2018 - 2019 KEY INITIATIVES MID-YEAR UPDATE

Topic	Progress/Next Steps
Strategic Plan Development for 2019 - 2023	**One of our key initiatives this year is the development of the PRSD Strategic Plan for 2019 - 2023.** The development and implementation of this plan will drive changes and improvements in our organization. As part of our approach to communication and engagement, we want to involve members of our business and residential communities, parent groups, workforce, student body, and those who can have a key voice in supporting and helping the district grow. As a refinement to the strategic planning process, individual gallery walks were conducted with 25 members of the organization (e.g., BOE, SLT, principals, teacher leader, and support professional leader). The gallery walk was used to review SPP history, the 2015 - 2019 process, capture strengths/opportunities, identify strategic advantages/challenges, review PDE requirements, and refine the approach for 2019 - 2023. **Daytime and evening Town Hall sessions were held on October 10th, November 29th/30th, and February 5th.** When considering electronic and face-to-face participation, we have had over 400 individuals engaged at one or more points in the process. The final draft PRSD Strategic Plan and PDE Comprehensive Plan will be posted for public review and comment prior to a late spring request for school board action.
Teaching and Learning: Continue In-Depth Program Reviews (Gifted Education / Social Studies)	Beginning in the fall of the 2018-2019 school year, core and expanded teams were developed to begin our in-depth program review process for gifted education and social studies. Several meetings have been held for both areas. The modified process for gifted education has reinforced the importance of actionable recommendations with the potential for immediate, practical implementation. After a review of compliance and testing, committee work is now focused on programming both inside and outside of the general education classroom aligned with the Multi-tiered System of Support process. In both social studies and gifted education, exemplary school districts and business/university connections were identified and are being interviewed. **Town Hall meetings are scheduled for late February as are our next committee meetings and student voice sessions.** We will be continuing our work to synthesize gathered information to determine emerging themes and recommendations.
Teaching and Learning: Implement In-Depth Program Recommendations (Science / Health / PE / Math / Business & Computer	Beginning in the summer of 2017 building administrators, senior leadership team members, academic leadership council members, and teachers have been working on implementing the recommendations from the in-depth program reviews in Science (2016 - 2017), Health/PE (2016 - 2017), Mathematics (2017 - 2018), and Business/Computer Science (2017 - 2018). Each department is monitoring the implementation process through shared action plans. The **Science** Department is in year two of implementation. Each of the 13 recommendations are either completed or in progress. The "ripple effect" from the recommendation to provide science credit to all science courses has been positive. For example, the current Anatomy course requests have increased resulting in the need for an Honors Anatomy course that will begin to be offered during the 2019 - 2020 school year. AP Environmental Science will be offered for the first time in

Science)	2019 - 2020. A core group of teachers were provided training on Next General Science Standards (NGSS) and how to appropriately integrate the key concepts of NGSS into our K-12 science courses. The 7th-grade science teachers spent the first semester of the 2018-2019 school year revising their curriculum to integrate each of the 3-dimensions of NGSS into their curriculum framework. Their process will be used and refined to guide the K-8 science teachers during the second semester. In **Health and Physical Education**, all of the 11 recommendations are completed or in progress. The K-7 health and physical education teachers have developed a health-standards gap analysis to identify the key learning experiences that will be integrated into K-7 Health/Physical Education courses. This gap analysis was developed after the grade 8 and 9 health teachers worked to revise their curriculum during the 2017 - 2018 school year. Department and grade-level chairs reviewed the identified standards and "adopted" those most tightly aligned to their curriculum. Any remaining standards will be integrated into the K-7 health/PE curriculum. This work was started during the January 21st in-service. With the help of a wellness/time management guide integrated into the high school's program of studies, students are encouraged to consider healthy habits when considering classes during the scheduling process. The **Mathematics** and Business/Computer Science program reviews were completed in April of 2018. To date, 8 of the 15 mathematics recommendations are in progress. Consistent K-5 math resource implementation has been an area of focus. K-5 math teachers worked collaboratively to refine their curriculum scope and sequence and ongoing professional development has been offered through the resource vendor. Middle and high school teachers began to work at identifying the sequence of course options for those students not ready for Algebra I by 8th grade. Elementary school teachers are collecting internal data related to mastering math facts. Next steps include evaluating options for integrating a consistent, student-friendly approach to teaching and reinforcing these skills with all students. In **Business/Computer Science**, 12 of the 16 recommendations are completed or in progress. Identifying and developing grade-level competencies was the key area of focus over the first quarter of the school year. The department has identified the competencies and gaps that currently exist. During the January 21st in-service the department worked to identify the competency gaps that will be shared with other departments to determine where those gaps can be filled. Work has begun on the development of the App Design course and the Honors Finance course. A team of K-12 teachers and administrators are participating in the Education Corporation Partnership grant through the AIU to further integrate STEAM learning opportunities for all students.
Teaching and Learning: Common Assessments, Collaborative Discussion, and Model for Teaching and Learning Refinement	During the 2017 - 2018 school year, a committee was convened to study **common assessments** and develop a step-by-step guide to writing common assessments. The committee also designed a professional development session for March of 2018 to reinforce the three big ideas of assessment with our entire K-12 professional staff members. As an approach to reinforce common language, a podcast was prepared and distributed in advance of the training to review this information and to introduce the step-by-step guide. Since March of 2018, grade levels and departments have continued this work to various degrees. With the introduction of new math resources K-5, the teams have been focused on ensuring consistent use of assessments within that content area and the in-service time available has been focused on depth of implementation for this content area. At the 6-12 level, four of our departments have been engaged in implementation of the in-depth program review recommendations, whereas most others have been focused on continued development of common assessments. In order to have one common assessment built for each major unit of study

	at the right depth of knowledge, this work will continue this year and into the future years. As we transition into the second semester of the 2018 - 2019 school year, building administrators are identifying ways to measure this initiative. Measures may include a verified link to common assessments embedded into all curricular frameworks, an evaluation of the quality of the assessments across various depths of knowledge, and a description of how teams of teachers are using the data to modify instruction and/or revise curriculum.
Student Services and Programs: School-wide Positive Behavior, Intervention and Support (Design Phase)	The Department of Student Services and Special Education has completed its kickoff and first training day for development of School-Wide Positive Behavior, Intervention and Support. Each school building at PRSD is represented by a core team of staff members. These staff members will participate in multiple training sessions this year to prepare for a 2019 - 2020 districtwide kick-off. Part of the initial work this year was dedicated to the rebranding of the concept. Staff members contributed potential ideas with the winner selected as "**The RAMS Way**." RAMS will be the acronym for the common behavioral matrix shared across the district that includes: ● **R**-espectful ● **A**-ccountable ● **M**-otivated ● **S**-afe This matrix will be modified to fit each grade span developmentally. At the conclusion of our first training day, all building level expanded teams identified their roles and responsibilities, and developed behavioral matrices and lesson plans specific to individual environments (e.g., hallways, cafeterias, playgrounds, bathrooms, and buses). Additional core team training is scheduled for February, March, and April with a building-based kickoff in June.
Finance and Operations: School Safety and Security	A series of safety and security initiatives have been implemented during the past year. For example, a variety of technology-related improvements have been made that include final installation of video cameras at all six schools and the stadium. We added a software service that will assist in emergency communications in our schools. The Raptor visitor management system was deployed to assist in the tracking of visitors to the buildings and increase communications in our schools. When visiting our schools, visitors will need to provide a driver's license or another government-issued photo identification document such as a passport or US Military ID, which will be scanned to create a photo ID. We are fortunate to sustain a strong partnership with the Northern Regional Police Department. Officers conduct building walkthroughs on a daily basis at all six of our schools, and police vehicles are often present during arrival and/or dismissal at our schools. Beginning in the fall of 2018, the presence of officers within the schools increased as they take the opportunity to complete some of their paperwork - usually completed in their vehicles or at the police station - in office spaces within our schools. We have restricted public access to district facilities during school hours. We hired a second safety and security coordinator to increase security presence in the afternoon and evening. A third party security agency also provides additional presence in some schools after the regular school hours. As part of the district's capital funding plan, the visitor entrance and vestibule at both Hance and Wexford were updated as a security precaution. A state Safety and Security Grant awarded $25,000 to the district to assist with the purchase of additional technology resources, safety equipment, and classroom door access controls.

Finance and Operations: Managed Print/Copy Services	At PRSD, **copier and print management services** are outsourced to a third party vendor. This contract includes staffing of the district's centralized copy center, providing services and ink/toner to district-wide laser printers and multifunctional devices, and facilitates the delivery of large print jobs and the district's interoffice mail system. The previous agreement with Ricoh expired in December 2018. Ricoh and other competitors were reviewed through a Request for Information process which started in July 2017. ComDoc was selected and approved as the new copier and print management services vendor. The transition to 80 new Xerox multifunction (copier) devices occurred in mid-December and included a detailed inventory of the additional 90 district-owned printers. The District copy center transition occurred over the holiday break, with minimal interruption. Over the last month, the copy center produced 1,013,184 copies. The technology department has been monitoring print statistics to ensure that the primary objectives of the new contract are met. These objectives include: (1) maintain the high level of satisfaction with print/document related services; (2) reduce use including unnecessary printer/document related waste; and (3) reduce the total annual cost of overall print services.
Finance and Operations: Student Information and Financial Software System Evaluation	The **Student Information System (SIS) and Financial Software System (FIS)** form a backbone for day-to-day operations within the district. These systems support key processes, such as centralized registration, student attendance, grades, medical records, discipline records, meal plans, teacher assignments, and financial record keeping, teacher employment data, payroll and employee benefits and accounts payable. The current platform is eSchool and eFinance provided and hosted by PowerSchool (formerly Sungard). In an evaluation of day-to-day operations and given experiences in refining or adjusting software to meet district needs, the decision was made to conduct a comprehensive evaluation of potential software systems. This is critical to future success. The current system was implemented in 2004 for finance and 2011 for SIS. This field has continued to evolve in recent years providing the strategic opportunity to evaluate the best product for the needs at PRSD. There may be significant opportunities to improve integration, flexibility, and agility. Evaluation committees have been determined. Key requirements of each system have been identified for the various customer groups. Initial vendor presentations were held on January 22nd. These presentations provided a foundation for reviewing available systems and narrowing the focus of the evaluation committees to a smaller group of software providers. Next steps will be to develop a Request for Information and continue to narrow the focus to find the most effective systems to support the school district. This will continue to be an initiative that will require a high level of collaboration and input with the earliest potential "Go Live" date (if a change is ultimately recommended) of July 1, 2020.