

# STRATEGY @ PRSD

September 8, 9 & 17, 2015

# Introduction

- Over the past four months, district staff and the board have implemented a strategic planning process to **set direction for the next four years.**
  
- The two major elements of strategic planning are:
  - ▣ **Strategy Development** (Process and Objectives)
  - ▣ **Strategy Implementation** (Action Plans, Deployment and Monitoring)
  
- From the beginning, we have “*developed with implementation in mind.*”

# Objectives

- Review the **purpose** of strategic planning at Pine-Richland School District, **process and timeline**, and a concise summary of **key actions** to date.
- Share the **mission, vision** and **values** that have evolved from each phase of the work.
- Outline the **framework** of the plan, **long-term** and **short-term** horizons, and the **linkages** between items.
- Communicate next steps of the process

# Final Draft Presentations

- Board
  - ▣ Topic included on all planning and regular meeting agendas
  
- Staff
  - ▣ September 9<sup>th</sup>
    - Dr. Miller & Mr. Stoebener – RES @ 7:45 a.m. & EHUE @ 3:30 p.m.
    - Dr. Pasquinelli, Ms. Hathhorn & Mr. Hustwit – HS @ 2:35 p.m.
    - Dr. Davis, Mr. Kenney & Ms. Siford – HES @ 7:45 a.m.
  - ▣ September 10<sup>th</sup>
    - Dr. Pasquinelli, Ms. Hathhorn & Mr. Hustwit – WES @ 7:45 a.m.
    - Dr. Davis, Mr. Kenney & Ms. Siford– MS @ 2:35 p.m.
  
- Parents/Community
  - ▣ September 8<sup>th</sup> –
    - Key Communicator and General Invitation @ 9:30 a.m.
  - ▣ September 17<sup>th</sup> –
    - General Invitation @ 6:00 p.m.

# Perspective

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**Class of 2028**

# Purpose

- **Set direction** in areas that ...
  - ... support the educational **mission** of the district
  - ... reflect **current and future needs** of the district  
(strengths, weaknesses, opportunities and threats)
  - ... embody the **values and beliefs** of the people of the district (internal and external stakeholders)

# Process and Timeline

Planning  
Committee  
and Board  
Update

Mission, Vision, Values,  
Strategy Refinement, and  
Process Monitoring (Retreat)

Finalize  
Comprehensive  
Plan Compliance  
Documents

Board  
Approval and  
Plan  
Submissions

May

June

July

Aug.

Sept.

Oct.

Nov.

Initial Strategies  
Framework And  
Draft #1 for  
Feedback  
(Int./Ext.)

Draft #2  
and Second  
Wave  
Listening  
Mechanisms

Final Draft Board  
Presentation of  
Strategic Plan and PDE  
Comprehensive Plan  
followed by 28 day  
public inspection

Survey Input

Feedback #1

Feedback #2

Feedback #3

# Input and Feedback

## **Electronic Surveys**

- Parent (475 respondents)
- Staff (213 respondents)
- Community (90 respondents)

## **Town Hall #1 with Table Groups**

- Representative sample (70 participants)

## **Town Hall #2 with Table Groups**

- Representative sample (82 participants)

## **Retreats**

- Administrative and Board

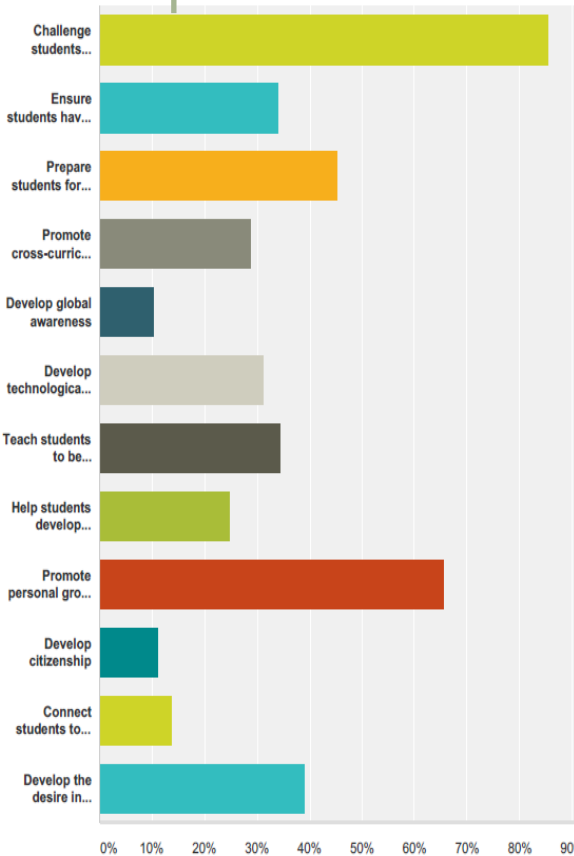


Challenge students academically at all levels

# Purpose of PRSD

Q62 I believe the purpose of Pine-Richland School District is to (Choose top 4):

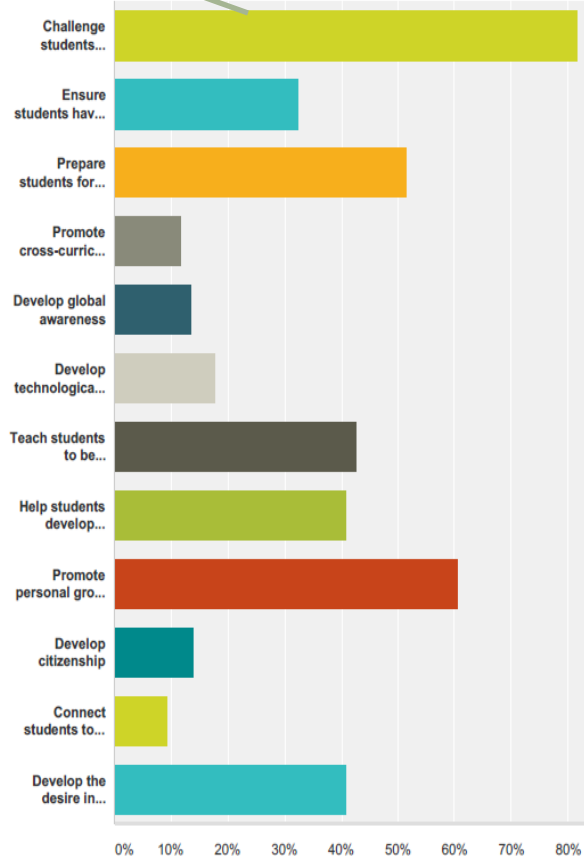
Answered: 475 Skipped: 113



Parents

Q3 I believe the purpose of Pine-Richland School District is to (Choose your top 4):

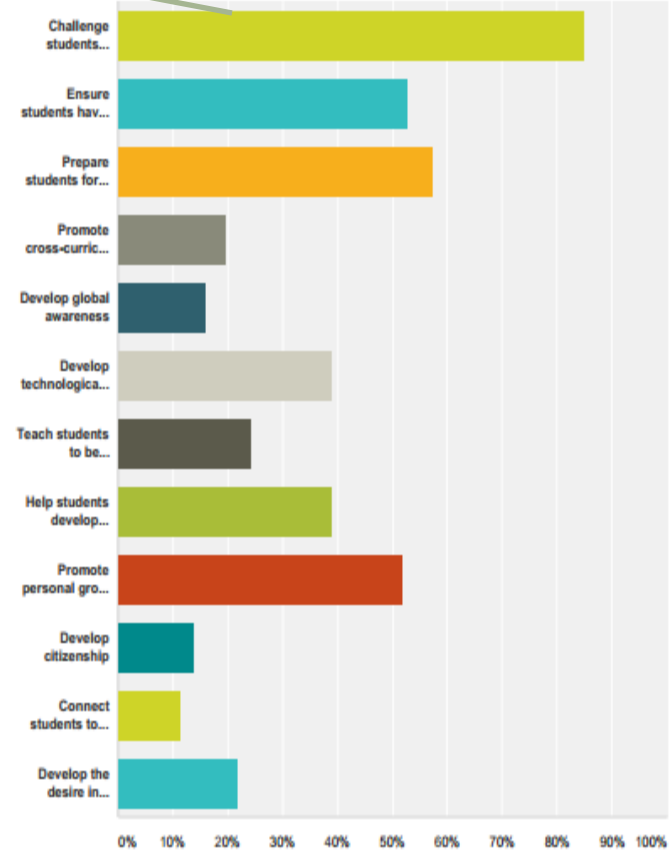
Answered: 213 Skipped: 51



Staff

Q20 I believe the purpose of Pine-Richland School District is to (Choose top 4):

Answered: 87 Skipped: 48



Community

# Purpose of PRSD

## I believe the purpose of PRSD is to:

- Challenge students **academically at all levels** (86% parents, 82% staff and 85% community)
- Promote **personal growth** and **well-rounded** students in academics, athletics, arts, and activities (65% parents and 62% staff and 51% community)
- Prepare students for the workforce and **develop real-world skills** (45% parents, 52% staff and 57% community)

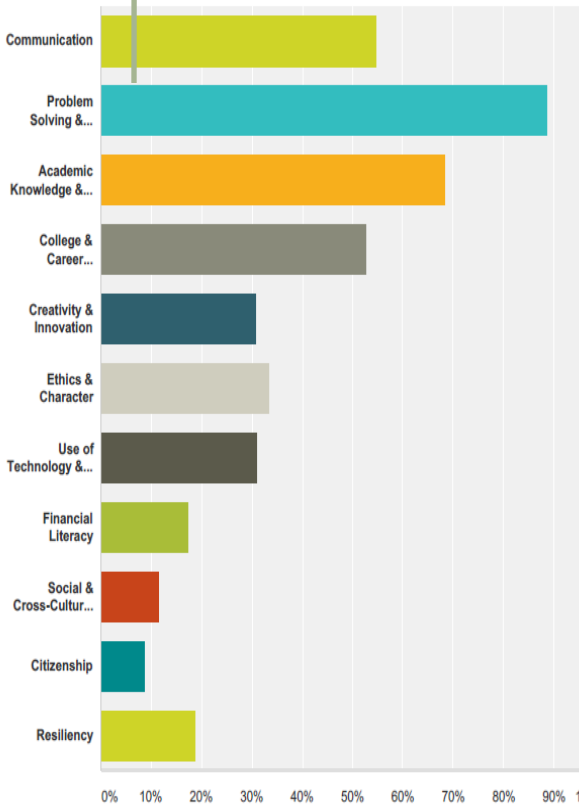
Agreement in top three selections across three groups

Problem Solving and Critical Thinking

# Skills for Graduates

Q63 The most important skills current Pine-Richland students should learn before graduating are (Choose Your top 4):

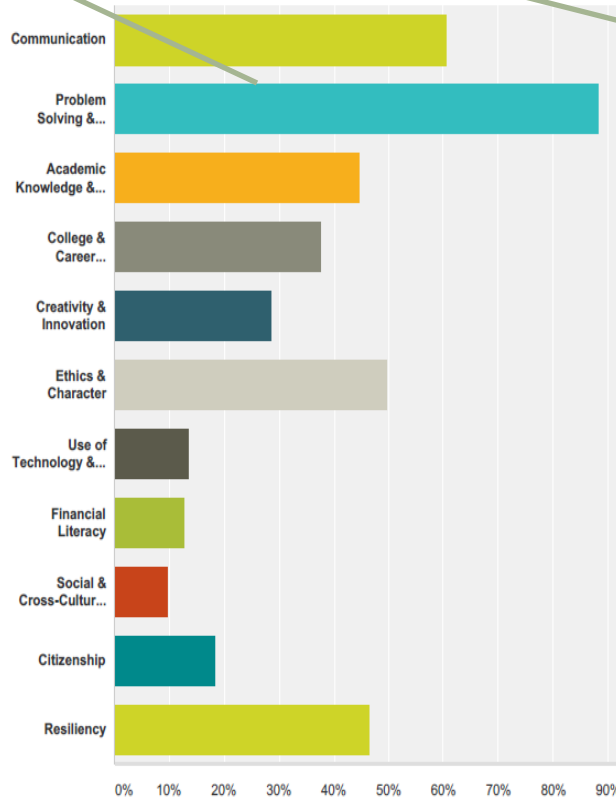
Answered: 475 Skipped: 113



Parents

Q4 The most important skills current Pine-Richland students should learn before graduating are (Choose Your top 4):

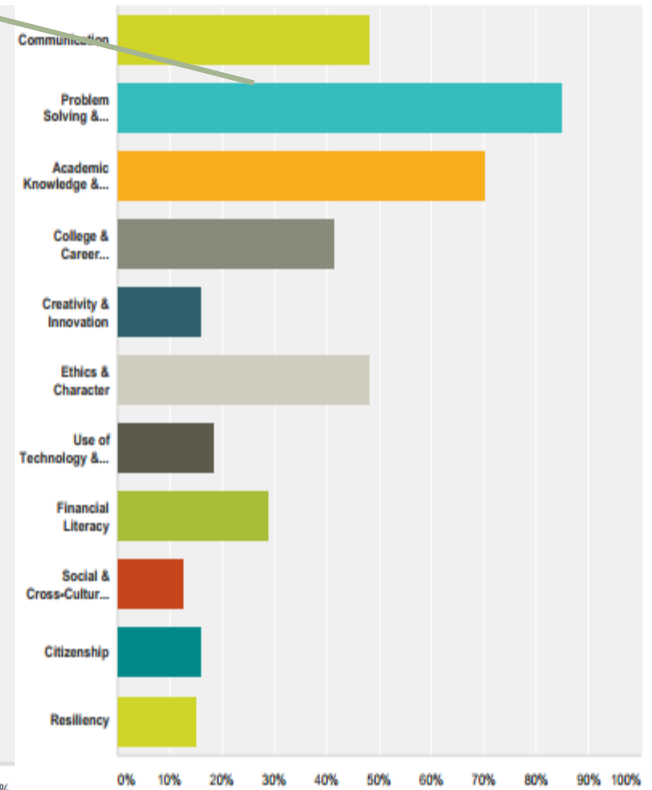
Answered: 213 Skipped: 51



Staff

Q21 The most important skills current Pine-Richland students should learn before graduating are (Choose Your top 4):

Answered: 87 Skipped: 48



Community

# Town Hall #1 Big Picture Feedback

- Town Hall meetings were held in the high school cafeteria with two meetings in June and two in August. Discussion occurred in smaller table groups.
  
- **Key findings** from Town Hall #1 include:
  - General support for categories and long-term goals
  - Challenge of “Competing Interests”
  - “Consistency” was an overarching theme (e.g., curriculum, teacher quality, and communication)
  - Expanding the pockets of excellence
  - Individual experiences – of the parent or their children – became the discussion at the tables
  - Connections/linkages between categories became evident

# Town Hall #2 Big Picture Feedback

- Town Hall meetings were held in the high school cafeteria with two meetings in June and two in August. Discussion occurred in smaller table groups.
- **Key findings** from Town Hall #2 include:
  - Appreciation for the process
  - Engaged and varied perspectives on the mission, vision, and values
  - Support for categories and long-term goals
  - Connections/linkages between categories even more evident
  - “Fine-tuning” suggestions or considerations for short-term actions

# Mission, Vision and Values

- For approximately 30 minutes, town hall participants were in groups to complete the following:
  - ▣ Read the past and current mission/vision statements
  - ▣ Read the current values
  - ▣ Provide feedback about the design concept and content
- The level of feedback, engagement, and perspectives was powerful. There were also a wide variety of expressed opinions.
- This [Spotlight on Learning video](#) provides a brief glimpse at the power of the mission, vision and values.

# Mission (Purpose)

- Proposed –
  - ▣ The **mission** of the Pine-Richland School District is to **focus on learning for every student every day.**
  
- Rationale –
  - ▣ Clear and straightforward
  - ▣ Addresses core purpose
  - ▣ Elevates expectations for every student

# Vision (Ideal Future)

- The **vision** of the Pine-Richland School District is a picture developed by a student that **captures the mission** and provides a **vivid** reminder of the **challenge and opportunity** of our schools.



# Vision (Ideas)

Learning Requires **Effort** and **Persistence**

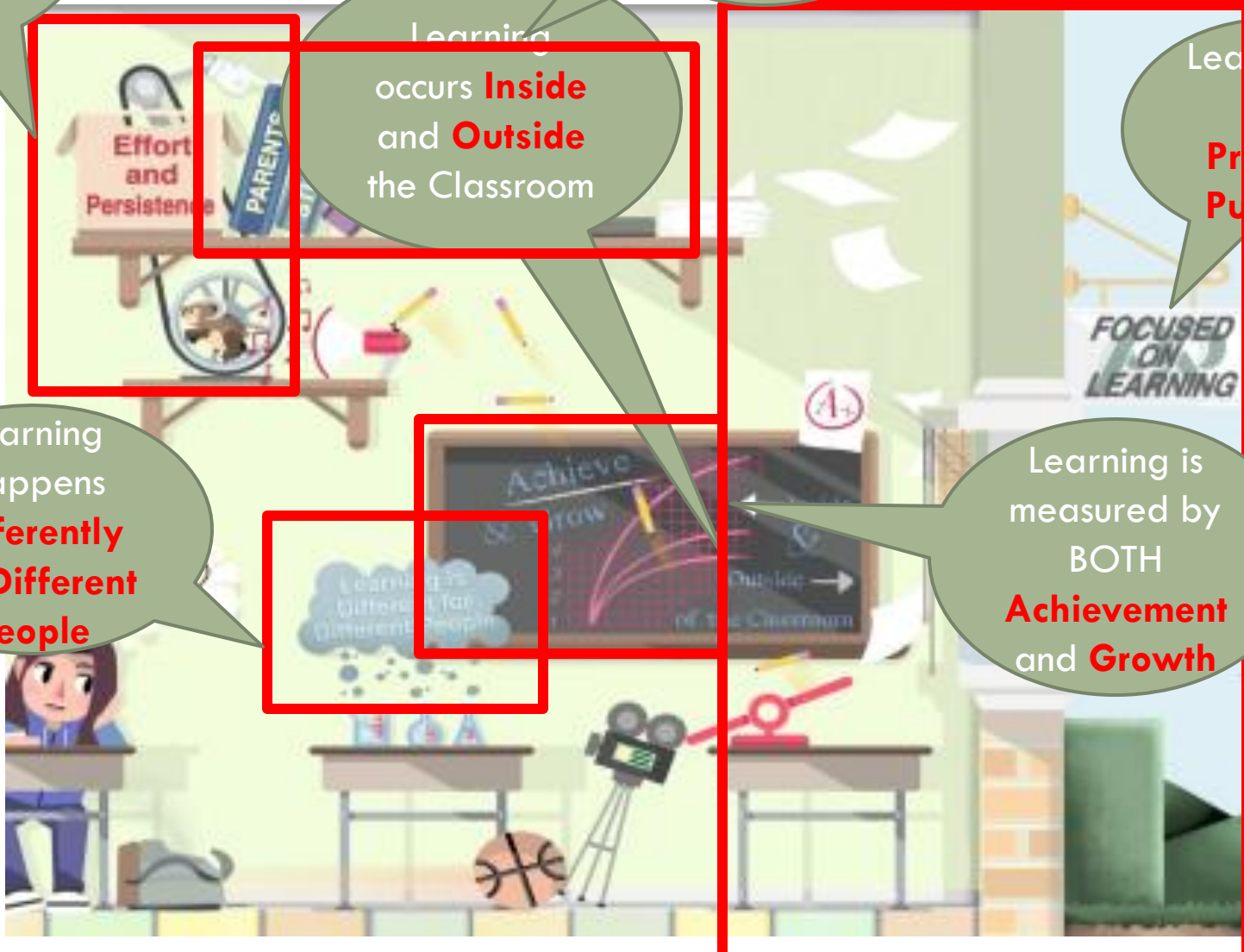
Learning Requires the **Support** of **Everyone**

Learning occurs **Inside** and **Outside** the Classroom

Learning is our **Primary Purpose**

Learning Happens **Differently** for **Different People**

Learning is measured by **BOTH** **Achievement** and **Growth**



# Vision (Ideal Future)

- Rationale –
  - ▣ Student-developed
  - ▣ Ties to mission
  - ▣ Once understood, it is “sticky” in the memory
  - ▣ Challenging (e.g., differentiation)

# Values (Our Beliefs)

- Proposed –
  - **P** – Personal Growth
  - **R** – Resiliency
  - **I** – Innovation
  - **D** – Diverse Opportunities
  - **E** – Engagement
  
- Rationale –
  - Acronym provides increased opportunity to remember
  - Representative of the wide range of values expressed by stakeholders
  - “Robust” in interpretation (e.g., engagement can describe students in the learning process, parents/community in the schools, or staff in the organizational improvement process)

# Plan Organization

- We want to use clear language with a **focus on implementation**. We believe in the importance of a continuous improvement mindset.
  
- **Framework Categories:**
  - Teaching and Learning
  - Student Services and Programs
  - Finance and Operations
  - Workforce Development
  - Communication and Stakeholder Engagement

# Glossary of Terms

- Given the wide variety of terms and concepts in education and within the strategic planning process, a glossary of terms was created as a resource.
- This glossary is dynamic in nature and will be placed on the website as a resource for interested stakeholders.

# Teaching and Learning Sample

Teaching and Learning			
2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019
<b>Refine clear and consistent curriculum across each grade and course that builds as students progress through the levels but nurture creativity and identity of schools and teachers</b>			
Complete Curriculum Writing	Publish Curriculum Online		
	Design and Pilot In-Depth Review Cycle (Science)	Begin In-Depth Review Cycle (2 - 3 Departments per Year)	
Resource Identification and Implementation Timeline			
<b>Ensure quality instruction that allows staff/teachers to meet the readiness of different students happening across teachers in all classrooms (vs. pockets)</b>			
Identify/Develop Model	Implement Part 1	Implement Part 2	Full Instructional Model Implementation
	Integrate Strategies to Educator Effectiveness and Differentiated Supervision Model		
<b>Implement a balanced range of national, state and local assessments to monitor student learning and use results to guide instruction</b>			
Evaluate Current Standardized Assessments	Develop Local Assessments	Implement Local Assessments	
Determine Assessment Mix (Formative, Benchmark, Diagnostic, and summative)			
		Use Local Assessment Data to Drive PD and Curriculum Revisions	
	Revise Report Cards		Real-Time Progress Monitoring
	Integrate Performance Tracker		

# Teaching and Learning Sample

- The following slide will highlight the design of the strategic plan for one long-term goal within one category:
  - ▣ Category Title
  - ▣ Long-term Goal (4 year time period)
  - ▣ Short-term Action (1 year time period)
  - ▣ Rationale

# Teaching and Learning Sample

Teaching and Learning			
2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019
Refine clear and consistent curriculum across each grade and course that builds as students progress through the levels but nurture creativity and identity of schools and teachers			
Complete Curriculum Writing	Publish Curriculum Online		
	Design and Pilot In-Depth Review Cycle (Science)	Begin In-Depth Review Cycle (2 - 3 Departments per Year)	
Resource Identification and Implementation Timeline			

## 2015 - 2016

- Refine quality of learning goals and big ideas through implementation (January 18<sup>th</sup>, 2016 target)
  - Ensure feedback/discussion/engagement of staff
- Identify and consolidate resources (e.g., textbooks, equipment, technology, etc.) that support the learning process
  - Prioritize needs across all departments and entire district
  - Determine sustainable budget target for renewal process

## 2016 – 2017

- Ensure visibility of courses, units, big ideas and learning goals (ROW COMPLETION)
- Design and pilot a more systematic review cycle - deeper dive – of each department (e.g., Science)

## 2017 – 2018 through 2021 – 2022

Implement cycle with 2 – 3 departments per year for the foreseeable future



# Other Categories

- This hand-out provides a high level overview of the draft operational plan.
- All organizations need to achieve a balance of sustained focus (i.e., “working the plan”) with an understanding that priorities and needs can change over a four year timeline (i.e., “agility and flexibility”)

# Linkages

- In the draft operational plan, we have highlighted in yellow some examples of the linkages and sequential relationships that exist between categories and goals.
- This example focuses on the area of instruction.

# Next Steps

- Conduct a series of presentations for staff and community based on the current draft
- Finalize mission, vision, and values
- Refine the short-term actions
- Review the sequence and priorities of goals and actions
- Begin to finalize the PRSD Strategic Plan and complete the comprehensive plan requirements for the Pennsylvania Department of Education