

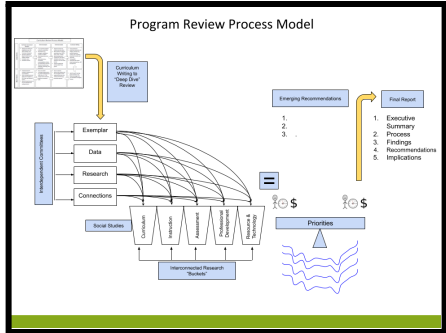
Pine-Richland School District
Key Initiatives Final Review (November 2022)

Topic	Progress/Next Steps
<p>Strategic Planning Process</p> <p>2023 - 2027</p>	<p>The district has begun the strategic planning process for 2023 - 2027. The strategic planning steering committee met for the first time on September 6, 2022, and again on September 27, 2022. Participants include Ms. Brussalis (Board Member); Mrs. Hillman (Board Member); Dr. Mehalik (Board Member); Dr. Meyer (Board Member); Dr. Miller (Superintendent); Dr. Pasquinelli (Assistant Superintendent for Secondary); Dr. Justus (Assistant Superintendent for Elementary); Mr. Hustwit (Director of Student Services and Special Education); Mr. Glickman (Director of Human Resources); Mrs. Kirk (Director of Financial and Operational Services); Mr. Stoebener (Director of Technology); Mrs. Hasinger (Director of Communications); Mr. Vins (Teacher and PREA President); Ms. Duffy (Secretary and ESPA President); Dr. Paczan (Lead Psychologist and Act 93 Representative); and Mrs. Williams (Superintendent Executive Assistant - Board Secretary and Administrative Support Representative).</p> <p>The first Town Hall meetings were held on October 12, 2022 at Eden Hall Upper Elementary School from 1:00 - 2:30 p.m. and 6:30 - 8:00 p.m. The slide deck for Town Hall #1 is available on the PRSD website along with a copy of the feedback notes and data/information placemat. We had over 210 participants between both sessions (unduplicated count). These participants represented the following groups: students; parents; staff (various workforce groups); community members (e.g., business and township government); and key partners (e.g., PROF, AW Beattie, etc.). For the first time in the Town Hall process, we made virtual participation an option with over 70 people selecting that option.</p> <p>As described in the slide deck, this is a five-month process. We are at the "top of the funnel" for input and suggestions. An electronic survey was sent at the end of October to gather additional input from stakeholders who were unable to participate in the first Town Hall. Thirty-one respondents gave additional information for consideration. A work session with the steering committee, facilitators, and note takers was held in early November 2022. The purpose of that session was to consolidate feedback and organize information in emerging themes/long-term goals.</p> <p>The second Town Hall is scheduled for November 29, 2022. Invitations have been widely distributed. The purpose of this session is to continue refining and narrowing areas of potential focus.</p> <p>A significant amount of historical information related to the 2019 – 2023 strategic planning process is publicly available on the PRSD website. These resources include podcasts for the MVV, strategy development process and structure & content.</p>

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Refine, implement and communicate a systematic approach to safety, security and culture.	<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.</p> <p><u>Safety and Security</u></p> <p>For the 2022-23 school year, our district has adopted the Raptor Emergency Response System and updated our language around emergency operations to align to the Standard Response Protocol terminology published by the “I Love U Guys” foundation. In a series of collaborative training sessions over the summer, district and building leadership partnered with local first responders to review our emergency protocols and ensure a shared understanding. Every year, in the days prior to student arrival, each building in our district provides staff training regarding their building-specific emergency responses. As part of those training opportunities this year, staff reviewed standard response protocols and were introduced to the Raptor Alert app. Raptor Alert is a technology-based tool used to efficiently communicate during emergency situations; staff were encouraged to download the app, and have been trained on its basic functionality. This is a tool designed to enhance, not replace, our existing emergency response procedures. Throughout the first quarter, each school has begun utilizing Raptor Alert when conducting emergency drills. We have been collecting feedback on utilization of the tool and will continue to do so throughout the year. In early October, administrators and staff representatives from each building participated in district-wide Threat Assessment Team training. The threat assessment procedures were reviewed and include emphasis on reporting concerns through Safe2Say Something, TIP Line and/or a trusted adult at school. School-based threat assessment teams will meet at the building levels to ensure shared understanding of response and responsibilities amongst the team.</p> <p><u>School Culture and Diversity</u></p> <p>Over the course of the first nine weeks, district administrators have collaborated with our school board and building administrators to determine a path forward for addressing cultural and diversity challenges and opportunities for Pine-Richland School District through specific, concrete actions at the district, building, and classroom levels. Initial concrete plans include a School Culture and Diversity Leadership Council and building administrators discussing with their students the culture in our schools that embraces diversity and inclusion. These developmentally appropriate messages will also reinforce behaviors and language that are unacceptable. Additionally, staff members across all grade spans are identifying ways to engage and connect all students to their schools and staff through experiences such as Explore Time at Eden Hall and clubs, activities, and athletics at the middle and high schools.</p> <p><u>Increase Academic Rigor and Learning Expectations with Interventions</u></p> <p>Academic Leadership Council (ALC) members are working with their departments or grade levels to further embed common assessments into all of our courses. The high-quality, collaborative assessments are designed to assess students’ understanding on the key learning goals of each unit of instruction. Those goals align with state, national, and Pine-Richland standards. The common assessment results are then analyzed by the same group of teachers to determine specific areas of focus for curriculum or instructional changes/improvements or small group/individual interventions.</p>
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<p>In-Depth Program Review Study Phase: Health Services; School Counseling; Technology & Engineering; Family & Consumer Science</p>	<p>During the 2022-2023 school year, there are four departments engaged in the In-Depth Program Review study phase. This year-long phase will allow our Health Services, School Counseling, Technology & Engineering, and Family & Consumer Science departments to review their student programming and available support. Intentionally baked into this process are opportunities to engage with exemplar programs and expert people based on a set of identified criteria in order to learn and contribute to the body of best practices from which to pull when considering recommendations and prioritizing improvement areas for each department.</p> <p>Additionally, subcommittees review research, analyze data available both internally and externally (e.g. course requests; trends in careers), and conduct interviews with businesses, organizations, and higher learning institutions to determine relative areas of strength and opportunity. Town halls are also held to gain student, parent, staff, and community insights into potential areas of improvement.</p> <p>Each piece of collected information is analyzed for themes and considered within the organizational context and against the action/priority matrix. Implications of recommendations are considered within this phase, prior to finalizing the report. This body of work is then presented during an academic achievement governance meeting in the spring, typically in the month of May. Recommendations from this process will then shift into the implementation phase in the 2023-2024 school year.</p>  <p>The diagram, titled 'Program Review Process Model', illustrates the workflow from data collection to final recommendations. It starts with 'Exemplar Data' and 'Research Connections' leading into 'Social Studies' and 'Mathematics'. These feed into 'Interconnected Program Review'. The process then moves through 'Emerging Recommendations' (numbered 1-5) to a 'Final Report' which includes 'Executive Summary', 'Process', 'Findings', 'Recommendations', and 'Implications'.</p>
<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; MTSS - Special Education, Art and World Language</p>	<p>Building administrators, senior leadership team members, department chairpersons and teachers are implementing the recommendations from the in-depth program reviews in 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), English Language Arts (2019-20), and Art, World Language, and Special Education/MTSS (2021-2022). Each department is monitoring the implementation process through shared action plans. Implementation of our Science in-depth program review (2016-17) was completed in 2022.</p> <p>We see an increased need to coordinate the work between departments where recommendations are aligned and need 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. The K-12 social studies department has continued to collaborate 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. The Special Education/MTSS department has engaged in resource review, and training sessions for resource implementation are scheduled and ongoing. This department is also building a structured emotional support hub at the K-3 level that will involve alternate forms of therapy, e.g. music, art, and animal therapy. The World Language Department will be dedicating in-service time throughout the year to</p>

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	<p>restructuring the courses and curriculum in accordance with the recommendations to begin targeted language learning in 7th grade, with exploration of languages occurring in grade 6. Many renovations have occurred around the district to align the learning goals and activities within the library space to the vision for flexible arrangement of the physical furniture to permit increased collaboration, access to reading materials, and consideration of maker space integration where applicable. While this represents a sampling of the work accomplished to date, the next recommendations for implementation and their associated action plans are continuously being updated with student experiences improving as a result, even throughout the course of the school year.</p>
<p>Manage and re-evaluate future-focused financial health that includes a sustainability lens</p>	<p>As one of the key strategic initiatives for 2022 - 2023, 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. Budget development and approval occurs annually 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. This capital funding plan is further informed by third-party experts (e.g., HVAC, roofing, etc.).</p> <p>During the refinement of our capital funding plan this year, we will continue our focus on considering and evaluating opportunities to promote sustainability and reduce our environmental footprint. We are in the process of replacing HVAC units at each of our primary schools. We also recently approved a comprehensive project to replace the HVAC systems at Pine-Richland Middle School. These projects will improve energy efficiency in each of these buildings, and the Facilities Department is developing an internal Energy Committee to review data specific to these measurements. Additional funds have been set aside for exterior lighting and bulb replacement.</p> <p>The newly formed Sustainability Leadership Council is 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>When the 2022 - 2023 budget was approved with no change in assessed millage, the need to immediately consider 2023 - 2024 and future years was publicly discussed. The last tax increase at PRSD was 1.97% in 2017 - 2018. Back then, it was approved for the purpose of offsetting capital expenditures while also allowing the district to reduce debt as a percentage of the operating budget. As budget development for the 2023-2024 fiscal year progresses, we will continue our discussions regarding a possible tax increase as well as utilization of assigned fund balance for capital improvements. The key to these discussions hinge upon not only funding for next fiscal year but future-focused implication to the financial position of the school district.</p>
<p>Leadership and Governance</p>	<p>A board and senior leadership team workshop was held on July 11, 2022. The strategic planning process for 2023 - 2027 has been a top priority. Board members are actively participating on a variety of leadership councils and/or steering committees. The board is currently reviewing the 000s section of the board policy manual. Monthly communications continue with both sets of township supervisors. In-person presentations were provided at municipal meetings in August.</p>