while providing the children a breadth of opportunities to explore
- Wexford does a great job keeping things fun and interesting for the kids.
- Challenge students to stretch their comprehension with good support from teachers
- Maintaining classroom discipline

Teaching and Learning Opportunities

- Teach or train the kids to learn how to organize their daily routines with a planner. It sounds unnecessary for 5th graders but it is absolutely needed per our observation.
- Using more scientifically researched based instructional methods and or programs rather than just assigning busy work or things from teachers pay teachers to fill the time.
- Maintaining the ability for students to develop their own thoughts and ideals.
- All-Day Kindergarten should be considered, especially with the significant decrease in enrollment in Kindergarten at Wexford this year. Half Day Kindergarten is extremely outdated, and nearly impossible for working parents to accommodate.
- Going forward I heard that an advanced math course May require students to complete backs at a certain rate I believe this may be discriminatory against some children with learning disabilities
- STEM
- Shift some of the perspective away from testing, and reconsider the anxiety of increased workload and traditional testing has on students
- A more rigorous curriculum
- Allow teachers to teach without bureaucracy and parental interference.

- I would like to see teacher videos uploaded about the subject matter that will be taught that day. This way any student could use it as a resource especially if they are home ill. Universities utilize this and it is an incredibly helpful resource.
- Smaller class sizes
- More diversity in instruction at the high school level i.e. courses in black history, women's studies, etc.
- Additional after school tutoring for Maths and science
- Discontinue use of antiquated methods of dissection (use of real creatures)...please consider non-invasive, cleaner, safer, and more advanced models for biological discovery.
- Diverse teachers
- I strongly believe all students should have more opportunities to revise assessments to gain points and, more importantly, to understand that perfection is an unattainable goal, which is a normal part of the learning process. Reward for learning.
- Teacher training for updated, research-based techniques for delivering instruction
- More involved teachers who are excited and knowledgeable about their subject area.
- Allow all students to participate in academic contests. Some non-GATE students excel at particular subjects and should be given the opportunity to participate
- Test scores in U.S, are not internationally competitive. With the PRSD demographics, the school should be ranked higher in County, State, and National rankings.
- The enrichment program can feel like an extra class on top of the standard class. Students who qualify should choose either enrichment or the standard class. Elementary students should qualify for enrichment based on assessments and teacher input.
- Preparing these students for the real world by teaching real classes on diversity, equity and inclusion.
- Incorporating emotional well-being and, potentially, mindfulness formally into the curriculum.
- Elementary is highly focused on reading, kids who are good at math get overlooked. The enrichment packets were not advanced enough when requested.
- Long term future focus on fundamental STEM learning and smaller appropriate social. Leave social to parents.
- Focus on strict academics

Student Progress and Engagement Strengths

- Offering many extracurriculars and the chance for students to add what they want to be involved in.
- Continue to emphasize the relationship aspect of teaching and knowing students as individuals
- Helping students identify their strengths and interests at an early age.
- Career readiness skills
- Extra offerings outside of core classes-clubs at various grade levels allow teachers and students to bond in a different setting than the classroom and provides connections
- consistent and open communication
- Student teacher ratio. If we can improve it, that is great.
- Please continue to offer extra curricular activities that include all aspects of the creative arts and performance.
- More after school programs related to STEM or tutoring classes
- My kids have been positively assessed and appropriately placed in classes.
- The number and diversity of opportunities for engagement outside of the classroom
- Diversity of options
- High Standards in academics
- Supporting the rising juniors and seniors in preparing them for their academics to get into college.
- great communication with parents and teachers.
- RAMS way core values

Student Progress and Engagement Opportunities

- Understanding that Pine-Richland is the entirety of its curriculum as well as its extracurriculars.
- More student buy-in/ownership to the culture of the school - less adult driven more student driven
- tracking students who may be falling behind
- Give parents guidance as to what to expect in the high school years (deadlines, what happens and when).
- Parents are discouraged from participation at the middle school and high school level. Not everything should be "student driven" because using community members & parents as resources it is an opportunity for students to develop skill set.
- Teach cursive, check writing, balancing bank accounts, financial competence
- Address bullying / no tolerance policy
- Student surveys
- More opportunities for students to engage in the classroom
- Offer a more balanced opportunity, that include melody, rhythm, movement and speech, to INVOLVE ALL LEARNERS. This allows kids that may not show talent right away to develop. Enhance the traditional "Musical performance".
- Peer leadership program: Make 6th graders leaders and role models to 5th and 4th graders. Start a Kindness Rock program. Implement a positive note program. Create an anti bullying committee. Create an anti bullying tree. Assign a busy system.
- I believe class time should be given for assignment revisions as learning from mistakes is often more crucial than seeing a final grade.
- Creating perspective to decrease anxiety
- It seems the focus on soft skills and DEI is putting the brightest students at a competitive disadvantage regarding outcomes.
- Teach students tolerance. Start with DEI classes.
- A DEI policy would help minority students stay engaged. Literature and topics they can relate to.
- limiting cell phone usage
- Understand impact of pandemic and social media on student mental health.
- Maintain focus on true academics and academic achievement

- Students must be made aware of the realistic aspects of their decisions in regards to the potential market value of a specific degree that they may decide to pursue . Some of the 4 year degrees being earned by Graduates are simply not practical

Workforce Strengths

- Continue Solid professional development opportunities for the staff
- available school counselors
- Staff input into professional development
- top-tier, well-educated teachers
- Our teachers are overwhelmingly wonderful. However, some oversight might be necessary in regards to some & coaches.
- Hire great staff
- allowing staff input on processes that directly affect their subject matter and/or daily job.
- Well educated and knowledgeable teachers
- Diverse staff
- Teachers we've encountered have been patient, dedicated, knowledgeable, and flexible. All staff has been gracious.
- teachers' reliance on each other
- High Standards
- Keep recruiting strong candidates to our district.
- The frequency and quality of the communication from both the Wexford Elementary teachers and administrators has been exceptional
- Wexford staff is amazing and dedicated to the kids. Specifically Mrs. Gustafson.
- Great support from outside staff with student special needs

Workforce Opportunities

- siding with the staff to help with staff retention.
- Strengthen in-house staff recruitment in athletics, more teachers/staff as coaches
- Hire enough para professionals at a higher wage (to keep good talent) and allow teachers to not have to "babysit" where paras aren't readily available. Freeing the teachers to teach.
- Creating an actual community where our teachers & staff attend student activities like festivals, sports, ceremonies including graduation.
- Keep great staff
- DEI training
- More diverse staff
- Class sizes should be small enough to be manageable for all teachers.
- Better understanding of the job/stresses from administrator to teacher and teacher to administrator so we can function better as a team
- Post average change to student success measurements by teacher (Star 360 year to year, etc.) to add some data to teacher assessment.
- My understanding is many of the staff is intimidated from speaking honestly and directly. Also, I was told by someone the unions in the county are pretty much out of control regarding pushing politics on its members.
- Need to bring in a more diverse workforce. If all these kids see are white teachers, some may have trouble being able to relate when they get to their next level of education and may get stuck in this cycle of hating what they do not understand.
- A lack of diversity in the workforce. A DEI policy would help minority staff apply here.
- Devote some time and money for anti-drug programs that illustrate the disastrous results of experimental drug use in regards to things such as heroin, fentanyl, cocaine , pain killers etc... It only takes a single heroin injection to destroy a kids life
- In regards to teacher development, teachers should be reminded that regardless of what their political views are they should NEVER attempt to interfere with the students independent thought process and their individual rights to express their opinion

Finance and Operations Strengths

- Technology infrastructure has been excellent
- budgeting so that taxes do not increase
- funding for 1-to-1 devices for students, IWBs in classrooms, and funding for subject materials.
- Communication has been appropriate and informative.
- Our buildings are safe, bright, and clean and we generally have the supplies and equipment we need
- Fiscal transparency
- Appreciate the wealth of the tax base that affords spending on many items that do not directly impact high test scores.
- We have observed some recent investment in the aging elementary school buildings and grounds and would like for this to continue.
- I was very impressed by the schools ability to quickly establish the technology infrastructure needed to continue learning during COVID. This is clearly a result of thoughtful finance and capital allocation decisions.
- Great funding for programs, specifically music.
- not raising taxes while still operating a top notch district

Finance and Operations Opportunities

- Focus funding on retention of talent in staff, classroom necessities, and allow fundraising to pay for the non-educational infrastructure (clubs, sports, activities).
- Safety-the cell service is disturbingly poor. Why do we not put in metal detectors at the main entrances?
- I believe we expand and grow on this every year. I do wish there was a way for students to charge their devices at school without having to worry about bringing their own cords (so there isn't the loss that was happening). Charging stations?
- More finance for academics activities without increasing the burden on anyone
- Cyber bullying
- Continue supplying teachers with fundamental resources.
- Better pay for support staff so we can attract and retain excellent people (custodians, paras, secretaries)
- Reduce emphasis on sustainability, many of those efforts seem to result in wasted time/funds. Also, utilize the capital investments already made such as allowing remote access when a student is ill.
- Be judicious about spending and raising taxes with the currently significant fund balance.
- PRSD has a high growth rate in the tax base with all of the recent housing developments. Expenses should be prioritized so they can be managed at a lower growth rate to avoid future tax increases and provide for a decrease in the millage rate.
- Continue to pay the teachers what they're worth. They're exceptional!
- Adopt an attitude of fiscal responsibility and balance

Pursuit of Excellence Strengths

- Willingness to work together and listen to different perspectives
- smaller class sizes
- Field trips can also include community service: animal shelters, senior citizen centers, take them to clean the football field. Students need to do more community service to develop empathy among each other and in the community.
- Communication is appropriate and informative.
- Higher Standards
- Maintain a common sense balance between what the School actually needs to function and what some would like to have just because the money is available

Pursuit of Excellence Opportunities

- not overcrowding elementary schools
- I actually believe there is too much autonomy regarding the schools-there is little to no coordination in building district wide initiatives.
- Do not cut ties with the AIU- too much conflict on the board and no transparency. We are only hurting our kids. Allow conversations about gun violence prevention- such as incorporating the Be SMART PROGRAM.
- As an employer in healthcare, i see many young people who have no skills in speaking on a phone or how to communicate professionally. I personally had to show 2 college grads how to talk to someone on a phone
- Re-zone the district to equal loading of the elementary schools
- Bring more professionals to school to talk to the students during lunch hours. Bring police officers, army vets, doctors, religious leaders, book authors, pet therapy. Make parents accountable for their kids behavior
- Based on test scores by building, there is room for improvement academically. The PR dept does a good job and should continue to engage all segments of the community, not just the regular vocal group that attends meetings and repeats their opinion.
- More accountability from the school board.
- Start considering how the budget might change if Pa. would enact a school voucher program that allows the School tax paid by parents to be used for alternative private schools

Communication and Engagement Strengths

- Holding Town Hall meetings
- continuing to notify staff of major events or happenings before they hit the media or community. I believe this has improved over the years.
- Emergency communication
- Continue the level of communication with parents
- Emails are appropriate and informative.
- The level of clarity in communications
- Relevant communication sent out regularly
- Higher standards
- Great job on communicating!
- As I mentioned earlier, communication and engagement has been great.
- Great communication and community outreach and asking for community input by the administration.
- weekly emails for the community
- Weekly email newsletters and voicemail communications
- The open school board meetings are a good way to encourage participation and communication with the general public while maintaining transparency

Communication and Engagement Opportunities

- Varying the day of the week that town hall meetings take place to allow more people to participate
- More concise, efficient communication (emails)
- Listen to those who are stakeholders (students, teachers, staff, and Superintendents)
- Increase a focus on skilled trades & apprenticeships
- the quantity of communications (we passed the sweet spot a few years ago)
- More PR community surveys on key topics so the board and administration have a good idea of the entire PR community's perspective prior to making decisions
- Start having assemblies that teach DEI or set it up as a class that they need to take early on that can be reinforced.
- To some degree, there may be "over communication". It is sometimes difficult to curate the most important and urgent takeaways from the emails because there is so much communication rolling in.
- School board should be willing to listen to the community
- Better social media presence for community events
- Regardless of who shows up at School Board Meetings and what they are demanding the school Administration is DIRECTLY accountable to the School Board Members who have been DIRECTLY put into their positions by the electorate of the PRSD .

