

## Long-Term Goals - Rationale

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>			
Identifying learning targets is a critical first step in the overall educational program. This action will help ensure a visible curriculum for students and parents. It will also lead into a more in-depth process for each department.			
<b>Ensure quality instruction that allows staff/teachers to meet the readiness of different students happening across teachers in all classrooms (vs. pockets)</b>			
While quality teaching is complex, there are specific instructional strategies that are more effective in the learning process. Common language and understandings around these strategies will enable teachers, administrators, and other staff members to support each other through this professional development process.			
<b>Implement a balanced range of national, state and local assessments to monitor student learning and use results to guide instruction</b>			
In various forms, assessment provides us with information about each student's learning and the performance of groups. It focuses on "assessment of learning" and "assessment for learning." In an ideal future, our emphasis shifts from "of" to "for" and makes use of real-time tools that help guide instruction and learning.			
<b>Extend learning for students who already mastered content and provide re-teaching/support for students struggling with content</b>			
A comprehensive RTII model helps establish a framework for meeting the needs for all students. Significant progress has been made in K-6 ELA. That work must extend to all areas.			
<b>Integrate technology tools into courses and activities when it can extend or improve the teaching and learning process OR promote innovation in that process</b>			
In most cases, technology is a tool to enhance or extend learning. This long-term goal focuses on the use of technology hardware and software in the teaching and learning process. Other aspects of technology infrastructure are located in the Finance and Operations category.			
<b>Use real-world strategies to engage students in solving problems, using their hands, and seeing connections between content areas that include career connections and play/creativity/risk</b>			
A major goal of learning is the ability of students to transfer knowledge/skills toward a practical situation or problem. The STEAM focus and a similar term of "Maker Space" is used in this goal to promote hands-on learning and cross-curricular activities. These ideas do not necessitate a "new course" but rather a concept to implement within a course.			
Student Services and Programs			
2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019
<b>Sustained focus on the whole child (e.g., academic, social, emotional, physical, and moral development)</b>			
Supporting the social, emotional, physical, and moral development of every student through the development of strong relationships will improve school climate.			
<b>Utilize a team approach built on collaboration and shared responsibility for supporting students' needs by students, parents, teachers, support staff and administrators</b>			
A team of persons both inside and outside school must collaborate to meet student needs. This strategy identifies the roles these persons play and provides professional development for them to be successful in their roles.			
<b>Refine the continuum of services for special education and increase awareness of those services</b>			
Awareness and maintenance of a strong continuum of services for students with special needs will allow the district to meet the needs of the vast majority of our students within one system of education. This strategy will monitor our continuum and build upon it as needs arise.			
<b>Create a vision for gifted education and develop a continuum of services model</b>			
A district model for gifted education programs and services must be created and implemented. The model must begin with a clear and consistent process for identifying students in need of instruction designed for gifted learners.			
<b>Evaluate extra- and co-curricular activities across multiple criteria to determine current and future needs</b>			
A process for beginning new student activities and ending old activities must be developed so that extra- and co-curricular activities reflect student interest and financial sustainability.			
Finance and Operations			
2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019
<b>Improve community understanding and engagement in the annual budget process to aid decision-making and consideration of potential tax increases</b>			
On an annual basis, the school district administration and school board develop a financial budget for the following fiscal year and a long term budget model which covers five future years. The funding issues facing all school districts in the state and nationally are complex. We communicate in various ways throughout the process; however, it is imperative we reach a broader audience of community members for input throughout the process.			
<b>Conduct a demographic study to guide future-focused facilities and capital funding plans</b>			
The community is an area of residential growth. It is prudent to have a long-term demographic study completed on a periodic basis to plan for future facility needs.			
<b>Build a secure and reliable technology infrastructure flexible enough to meet district needs through 2025</b>			
With streaming video, VoIP and other bandwidth-intensive applications becoming commonplace, Pine-Richland School District is committed to upgrading our network infrastructure. Increasing bandwidth will allow faster access to the growing exponential amount of information. Additionally, the "next generation" assessments will be almost exclusively online and will require an accompanying commitment to more digital resources.			
<b>Set realistic expectations for alternate revenue and enhanced partnerships to support operations without impacting guaranteed, necessary funding</b>			
The strategic challenge for alternate revenue is to establish realistic targets for our school district. We must have a clear understanding there is no easy solution to substitute funding, and we must have a cohesive message regarding sustainable sources of revenue versus one-time infusions of funding. We must also be cognizant of our parent organizations and booster groups so as not to compete for the same funding sources for our students.			
Workforce Development			
2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019
<b>Refine and enhance the evaluation process for all employees through the use of multiple measures and feedback to support professional growth with value placed on intrinsic motivation</b>			
An evaluation process that is differentiated for each employee and focuses on professional growth sets the foundation for improvement in all areas.			
<b>Improve continuity of the day-to-day educational program and operations through the staffing approach to substitute or temporary positions</b>			
The smooth and efficient operations of the buildings and the delivery of the academic program relies on a consistent and managed approach to substitute and temporary staffing. An effective system of substitute staffing allows for a relatively seamless operation of the buildings without having to pull resources and patch together a schedule of class coverages in an ad hoc manner.			
<b>Align the professional development plan for all staff with strategic direction, staff needs, and legal compliance (not one-size-fits-all)</b>			
The ability to identify, plan and deliver relevant, informative and differentiated professional development to faculty and staff provides the opportunity for all employees to stretch themselves as professionals, develop new skills and bring new ideas into the classroom and our schools.			
<b>Induct new staff into the district culture and support them throughout their years at Pine-Richland</b>			
A well structured and informative orientation and induction process provides our new employees with valuable resources in order for them to perform at their best while indoctrinating them into the building and district culture. It provides the opportunity to establish a positive working environment where all feel welcome and where they can perform at their best.			
Communication and Engagement			
2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019
<b>Foster efficient and effective district communications that promotes dialogue with key stakeholders (two-way)</b>			
Communication should be varied with a mix of one-way and two-way conventions. Organizations should offer more opportunities to communicate. Understanding an organization's structure of one and two-way communication opportunities will allow an organization to understand efficiencies in this area. While one-way communication allows for dissemination of information, two-way communication allows for engagement of stakeholders.			
<b>Build collaboration and connections with community residents who do not have children in the district</b>			

The district would like to expand communication opportunities with residents who might not be involved within the school setting. Some of our community groups are not signed up to receive electronic communications and the townships do not have an email system for residents. Getting in touch with the residents who may not have children nor be connected with the schools even via email is a challenge and having avenues to provide communication would be beneficial especially in capturing their feedback and concerns.

**Provide informational sessions/training opportunities for volunteers and parents to support teaching and learning and to increase awareness of important educational issues**

Engaging parents is important to the overall climate of the district. By providing training opportunities for parents to be part of the program will help support teaching and learning initiatives and increase awareness and better understanding of important educational topics.

**Provide strategic plan updates and continue stakeholder engagement throughout implementation of the 2015 - 2019 plan**

Providing periodic updates is important to keep all stakeholders engaged through the process and implementation of a strategic plan. The district would like to maintain engagement and communication during all phases including implementation.

**Sustain partnerships and collaboration with workforce groups (PREA, ESPA, Act 93, Administrative Support and Vendors)**

Organizations should offer varied opportunities to communicate with its key work groups, stakeholders and contracted businesses. By being proactive and working collaboratively and keeping the lines of communication open with these groups, everyone begins to develop as a team and build a shared understanding. As this is being done, trust and relationships are built, so when an issue comes before the team it is easier to come to a common understanding.

**Increase student input for the improvement of educational programs**

The district would like to be intentional about providing students with opportunities to have a voice and be heard in the educational process that takes place at PRSD. Their input is key to providing efficiencies and opportunities to strengthen programs. Including our students in the conversation is educational for our students and allows for their unique perspective to be logged.