



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

Pursuit of Excellence			
2019 – 2020	2020 – 2021	2021 – 2022	2022 - 2023
Refine and enhance the system of governance through school board training, evaluation, policy development and the strengthening of key communities.			
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
Streamline District and Building eBlast Messages (e.g., standardized format, timing, consolidation, “click for more”, to combine where possible; and dedicated website archive).	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 for future reference
Evaluate survey 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 social media platforms 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 in-person 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 hard-to-reach stakeholders (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
<p>Proactive/Preventative Emphasize and strengthen the value of direct communication between the people closest to a matter.</p>	<p>Proactive/Preventative Strengthen Communication Skills with internal staff at all levels - and especially in leadership roles - to further reinforce communication between people closest to a matter.</p>	<p>Proactive/Preventative Strengthen Communication Skills with external partners and especially with PTO and booster leadership groups - to further reinforce communication between people closest to a matter.</p>	<p>Proactive/Preventative and Reactive/Responsive Hold a series of focus group meetings with various stakeholder groups to evaluate proactive and reactive/responsive communication strategies to determine future improvements.</p>
<p>Proactive/Preventative 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.</p>	<p>Proactive/Preventative Schedule and hold a series of town hall meetings on relevant topics with clearly established and enforced norms of participation.</p>	<p>Proactive/Preventative Review and revise a systematic approach to student-centered stories of learning that help tell the story of robust programming and opportunities at PR.</p>	
<p>Reactive/Responsive Develop and post topical FAQs on the district, building, or department website when areas of confusion, concern, or misunderstanding emerge.</p>	<p>Reactive/Responsive Implement a formal, electronic Complaint Management System as a systematic approach when issues cannot be resolved with the people closest to the matter.</p>	<p>Reactive/Responsive Determine and disseminate a consistent district response to third-party social media sites that are inconsistent with the values of proactive, healthy discussion.</p>	

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.