

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



## Sample Draft to Illustrate “Funneling” Process

**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 and implement a framework with focus on common language, learning phases, differentiation, technology integration and initial strategy roll-out (MTSS Tier I).	Instructional Strategies: Reinforce learning phases via lesson plans with ongoing strategy roll-out that includes differentiation, technology integration, and grade level/department PLC-style discussion (MTSS Tier I).	Instructional Strategies: Pursue collaborative lesson planning with final strategy roll-out reinforced through PLCs that includes differentiation and technology integration (MTSS Tier I).	Reinforce model for teaching and learning with evidence in each area (i.e., curriculum revisions/alignment, common assessments, instructional strategies, differentiation and technology integration) via PLCs (MTSS Tier I).
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)

**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.

All Notes from November 29, 2022 Session 2

1. 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.)
  - 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.).
2. 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)
  - 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.
  - 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.
  - 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.
3. 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

~~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.~~

**Move appropriate recommendations to SPE #2 - Most of the recommendations in this section are already captured in our IDPR MTSS/Special Education**

Rationale: This long term goal drives our continuum of services and provides the basis for our whole child approach. *The recommendations contained within this goal are captured within or IDPR MTSS/Special Education program review. We believe that the recommendations are captured under Long Term Goal 1. Therefore, we are recommending the removal of Long Term Goal 2.*

2023 - 2024	2024 - 2025	2025 - 2026	2026 - 2027
<p><del>(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.</del></p> <p>Refine Tier I-Differentiation</p>	<p><del>(Tier I) Refine and Improve differentiated instruction; (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)</del></p>	<p><del>(Tier I) Refine and Improve differentiated instruction; (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)</del></p>	<p><del>(Tier I) Refine and Improve differentiated instruction; (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)</del></p>
<p>Refining a systematic approach for secondary multi-tiered system of supports and identification of students that need supports, universal screeners (7-12)</p>			
<p>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)</p>			

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.
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- 2. Refining a systematic approach for secondary multi-tiered system of supports and identification of students that need supports, universal screeners (7-12)
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- 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”)

2023 - 2024	2024 - 2025	2025 - 2026	2026 - 2027
<del>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).</del>			
<del>Focus on mental health opportunities within the curriculum itself (Tier I Social Emotional Learning)</del>			
<del>Strengthen relationship with outside partners and other service providers to integrate into a behavioral decision tree</del>			
<del>Develop and sustain relationships with trusted adults K-12 to ensure</del>			

students feel connected socially and emotionally as well as academically (whole child concept).			
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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

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

**REVISED Long-Term #3: Provide flexible delivery and access to educational programs to prepare students for their chosen post-high school pathway.**

2023 - 2024	2024 - 2025	2025 - 2026	2026 - 2027
Improve virtual learning day experiences. <ul style="list-style-type: none"> <li>● Consider scheduling</li> </ul>	<del>Flexible Learning Options:</del> <del>Based on prioritized recommendations from FLO</del>	<del>Flexible Learning Options:</del> <del>Based on prioritized recommendations from FLO</del>	<del>Flexible Learning Options:</del> <del>Based on prioritized recommendations from FLO</del>

flexibility for testing days  Begin professional development for staff based upon initial recommendations from study.	<del>study, begin implementation to include professional development.</del> <i>Flexible Learning Options (FLO):</i> Assess and study flexible learning options (IDPR style-study). 1. Within traditional courses of study (hybrid, links) 2. Synchronous/asynchronous (Virtual Learning Academy)	<del>study. Continue implementation to include professional development.</del> Based on study recommendations, begin implementation of FLO.	<del>study. Continue implementation to include professional development.</del>
Evaluate secondary master schedule options to provide more flexibility for students, collaboration for staff, and intervention time for struggling and gifted learners in collaboration with PREA CBA.		Implement revised master schedule.	
<i>Dual Enrollment and Workforce Credentials:</i> Evaluate current dual enrollment and workforce credential opportunities to determine strengths and opportunities.	<i>Dual Enrollment and Workforce Credentials:</i> Based on internal evaluation of dual enrollment and workforce credential options, research additional opportunities to integrate into the program of studies (beginning 2025-2026).	<i>Dual Enrollment and Workforce Credentials:</i> Integrate recommended dual enrollment and workforce credential opportunities into the POS.	<i>Dual Enrollment and Workforce Credentials:</i> Integrate recommended dual enrollment and workforce credential opportunities into the POS.
	Partner with A.W. Beattie and local/regional organizations for job shadowing and internships	Integrate field trips and foster partnerships with professionals, tradesmen, and college students to visit schools aligned to career readiness.	

**Rationale:** One of the district’s values is innovation. Additionally, the portrait of a graduate emerged from our last strategic plan. This long-term goal will challenge us to provide the same level of rigor and high-quality, engaging curriculum with increased flexibility on how the curriculum is delivered and provide our students and families with learning opportunities that align with their career and post-secondary education interests. As our local, national, and global workforce experiences a greater range of flexibility on how they learn new information and conduct their work, the district believes it is appropriate to provide some flexibility for our students to learn and work through both traditional and virtual settings. It will be important to continuously improve the virtual learning day (facility closures) experiences as they become part of our annual instructional delivery methods. This long-term goal addresses two aspects of flexible instruction: (1) Within traditional courses of study (hybrid, links) and (2) synchronous and asynchronous course options (Virtual Learning Academy).

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.
    - ii. Consider expansion of courses/programs to develop future educators (*moved up from Misc. section of Workforce Development category*)

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

**Combined ABOVE with T/L LTG #3**

- 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



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

**Long-Term #1 Strengthen safety, security, and positive school culture**

2023-2024	2024-2025	2025-2026	2026-2027
Annual messaging by principals continues (e.g. reinforcing positive school culture and embracing of diversity; explicitly stating what is not tolerated)	Introduce 5 life-long skills in connection to RAMS Way by quarter:  Q1 Focus - Self-Awareness and Self-Management Q2 Focus - Responsible Decisions Q3 Focus - Social Awareness	Refine 5 life-long skills in connection to RAMS Way by quarter:  Q1 Focus - Self-Awareness and Self-Management Q2 Focus - Responsible Decisions Q3 Focus - Social Awareness Q4 Focus - Relationship Skills	

	Q4 Focus - Relationship Skills		
Bolster parent/student/staff communications, ongoing engagement, and educational opportunities related to safety, security, and positive school culture.	Conduct an in-depth program review for K-12 Student Health & Safety	Implement recommendations and begin making adjustments to the K-12 Student Health & Safety programming	
		Research a peer and/or staff-to-student mentoring program as a part of the IDPR for student Health and Safety.	Pilot the peer and/or staff-to-student mentoring program as a part of the IDPR for student Health and Safety.

**Rationale:** We are focused on improving the school safety, security and positive school culture across the entire 4-year horizon, with additional communication and engagement opportunities for all stakeholders (e.g. students, parents, and staff). An In-Depth Program Review for the Health & Safety curriculum will be conducted with intentional integration of the 4 departments. Aligning the 5 life-long skills to the RAMS Way values will create a more meaningfully integrated experience for students. We elected to address all 5 in a quarter-based structure and will first start small with announcements and key communication opportunities with students. Lastly, we will be researching and designing a strategic peer mentoring experience in 2025-2026, with implementation of a pilot in 2026-2027. The elements of RAMS Way that were previously captured in the former Long-Term Goal 3, are embedded within Long-Term Goal 1. We have moved this long-term goal into the first position because it sets the groundwork for learning to be able to occur (feeling safe and welcome in a positive school environment).

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

**Long-Term #2 Strengthen the MTSS system and supports within Tiers 2 and 3 across ELA, Mathematics, and Behavior.**

2023-2024	2024-2025	2025-2026	2026-2027
ELA K-6 Build upon new Tier 1 phonics/phonemic awareness resources and leverage them where necessary in or out of grade band to address gaps.	Strengthen screening, supports, and decision trees with embedded Tier 2 and Tier 3 interventions for both remediation and enrichment within ELA across grades K-6.		Evaluate effectiveness of Tier 2 and Tier 3 interventions and make adjustments to produce beneficial trends.
ELA 7-12 Evaluate Tier 2/3 resources to promote Core Instruction + Interventions into the secondary ELA program.	Implement Core + Tier 1/2 interventions into the secondary ELA program and monitor results to determine effectiveness.		Adjust Core + Tier 1/2 ELA interventions based on results.
Math K-6 Leverage computer adaptive differentiation resources (e.g. Redbird, Freckle, and ALEKs) and implement new Tier 2 and Tier 3 math resources with fidelity.	Adjust decision trees (data and prescribed interventions) based on the student progress data in Tier 2 and Tier 3 intervention.		Evaluate effectiveness of Tier 2 and Tier 3 interventions and make adjustments to produce beneficial trends.
Math 7-12 Revise math pathways for struggling learners (Tier 3) to provide greater flexibility for students based on readiness and college/career planning (pathway to Algebra vs. pathway to math for life).	Implement revised pathways for struggling learners and monitor results to determine effectiveness.		Modify pathways based on results.
Social/Behavioral K-12 implementation of universal screeners and initial design of Tier 1 through Tier 3 interventions captured on decision trees (e.g. Zones of Regulation K-2 in T1).	Social/Behavioral K-6 refinement and implementation of Tier 2 and Tier 3 interventions across self-management, self-awareness, social awareness, relationship management, and responsible decision-making.		Evaluate effectiveness of Tier 1 through Tier 3 interventions based on identified measures and make adjustments to interventions to produce beneficial trends.
	Social/Behavioral 7-12 Develop curriculum for Tier I instruction with topics such as stress management, time management, organizational skills, study skills, written/oral communication skills, and navigating social	Implement Tier 1 social/behavioral curriculum	Revise Tier 1 social/behavioral curriculum based on student, staff, and parent input.

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**Rationale:** Considering the need to shift our decision trees and to capture new interventions in ELA and Math, as well as the introduction of the Satchel Pulse universal screener, we need the 2023-2024 school year to update the process and documents (e.g. decision trees with newly embedded resources) in Tiers 2 and 3. Starting in 2024-2025, we will begin to strengthen the first iteration of interventions and metrics based on the effectiveness garnered from results in the year prior. This goal was lifted out as its own, since MTSS is one of the most powerful elements of our overarching learning system, alongside the Model for Teaching and Learning and our Continuum of Services. We have nested this new long-term goal within Student Progress and Engagement as it relates to the interventions and supports that make student progress possible. It relates to the Tier 1 goals within the Teaching and Learning category and had been a part of the safety, security, and school culture goal within student progress and engagement previously. We moved this goal as 2nd in the category, right after the conditions for ideal learning have been established in LT goal #1.

**Long-Term #3 Enhance opportunities for student and parent voice in the evaluation and improvement of programming.**

2023-2024	2024-2025	2025-2026	2026-2027
	Promote student’s voice annually, including parent/teacher conference days and other key experiences at each developmental level (e.g. weave in transition preparation).	Find ways to explicitly focus on student interests and talents (content) in the general education classroom	Find ways to explicitly focus on student interests and talents (process/product) in the general education classroom
In-person focus group meetings to verify strengths and clarify opportunities from the annual survey (district and building across key stakeholder groups)	Revise annual survey and work to increase response rate; focus groups continue		
	Strengthen graduate connection and post-graduation experience to evaluate readiness for path		

**Rationale:** Connecting with our students and personalizing their learning are conditions necessary to help the students grow and achieve, hence it has been moved into position one within this long-term goal. Elements from the former long-term goal three have been added to this goal, including: (a) supporting students prior to and through transitions to new buildings; (b) personal identity and social development; (c) leveraging stakeholder survey to identify and prioritize actions as well as monitor progress towards goals; (d) connecting with past graduates as an important voice to share feedback about preparation for post-secondary and employment experiences; and (e) fostering home/school connections around student development through improved communication efforts. The communication book is intentionally vertical as a part of the strategic planning category display as it is interwoven into all areas and is evident within this long-term goal as well. We wish to deepen and enrich the feedback gained on our annual surveys through

focus groups and to continue to monitor progress on identified goals using pulse surveys. This long-term goal is closely aligned with those in the communications overarching category as it relates to surveys, focus groups, and outreach to past graduates.

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 unwelcome 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?
- 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

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

2023-2024	2024-2025	2025-2026	2026-2027
Eliminated - See rationale below and above in other long-term goals.			

**Rationale:** Each of the items that were initially addressed as long-term goal three, were encompassed within long-term goals 1 and 2 of Student Progress and Engagement, or were captured by the long-term goals under Teaching and Learning. We have reflected this in the rationales under each of the other long-term goals to demonstrate the interconnectedness between the skills we want the students to learn, as envisioned in the PR Graduate Portrait, whole student development skills, and the Career, Education, and Work (CEW standards). The concept of peer mentors and supports are also addressed within Student Progress and Engagement long-term goal 2.

- 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.

## Miscellaneous

- Community service projects - incorporate doing good for others

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

**Long-Term Goal #1: Elevate district as employer of choice to attract, develop and retain a diverse and high-performing workforce.**

2023-2024	2024-2025	2025-2026	2026-2027
Clarify <b>key drivers of engagement</b> for each workforce group and add questions about those drivers into the annual staff survey as necessary	Review survey results and discuss through leadership system meetings	Consider the role of key drivers within the processes to update collective bargaining agreements and compensation plans	
Expand targeted and active <b>recruitment efforts for hard-to-staff</b> support staff positions (e.g. custodians and paraprofessionals)	Leverage key drivers of engagement to create marketing materials that let prospective candidates for all positions know why Pine-Richland is a great place to work	Expand targeted and active recruitment efforts for hard-to-staff certificated positions (e.g. shortage area teachers and administrators) with strengthened connections to local teacher prep programs	
	Pilot first cohort of Aspiring Leadership Program for prospective and/or properly-certified employees		Second cohort of Aspiring Leadership Program for prospective and/or properly-certified employees
Organize, create and share a repository of on-demand <b>employee-facing resources that promote health and wellness</b>	Determine/track metrics used to monitor efficacy of employee wellness efforts; Implement event(s) that engage employees in exploring available wellness resources	Continue to build portfolio of wellness resources	Implement event(s) that engage employees in exploring and taking advantage of wellness resources
Negotiate collective bargaining agreement with Pine-Richland Education Association (PREA)	Continue to nurture positive employee relations through intentional communication, collaborative issue-identification and problem-solving	Collaborate on updated compensation plans for Act 93 administrators and Administrative Support Personnel workforce segments	Negotiate collective bargaining agreement with Pine-Richland Education Support Professionals Association (PRESPA)

**Rationale:** The ability to attract, develop and retain high quality employees across all employee groups is the most significant people-focused goal in an increasingly competitive labor market. From a staffing perspective, PRSD is currently standing on green grass when we compare ourselves to other school districts navigating sector-specific challenges (e.g., teacher and administrator shortages, substitute coverage, etc.). That said, it is important that our long-term goals consider and account for these factors to minimize their potential impact on our district. We have merged the previous Long-Term Goals #1 and #3 based on a significant amount of overlap in terms of short-term actions and desired long-term outcomes. Developing pipeline opportunities and expanding internal pathways for career progression and succession planning (formerly Long-Term Goal #1) contributes to positioning Pine-Richland School District as an employer of choice (formerly Long-Term Goal #3). Accordingly, the employer of choice goal has been repositioned as Long-Term Goal #1 within this category.

1. Strategic Recruitment to attract and select a diverse and high-performing workforce
  - Develop value proposition/recruitment messaging for district and individual schools
    - i. Utilize key drivers of engagement across workforce segments to tailor messages to particular role groups
  - Develop pools of applicants for hard-to-fill positions (e.g. custodians, paraprofessionals, administrators, shortage certification areas for teachers, etc.)
    - i. Increase active recruitment vs. passive
  - Recruiting and hiring a more diverse candidate pool
2. 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.
3. Aspiring leader development
  - Implement formal program to develop aspiring building administrators among properly-certified internal candidates
    - i. Teachers who show interest could “intern” or “shadow” current administrators in experiential learning related to: Student scheduling, peer observations/feedback, discipline, master schedule assistance, budgeting, etc.
  - Leveraging formal leadership experiences (e.g. ALC/BLTCs) and informal ones (e.g. committee membership, initiative-taking, etc.)
    - i. Communicating around these leadership opportunities
4. 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. Consider goal-setting in terms of placements: 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.
5. Promoting Health & Wellness to support and retain
  - Determine metrics used to monitor efficacy of employee wellness efforts
  - 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

**Long-Term #2 Design, deliver and monitor required training and professional development to meet or exceed district and other agency requirements.**

2023-2024	2024-2025	2025-2026	2026-2027
Provide faculty with training on teaching diverse learners in an inclusive setting in accordance with PDE guidelines	(See Teaching & Learning Category - Long-Term Goal #1)		
Revise PR Academy for Teachers to comply with revised new teacher induction guidelines	Implement revised PR Academy for Teachers and revise all of other PR Academies based on changes in job requirements.	Implement revised PR Academy for all other workforce groups.	Monitor effectiveness of the approach for each PR Academy.
Identify and implement a systematic approach to increase <b>efficient tracking of cyclical requirements</b> (e.g. clearances, mandated reporter training, Act 48/45, etc.)	Monitor effectiveness of the approach		
Reinforce the purpose of the <b>individual professional development plan</b> and process for development, implementation, and monitoring to ensure alignment of strategic focus areas with unique staff member responsibilities.	Monitor effectiveness of the approach.		

**Rationale:** In alignment with the mission and purpose of educational institutions, PRSD values personal growth and continuous improvement. The district has approximately 530 employees organized within four major workforce segments (i.e., PREA, ESPA, Administrative Support, and Act 93). Within each segment, there are even more specialized groups of staff. For example, ESPA is an individual bargaining unit composed of secretaries, library assistants, paraprofessionals, personal care assistants, custodians, and maintenance technicians. The professional development needs between and within these groups vary. The individual professional development plan started in the 2019 - 2023 strategic plan as a structure for ensuring organizational alignment and to help monitor individual capacity across various workforce groups.

1. Bring in external expertise to provide professional development in emerging areas of focus
  - D&I training for staff—bring in expert(s) for staff to provide an inclusive culture for all students and staff.
    - i. Third party assessment of district needs vs internal equity audit
    - ii. Build internal capacity to sustain and grow (e.g. Train-the-Trainer approach)
    - iii. On-going, contact person for difficult situations to drive future training.
  - PROF involvement in PR Academy to make teachers aware of grant opportunities
  - 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)).
2. 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)
  - Select and deploy technology solutions to automate notification of cyclical training and compliance needs.
3. Individual Professional Development Plan (IPDP)
- Include a section in the individual professional development plan (IPDP) as a part of setting goals in the area of career progression)
  - Integration of Culturally-Relevant and Sustaining Education (CRSE) into IPDP of instructional staff

**Long-Term #3 Strengthen the alignment of external service providers to the district and increase effectiveness and opportunities for innovation in those services.**

2023-2024	2024-2025	2025-2026	2026-2027
Evaluate effectiveness of current substitute services partnership; provide <b>differentiated development and engagement opportunities</b> for substitute teachers	Determine whether to continue/refine partnership with Kelly Services, or pivot to alternative option (e.g. different external partner or support internally) for 2025-2026 and beyond; continue providing differentiated development and engagement opportunities for substitute teachers	Implement substitute services model identified with established goals and metrics to monitor effectiveness	
Maintain quarterly key partner meetings with substitute services, transportation, food service, and managed print/copy with an additional focus on cyber security practices.	Refine quarterly key partner meeting structure with an <b>intentional focus on desired outcomes and metrics to monitor effectiveness</b> as necessary	Monitor effectiveness of services provided, and increase visibility and regularity of key partner updates at relevant district leadership and board joint governance meetings	
		Assess portfolio of external organizations providing staffing solutions (e.g. AIU, Oxford Solutions, etc.) across various role groups to determine whether to continue/adjust approaches	Implement staffing solutions based on decisions reached with established goals and metrics to monitor effectiveness
Determine Approach for Managed Print-Copy Services	Conduct Required Food Service RFP		

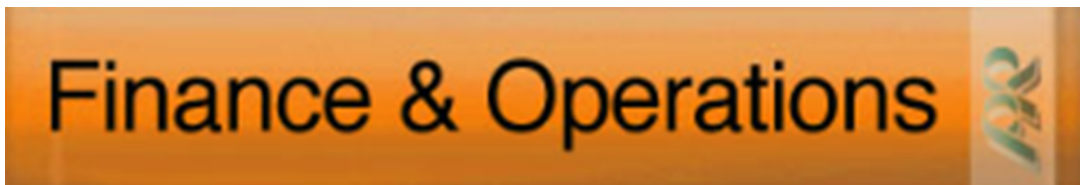
**Rationale:** In addition to our workforce, the capacity required to deliver a high quality educational experience to students, parents, and the community also requires the development and refinement of several key partner relationships. The district believes that strengthening alignment with key partners requires proactive and intentional commitment. These partnerships begin with support for the mission, vision, and values of the district. Because the services provided by each key partner varies extensively, in each specific service area, relevant benchmarks and/or service level agreements are established to align on expectations in order to monitor and improve upon service delivery.

1. 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)
2. 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)

**Workforce Development Category Consolidation Note (1.6.2023)**

During the December 20, 2022 steering committee meeting, the initial set of four long-term goals was condensed and revised to make three long-term goals (primarily by merging the previous long-term goals #1 and #3). In working sessions since the December 20th steering committee session, the bullet points collected through town hall input sessions were shifted to the “best fit” location. To review the original four long-term goals, you can visit the archived documents on the strategic plan website.



**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**

2023-2024	2024-2025	2025-2026	2026-2027
Refine structure of 10-year capital funding plan and notable increase in annual spend over the next few years	Implement strategies to increase communication regarding the capital funding plan as a whole and project list / long-term prioritization balanced with future-focused financial health (See Communications Category - Long-Term Goal #3).		
Monitor existing bond issues and comprehensive debt profile and identify opportunities for potential refunding candidates. Dependent on market conditions and capital needs, determine potential scenarios where the issuance of new debt may be prudent.			
		Update demographic study and enrollment projections	

**Rationale:** The district leadership and governance team will continue to manage and re-evaluate future-focused financial health given evolving economic conditions and capital needs that includes a sustainability lens. We understand this long-term goal is more operational in nature than strategic. However, based on the high importance of this area and the significance of these areas in the overall district budget, we are planning to continue to highlight this goal. Budget development and approval occurs on an annual basis for public school districts. For many years, the district has been intentional in considering a five-to-ten year view of

overall finances. Public Financial Management (PFM) has provided a third-party financial tool that forecasts a five-year budget perspective based on various assumptions. The district's capital funding plan provides a ten-year forecast which has been further informed by third-party experts for specified areas. (e.g., HVAC, roofing, etc.).

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
  
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.

**Long-Term #2 Strengthen and refine cyber-security and the protection of confidential information.**

2023-2024	2024-2025	2025-2026	2026-2027
Enhance policies and procedures to support best practices using cyber security framework	Focus on continuity and increased resilience of operations (e.g., data and access)		
Migrate and transition group data shares data from internal servers to cloud-based systems	Migrate and transition end-user data from internal servers to cloud-based systems	Reduced footprint of district datacenter	Reduced footprint of district datacenter
Increase awareness of phishing and other malicious attempts to receive confidential information and provide professional development (see Category 3 - Long-Term Goal #2 for IPDP)	Continued simulated phishing attempts with additional professional development for at risk users		

**Rationale:** As important as it is for schools to focus on physical hazards such as fires and extreme weather, cyber-attack threats are becoming more frequent and a threat to our modern learning environment. The use of technology has brought obvious benefits to the K-12 learning environment, such as the flexibility for collaboration, online instruction and increased communication with teachers and other individuals anywhere in the world; these same benefits are often avenues for bad actors to take advantage of unsuspecting users. This long-term goal elevates the focus on cyber-security and the protection of confidential information by following best practices to address evolving

threats as well as developing and promoting practices on responsible use, storing data securely, and creating human and mechanical firewalls.

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.)

**Long-Term #3 Promote sustainability and reduce the environmental footprint.**

2023-2024	2024-2025	2025-2026	2026-2027
Continue and expand the student-based Six-School Club of the Sustainability Leadership Council for school-based curricular and co-curricular initiatives	Focus on improved health & wellness of school environments, students and staff using the Pathways to Green Schools as a guide.		Focus on improved effective environmental health & sustainability education by utilizing the Pathways to Green Schools guidance - pillar three
Further explore energy efficiency/environmental impact in capital projects and improvements with a focus on fiscal responsibility (e.g., roof replacements, potential alternative energy sources, such as green energy supplier, solar and electric vehicles, & HVAC upgrades)			
Issue invitation for competitive bid - trash and recycling vendor with a sustainability focus (current agreement expires June 30, 2024)	Integrate new agreement within the school district (with either a new vendor or continued relationship with existing vendor)	Expand recycling initiative and implement measures of recycling and reduction in environmental footprint and focus on paperless platforms	Continue expansion of electronic document management systems for the collection and storage of information.

**Rationale:** This long-term goal is to focus on consideration and evaluation of opportunities to promote sustainability and reduce our environmental footprint. Sustainability education can help students understand the impact of human actions on the environment and how to make informed decisions about resource use and waste. Implementing sustainable practices can save schools money by reducing energy and water consumption, and by reducing waste and the need for purchasing new resources. A sustainable school environment can improve indoor air quality and promote healthier habits among students and staff. By promoting sustainability, schools can help students develop a sense of social responsibility and an understanding of their role in creating a more sustainable world. The decisions and actions taken by schools now will have long-term consequences for the

environment and future generations. By prioritizing sustainability, schools can help ensure that the planet is healthy for future generations.

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

**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.**

**\*This long term goal has been moved to the Communications Category Long-Term Goal #3**

2023-2024	2024-2025	2025-2026	2026-2027
Deepen understanding of primary sources of revenue and main drivers of expenditures within public K-12 education.	Enhance communications to display benchmarking comparisons (e.g., millage rate, staffing efficiencies, cost per student, fund balance levels, etc.) and around purpose / use of fund balance.	Awareness of federal and state funding models for educational initiatives and mandated costs	
Increase communication for capital projects—storytelling (before, during and after) via social media			

Host community open house to showcase facilities	<del>Determine if community open house should be an annual event</del>		
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**Rationale:** Given the importance to the overall community, this area of communication will be explicitly outlined in the Communications Category.

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



**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 - Current strategic plan short-term actions listed below.

<b>Pursuit of Excellence</b>			
2019 – 2020	2020 – 2021	2021 – 2022	2022 - 2023
<b>Refine and enhance the system of governance through school board training, evaluation, policy development and the strengthening of key communities.</b>			
Implement advanced and initial board member training to exceed Act 55 requirements.	Revise and implement advanced and initial board member training to exceed Act 55 requirements.		
Modify and complete the annual board self-evaluation aligned to principles of effective governance.	Implement annual self-evaluation and analyze results - combined with stakeholder feedback - to guide future focus.		
Review Administrative Regulations for all associated policies.	Batch policy review (000s, 600s & 700s)	Batch policy review (800s, 900s & 100s)	Batch policy review (000s & 200s)
Conduct annual school visitations across multiple departments, buildings and grade levels to deepen understanding and oversight of in-depth program review recommendations (e.g., elementary math resources, new course offerings, or technology integration).			
Ensure representative attendance and/or participation with internal and external partners (e.g., Key Communicators, PTO, Boosters, PROF, AW Beattie, AIU, Townships, PSBA, etc.)			
Refine and implement a systematic communication system to provide community updates of board action, focus, roles and responsibilities that includes the integration of updates with the reports section of the board agenda.			

**Develop, refine and monitor a comprehensive system of performance measures to monitor results OR TBD by BOE Potential to Engage in national Baldrige Excellence Program**

- TBD (see Cat 7)

# COMMUNICATIONS

**Long-Term #1** Refine the systematic and comprehensive approach to communication that considers the purpose, method, frequency, and stakeholder requirements (i.e., matrix).

2023 - 2024	2024 - 2025	2025 - 2026	2026 - 2027
<b>Streamline</b> District and Building eBlast Messages (e.g., standardized format, timing, consolidation, “click for more”, to combine where possible; and dedicated	Emphasize classroom-based communication to reinforce critical messages and reinforce communication between the people closest to the classroom.	Review and refine email engagement to evaluate effectiveness through a variety of data collection measures.	Continue to refine messaging frequency and content based on trends emerging from data. Continue to ensure information communicated in emails can be found on

website archive).			website for future reference
Evaluate <b>survey</b> engagement and look for new opportunities to increase participation and platforms to verify or enhance efficiency and effectiveness	Refine platform and survey frequency, length and type to increase participation (e.g., content, source, etc.)	Continue to evaluate survey engagement and look for new opportunities to increase participation	
Verify and communicate <b>social media platforms</b> the districts uses for stakeholder groups (ie, social media page on website that lists official district accounts)	Monitor engagement and keep up with trends to evaluate the need for change. If new platforms emerge, develop plan to restructure methods for sharing information		
Evaluate existing opportunities and participation rates for <b>in-person</b> engagement (physical and/or virtual) at various levels of focus ( e.g., District, Building, Program / Department, Classroom)	Refine and/or expand opportunities for in-person engagement based on strengths and opportunities. Monitor changes in opportunity and/or participation rates to evaluate impact	Continue to monitor and evaluate in-person engagement opportunities	
Design and implement specific strategies to increase connections with <b>hard-to-reach stakeholders</b> (e.g., past graduates, community members without children in the school system, and area businesses)	Measure effectiveness of the broadened reach by evaluating engagement, and refine strategies, if needed, to continue to increase and maintain connections	Continue measuring engagement and refining strategies as needed to increase and/or maintain connections with hard-to-reach stakeholders	

**Rationale:** While a level of complexity exists in an organization with many stakeholders that have varied needs, this long-term goal aims to streamline and simplify all forms of communication to ensure maximum stakeholder engagement. Effective email communication requires balancing volume and frequency. Surveys are an important two-way tool that helps the district to understand the perspective of its students, staff, parents and community. To ensure increased participation, consider condensing surveys so that they are shorter and more impactful and sent less frequently. Social media is an important communication tool and we must stay abreast of trends and understand where our community is participating so that we can reach them appropriately.

**Long-Term #2 Promote healthy discourse in the school community through a set of proactive and responsive actions.**

2023 - 2024	2024 - 2025	2025 - 2026	2026 - 2027
<b>Proactive/Preventative</b> Emphasize and strengthen the value of direct communication between the people closest to a matter.	<b>Proactive/Preventative</b> Strengthen Communication Skills with <b>internal staff</b> at all levels - and especially in leadership roles - to further reinforce communication between people closest to a	<b>Proactive/Preventative</b> Strengthen Communication Skills with <b>external partners</b> and especially with PTO and booster leadership groups - to further reinforce communication between	

	matter.	people closest to a matter.	<b>Proactive/Preventative and Reactive/Responsive</b> Hold a series of focus group meetings with various stakeholder groups to evaluate proactive and reactive/responsive communication strategies to determine future improvements.
<b>Proactive/Preventative</b> Review and refine the organization of information on the website to ensure that archived content can be found through the search function or an intuitive process.	<b>Proactive/Preventative</b> Schedule and hold a series of town hall meetings on relevant topics with clearly established and enforced norms of participation.	<b>Proactive/Preventative</b> Review and revise a systematic approach to student-centered stories of learning that help tell the story of robust programming and opportunities at PR.	
<b>Reactive/Responsive</b> Develop and post topical FAQs on the district, building, or department website when areas of confusion, concern, or misunderstanding emerge.	<b>Reactive/Responsive</b> Implement a formal, electronic Complaint Management System as a systematic approach when issues cannot be resolved with the people closest to the matter.	<b>Reactive/Responsive</b> Determine and disseminate a consistent district response to third-party social media sites that are inconsistent with the values of proactive, healthy discussion.	

**Rationale:** While recognized as a strength and priority at PRSD, the challenges of effective communication continue to grow. These challenges are growing across the country in what feels like an increasingly polarized environment. The possibilities and pitfalls of social media and other communication channels make it difficult to discern whether certain viewpoints represent small or large populations of stakeholders. As citizens, we see and hear examples of disrespectful and divisive communication. We face a “Goldilocks” challenge of finding the right approach (i.e., “not too much, not too little, but just right”). This challenge is made more complex by the fact that expectations differ across stakeholders. This long-term goal is focused on two major strategies (i.e., proactive and responsive). The proactive strategies designed to strengthen healthy discourse reflect actions, behaviors, and opportunities for dialogue. The responsive strategies allow the district to listen to a range of voices and react in more efficient/effective ways.

**Long-Term #3 Increase awareness and understanding of the fiscal health of the district and the short- and long-term impact of future-focused decisions on both schools and community.**

2023 - 2024	2024 - 2025	2025 - 2026	2026 - 2027
Deepen understanding of primary sources of revenue and main drivers of expenditures within public K-12 education and the overall fiscal health of PRSD.	Enhance communications to display benchmarking comparisons and around purpose / use of fund balance (e.g., millage rate, staffing efficiencies, cost per student, fund balance levels, etc.).	Emphasize the direct connection of operational and capital decisions on learning spaces, programs, and services in the district (i.e., student use).	Reinforce the connection between a quality school district and the overall financial health of the greater community (e.g., property values, residential and commercial business, etc.).
Continue to update and maintain archived budget and finance information on the PRSD website with an emphasis on charts and graphs that quickly inform stakeholders about the district’s financial status.			
Increase communications that highlight major capital projects and the impact of those projects on budget, programs, and operations (before, during and after).	Embed elements of a “facility showcase” in other scheduled events (e.g., open house, meet the teacher, concerts, etc.).	Provide intentional opportunities for township supervisors and managers to visit facilities and learn more about programs and services.	Expand “facility and programmatic showcase” visitation opportunities for community residents without students in the school district.

**Rationale:** Many topics of communication are embedded in the overall system (long-term goal #1) or can be addressed through proactive/responsive strategies (long-term goal #2). Over the past eight years, annual stakeholder survey results have demonstrated that many people do not follow the budgetary process and/or do not understand many of the key considerations of finance. This topic can become a “hot button” issue when a change to tax levels is considered and/or if programs may be reduced or impacted. The purpose of this long-term goal is to specifically elevate the level of community engagement in future-focused finance as a healthy and proactive strategy to strengthen understanding of local, state, and national economic factors that may impact school district operations.

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

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

**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)