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Riverview Strategic Planning Process Summary (2022-2025)

Annual Data Analysis and Survey Data (Yearly Goals and Improvement Processes)

- State of the District Report / Riverview Reporter (3 years; 2020-2022)
- Annual PSSA/PVAAS/ACT/SAT/PSAT/Local Assessment Data Analysis and Reports
- Annual Riverview Graduation Survey (exit interview given to all Seniors)
- Annual Staff Survey (Domains: Climate and Culture, Transformative Leadership, Shared Vision and Goals, Strengths and Stretches)
- Staff and Admin Continuous Improvement Plans (CIPs – yearly action research plans based on student data and building and district goals)

Strategic Plan Stakeholder Survey – March-April 2022 – ALL STAKEHOLDERS

- Sent to parents, staff, and board members
- 94 questions; Likert/Open Ended
- 97 responses across multiple community members, parents, staff, and board members
- average completion time: 72 minutes
- Recipients answered questions in the following subdomains/focus areas (research-based program evaluation questions from the University of Pittsburgh Program Evaluation team and current District administrative and staff team)
 - Satisfaction and Engagement
 - Overall Experience
 - Assessment and Student Achievement
 - Climate and Culture
 - College and Career Readiness
 - Infrastructure
 - Food and Transportation
 - Budgetary Processes
 - Communication
 - Importance and Priority of Responsibilities
 - Open Ended Responses (ideal future, strengths, opportunities for improvement)

Riverview Strategic Plan Feedback Session for Parents and Staff – June 21, 2022 – 5pm-6:30pm

- Discussed data and elicited feedback and clarification on data received by the stakeholders who completed the assessment
- Well attended by parents, staff and board members – 19 attendees
- 1 hr. 47 min. virtual meeting
- Discussed results from the survey and emerging themes
- Participants asked to clarify data, provide feedback and insight

RIVERVIEW SCHOOL DISTRICT

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Administrative Team Strategic Planning Action Steps – Summer 2022

- Analyzed data from the strategic plan survey and annual data sources and pulled emerging themes for the strategic plan
- Superimposed emergent themes with our current administrative and district goals for the future
- Completed the Instructional Model for the District
- Completed our Theory of Action for work related to our expectations of a Riverview graduate
- Worked with staff to develop Social and Emotional Learning anchor points and a focused plan of attack for its implementation
- Utilized Modern Teacher staff developers to help us set vision, path, instructional model, theory of action, and yearly professional learning community pathways with stakeholders
- Meetings with Tech Director and Director of Buildings and Grounds to determine needed updates for safety and security and updated the yearly Memorandum of Understanding documents with our local police departments and first responders
- Applied for additional grants to help support initiatives in all areas of the strategic plan

Board Strategic Plan Updates and Survey Data/Links – Board Level

- The Board was updated or asked to participate in the strategic plan feedback loop on the following occasions highlighted below:
 - 2.25.21 Board Update
 - 10.29.21 Board Update
 - 3.18.22 Board Update (Survey Link Sent to Board)
 - 3.11.22 Board Update
 - 3.25.22 Board Update (Survey Link Reminder Sent to Board)
 - 6.23.22 Board Update
 - 8.3.22 Board Update (Survey Data Summary Included)
 - 9.30.22 Board Update
 - 10.6.22 Board Update
 - 10.14.22 Board Update
 - 10.20.22 Board Update
 - 10.28.22 Board Update
 - 11.4.22 Board Update (Student Survey Data Summary Included)

Student Strategic Plan Feedback Survey – October 21st- November 1st, 2022

- Diverse group of gr. 7-12 student recipients (multiple grade levels / ability groups / gender / race / subgroups) surveyed through the social studies courses
- 110 students completed the surveys
- Average time of completion – 3:06
- A vast majority of students felt safe at school (81%, 16% neutral); prepared for emergencies (88%, 10% neutral); and prepared to report concerns (73%, 20% neutral);
- A vast majority of students felt prepared academically (87%, 9% neutral); engaged in clubs, activities, sports, music and expanded opportunities (79%, 9% neutral); and able to take courses that meet their needs (79%, 17% neutral)
- Students acknowledged that scheduling can be difficult, but understand the difficulties of a small school (staff work hard in providing academic opportunities that students can benefit from)
- Students report that social and emotional learning is sufficiently addressed (62%, 28% neutral); the ability to “be themselves” (69%, 19% neutral); and having pride in their school (74%, 27% neutral)

- Students asked for more dances, pep rallies, senior privileges, and spirit weeks (one student asked for an e-sports league)
- Students report being prepared to make intelligent decisions about their future (74%, 21% neutral)

Student Strategic Plan Focus Group – High School Students – Friday, October 7th, 1pm

- AP English Class due to teacher willingness, availability, small class, and ability to talk to students without disrupting their courses
- Knowledge/communication of Resources available in terms of mental health services
- More specific STEAM courses in the HS/Continuation of STEAM from the JH
- Engineering Classes / Computer science courses
- Literature Curriculum that is up to date (high school) / Student Action Network
- Library Resources Communicated / More Support
- Time for mindfulness (SEL)

Staff Strategic Plan Focus Group –Tuesday, October 11th, 2:30pm, 3:15pm

- Extremely well attended for both the Jr-Sr HS and Elementary Schools (~70 staff attended optional mtg.)
- Discussed the survey information and the first draft – walked through the document
- HS Discussions focused on College and Career Readiness Standards and ensuring students have the “soft skills” for graduation, possibly adding some additional experiences to younger students
- Discussed the possibility of the feasibility study and the benefits of having all grade level teachers working in one place / advantages and disadvantages of such
- Discussed practical math and practical English / although Mr. Hewitt discussed some of the scheduling implications of such
- Discussed Forbes CTC / work release / dual enrollment
- Discussed mindfulness and ways for staff to learn about mindfulness and more effectively manage stress and anxiety

Business Leaders Strategic Plan Focus Group – Thursday, October 13th – 9am

- Well attended – Stefani Garibay (Etta’s Etta’s Doggy Day Care), Kevin Ewing (Kier Ewing and Associates), Katie Lascola (Homegrown Yoga), Anna Bencivenga (Urbana Boutique), Zak Jenniches (Thrive Chiropractic), and Tabatha Flanick (Oakmont Candle Works). On Tuesday I met with Nina Komaniak (Moonbeam Café), and meet with Mr. Serrao (Oakmont Bakery)
- Discussed “soft skills” and social and emotional learning – students putting down their phones and being able to make eye contact as the job market moves to more automated jobs, coming to work consistently, etc. – developing a k-12 scope and sequence,
- Liked the idea of polling parents to create a repository of careers that our students can reach out to
- Liked the idea of building a more comprehensive repository of businesses connected to job shadowing and additional opportunities for students
- Liked the partnerships we already utilized for staff regarding yoga, stress relief, and physical health through our chiropractic partners
- Mr. Hewitt discussed the high school’s attempt to make connections to businesses that will provide experiences to our students in high school, and then hire (Altium field trip scheduled for last week/ NEP, etc.)
- Discussed body image (Bencivenga) and the importance of maintaining a healthy understanding of self/body image as our students ascend through their high school year
- Discussed the length of time that students seem to take to assimilate into the roles being approximately 4 to 5 months, and wanting to cut down on that time
- Discussed some possible new partnerships with the Bakery in culinary and in personal finance

- Discussed the possibility of adding a governance component to the college and career readiness plan

Board Strategic Plan Focus Group – Monday, October 17th, 6pm

- Well attended (Board President was briefed later that evening)
- Feedback related to the overviews, and matching language to topics addressed in each section
- Environmental protection to be included in safety and security and air quality
- Examples of professional development for staff and students to be included
- Student feedback added to the academic excellence domain
- Restorative practices and language to focus on positive, inclusive and supportive environments
- Celebrating successes inclusively was discussed
- Some ideas and brainstorming around alumni networks and college and career readiness
- Feedback to include a more diverse group of students in the feedback loop
- Finding an effective way to gather data from the alumni students

Parent Strategic Plan Town Hall Meetings – Wednesday, October 26, 2022 – Virtual and In Person (1pm and 6pm)

- Approximately 15 parents. Board members and administrators attended either in person or virtually across both meeting times
- Feedback related to the overviews, and matching language to topics addressed in each section
- Discussed some need to address HVAC and air quality into the language of the plan
- One high school parent was looking for more journalism and English-based courses
- Discussed some ideas to keep in touch with alumni students and collecting data on their success
- Discussed the possibility of streamlining District paperwork to more digital means for efficiency and ease of use

Public Posting Timeframe / Board Affirmation

- October 21st, 2022 through November 17, 2022 public posting
- Board Vote/Board Affirmation on November 14th, 2022