

Town Hall #2 Working Document (Session 2 - 6:30 - 8:00 p.m.)

November 29, 2022

Table Group	Category Focus and Review	Facilitators/Note-Takers
Sample	Teaching & Learning (L-T 1)	Steering Committee
1	Teaching & Learning (L-T 2)	Hustwit & Giran
2	Teaching & Learning (L-T 3 and 4)	Pasquinelli, Hernandez & Kristofic
3	Student Progress & Engagement (L-T 2)	Paczan (not PM), Kuchnicki, Kimmel & Sloan
4	Student Progress & Engagement (L-T 1 and 3)	Minsinger, Harding & Gustafson
5	Finance & Operations (All L-T)	Kirk & Zimmerman
6	Workforce Development (All L-T)	Glickman, Domagala (not PM) & Barlak
7	MVV and Communications (All L-T)	Miller, Hasinger, Ramirez (not PM) & Smith



**Suggestion to Consider Pursuit of Excellence and Communications Vertical Bookends**

**Awareness - Understand - Clarify - Prioritize**

# Mission, Vision and Values (MVV)

**Mission:** Focus on learning for every student every day.

**Vision Suggestions:**

## MOTTO/PHRASE

Mission is to focus on learning for every student every day...so that...Vision...students are ready to discover their place in the community and world...and are equipped with the Values of personal growth, resiliency, innovation, diverse opportunities, and engagement.

Other Key Brainstormed Phrases: adventure; journey; ongoing/continues; pursue future; mark in the world; embrace life



## RIGHT SIDE IMAGE EXPANSION

- House, Community, World
- Path (College/University Technical School, Military, Workforce, Undecided)

Connect Symbolic Movement of "Student/Airplane" with Focus on Paths and/or Tie-in to Paint ("Mark")

Portrait of a Graduate

Community Service

## ADD/DELETE/REVISE

Technology; Music; Diversity; Teachers/Parents/Others; Transcript v. A+; PRIDE Values; RAMS Way; Health/Wellness; Sustainability; Fun; Curiosity  
Elevate movement and airplane / Manage Complexity/Simplify  
Keep words and make more prominent - fade background to elevate  
Every student should see him/herself on both sides of the picture (personal connection)

## IMPLEMENTATION

Regardless of the final image, we have a responsibility to share and discuss the image with all stakeholders.

**Values:**

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

# Teaching & Learning



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

### Long-Term #1 Refine and strengthen each element of the model for teaching and learning with a focus on integration.

1. Continue implementing In-Depth Program Review Recommendations
  - Departments are at various stages of implementation
  - Some teachers or employees are connected to multiple departments
  - Some recommendations may have implications for all teachers (e.g., Tier 1 differentiation)
2. Develop In-Depth Program Review “Lite” (Next Cycle)
  - Design process and test with one department in 2023 - 2024
  - Small “course” corrections versus substantive changes
  - Need to identify which departments for each year and when/how the work is accomplished
3. Instructional strategies (Professional Development, tier I best practices, student collaboration, differentiation, diversity of perspective, technology integration)
  - Select 2 - 3 specific strategies for 2023 - 2024 embedded in lesson plan (e.g., bell ringers as formative check/activate prior knowledge; differentiating content/process/product, collaboration through flexible grouping/think-pair-share/jigsaw, summarizing/note-taking)
  - Emphasis on “best practices” being dependent on different learning styles, grade levels, content areas, etc.
  - Discuss teaching and learning through walk-throughs and grade level/department meetings with best practice identification and sharing.
  - Expand a core set of high leverage strategies in each year so that we finish 2026 - 2027 with approximately 10 - 12 instructional tools in the toolbox
  - Encourage opportunities for cross-curricular learning opportunities. (I.e. Staff from different departments co-teaching a class, options for students to complete different learning opportunities within the same class, etc.)
4. Connection between assessment and instruction: How assessment results influence instruction and curriculum adjustments.
  - We have focused on the “what” (developing and administering local common assessments) for several years.
  - This could potentially move to a row related to instructional strategies or professional development (workforce category) since we should now be using the results to make instructional decisions (e.g., pacing, reteaching, differentiation, etc.).
5. Integration of learning goals across content areas [cross curricular/STEAM/PBL] (World Lang., SS/ELA, Math, Technology etc.)
  - Cross-curricular learning activities help students see the relevance of many various areas of study.
  - Life is cross-curricular and rarely limited to one isolated area.
  - Given the extra coordination required of integrating teachers or courses, it may be more practical to just have teachers focus on relevance/application as one of the instructional strategies sequenced over the next four years.
6. Technology key competencies embedded into K-12 curriculum (Digital footprint, digital citizenship, LMSs)
  - With a few specific course exceptions, technology is a means to access other learning.
  - The BCIT and Library IDPRs touch on key competencies.

- It may be possible to identify minimum requirements tied to buildings and/or grade levels that are then embedded and made visible via lesson plans.
7. Sustainability integrated into K-12 curriculum where appropriate
- Given the broad nature of this item, it may be more productive to focus on science (IDPR Lite) and Engineering & Technology (IDPR) to evaluate this concept and then embed in relevant courses.

**Review Comments:**

- Group 1 - Rank Order ()
- Group 2 - Rank Order (Agree with the rank from group 7)
- Group 3 - Rank Order ()
- Group 4 - Rank Order ()
- Group 5 - Rank Order ()
- Group 6 - Rank Order ()
- Group 7 - Rank Order (3, 1, 2, embed 4 in 3, pause 5 except as noted in IDPR recs, pause 6 until 2025 - 2026, and focus on 7 as science IDPR Lite concept). We believe that the instructional focus should shift to top priority (position 1) since expanded focus on evidence-based practices will immediately impact every teacher (and therefore all students) regardless of tier. We think #4 could be embedded in the instructional strategies progression. Both #5, #6, and #7 are good ideas but require even higher levels of coordination/integration. We do not want the quality of 3, 1, and 2 to suffer.

**Long-Term #2 Fully deploy the Multi-Tiered System of Supports model at all three tiers for all students for intervention and enrichment to include Social Emotional Learning.**

Academic

1. Refine continuum of supports for academic needs in Tiers 1-3 (Differentiation, Extension, Intervention, Learning Loss, Enrichment) (\*Follow the recommendations for In-Depth Program Review for each subject)
  - Kindergarten Screeners - currently only Star, possibly look into a diagnostic assessment to better determine reading levels
  - refine all screeners/assessments to bolster identification process
  - Collaboration with staff to support students with multiple needs (gifted and autistic). This also includes communication between staff regarding student referrals and movement in MTSS process.
  - Streamline communication with parents when referring to MTSS and when an intervention is missed (due to lack of coverage for absences)
  - I like what I have seen from MTSS and glad it is used for both enrichment and support. As its usage grows I think there needs to be an assessment of the time commitment for teachers to engage in it fully without needing to bring in subs for coverage to attend MTSS meetings, and find a way to minimally impact their schedule (or have assigned MTSS "duty" times)
  - I really like the idea of the MTSS duty. Thus teachers have more time with students, no time lost.
  -
2. Refining a systematic approach for secondary multi-tiered system of supports and identification of students that need supports, universal screeners (7-12)
  -
3. (Tier I) Refining and improving differentiated instruction and intervention in the tier one classroom (promoting inclusion, executive functioning, and least restrictive environment) rather than pulling students out.
  - Alternative ways to assess participation, encourage students to self-advocate
  - Multiple types of student engagement
  - Professional development needed to support staff.
  - Review advanced level course engagement by disaggregating the demographic data (e.g., gender, race, SES)
  - Add additional supports within the schools
  - Monitor pacing for depth vs breadth
4. (Tier II/III) Ensure that interventions and enrichment activities are aligned with curriculum and promote student growth for unique student needs. (interventions = core + intensive intervention and Enrichment = aligned but different - not in addition to)
  - Do not limit learning opportunities to just one specific group of students i.e GATE - allow all students the opportunity to participate in enrichment activities
  - Communication between tiers

Social Emotional Learning (“Whole Child”)

1. Integrating a systematic approach for social emotional learning to the Multi-Tiered System of Supports process utilizing a decision tree, common language, reporting strategies, intervention resources that supports behavioral, and social-emotional needs of students (Tiers 1, 2 and 3).
  - remove stigma from SAP at secondary level  
Beattie rebranded to BAT (Beattie assistance team)
  - build relationships with families to build understanding of services
2. Strengthen relationship with outside partners and other service providers to integrate into a behavioral decision tree
  - Determine how to leverage our own internal expertise
3. Focus on mental health opportunities within the curriculum itself (Tier I Social Emotional Learning)
  - Identify ways to imbed mental health education at a T1 level to allow students to be more comfortable when seeking out T2/3 services (reduce the stigma)

- Assemblies for all grade span levels that bring awareness to various mental health topics
  - Identify areas within current curriculum we can highlight mental health examples and create a learning lesson
4. Develop and sustain relationships with trusted adults K-12 to ensure students feel connected socially and emotionally as well as academically (whole child concept).
    - MS and HS homeroom time for this
  5. Learning civil discourse in classrooms with others. Consider with social emotional learning long-term goal and outcome of School Counseling In-Depth Program Review
    - teach empathy and understanding of other backgrounds; welcome/listen/respect diverse perspectives
    - Staff must be engaged with civil discourse themselves before expecting them to bring this to their classrooms
  6. Focus/modernization - skills for life, wellness, mindfulness, social media impact. Consider under social emotional learning long-term goal and development
    - Parent/Guardian trainings
    - Time in schedules for “neighborhood biome” type meetings K-12
    - Help students see outside “Pine-Richland Bubble”
    - Communicate via a portal with school psychologists/school counselors for continuum of care (within SIS)
    - Focus on staff wellness

**Review Comments:**

- Group 1 - Rank Order
- Group 2 - Rank Order (Academic: 3, 1, 2, 4) (Social/Emotional: 1, potentially combine 5 and 6, 3, 4, 2)
- Group 3 - Rank Order (Support the need for the whole child through tier I instruction and relationship building. Many students “mask” the need for help and then struggle post high school when they are more independent)
- Group 4 - Rank Order ()
- Group 5 - Rank Order ()
- Group 6 - Rank Order ()
- Group 7 - Rank Order ()

**Long-Term #3 Evaluate and determine the potential for flexible delivery of educational programs (e.g., transformation, virtual, hybrid, dual enrollment, etc.)**

1. Assess and study current flexible learning options to determine future delivery of learning approaches.
  - Explore the integration or bring back PRVA+ or a cyber academy within the district if there is interest within our student population (not sure what the groups were referring to with flexible learning options in their comments) (e.g., If we had a cyber academy like PRVA+, enroll virtually and in person to help with travel needs, health, etc)
    - i. Clearly defined expectations for the learner and teacher
    - ii. Challenges for staff for delivery.
    - iii. High quality experience must be set as the foundation
    - iv. Learn how to engage online at an early age
    - v. Is this for 11/12 grade students only
    - vi. Still needs to be highly engaging
    - vii. Can not be the same as what you would do at school
    - viii. Two different needs for online learning - Short term need(s) (e.g., mild illness) compared to a separate online academy. The need for short term connection to classes was emphasized during both AM and PM sessions.
    - ix. Opportunities for students to take classes online that are not available through the Program of Studies
  - Research effectiveness of hybrid models and clearly communicate with the community about next steps with this model which could be embedded in an In-Depth Program Review.
    - i. Are all courses able to be delivered online? (ie Tech Edu)
  - Continuously refine and practice virtual learning days for inclement weather
    - i. Not sure if this is needed for secondary students, they know how to do the online learning.
    - ii. Challenging for larger families in managing different students' needs with daily schedule
    - iii. Preference for in person still exists
    - iv. Home challenges with attempting to teach and manage children who are also learning at home.
    - v. How we engage students at home will take PD
    - vi. Some learners may need a practice day - advanced preparation for teachers, students, and families is beneficial
    - vii. Attendance may be greater on days leading into a break if learning is virtual. Need to check data on this.
    - viii. Must build collaboration and communication skills. A lot of work today is completed virtually.
    - ix. Learning Management System may help with organization. (Organization of online learning classrooms and resources)
    - x. Practice is beneficial to the teachers perhaps more than students
  - Conduct a study of the academic schedule construction at the secondary level to enable student athletes to attend academic classes. Academic support scheduled at the end of the day for athletes
    - i. Having options for students to get at the learning activities
    - ii. Rotating schedules to avoid missing the same class.
    - iii. Career cluster academic advisors
    - iv. Athletics for credits
2. Dual Enrollment/CHS - College in High School, expand upon dual enrollment (College credits and/or workforce credentials)
  - Expand credit opportunities
    - i. More options for students - may require teacher training through college/university work
    - ii. IB and AP Capstone options for students
    - iii. High quality, non AP courses matter a lot to PR students and families.

- Workforce certification and/or credentials
  - i. Opportunity of students on a workforce or technical pathway.

**Review Comments:**

- Group 1 - Rank Order ()
- Group 2 - Rank Order ()
- Group 3 - Rank Order (1, 2 Feel #1 is most important because it will involve every student and every family)
- Group 4 - Rank Order ()
- Group 5 - Rank Order ()
- Group 6 - Rank Order ()
- Group 7 - Rank Order ()

**Long-Term #4 Expand career readiness opportunities through in and out-of-district experiences (internships, shadowing, etc.)**

- Through the in-depth program review process, explore opportunities for apprenticeships and job shadowing aligned with Career Education and Work standards - In-Depth Program Review school counseling
- Increase A.W. Beattie Career Center opportunities/knowledge earlier while also providing parent education on perspective on Beattie and assessing barriers to Beattie and determine if any can be eliminated
- Integrate field trips and foster partnerships with professionals, tradesmen, and college students to visit schools aligned to career readiness in various grade levels aligned with Career Education and Work standards considering opportunities and partnerships with local businesses and Junior Achievement.

**Review Comments:**

- Group 1 - Rank Order ()
- Group 2 - Rank Order ()
- Group 3 - Rank Order ()
- Group 4 - Rank Order ()
- Group 5 - Rank Order ()
- Group 6 - Rank Order ()
- Group 7 - Rank Order ()

## Miscellaneous

- Question related to full day kindergarten. Research does not support this. Academic gains are lost by third grade. We would need data (internal) to support this as well. At this time, we don't have anything that would support the change other than enrollment (K to 1 increase due to parents looking for full day programs in K). There's a lot of implications for full day Kindergarten (space, staffing, etc).
- Question related to daily rotation at elementary. Consider workforce development goal - evaluate partnerships with AIU and determine fiscal responsibility long-term versus benefits of having in-house services to align with our needs.
- Cyber-security course for students (In-Depth Program Review business/computer science) - highly endorsed due to the increase in use of technology (add parents to this training)
- Blackboard or Google Classroom (multiple platforms)
- Educate students about athletic opportunities and funding available

# Student Progress & Engagement



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

### Long-Term #1 Enhance opportunities for student and parent voice in the evaluation and improvement of programming.

1. Develop more effective methods of engaging current and former student and parent voice and feedback mechanisms (e.g. Town Halls for In-Depth Program Review/Strategic Planning; Focus Groups after Annual Surveys and Town Halls; Intermittent Pulse Surveys specific to Programs; Educational Programming Options like AW Beattie Career Center)
  - a. To collect student and family input: Digital Suggestion Box (possibly anonymous). This could be open to students and families 24 hours a day.
  - b. More frequent surveys (quarterly for students AND parents??). After the results are collected from the first survey, share the results with families and students to make improvements. (“What is the action that comes from the survey?”) Beware of the number of surveys (balance) there are parents who were fatigued with the number of surveys that occurred during the Pandemic. Participation could be incentivized for survey completion; including using class time to complete surveys. Informing parents of the nature/content of student surveys
  - c. Survey: Designated topics per quarter rather than a lengthy survey. The survey question design could be revised to give data that can be acted upon.
  - d. Conduct Focus Groups to gather input as an alternative to surveys. This would engage students to speak about their passions, what is working and what isn’t working.
  - e. PTO can serve as a means to gather parent/community input.
  - f. How do stakeholders (community members who had students graduate from Pine-Richland) continue to maintain a connection with the school district? The newspaper contained information about the Town Hall. What are the other ways to engage community members? Keep the community gatherings local.
  - g. Town Halls could be structured so that presenters could speak at the podium.
  - h. Use the local community centers for senior citizens. Use the time prior to the orchestra concerts to meet while the students are setting up for a concert.
  
2. Enhance two-way, proactive communication between educators, counselors and students regarding “who they are”/identity and between educators, counselors and parents regarding specific student progress and supports, which builds relationships and personalizes student education
  - a. Teachers connect with students and families (i.e. feedback about something not going well). Parents coordinate with teachers and counselors to plan or support a student. Beginning in 4th grade, parents are discouraged from meeting for Parent-Teacher conferences. Parents should be able to access a teacher for a conference about their child’s progress at any time. The current messaging portrays an unwelcomed feeling for parents who have children who are successful.
  - b. Currently, we prepare students with the support but do we equally share this communication with parents also?
  - c. Transition from ninth grade to tenth grade is a challenge.

- d. Eden Hall staff guide the students through the transition and preparation for the next school year.
  - e. How do we engage the students who are not confident in their transition pathways? Encourage students to learn to advocate for themselves. Students should learn to approach their teachers to ask for help or to be proactive about their academic life.
  - f. What type of technology is forward thinking to meet the needs of our students? Example: texting rather than email.
  - g. Authentic educator engagement is critical within the positive school climate. Can this be considered as a component of the Educator Effectiveness Tool?
3. Balance communication strategy and channels to ensure one-way progress updates towards strategic goals and short-term actions, as well as provision for two-way communication about this progress (e.g. Key Communicators; PTO meetings; Focus Groups)
- a. High School and Middle School student representatives participating in the school board meetings. Students can communicate with their peers as follow up.
  - b. The Daily News in the schools could contain some of the programming details to the student audience. Extend the concept of the Friday Flash to share with students.
  - c. Finding ways to engage the stakeholders who are not the loudest voice. How can we support the students who are not meeting their potential or don't feel connected to the current moment? Example: finding a place in your schedule to fit the coursework that reflects student interests. We don't want to increase the stress level for the students as they consider their future.
  - d. Could high school counselors be assigned according to the student career paths? This streamlines the counselor focus too.
  - e. The students at Eden Hall are connected to their next school by Move Up Day and the successes or areas of interests could be shared by the older students.
  - f. The Gift of Time concept could be utilized to connect students who have shared interests. At Eden Hall the teachers connect with students during Explore Time.
  - g. GATE program at the middle school offers choices to students. Can choices be offered to all students according to their interests and passions? (i.e. Personalized learning opportunities.)
  - h. What is the price of the Annual Report mailed to each house?
  - i.

**Review Comments:**

- Group 1 - Rank Order ()
- Group 2 - Rank Order ()
- Group 3 - Rank Order ()
- Group 4 - Rank Order (The priority is #2. This is a good place to begin. The mechanism must exist to engage students. This is grassroots action. #3 should be addressed next. Improvements can be made to this. #1 should be ranked last. )
- Group 5 - Rank Order ()
- Group 6 - Rank Order ()
- Group 7 - Rank Order ()

## Long-Term #2 Strengthen safety, security, and positive school culture

1. Increase and vary communication methods to promote resources and systems for student well-being and continuum of mental health supports (e.g. RAMS Way; Student Assistant Program; School-based Mental Health; Multi-Tiered System of Supports for Academics/Behavior/Social Emotional Learning; Pupil Services & Early Warning Systems; Safety Curriculum/Suicide Ideology Prevention and Intervention, extracurriculars to be connected to school)
  - Emails (not all students look at them regularly), RAMSWAY: keeping RAMS Way relevant to students at the HS, less videos and more interactive sessions, naturally/not forced lessons/learning, student buy in with incentives, emotional level thermometer checks; Safety Curriculum: emphasize value from top down (training teachers),
  - Integrate into part of the day - create normalcy in communicating and accessing the various programs
  - Communication- better if filtered through a teacher or an administrator to parents, whole district communications can be missed.
  - Mental Health- disconnect from students and staff-bridging gap with student leader voice (trust is needed), PTO/PROF meeting discussions, mental health check ins (like hearing/vision checks)
  - Parent/student evening sessions offered to help students/families identify warning signs and then know the resources available with ties to community resources there on site.
  - Parents - emails from teachers/administrators are more helpful than from district, include information in back to school night communications and in person events when parent engagement is high (Back to School Nights, conferences, open houses etc.), including digital citizenship/social media responsibilities as well, webinars in the evenings offered to support resources, consider participation and communications through PTO - how do parents volunteer and become involved?
  - Students - limit emails, focus on day to day relevance and increasing the normalcy of conversations surrounding RAMS Way and mental health so that it can destigmatize the programs and offerings, use of announcements, drawings in lunches, use of a student voice committee and leadership group centered on RAMS Way/mental health support to bridge the gap of communication between students and administration and increase trust, screening tool students can engage with to determine whether or not they should seek support
  - Anonymous survey tools that can kick back feedback to the participant indicating a need for support and where to go for that support
  - Direct communication in various forms of our “what we tolerate and what we don’t tolerate” messaging to students and parents, as well as discipline and consequences code, include the positive expectations we have of what we DO want rather than what we do not want, including wanting to promote coming together as a community to better our community
  - Engage students in graphics/nature of messaging so that it is direct and manageable, approach communications like branding - how many times is it communicated, built upon etc.
  - Clear messaging-avoiding jargon, - how do we contact the counselor?
  - Create a more predictable and consistent messaging schedule
  - Social media shout out!
  - Intentional time set aside for back to school events to adjust and ask questions (resource fair)
  - Outline the range of services and supports for students to students and families
  - Quarterly parent forums where parents can connect with school psychology/counseling teams and other parents to collaborate on common messages of support for students (appropriate developmental milestones for mental health and well being)
2. Conduct an In-Depth Program Review for the K-12 Safety Curriculum to consider enhancements to positive, safe school climate, collaboration with community resources (e.g. Northern Regional Police Department; School Resource Officer; Emergency Services; Continuum of Mental Health Resources; etc.), further student

engagement with safety drills, and improve technology integration for safety (e.g. Use of Raptor; Improved Cell Service)

- Important to have the “right” person in the SRO position, preserve the strength of students feeling safe at school, looking for additional counselors for k-12 mental health services, discussion topics/screeners for mental health resources-make it quick and simple for students to get and get help quickly,
  - Use of Raptor increasing in depth as implementation continues across the district.
  - In-Depth Program Review - integrate into health department, nurse/counseling department
3. Enhance K-12 Safety Curriculum to include a systematic preventative approach to digital citizenship, digital footprints, social media (e.g., best practices, healthy habits) with support from community resources (e.g. Northern Regional Police Department; Common Sense Media) technology use tools (e.g. GoGuardian and Beacon; screen time monitors) to prevent cyber-bullying, critical thinking around “when to click” (e.g. phishing; scams), promote a positive digital footprint, help students and parents to form healthy habits and boundaries, and to help the school inform parents of warning signs.
- Communicate this with students about digital programs (such as Beacon and GoGuardian) and inform them of what it is and what it does; making these communications impactful (offered as a webinar and face-to face); focus on platforms that students use day to day;
  - Speaking to students using their tools (example: TikTok is an influential social media)
4. Promoting a positive school culture where all students **and parents??** feel included and valued (e.g. physical and psychological safety) with ample relationships with peers and mentors (e.g. protective factor).
- Building positive environments and kindness-cracking down on racism and bullying, building better relationships with students-more involvement, clear messaging,
  - Balancing the relationship building and understanding each other while also developing direct messaging that is culturally appropriate and consistent at all levels,
  - Use of homeroom time to promote relationship building *naturally* (casual setting that promotes relationship building, limit the formal setting of a classroom for this purpose, intentional weekly check ins,
  - Develop forums for being heard
  - Leaders of character, community mentors, “others” focused messaging to develop a strong sense of positive community among our community; focus on who they will become, not what they will become, what do “we” do together

**Review Comments:**

- Group 1 - Rank Order ()
- Group 2 - Rank Order ()
- Group 3 - Rank Order (1, 4, 2, 3) PM: (4-compelling why, 1, 2, 3)
- Group 4 - Rank Order ()
- Group 5 - Rank Order ()
- Group 6 - Rank Order ()
- Group 7 - Rank Order ()

### **Long-Term #3 Increase students' soft skills to help them thrive in school, workplace and personal life now and into their future**

- Integrate the social emotional learning skills, as captured within the Collaborative for Academic, Social, and Emotional Learning (CASEL) Framework (e.g., Self Awareness, Self Management, Responsible Decision Making, Relationship Skills, Social Awareness), into the student experience and curriculum (e.g. Tiers 1-3 in conjunction with data from the social emotional learning screener) to improve the outcomes of time management, networking, teamwork (positive leadership and followership skills), creative thinking and problem solving, growth mindset, grit, how to fail and persevere (resiliency), and conflict resolution.
  - Students at the middle school are currently learning this during health class and with the middle school counselors. Activity periods also help with this area.
  - Career Readiness/Planning with the counselors at Eden Hall are helpful.
  - Peer Mentoring between high school students and middle school students while middle school students mentor Eden Hall students.
  - Teaching students “How to make mistakes or fail” at each developmental level to support the recovery from a failure.
  - Teaching students how to problem solve and be creative to find solutions. Increase opportunities for application of problem solving and critical thinking strategies on a regular basis.
  - Career Day speakers shared that problem solving is critical for future success.
  - Partner with local businesses to learn about their candidate hiring profiles.
  - Students take a self-assessment to assess how they are currently doing within the framework of these components.
  - Emotional Learning distracts from Experiential Learning. This is a very fragile construct when you compare these “self” indicators. How do we make the school system focus on the academics while being careful about embedding “emotional” learning within the school day? Is the CASEL framework composed of longitudinal research? Is this dangerous to include in the student’s daily life?
  - Can this language be simplified? Are these components of RAMS Way?
  - This Short Term Goal is too wordy.
  - How are Soft Skills defined for students, teachers, and parents?
  - During elementary school (K-6th) parents value the report card comments about their child along with this type of communication during parent conferences.
  - Increase student’s confidence to help them thrive in school = can this be the title of this Long Term Goal?
  - Building student self advocacy skills through student - teacher conference type opportunities: gathering feedback on soft skills and effective use of those soft skills
- Intentionally measure the outcomes of the soft skills and social emotional skills and incorporate them into the annual stakeholder survey and post-graduation survey to monitor effectiveness and target opportunities for improvement to the graduate portrait.
  - The peer mentoring network could continue the connection between graduates and current Pine-Richland students. This is an example of Community Building.
  - Consider asking a question about the point of view of the student who needs mental health supports
  - School Counselors should be seen as “normal people” and relationships should be strengthened to openly communicate with them. This also applies to teachers and their relationships with students at the secondary schools. How do students take advantage of their relationships with faculty and staff to share honest candid feedback? (i.e. Annual events could drive this tradition of reaching out to the alumni.)
  - There is current language that exists to create questions that can be asked to students to gauge their social emotional skills.
  - Each quarter students meet with the school counselor to have an open dialogue through an appointment.
- Strategically planning to help students determine direction for their futures (What’s Next) to better prepare them for their transitions between buildings (e.g. use of older peer mentors and shadow experiences), into new developmental stages of life, and into their post-secondary choices (e.g. teacher support students by content area

pathway).

- During the Meet the Teacher Night, could the teachers share their experiences and career pathways they took to become a professional? This sharing of stories creates community amongst the students and educators. This helps students frame what they are doing next and not for forever. Helping students to be creative and dream big while being flexible.
- Helping students find schools that are a “fit” for themselves. How can we normalize what a student is feeling about their career pathway is real for them?
- NPR Story Corp replicated at the high school via PR TV. Could we interview people of different careers?
- Naviance is a valuable tool to guide students. Why isn't this communicated to parents? Parents don't know they can also have a parent account. It is too late to explore in 11th grade. Do all students know about it? Do students know about all of the available components? This is an under utilized tool for students.
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**Review Comments:**

- Group 1 - Rank Order ()
- Group 2 - Rank Order ()
- Group 3 - Rank Order ()
- Group 4 - Rank Order ()
- Group 5 - Rank Order ()
- Group 6 - Rank Order ()
- Group 7 - Rank Order ()

**Miscellaneous**

- Community service projects - incorporate doing good for others

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

### Long-Term #1 Develop formal pipeline opportunities and expand internal pathways for career progression and succession planning.

1. Aspiring leader development
  - Leveraging formal leadership experiences (e.g. ALC/BLTCs) and informal ones (e.g. committee membership, initiative-taking, etc.)
    - i. Teachers who show interest could “intern” or “shadow” following experiences. Discipline, student scheduling, peer observations/feedback, Master schedule assistance, Summer opportunities
  - Communicating around these leadership opportunities
  - Include a section in the individual professional development plan as a part of setting goals in this area.
2. Develop more proactive and strategic partnerships with local teacher preparation programs.
  - Increase uniformity in affiliation agreements with existing partners
  - Explore opportunities (opportunity cost-benefit analysis necessary) of expanding to non-local programs
    - i. x amount of student-teacher placements per year (attempt to prioritize shortage certification areas)
  - Support staff pathways to get teaching degree or path to college and build partnerships with local colleges to enhance our staff
    - i. Reduced tuition with specific schools teaching programs if PR support staff.
3. Support staff pipeline opportunities
  - PTO/volunteers to Paraprofessional pipeline
  - Partner with high schoolers and school counselors at the high school for an “on the job” program in custodial and maintenance positions - possible part-time employment.
    - i. Partnering with Beattie Tech to employ apprentices.
    - ii. Summer Maintenance program for PR grads.

### Review Comments:

- Group 1 - Rank Order ()
- Group 2 - Rank Order ()
- Group 3 - Rank Order ()
- Group 4 - Rank Order ()
- Group 5 - Rank Order ()
- Group 6 - Rank Order ()
- Group 7 - Rank Order ()

**Long-Term #2 Strengthen the alignment of external service providers to the strategic plan and enhance opportunities for integration and innovation in those services.**

1. Onboarding/PR Academy-type program for contracted service employees (STA, KES, Sodexo, Stepping Stones, etc.) to promote being part of the PR Team and being embedded in the district
  - a. What does this look like? (Build out in Session #2)
2. Provide differentiated development opportunities for substitute teachers
  - a. We currently have 94 substitute teachers on our list through Kelly Services (as of 10/22)
    - i. 67% (63/94) have worked at least 1 day at PRSD in 2022-23
      - 76% of those who have worked (48/63) possess instructional certification
  - b. Develop onboarding programs for KES/PRSD substitutes that supplement their existing background and experience
    - i. Emergency-certified substitutes receive classroom management/student engagement/safety & security/how to navigate the district guidance
    - ii. KES substitutes with instructional certifications receive feedback on lesson plans/opportunities to observe “master teachers”/career coaching e.g. resume screening, mock interviews, interview process overview, meet & greet with administrators)

**Review Comments:**

- Group 1 - Rank Order ()
- Group 2 - Rank Order ()
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- Group 4 - Rank Order ()
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- Group 6 - Rank Order ()
- Group 7 - Rank Order ()

**Long-Term #3 Elevate district as employer of choice in education across all positions.**

1. Strategic Recruitment
  - Develop value proposition/recruitment messaging for district and individual schools
    - i. Utilize key drivers of engagement across workforce segments to tailor messages
  - Develop pools of applicants for hard-to-fill positions (e.g. custodians, paraprofessionals, administrators, shortage certification areas for teachers, etc.)
  - Recruiting and hiring a more diverse candidate pool
  - [Increase active recruitment vs. passive](#)
2. Promoting Health & Wellness
  - Develop repository for existing benefits that promote health and wellness
  - Determine meaningful ritual/communications to share information (i.e. wellness fair vs. quarterly vs. promoting during other district activities etc.)
  - Ensure all employees are being heard and valued (Staff results - opportunities)
  - Make the staff feel appreciated every day, acknowledge the difficulty of their positions
  - [Mindful of employee schedules to manage workload and prioritize time](#)

**Review Comments:**

- Group 1 - Rank Order ()
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**Long-Term #4 Design and deliver required training, certification, and professional development to meet or exceed district and other agency requirements.**

1. Develop mechanisms to ensure compliance requirements are met for all role groups
  - Develop guidelines, differentiated by role group and regulating agency, detailing compliance requirements (e.g. Level 2 cert, act 45 hours, act 48, clearances, mandated reporter training, suicide awareness)
  - Ensure existing onboarding and training programs are updated to meet changes in requirements (e.g. PR Academy for Teachers meets changes in PDE Induction requirements (Year 2 of strategic plan will be 2024-25, in which induction requirement increases to 2 year program)).
  - Select and deploy technology solutions to automate notification of cyclical training and compliance needs.
  
2. Balance opportunities for staff to receive professional development both inside and outside of PRSD.
  - Systematically promote/provide opportunities to go to places like the AIU, state and national conferences, etc.
  - Bring in external expertise to provide professional development in emerging areas of focus
    - i. D&I training for staff—bring in expert(s) for staff to provide an inclusive culture for all students and staff.
      1. Third party assessment of district needs vs internal equity audit
      2. Build internal capacity to sustain and grow (e.g. Train-the-Trainer approach)
      3. On-going, contact person for difficult situations to drive future training.
    - ii. PROF involvement in PR Academy to make teachers aware of grant opportunities
  - Summer learning academy at PRSD should also be considered for staff members to learn while not in the thick of the school year.
  - Explore connecting teachers with industry experiences in order to bring real world application into the classrooms.

**Review Comments:**

- Group 1 - Rank Order ()
- Group 2 - Rank Order ()
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- Group 4 - Rank Order ()
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- Group 7 - Rank Order ()

## Miscellaneous

- PR pipeline to future educators based on the development of a high school teaching program to juniors and seniors.
  - i. Gearing students towards a future in education. Addressing the upcoming teacher shortage.
    - 1. Expansion of Peer Buddies (Special Education) and Child Development Preschool as learning opportunities to pursue careers in education
  - ii. Design and deliver courses that lead to project based lessons presented to lower level buildings in the district (Find appropriate balance)

Highlights above belong more in Teaching & Learning for short-term—once developed, we could pursue matriculation agreements/on-site acceptance for graduating student



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

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

1. Consider strategies to increase communication regarding the capital funding plan as a whole and project list / long-term prioritization.
  - The Facilities Department goes through an annual process to meet with building principals and department heads to review the ten-year capital funding plan.
    - Repairs needed sooner than originally planned
    - New projects
    - Prioritization
  - Updates are provided through joint governance meetings with the school board
  - The ten-year capital funding plan is included in the annual budget process
  - Idea to increase communication:
    - (1) expand social media (instagram & twitter) to reach larger audience to highlight budget process and large upcoming projects
    - (2) use additional communication channels to show more pictures and short snippets ~ headlines with link to reach detailed information & tailor to demographic (example: Facebook, LinkedIn)
    - (3) connection to alumni through a platform such as LinkedIn
      - specific messages targeted for that type of professional audience
      - limited reach
    - Collaborate with student activity clubs and athletic teams to promote facilities projects (for example green gym project) and activities
    - Expand additional social media presence to highlight academic progress / educational spaces at each building (example - music offerings and biomes at Eden Hall), maker spaces, library improvements
2. Manage debt as a percentage of budgeted expenditures and explore opportunities for future debt, if necessary
  - As part of the annual budgeting process, we continue to use the long range budget model to track significant cost centers over time.
  - Annually, bond counsel calculates and report the limit under which the school district could borrow additional funds for projects as needed
  - Continue to monitor demographics and enrollment levels
  - Future focused financial planning has directed the focus of lowering our debt as a percentage of overall expenditures. This can be done in a number of ways:
    - As expenditures increase overall and debt remains consistent, the percentage decreases.
    - Commitment to “save” for large projects in advance to lower the overall cost to the taxpayer (fox example: Ram Cage)
    - Continue to work with bond counsel and bond underwriters to identify areas of debt which could be refunded for a lower interest rate and shorten the overall debt if possible.

### Review Comments:

- Group 1 - Rank Order ()
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## Long-Term #2 Promote sustainability and reduce the environmental footprint.

1. Progress toward electronic document management systems to utilize electronic collection and storage of information where permitted by regulation to reduce paper usage
  - This has been discussed for many years, and some systems have been expanded over time to capture additional electronic information
  - Expand metrics and reporting (by use of PaperCut) system to show impact of paper usage vs paperless (office and student assignments)
    - Discussed examples of reporting to share with the High School Environmental Club
2. Increase recycling
  - Facilities department has been collaborating with our existing garbage / recycling vendor
    - i. Removal of the paper recycling bins
    - ii. Expand use of multi-type item recycling dumpsters at each building
    - iii. Increase frequency of pickup
  - Back map from end point (recycling pant) to process within each building
    - i. Offices
    - ii. Classrooms
    - iii. Cafeterias
3. Further explore environmentally friendly options for utilities and energy efficiency within capital projects and improvements and ensure fiscal responsibility
  - An internal facilities energy committee has been formed with a partnership with the utility representatives to reduce energy consumption.
    - i. Explore alternative energy sources
    - ii. Consider changes in lighting in each classroom (for example ~ reduce number of lights needed at one time)
  - Electricity metrics are received on a periodic basis. The energy committee is exploring obtaining real-time data from the different utility companies.
4. Promote and expand communications on sustainable efforts
  - Propane buses used - we are currently in year 8
  - Electric bus pilot program through STA
  - Promote carpooling to school
  - Conversion of lighting to LED

### Review Comments:

- Group 1 - Rank Order ()
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**Long-Term #3 Strengthen and refine cyber-security and the protection of confidential information.**

1. Enhance policies and procedures to support best practices using cyber insurance framework
  - a. Document processes already in place
  - b. Incident response
    - i. Technology department has already conducted a test incident
    - ii. Draft plan has been created (revise as necessary) which lists the steps that need to be taken in terms of insurance broker / carrier coverage.
2. Redundancy and continuity of operations (e.g., data and access)
  - a. Document different tools and systems & reference back-ups in place / disaster recovery
  - b. Resiliency is eRate funded - continue to explore areas where vulnerabilities exist & where additional tools could be used to reduce risk
3. Increase awareness of phishing and other malicious attempts to receive confidential information and provide professional development accordingly
  - a. The technology department has invested in a tool which allows for a phishing test to be sent to staff members to provide a baseline for familiarity with these attempts.
  - b. Professional development & staff training integrated into staff development days
  - c. Additional online tools available to provide educational resources to staff
4. Migrate and transition data from internal servers to cloud-based systems
  - a. It is safer to house data on cloud-based systems rather than internal servers.
  - b. Establish a conversion plan for departments
  - c. Provide departments with sample templates for setup (for example: standardization & structure, folders, naming conventions, etc.)

**Review Comments:**

- Group 1 - Rank Order ()
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**Long-Term #4 Increase awareness and deepen understanding within the schools and the community with the role of finance in the management of the school district as a whole**

1. Deepen understanding of primary sources of revenue and main drivers of expenditures within public K-12 education.
  - a. Pie charts - revenue & expenditures (on dashboard)
  - b. Links to the benchmarking comparisons
  - c. Show the long term budget slides
  - d. Explain sources of tax revenue:
    - i. sample calculation
    - ii. discuss not an inflationary base
    - iii. history of millage rates and comparison to other Allegheny County school district
2. Increase communication around the purpose of fund balance and educate stakeholders regarding the specific categories of commitments and assignments
  - a. Add to website dashboard
  - b. Described currently in annual budget documents
  - c. Board policy - Fund Balances under the 600 section
3. Enhance communications to display benchmarking comparisons (e.g., millage rate, staffing efficiencies, cost per student, fund balance levels, etc.)
  - a. Expand use of district website under “Budget & Finance” - use of a dashboard landing page
  - b. Send small notices which include pictures / graphs that include an embedded link
4. Awareness of federal and state funding models for educational initiatives and mandated costs
  - a. Explore PSBA and PASBO for pre-recorded videos describing the most up-to-date federal and state funding models
  - b. Explain other mandates
    - i. prevailing wage
    - ii. competitive bid requirement
    - iii. township and environmental regulations
5. Host community open house to showcase facilities
  - a. Storytelling for large capital projects
  - b. Summer videos
    - i. Green gym project
    - ii. HVAC replacements
    - iii. Libraries
    - iv. Virtual open house

**Review Comments:**

- Group 1 - Rank Order ()
- Group 2 - Rank Order ()
- Group 3 - Rank Order ()
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**Miscellaneous**

# 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).**

- Ensures visibility of building focus for all stakeholders
- Better align and communicate building goals with district-wide goals
- Helps manage capability and capacity
- Promotes alignment with other categories

### **Review Comments:**

- Group 1 - Rank Order ()
- Group 2 - Rank Order ()
- Group 3 - Rank Order ()
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- Group 7 - Rank Order ()

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

- TBD

**Review Comments:**

- Group 1 - Rank Order ()
- Group 2 - Rank Order ()
- Group 3 - Rank Order ()
- Group 4 - Rank Order ()
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**Develop, refine and monitor a comprehensive system of performance measures to monitor results.**

- TBD (see Cat 7)

**Review Comments:**

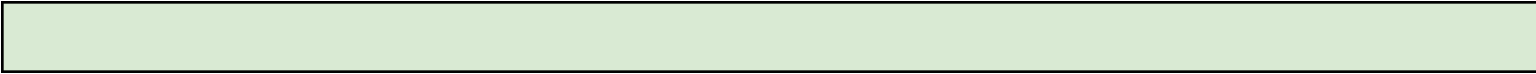
- Group 1 - Rank Order ()
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**TBD by BOE Potential to Engage in national Baldrige Excellence Program**

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**Review Comments:**

- Group 1 - Rank Order ()
- Group 2 - Rank Order ()
- Group 3 - Rank Order ()
- Group 4 - Rank Order ()
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- Group 6 - Rank Order ()
- Group 7 - Rank Order ()



**Miscellaneous**

# COMMUNICATIONS

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

Long-Term #1 Refine the systematic approach to communication (i.e., matrix) based on measures of effectiveness. Making sure that we have site that is simple and verified that can be trusted for accurate info

1. Refine effectiveness and efficiency with messages (e.g., try to combine)
  - **Balancing stand-alone versus combined messages**
    - i. Good balance – time of day is important – send earlier in the day in case of questions, not on a friday afternoon
  - **Predictability (time of week/etc.) and complexity of communication (quantity, quality, platform, etc.)**
    - i. Too many emails, almost daily, can those be prioritized? Get something every day, can't keep up; information is getting lost (some families have multiple kids in multiple schools).
    - ii. Communication is a two way street– parents/community need to seek out information if not seeing.
    - iii. Website is not always user friendly (in order to find something quickly). Archive blasts on website so families can go back and review previous communications (linked to buildings/district/board if needed). Another approach could be the district just sending out a blast alerting families that there is an update and families can go to the site to review the information. Example: Friday Flash is now available on the website.
    - iv. Recommend that the school district try to reach out more to families to get their input opposed to it being limited to those that attend meetings for certain agenda items (surveys could pull this more).
  - **Have teachers reinforce messages as parents read them more when they come from that source Reinforce more important message via email or with a flyer from teacher**
2. Refine frequency and type of surveys (e.g., content, source, etc.)
  - i.
3. Refine two-hour delay and snow day messages - keep them short for conciseness (feedback from students)
  - i. Get message out as soon as possible
4. Expand platforms that parents are accustomed to using (e.g., social media)
  - i. Making sure that we have site that is simple and verified that can be trusted for accurate info
  - ii. Possibly consider a survey to gain an understanding of what social media sites are used

### Review Comments:

- Group 1 - Rank Order ()
- Group 2 - Rank Order ()
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## Long-Term #2 Develop and implement strategies to promote healthy discourse

1. One- and two-way communication
  - i. Recording the information and making it available (but loses the engagement factor)-- allows for openness and transparency
  - ii. Offering multiple opportunities for people to be engaged (multiple sessions at different times)
  - iii. Provide information (out) in advance to allow others to share thoughts if they are unable to attend
2. Parent engagement (across all levels)
3. Community engagement (with and without children in schools)
4. Business engagement
  - i. example of AW Beattie using yard signs to promote students employed in that business (“We employ a Pine-Richland Graduate)
5. Virtual and in-person
  - i. Confirmation emails that follow registrations would be helpful
6. Post official social media pages that families should be following to detract from fake pages and communicate them in emails.

### **Review Comments:**

- Group 1 - Rank Order ()
- Group 2 - Rank Order ()
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- Group 4 - Rank Order ()
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- Group 7 - Rank Order ()
  - PR has many opportunities for two way.



**Miscellaneous**

# GETTING GROUNDED: STRATEGIC PLAN REVIEW / DATA AND INFORMATION PLACEMAT

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

**Program Review Model**

The mission of the Pinellas County School District is to focus on learning for every student every day. As part of the strategic planning process, the Strategic Plan Review is designed to provide a high level overview of performance evaluation. For the administrative summary results section, overall results were analyzed to focus on those specific initiatives areas. Complete completion data is available in the PIRSD website. In other areas, additional resources were identified based on strategic objectives and challenges with a focus on the next 3-5 years. Public school districts are highly regulated through requirements of the relevant state and federal laws.

**Strategic Plan Review**

Strategic Plan	Program Review	Action Items
Strategic Plan 1: Increase student achievement in all areas of learning.	Program Review 1: Review student achievement data across all schools and programs.	Action Item 1: Analyze data to identify areas of strength and weakness.
Strategic Plan 2: Increase student graduation rates.	Program Review 2: Review graduation rates by school and program.	Action Item 2: Identify factors contributing to low graduation rates.
Strategic Plan 3: Increase student attendance.	Program Review 3: Review attendance data across all schools and programs.	Action Item 3: Implement interventions to improve attendance.
Strategic Plan 4: Increase student social-emotional learning.	Program Review 4: Review social-emotional learning data across all schools and programs.	Action Item 4: Implement interventions to improve social-emotional learning.
Strategic Plan 5: Increase student career readiness.	Program Review 5: Review career readiness data across all schools and programs.	Action Item 5: Implement interventions to improve career readiness.

**2018-2019 Strategic Plan Dashboard**

**2018-2019 Student Counts**

Year	Total	Elementary	Middle	High
2018	100,000	40,000	30,000	30,000
2019	105,000	42,000	32,000	31,000

**2018-2019 Financial Performance**

Category	2018	2019
Revenue	\$100M	\$105M
Expenses	\$95M	\$100M
Surplus	\$5M	\$5M

**2018-2019 Operational Performance**

Metric	2018	2019
Attendance	95%	96%
Graduation	85%	86%
Retention	90%	91%

**2018-2019 Academic Performance**

Subject	2018	2019
Math	75%	76%
Reading	80%	81%
Science	70%	71%

**2018-2019 Non-Academic Performance**

Metric	2018	2019
Wellness	85%	86%
Attendance	95%	96%
Graduation	85%	86%

**Graduate Portrait**

**Academic Achievement Dashboard**

## Potential Areas of Data/Information Clarification

- College Admission of “Top Choice” and Persistence if “Top Choice” Achieved
- Disaggregate Data for Graduation Rates and Post-Grad Plans
  - One- to Two-year Post Graduation Check
  - Track College/University Completion/Persistence
  - More Information About Students Uncertain of Post-Grad Path
- Portrait of a Graduate Data
- Capital Project Examples
- Curriculum Consistency Across Teachers of the Same Course
- Non-Academic Student Assessment Results
- Staffing Ratios in Certain Positions (e.g., School Counseling)
- Staffing Retention
- Student and Staff Wellness Data/Information
- Student Performance Data Across MTSS Tier 2 and 3 Interventions
- Student Perception Information Especially with Transitions (i.e., new to district and/or transition year to a school)