

Steering Committee, Facilitators and Notetakers

November 2, 2022

Table Groups

Teaching and Learning

- Meyer, Pasquinelli, Hustwit, Minsinger, Harding, Vins, Smith (absent), Kuzilla

Student Progress and Engagement

- Hillman, Justus, Paczan, Hernandez, Kuchnicki, Gustafson

Workforce Development

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

Finance and Operations

- Brussalis, Kirk, Stoebener (absent), Zimmerman, Barlak, Domagala (absent)

MVV/Pursuit of Excellence/Communication

- Brussalis, Miller, Giran, Hasinger (absent), Williams



Suggestion to Consider Pursuit of Excellence and Communications Vertical Bookends

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

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

- Continue implementing In-Depth Program Review Recommendations and Develop In-Depth Program Review “Lite” (Round 2)
- Integration of learning goals across content areas [cross curricular/STEAM/PBL] (World Lang., SS/ELA, Math, Technology etc.)
- Instructional strategies (Professional Development, tier I best practices, student collaboration, differentiation, diversity of perspective, technology integration)
- Technology key competencies embedded into K-12 curriculum (Digital footprint, digital citizenship, LMSs)
- Sustainability integrated into K-12 curriculum where appropriate
- Connection between assessment and instruction: How assessment results influence instruction and curriculum adjustments.

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

- 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)
- Refining a systematic approach for secondary multi-tiered system of supports and identification of students that need supports, universal screeners (7-12)
- (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. Professional development needed to support staff.
- (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)

Social Emotional Learning

- 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).
- Strengthen relationship with outside partners and other service providers to integrate into a behavioral decision tree
- Focus on mental health opportunities within the curriculum itself (Tier I Social Emotional Learning)
- Develop and sustain relationships with trusted adults K-12 to ensure students feel connected socially and emotionally as well as academically (whole child concept).
- Learning civil discourse in classrooms with others. Consider with social emotional learning long-term goal and outcome of School Counseling In-Depth Program Review
- Focus/modernization - skills for life, wellness, mindfulness, social media impact. Consider under social emotional learning long-term goal and development

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

- 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)
 - Research effectiveness of hybrid model and clearly communicate with the community about next steps with this model which could be embedded in an In-Depth Program Review.
 - Continuously refine and practice virtual learning days for inclement weather
 - 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
- Dual Enrollment/CHS - College in High School, expand upon dual enrollment
 - Ex: If we had a cyber academy like PRVA+, enroll virtually and in person to help with travel needs, health, etc

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.

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

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

- 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)
- Enhance two-way, proactive communication between educators and students regarding “who they are”/identity and between educators and parents regarding specific student progress and supports, which builds relationships and personalizes student education
- 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)

Strengthen safety, security, and positive school culture

- 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)
- 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)
- 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.
- Promoting a positive school culture where all students feel included and valued (e.g. physical and psychological safety) with ample relationships with peers and mentors (e.g. protective factor).

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.

- 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.
- 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).



Miscellaneous

- Community service projects - incorporate doing good for others



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

Develop formal pipeline opportunities and expand internal pathways for career progression and succession planning.

- Aspiring leader development
 - Leveraging formal leadership experiences (e.g. ALC/BLTCs) and informal ones (e.g. committee membership, initiative-taking, etc.)
 - Communicating around these leadership opportunities
- Substitute teacher development
 - Substitute teacher career coaching (e.g. resume screening/mock interviews/application timelines/guidance)
 - Supporting loyal substitute teachers in obtaining positions within the district
 - Operate a guest teacher program to support substitute positions for those without a teaching degree being a part of the substitute pool
- 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.
- Include a section in the individual professional development plan as a part of setting goals in this area.

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.
 - Increase uniformity in affiliation agreements with existing partners and explore opportunities (opportunity cost-benefit analysis necessary) of expanding to non-local programs
 - x amount of student-teacher placements per year (attempt to prioritize shortage certification areas)
 - Paraprofessional pathways to get teaching degree or path to college and build partnerships with local colleges to enhance our staff
 - PR pipeline to future educators based on a high school teaching program.
 - Gearing students towards a future in education. Addressing the upcoming teacher shortage.
 - Expansion of Peer Buddies (Special Education) and Child Development Preschool as learning opportunities to pursue careers in education
 - Design and deliver lessons to lower level buildings in the district (Find appropriate balance).
- Onboarding/PR Academy-type program 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.

- Develop value proposition/recruitment messaging for district and individual schools
 - Utilize key drivers of engagement across workforce segments to tailor messages
- Strategic Recruitment
 - Develop pools of applicants for hard to find position
 - Recruiting/hiring a more diverse candidate pool

- 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
- Collective bargaining
 - Mindful of employee schedules to manage workload and prioritize time
 - Address the obvious reason for paraprofessional shortage (salary) across the employee groups and union groups.
 - Attract, develop, engage, and retain. For paraprofessionals 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 paraprofessional 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.
 - Investment in staff: Put the money where it's going to make a difference; paying more to sustain staff members

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 (Year 2 of strategic plan will be 2024-25, in which induction requirement increases to 2 year program).
 - PROF involvement in PR Academy to make teachers aware of grant opportunities
- Select and deploy technology solutions to automate notification of cyclical training and compliance needs.
- DEI training for staff, having an expert for staff 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.
- Opportunities for staff to receive professional development inside and outside of PRSD.
 - 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
 - Summer learning academy at PRSD should also be considered for staff members to learn while not in the thick of the school year.

Miscellaneous



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

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

- Consider strategies to increase communication regarding the capital funding plan as a whole and project list / long-term prioritization.
- Manage debt as a percentage of budgeted expenditures and explore opportunities for future debt, if necessary

Promote sustainability and reduce the environmental footprint.

- Progress toward electronic document management systems to utilize electronic collection and storage of information where permitted by regulation to reduce paper usage
- Increase recycling
- Further explore environmentally friendly options for utilities and energy efficiency within capital projects and improvements and ensure fiscal responsibility

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

- Enhance policies and procedures to support best practices using cyber insurance framework
- Redundancy and continuity of operations (e.g., data and access)
- Increase awareness of phishing and other malicious attempts to receive confidential information and provide professional development accordingly
- Migrate and transition data from internal servers to cloud-based systems

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

- Deepen understanding of primary sources of revenue and main drivers of expenditures within public K-12 education.
- Increase communication around the purpose of fund balance and educate stakeholders regarding the specific categories of commitments and assignments
- Enhance communications to display benchmarking comparisons (e.g., millage rate, staffing efficiencies, cost per student, fund balance levels, etc.)
- Awareness of federal and state funding models for educational initiatives and mandated costs
- Host community open house to showcase facilities

Miscellaneous

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

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

- TBD

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

- TBD (see Cat 7)

TBD by BOE Potential to Engage in national Baldrige Excellence Program

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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
- Refine effectiveness and efficiency with messages (Ex: try to combine)
- Refine 2 hour delay and snow day messages - keep them short for conciseness (feedback from students)
- Use platforms that parents are accustomed to using (Ex: social media)
- Predictability (time of week/etc.) and complexity of communication (quantity, quality, platform, etc.)
- Balancing stand-alone versus combined messages
- Survey (frequency, type, etc.)

Develop and implement strategies to promote healthy discourse

- Post official social media pages that families should be following to detract from fake pages and communicate them in emails.
- One and two communication
- Virtual and in-person
- Parent engagement (across all levels)
- Community engagement (with and without children in schools)
- Business engagement

Miscellaneous

GETTING GROUNDED: STRATEGIC PLAN REVIEW / DATA AND INFORMATION PLACEMAT

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

Program Review Process Model

Program	Review Cycle	Review Frequency	Review Methodology
Academic Programs	Annual	Annual	Self-study, External Review
Administrative Programs	Annual	Annual	Self-study, External Review
Support Programs	Annual	Annual	Self-study, External Review
Special Programs	Annual	Annual	Self-study, External Review

2018-2019 Strategic Plan Dashboard

2018-2019 Student Counts

Year	Total	Elementary	Middle	High
2018	10,500	4,500	3,500	2,500
2019	10,800	4,600	3,600	2,600

2018-2019 Financial Performance

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

2018-2019 Academic Performance

Subject	2018	2019
Math	75%	78%
Reading	80%	82%
Science	70%	72%

2018-2019 Operational Performance

Metric	2018	2019
Staff Retention	90%	92%
Student Satisfaction	85%	88%
Parent Satisfaction	80%	82%

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)