



Strategic Planning Process

2023 - 2027

Steering Committee, Notetakers and
Facilitators

December 20, 2022



PINE-RICHLAND SCHOOL DISTRICT

The Compelling Why



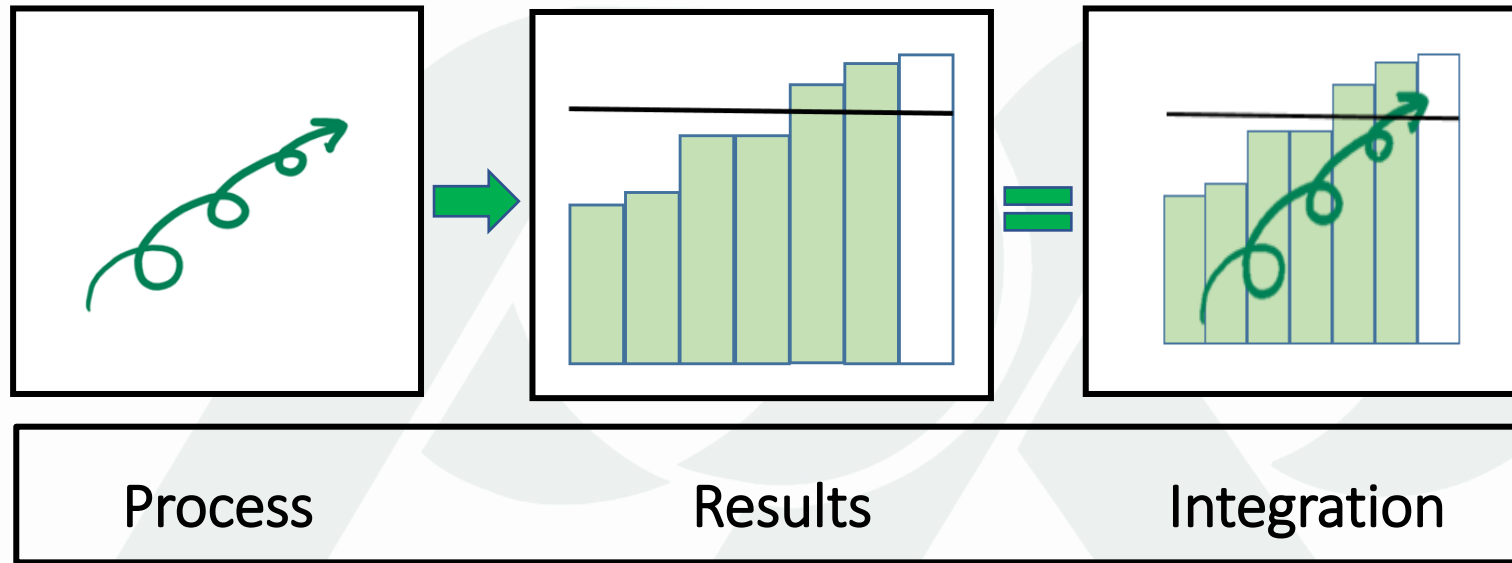
“Focused on learning for every student every day.”

702 Warrendale Rd., Gibsonia, PA 15044



Culture of Continuous Improvement

Celebrate Strengths

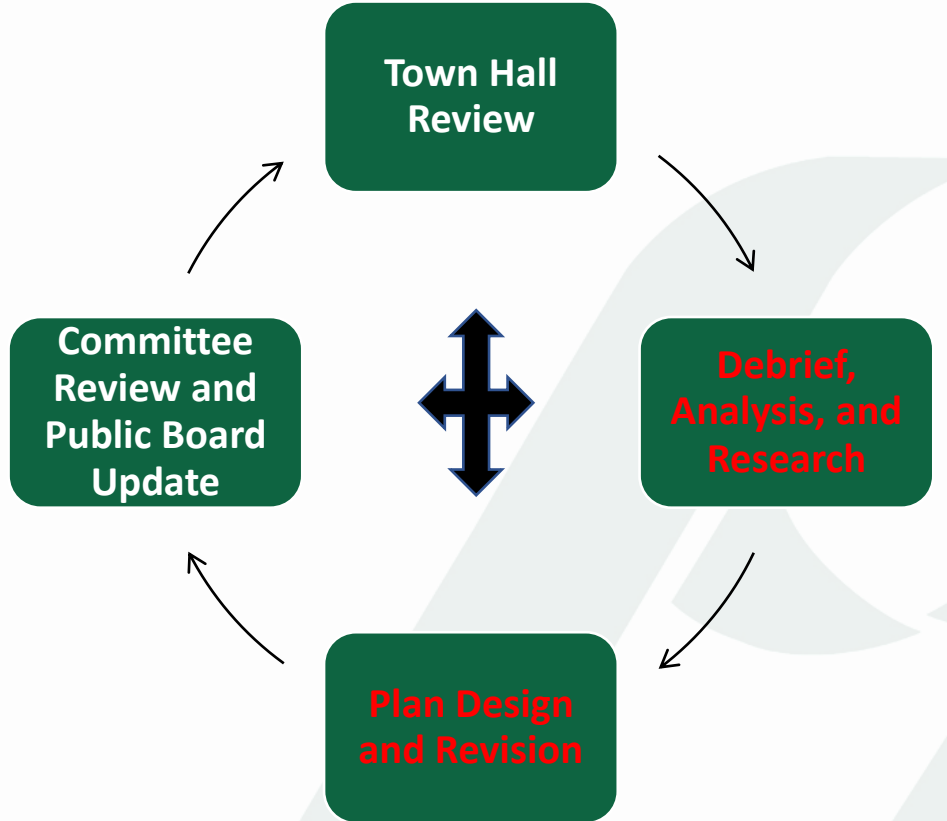
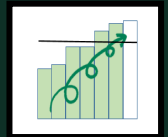


Embrace Opportunities

2015 – 2023 Strategic Plans
Strategic Responsiveness and Continuous Improvement



Process Overview



Current Plan, Data, and Listening Mechanisms

**DATA and INFORMATION PLACEMAT
EXISTING PLAN and AFFIRM MVV**

- Town Hall #1 (October 12, 2022)**
- Process Overview, MVV and Input, Data and Information, Strategic Advantages and Strategic Challenges, Long-Term Goals & Short-Term Brainstorming
- Town Hall #2 (November 29, 2022)**
- Process, Focus on Specific Categories, Prioritization & Clarify Metrics, Measures and Outcomes
- Town Hall #3 (January 25, 2023)**
- Finalize Actions, Focus on Integration & Finalize Measures

*Beginning in September 2022 with expected **completion by February 2023**, these four steps would be repeated several times.

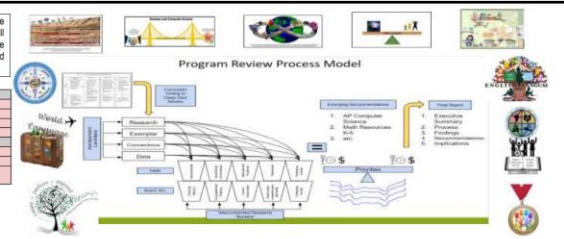


PINE-RICHLAND SCHOOL DISTRICT Data and Information Placemat



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

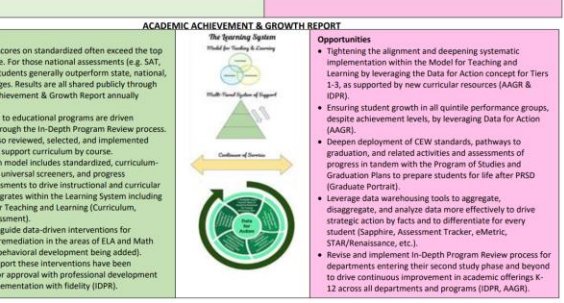
Strategic Advantages	Strategic Challenges	Mid-Atlantic Alliance for Performance Excellence Feedback (Data Through 2021)
SA1 Scope and Quality of Educational Programming	SC1 Transforming Models of Education to Meet Varying Needs (Academic Rigor, Social Development, Mental Health, Wellness)	Process Opportunities Missing Approaches for Workforce Organization Learning and Agility
SA2 Culture of Collaboration with Stakeholders and High Performing Workforce	SC2 Staffing Shortages in Select Positions (Short-Term/Long-Term)	Using People Favorable Results for Student Learning
SA3 Financial and Operational Health (ROI)	SC3 Fiscal and Environmental Sustainability (Short-Term/Long-Term)	Results Opportunities Missing Results
SA4 Strategic Approach to Continuous Improvement (Systems Thinking)	SC4 Political Landscape Impacting K-12 Education (National, State and Local)	Link of Organizational Financial Results



STAKEHOLDER SURVEY RESULTS	PARENT RESULTS	OPPORTUNITIES	
ACADEMIC	STRENGTH	OPPORTUNITIES	
<ul style="list-style-type: none"> The pace of my child's class seems appropriate (e.g. tests, quizzes, and projects). My child enjoys going to school to learn. That the level of challenge is "just out of reach". 	<ul style="list-style-type: none"> It appears that curriculum and instruction are consistent across teachers and courses. Teacher expectations are consistent across the district. My school monitors student performance in a proactive manner to identify and address learning needs. 	<ul style="list-style-type: none"> My child receives appropriate academic counseling (7-12 Only) I believe my child is well prepared for college, technical school, or other postsecondary opportunities (11-12 Only) My child's school culture is positive and conducive to learning. 	
PUPIL SERVICES	<ul style="list-style-type: none"> I believe that class size is important and I am satisfied with the size of my child's class this year. My child is well prepared for the transition between grade levels within the school bldg (e.g. 7r to 8). I feel my child is safe at school. 	<ul style="list-style-type: none"> My school is focused on learning. Students in my school receive what they need even if it is different than others in order to participate and learn. I feel safe at school. I feel included and welcomed at school. The school sends a clear message that students should use kind and respectful words when talking or writing about race, gender, intelligence, family wealth, etc. 	<ul style="list-style-type: none"> My teachers consider my interests and talents in class. My homework assignments help prepare me for class. My teachers give me feedback about my work and the progress I am making in class. My teachers know my academic strengths and needs and help me learn.
COMMUNICATIONS	<ul style="list-style-type: none"> When I provide feedback to my child's teacher, they are receptive and responsive to the discussion. There are many ways for me to be involved at PR. My child feels included and welcomed in school. I am satisfied with my level of communication with my child's principal. 	<ul style="list-style-type: none"> I am satisfied with the level of communication from the PR School Board and/or communication related to board actions. I believe my input and voice are both heard and valued as a member of the school community. There is a clear effort on the part of the school to understand and study students in all the ways that they differ - such as race and gender. 	<ul style="list-style-type: none"> I enjoy going to school to learn. In my school students treat students with respect. I feel comfortable talking to my school counselor when I need help. People in my school respect the differences of others. My school has a positive environment. I believe that the adults in my school - such as teachers and principals - both hear and value what I have to say. Students are treated fairly at my school.
FINANCE & OPS	<ul style="list-style-type: none"> I am satisfied with the district instructional facilities (i.e., physical school buildings). I am satisfied with non-classroom spaces (e.g., athletic facilities, playgrounds). 	<ul style="list-style-type: none"> I closely monitor information on the budget development process. I have a clear understanding of school finance and budgeting that includes an awareness of the key factors that affect revenue and expenditures. 	<ul style="list-style-type: none"> For students in Grades 3, 6, and 8: In general, I feel well prepared for my new school year. For students in Grades 12 only: In general, I am well prepared for college, technical school, or other opportunities after high school.

STAFF RESULTS	OPPORTUNITIES
ACADEMIC ACHIEVEMENT & GROWTH REPORT	STRENGTH
<ul style="list-style-type: none"> District leaders expect me to perform at a high level. District leaders encourage me to develop positive relationships with students. District leaders provide clear direction on major initiatives. District leaders encourage me to focus on student learning. District leaders incorporate the mission, vision and values of the district into initiatives. 	<ul style="list-style-type: none"> District leaders are open to new ideas within the organization. District leaders encourage open, two-way communication. District leaders model fair, transparent, and ethical decision-making processes. District leaders communicate key decisions and the rationale for those decisions when appropriate. District leaders consult me on decisions that affect my job. District leaders are open to new ideas within the building. District leaders communicate key decisions and the rationale for those decisions when appropriate. District leaders model fair, transparent, and ethical decision-making processes.
<ul style="list-style-type: none"> My achievement scores on standardized often exceed the top decile in the state. For those national assessments (e.g. SAT, ACT, AP), PRSD students generally outperform state, national, and global averages. Results are all shared publicly through the Academic Achievement & Growth Report annually (AAGR). Improvements to educational programs are driven systematically through the In-Depth Program Review process. Resources are also reviewed, selected, and implemented systematically to support curriculum by course. Data for Action model includes standardized, curriculum-based, common, universal screeners, and progress monitoring assessments to drive instructional and curricular changes and integrates within the Learning System including the full Model for Teaching and Learning (Curriculum, Instruction, Assessment). Decision trees guide data-driven interventions for enrichment and remediation in the areas of ELA and Math (with social and behavioral development being added). Resources to support these interventions have been recommended for approval with professional development included for implementation with fidelity (IDPR). 	<ul style="list-style-type: none"> District leaders expect me to perform at a high level. District leaders encourage me to develop positive relationships with students. District leaders encourage me to focus on student learning. District leaders incorporate the mission, vision and values of the district into the work they are leading.
<ul style="list-style-type: none"> I hold myself to a high standard of performance. I know what is expected of me to perform my job successfully. The district is committed to providing a quality education for students. 	<ul style="list-style-type: none"> I am satisfied with the level of visibility and engagement by the school board. I am satisfied with the level of communication from the school board. I believe my input and voice are both heard and valued as a member of this district.
<ul style="list-style-type: none"> I have access to hardware/software technology to do my job well. I know what is expected of me to perform my job well. I have the resources I need to do my job well. I feel safe at work. 	<ul style="list-style-type: none"> I monitor information about the budget development process. In general, I am satisfied with budgetary decisions.

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



Year	2019	2020	2021	2022	2023
Target	100%	100%	100%	100%	100%
Actual	100%	100%	100%	100%	100%

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

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

Year	2018	2019	2020	2021	2022	2023
PR.Grad	88	89	89	91	90	89
PR.Grad	89	89	89	90	90	90
PR.Grad	88	88	87	89	89	88
State Avg.	82	86	86	86	86	82
State Per. Standard	88	88	88	88	88	88

Year	2018	2019	2020	2021	2022
20+ Cr. CEW	100%	100%	100%	100%	100%
Technical	100%	100%	100%	100%	100%
Military	100%	100%	100%	100%	100%
Unemployed	100%	100%	100%	100%	100%
PR - To Dec.	100%	100%	100%	100%	100%

Year	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
K	262	281	283	293	281.5	318.0	291.1	294.4	301.1	304.6	299.7	301.1	302.3
1	312	317	322	326	333.0	328.3	367.9	336.3	338.3	345.9	348.1	342.0	343.2
2	340	315	320	334	325.1	339.6	333.1	371.9	338.2	340.7	346.5	348.2	341.9
3	322	352	333	331	345.8	344.6	357.6	350.1	388.4	354.1	355.7	360.4	361.8
4	337	328	355	338	330.3	352.4	349.6	361.3	351.8	390.5	354.6	355.9	360.1
5	314	347	342	357	342.3	342.1	359.6	363.2	359.6	360.0	397.6	360.8	362.1
6	344	327	355	348	363.7	356.0	354.3	374.6	369.0	379.2	368.3	406.1	368.2
7	363	349	331	370	350.3	371.4	362.6	360.6	379.8	374.6	383.6	372.3	410.3
8	395	370	350	340	373.3	358.8	378.9	369.5	366.2	386.2	379.8	388.2	376.5
9	355	395	375	351	341.9	379.4	363.3	383.2	373.1	390.2	384.0	392.5	380.7
10	399	360	393	364	347.2	341.7	378.0	361.4	380.1	370.4	367.7	386.3	380.1
11	367	410	351	381	360.1	346.9	340.6	375.9	358.7	372.3	366.8	363.7	381.8
12	371	373	413	355	385.1	367.8	353.4	346.6	381.3	383.9	381.9	370.9	367.4
K-12	4,481	4,524	4,523	4,488	4,479.6	4,547.0	4,593.6	4,645.3	4,695.0	4,718.5	4,740.5	4,739.9	4,738.1

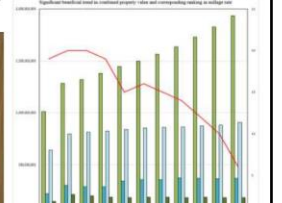
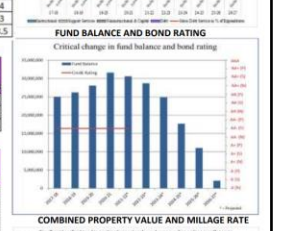
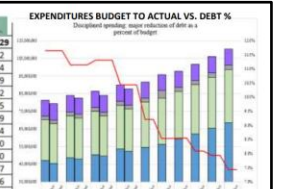
Year	2018-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10
PRSD Percentage	88.60%	89.20%	89.10%	89.50%	89.30%	87.80%	88.60%	TBD	TBD

Year	2018	2019	2020	2021	2022	2023
Total	94	94	98	94	93	TBD
SLA	90	91	93	93	93	TBD

Year	2018	2019	2020	2021	2022	2023
Total	94	94	98	94	93	TBD
SLA	90	91	93	93	93	TBD

Year	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Ratio	13.74	13.6	13.46	12.71	13.67	13.61	13.61	13.47
Rank	7	11	15	11	10	10	10	10

Year	2018	2019	2020	2021	2022	2023	2024	2025	2026
Technology	\$190,000	\$216,400	\$431,674	\$349,000	\$248,000	\$244,800	\$255,000	\$286,000	\$268,000
Building Res.	\$666,144	\$1,271,174	\$1,094,903	\$1,154,037	\$1,100,930	\$1,290,034	\$1,049,789	\$7,093,738	\$3,993,442
Facilities Maint.	\$108,000	\$196,000	\$377,000	\$336,000	\$170,000	\$138,100	\$400,000	\$400,000	\$500,000
Athletics	\$1,027,199	\$1,201,930	\$2,082,192	\$878,800	\$2,438,553	\$3,786,488	\$797,100	\$1,866,781.50	\$154,000
Total	\$2,392,142	\$3,885,524	\$3,985,771	\$2,853,337	\$4,957,483	\$5,855,414	\$4,496,889	\$18,334,799	\$6,228,143.50





Strategic Advantages

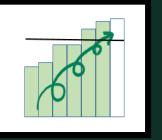
- SA1 Scope and Quality of Educational Programming
- SA2 Culture of Collaboration with Stakeholders and a High Performing Workforce
- SA3 Financial and Operational Health (ROI)
- SA4 Strategic Approach to Continuous Improvement (Systems Thinking)

Strategic Challenges

- SC1 Transforming Models of Education to Meet Varying Needs (Academic Rigor, Social Development, Mental Health, Wellness)
- SC2 Staffing Shortages in Select Positions (Short- and Long-Term)
- SC3 Fiscal and Environmental Sustainability Given Economic Pressures
- SC4 Political Landscape Impacting K – 12 Education (National, State and Local)



Planned Design Improvements



- Confirmed Strategic Advantages (SAs) and Strategic Challenges (SCs)
- Board-SLT Steering Committee (i.e., small group)
- **(Even More) Narrow, Deep and Measurable**
- (Even More) Intentional About Engaging Diverse and Representative Voices
- Gathering In-Process Feedback for Real-Time Process Adjustments
- Specifically Consider Intelligent Risk and Innovation
- **Prepare for Agility (i.e., leave “space” and “capacity” or reprioritize)**
- **Align SAs and SCs to Eventual Long-Term Goals and Short-Term Actions**



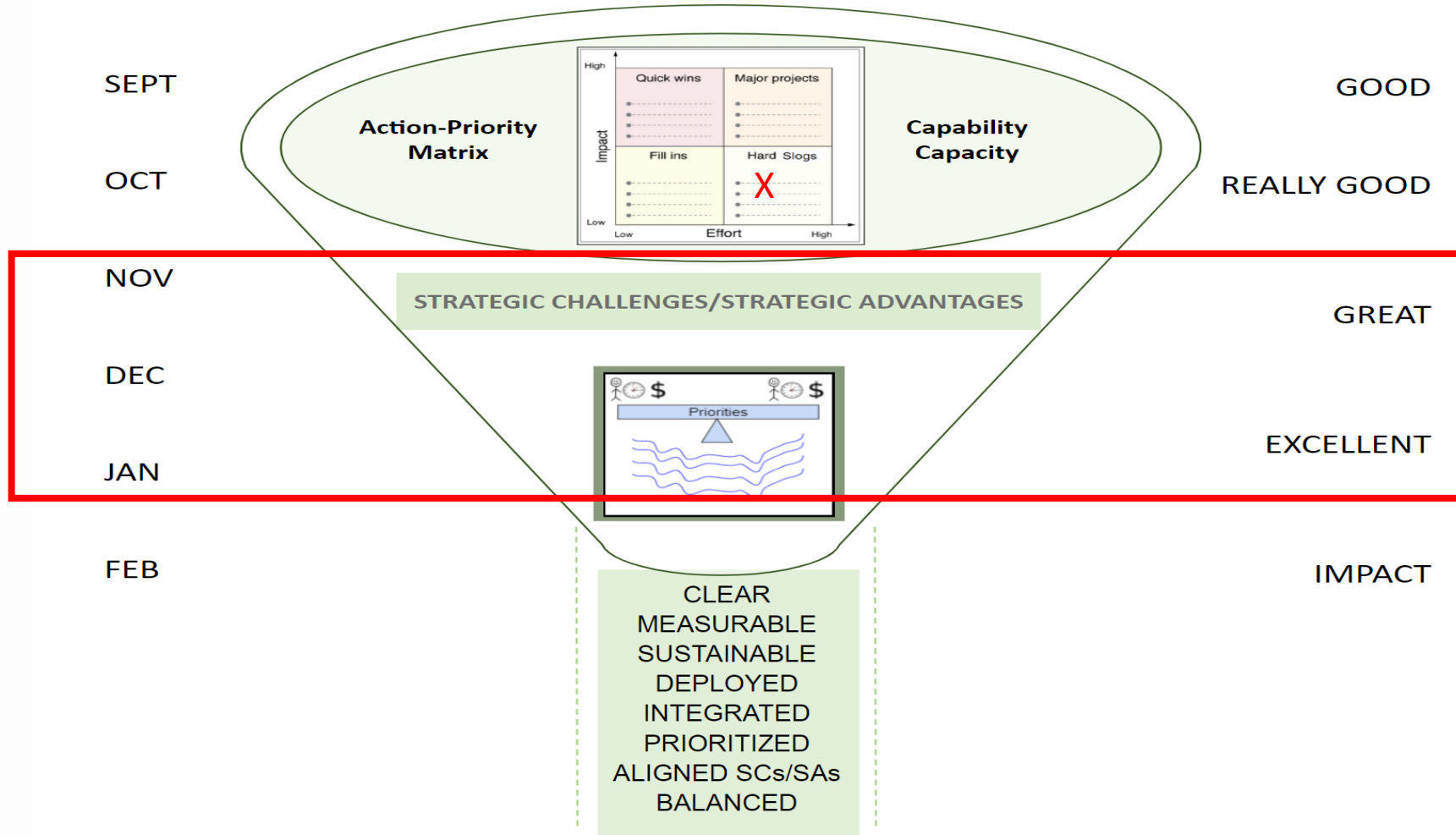
Disclaimer

**This type of process is
messy and non-linear.**



Strategic Planning Process Funnel

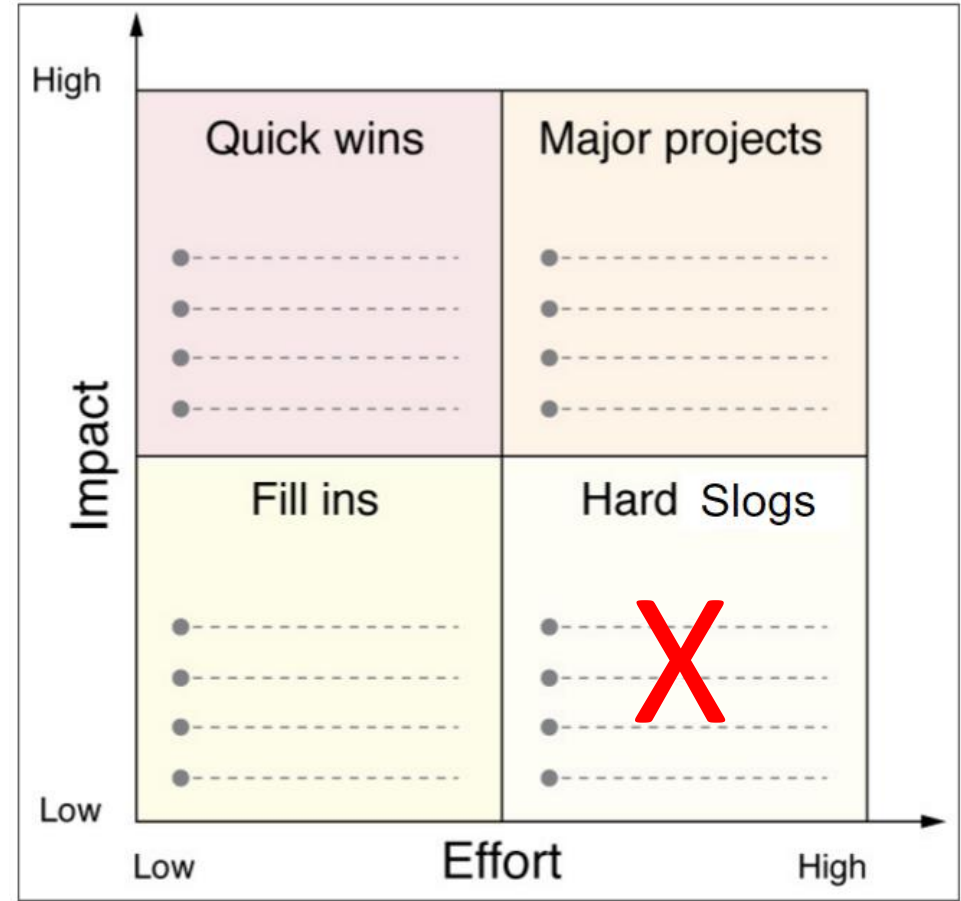
“CASTING A WIDE LONG-TERM AND SHORT-TERM NET”





Strategic Planning Process Funnel

- Alignment to Strategic Advantages / Strategic Challenges
- Action-Priority (Intensity) Matrix
- Capability and Capacity Analysis
- “Ripple” Effect and Prioritization





Sample Sequencing (7 to 3)

Long-Term #1 Refine and strengthen each element of the model for teaching and learning with a focus on integration (i.e., curriculum, assessment, and instruction).

2023 - 2024	2024 - 2025	2025 - 2026	2026 - 2027
Instructional Strategies: Select framework with focus on common language, learning phases, and initial strategy roll-out.	Instructional Strategies: Reinforce learning phases via lesson plans with ongoing strategy roll-out and grade level/department discussion (e.g., PLCs).	Instructional Strategies: Pursue collaborative lesson planning with final strategy roll-out reinforced through PLCs.	Reinforce model for teaching and learning with evidence in each area (i.e., curriculum revisions/alignment, common assessments, and instructional strategies) via PLCs.
IDPR Implementation (All Departments and Programs Except Science)	IDPR Implementation (All Except 4 - 5) and/or IDPR Mini-Review Implementation (2 - 3 Depts)	IDPR Implementation (All Except 4 - 5) and/or IDPR Mini-Review Implementation (2 - 3 Depts)	IDPR Implementation (All Except 4 - 5) and/or IDPR Mini-Review Implementation (2 - 3 Depts)
Design IDPR Mini-Review Study Process and Pilot with Science	IDPR Mini-Review Study Phase (2 - 3 Departments)	IDPR Mini-Review Study Phase (2 - 3 Departments)	IDPR Mini-Review Study Phase (2 - 3 Departments)



Sample Rationale

Rationale: This long-term goal represents the heart of educational programs and systems. It is suggested that we condense from seven rows to three rows. Integrated with MTSS Tier 1 general education setting, instructional strategies reflect an intentional focus on teacher action within the general education and/or classroom setting. This focus has the most immediate and profound impact on the maximum number of students. It is important to build instructional strategies through a collective (versus isolated) approach that integrates in other areas (e.g., professional development, performance management, etc.). IDPR implementation and the to-be-developed IDPR Mini-Review allow a focus on departments and programs beyond curriculum, instruction, and assessment.



Sample of Clear and Concise Simplicity

2023 - 2024	2024 - 2025	2025 - 2026	2026 - 2027
RAMS Way: Respectful	RAMS Way: Accountable	RAMS Way: Motivated	RAMS Way: Safe
Self-Management and Self-Awareness	Social Awareness and Relationships	Responsible Decision-Making	All Five Focus



Agenda

Today's Goal:

- Use the output from Town Hall #2 Session #2 to create an initial prioritization/sequencing and implementation map for each **long-term goal (verify/condense) and short-term action (concise/distributed)**.
 - Note: Replace educational jargon – where possible – with plain, concise, action-focused language.
- **Summarize the rationale** for prioritization based on the MVV, current plan, data/information/results, strategic advantages, strategic challenges, and the action-priority-intensity matrix.
 - Note: Identify any potential areas of clarification or conflict.
 - Note: Minimize the “plan-to-plan” trap.



Timeline

- March 30, 2023 Submit to PDE
- March 27, 2023 Board Approval
- March 13, 2023 Final Discussions/Information
- February 13, 2023 Discussions/Information
- February 6, 2023 Joint Governance (off night – no meeting to follow)
- Week of January 30th Steering Committee
- January 25, 2023 Town Hall #3
- January 9, 2023 Joint Governance
- **December 20, 2022 Steering Committee**
- December 12, 2022 Board Meeting Update
- Week of December 5 – 9, 2022 SLT Category Leads Reflect on Town Hall #2 Input
- November 29, 2022 Town Hall #2