


Pine-Richland School District
Key Initiatives Final Review (June 2022)

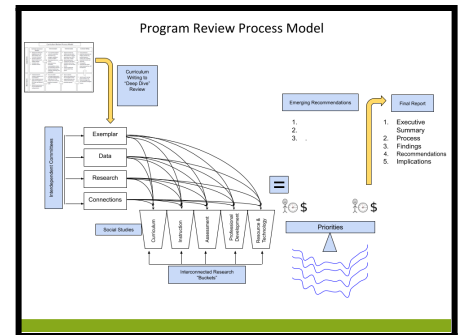
Topic	Progress/Next Steps
<p>Educational Model and Continuum (During COVID-19)</p> <p>Transforming the Future (Post COVID-19)</p>	<p>Starting with communications and planning in February 2020, the district identified three key drivers to ensure an educational model designed to provide continuity of learning throughout the pandemic: (1) health and safety; (2) effectiveness of learning academically, socially and emotionally; and (3) flexibility for students, families and staff.</p> <p>Educational model decisions were informed by public health guidance (e.g., CDC, PDH, PDE, ACHD) and the PRSD Healthcare Leadership Council. That council included over 40 representatives across all key stakeholder groups. The council also included subject matter experts who reside in the district. Many of those experts also have or had students in our schools. Conditions and cases were monitored on a daily basis with frequent updates to a publicly available COVID tracker website. Virtual and in-person learning models were available in the 2021 - 2022 school year.</p> <p>Effective February 16, 2022, board action made masking optional for students and staff during the school day. Effective March 22, 2022, the board approved the removal of contact tracing and quarantine. An updated selection for a full virtual learning option was again made available to parents K - 12. The design of virtual learning was differentiated at the elementary (PRVA+) level and secondary level (remote synchronous connection). Students were again able to shift model selections at the end of the third nine weeks.</p> <p>When PRVA and a remote synchronous option were launched in 2020-2021, there were over 800 students in a full virtual model. In 2021 - 2022, there were only 30 - 50 students enrolled in the full virtual model. Parent, student and staff preference for in-person learning is clear.</p> <p>The Transforming the Future Leadership Council met with approximately 50 representative members of the school and community (e.g., teachers, paraprofessionals, administrators, technology coaches, students, parents, etc.). As a result of the reduced enrollment in PRVA+ and a myriad of other factors described and summarized by the administrative team at the April 4, 2022, board meeting, the administrative recommendation for the 2022-2023 school year was to “pause” virtual learning. Given all factors, this recommendation was supported by the board. Determinations for the future of virtual and possibly blended learning options will be made throughout the 2023-2027 Strategic Planning Process with input from district stakeholders through town halls and other listening mechanisms. There will not be a virtual learning option offered for the 2022-2023 school year as a result. The desire is to create intentional space and reflection on the model and its quality to determine the key requirements of such programming as we finally move out of the shadow of the pandemic.</p> 

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<p>Common Assessments and Collaborative Discussions to Drive Instruction</p>	<p>Over the past few years, all departments have worked to develop common assessments. Pine-Richland staff members created a common assessment development step-by-step guide. Those assessments are aligned with the learning goals and standards within the Pine-Richland curriculum. Annually, those teaching the same course work collaboratively to make adjustments to both the curriculum and the assessments based on reflections conducted near the end of each unit and school year.</p> <p>As we have continued to mature in our understanding and use of common assessments, the focus for this year is “data for action”. Assessment windows were identified to ensure the common assessments are being administered at or near the same time. Once administered, the power of the common assessment is in the collaborative analysis. Those teaching the same course come together to review the results of the common assessment and determine areas of strength and opportunities for individuals or groups of students. We identified areas of strength across the district in this year’s Academic Achievement and Growth Report (AAGR), as led by staff members and then examined in November by board member visits to schools.</p> <p>In the Multi-Tiered Systems of Support (MTSS), common assessments are primarily Tier I interventions. They are designed to guide teachers in making immediate modifications to how they support each student based on the assessment results. Examples include small group instruction during class, RAM time adjustments, or flexibly regrouping students during academic support at the middle school. The Special Education & MTSS programs are being finalized as a part of the In-Depth Program Review (IDPR) process this year. The use of data from assessments and screeners to match students to relevant interventions will be further refined as a part of this process. These data maps in the district are referred to as “decision trees”, which are being fully updated and converted into an accessible GoogleSite and one-stop shop for staff members supporting each tier of the MTSS process. This update and others will be showcased in the month of June at the IDPR report presentations.</p>
<p>Diversity, Educational Equity and Inclusive Schools</p>	<p>Diversity, educational equity, and inclusion (DEEI) is a key strategic initiative linked to safety and school culture. A DEI/DEEI Leadership Council was formed in the 2020-2021 school year in order to provide oversight and incorporate feedback from multiple perspectives and experiences. Stakeholder groups include students, staff, parents, and Board members. In late September, this group convened for the first time in the 2021-22 school year and was expanded to include student alumni representation. The focus of the initial meeting of the 2021-22 DEEI Leadership Council was to solicit feedback on goals identified for the 2021-22 school year, and review district definitions of the terms “Diversity”, “Educational Equity”, and “Inclusion”. Members of the DEEI Leadership Council had the opportunity to provide feedback on a draft of Policy 832: <i>Educational Equity (newly titled Every Student)</i>, as well as review results of the 2020-2021 annual stakeholder survey for students disaggregated by race at the district and school configuration levels (e.g. elementary/secondary). On October 4, 2021, a Joint Governance meeting was held to discuss DEEI planning and progress, with a specific focus on draft Policy 832. In late October, as part of a scheduled in-service day, staff viewed the annual stakeholder survey for students disaggregated by students of color within their own school to understand their student perspectives and inform planning. Details related to our progress and future goals can be found on the DEEI website.</p> <p>The building-level teams focused on two goals: 1) To deepen the understanding of Pine-Richland’s definitions of diversity, educational equity, and inclusion. Building-based teams along with district administrators will work with all stakeholder groups (students, staff, families) to deepen the understanding of each of these terms and how DEEI will help us support every student every day; and 2) Conduct a Pine-Richland Equity Audit for internal staff and include additional DEEI questions in our annual stakeholder surveys for students, staff, and parents/community.</p> <p>Throughout the second semester, the board, community, administration and staff continued to implement short-term action for this initiative. The third DEEI Leadership Council meeting was held on February 24th. The topics of deepening understanding of key DEEI terms, the internal audit</p>

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	<p>and stakeholder questions, and draft Policy 832 titled the <i>Every Student</i> policy were key areas of focus during the March 14th and April 4th Joint Governance meetings and the March 21st Board meeting. These collaborative discussions led to additional DEEI questions being added to the annual stakeholder survey and a planned process for the internal audit that was completed in May.</p> <p>The board and community invested time in the development of a potential Policy 832. It was revised multiple times based on feedback from all stakeholder groups. Based on discussion at the April 18th board meeting, the term “Equity” was further clarified as “Educational Equity”. The definition of educational equity was modified. A revised version of Policy 832 was placed on the May 2, 2022 board agenda for first read consideration.</p> <p>On May 2, 2022 the first reading of Policy 832 was not approved. Additional efforts included conducting the internal audit with staff and board members on May 11, 2022, and a teacher-reflection questionnaire to be completed by June 10, 2022. This information, along with our annual stakeholder survey results, will be shared with the board and community and will help guide our future-focused recommendations. The final DEEI Council Meeting was held on May 17, 2022. An update of this meeting will be provided on June 20, 2022.</p>
<p>In-Depth Program Review Study Phase: MTSS - Special Education, Art and World Language</p>	<p>The Special Education and MTSS Departments have completed the study phase of the In-Depth Program Review process. All of our special education, and some of our MTSS, in-depth program review sessions were aligned with in-service days to lessen the impact on buildings due to absences. Our overall committee was split into two groups. One focused specifically on our MTSS process and interventions, and the other focused specifically on each of our support programs (e.g., learning support, emotional support, life skills support, and autism support). The process shown on the right was slightly modified to fit the department’s focus on individual services rather than specific content. The final report and presentation will be given June 20, 2022 for implementation beginning in the 2022 - 2023 school year.</p> <p>The Art and World Language Departments completed the study phase of the In-Depth Program Review process. These departments have followed the traditional process for program evaluation (see image). Participants are organized into subcommittees (i.e., Research, Exemplar Schools, Data/Information and Connections) and have begun their interdependent work. This process serves as the engine that drives continuous improvement in our educational programs. As the process unfolds, there are numerous opportunities for stakeholder input from students and parents. Given that this work is not aligned to in-service days, the work sessions scheduled for January were put on hold so as not to overwhelm our staffing system with additional absences, when we already have an inability to staff all absences, apart from professional development opportunities. Our sessions resumed as scheduled in February. By March, much of our committee work was completed. We have moved into the report writing phase with many recommendations rising to the surface. Final reports and presentations were completed in June 2022 for implementation beginning in the 2022 - 2023 school year.</p>



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<p>In-Depth Program Review Implementation Phase: Science; Health & PE; Math; Business & Computer Science; Social Studies; Gifted and/or Highly Achieving; English Language Arts; Library; Music</p>	<p>Building administrators, senior leadership team members, department chairpersons and teachers are implementing the recommendations from the in-depth program reviews in Science (2016-17), Health/PE (2016-17), Mathematics (2017-18), Business/Computer Science (2017-18), Social Studies (2018-19), Gifted and/or Highly Achieving (2018-19), Music (2019-20), Library (2019-20), and English Language Arts (2019-20). Each department is monitoring the implementation process through shared action plans.</p> <p>We see an increased need to coordinate the work between departments where recommendations are aligned and to be integrated. It is through the leadership of the ALC members, principals, and teachers across each department that we are able to achieve integration and alignment of our desired outcomes and approach. As we move beyond the pandemic and are better able to bring our teams together and focus on additional strategic work, we will be focusing on the implementation of these recommendations to ensure that they are felt at the classroom level and reflect consistent deployment. As we learn more effective ways of engaging our teams in the implementation phase, we will continuously revise our process with the new departments entering the study and eventually implementation phases to focus on success.</p> <p>The action plan work has continued for all departments that are in the implementation phase of the in-depth program review process. A few examples include the development of an English Language Arts (ELA) Core Text evaluation process to determine which core text will remain in the ELA curriculum and which core text will be removed or added. The business department unveiled its financial literacy website. This site was designed for students who do not take the personal finance course. Students and families will benefit from learning and discussing some key financial literacy concepts. Finally, the K-12 social studies department has collaborated on best practices for discussing current events with our students. These professional development sessions have been designed to help guide teachers in navigating the sometimes difficult conversations that occur when current events are discussed.</p>
<p>Sustainability</p>	<p>As part of the district's strategic plan, we have a long-term goal to consider and evaluate opportunities to <i>promote sustainability and reduce our environmental footprint</i>. During the 2021-2022 school year, a number of facilities- and operations- based action items were identified for implementation including: bulb replacement and energy awareness messages; paper reduction; preventative testing; propane bus extension; green cleaning products; leveraging Sapphire (paperless processes/warehousing); HVAC studies; and the establishment of a leadership council.</p> <p>The new Sustainability Leadership Council has been formed, made up of students, teachers, principals, district office staff, board members, custodial and maintenance staff, students, parents, community members, and key partners, such as our foodservice and transportation vendors and township supervisors, totaling 46 invitees. Through engaging this cross-section of our relevant stakeholders, it is our hope that we will be able to best inform our work, gain pertinent insights, and remain accountable for our outcomes.</p> <p>Establishing leadership councils as a sounding board for the workaround key strategic initiatives is a part of our process of engaging many voices in our comprehensive leadership system. Other leadership councils exist in the district to address strategy and operations, such as: technology; transforming the future; and diversity, equity, and inclusion. Sustainability is being added to that list of focal points for the first time this spring.</p> <p>In pairs from each school, twelve students were invited to take part in this leadership council. Each pair will work together to provide us insights into the voice of our students within each building. Sharing the feedback and ideas from their student body will allow them to engage with one another in our first six-school club. Students leading in this role will be helping to set direction and work collaboratively to create a more sustainable Pine-Richland School District.</p>

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	<p>This behavioral change involves student participation and collaboration, promoted by the staff, supported by families and within the community. As we develop an approach to this topic, we understand this is an area of complexity and of continuous pursuit. This topic was reviewed at the February 7, 2022 school board meeting with continued discussion at a joint governance meeting on March 21, 2022. The Sustainability Leadership Council met virtually on May 12, 2022. Potential areas of focus were suggested. The district was able to provide good news about the electric bus vehicle program supported through a pilot program with Student Transportation of America (STA).</p>
School Safety and Security	<p>The district continues to take a strategic approach to the topic of school safety and security. Fostering a safe and positive school environment sets the foundation for learning. As a district, we focus on a wide range of actions to strengthen that culture. In addition to the steps identified above, in May 2020 and again in June 2021, the district reviewed, amended, and the board approved a revised Memorandum of Understanding (MOU) with NRPD providing for the creation of a School Resource Officer (SRO) position within the district. Continuing for the 2021 - 2022 school year, the SRO has worked in conjunction with the district's Safety and Security Coordinators to provide additional safety and security measures as well as greater police presence at the secondary campus. It is our goal to create a positive, welcoming environment for our students and families. The district's Emergency Operations Plan and MOU were also board-approved in June 2022 for the upcoming year.</p> <p>The district continues to implement a series of safety, security and culture actions to strengthen the school environment. For example, the visitor management system through Raptor will be expanded to assist with crisis training and response. The enhancements include additional safety resources for staff and first responders to use for more effective communication and quick reference to safety/security practices that can be easily accessed during drills and actual events. A quarterly key partner meeting was held with NRPD on June 13, 2022 to review a range of topics. Tabletop training exercises will be held in the summer with additional training provided to staff in the fall. Students will also participate in drills and curriculum. The threat assessment procedures were reviewed and include emphasis on reporting concerns through Safe2Say Something, TIP Line and/or a trusted adult at school. Additionally, the communication system between the district's safety/security team and first responders was updated to provide for immediate, clear connections. The district has also recommended a new school-based mental health program for K - 12 schools through Glade Run.</p>