
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333

Chapter 4 Educational Strategic Plan

Monday, August 27, 2007

Entity: State College Area SD

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Organization Description

Organizational Structure and Resources

General Information

Situated in the heart of Pennsylvania, the State College Area School District is a reflection of the thriving, dynamic community it serves. The district draws its students from a 150 mile attendance area encompassing the Borough of State College and the surrounding townships of College, Ferguson, Halfmoon, Harris, and Patton, totaling an enrollment of approximately 7,233 in 2006-2007.

School Organization

The organizational structure of the school district is elementary (K-5); middle school (6-8); and high school (9-12). Middle school and high school students (7-12) may attend the Delta Program, a district school of choice, for all or part of their yearly instructional program. In addition, students who are not experiencing success within the regular education program may be assigned to an age-appropriate alternative education program until they are once again ready to function successfully in the regular school program.

Elementary Programs

Within the elementary structure, students are assigned to full-day kindergarten; primary divisions (grades 1 and 2); intermediate divisions (grades 3 and 4); and upper intermediate divisions (grade 5). The district's ten elementary schools pride themselves on:

- Emphasizing respect for self and others
- Celebrating diversity
- Providing a nurturing environment with active parent involvement
- Holding children to high academic and behavioral standards
- Providing an elementary failsafe support program
- Promoting excellence for all children

Middle Level

Instruction in grades 6-8 is delivered at two middle schools predominately by interdisciplinary teams of teachers to heterogeneous groups of learners. To ease the transition in to the middle schools, the sixth grade provides a bridge from the elementary contained classrooms into the seventh grade interdisciplinary teams. Students in all three grade levels have daily access to wireless laptop computers to facilitate their learning. In addition to the core curriculum, students engage in:

- Exploratory courses in family and consumer sciences and technology education
- World languages (German, Spanish, and French)
- Technology competencies integrated throughout the curriculum
- PLANET PEACE/PRIDE lessons on conflict resolution
- G.O.A.L.S. lessons on study skills and organization
- English as a Second Language program (offered at all levels)

High School

The State College Area High School, housed in two high school buildings, offers a comprehensive program consisting of more than 300 academic and vocational courses. The secondary curriculum provides courses in academic, vocational, business, and agricultural areas. The English, social studies, math and science departments provide courses of differing degrees of difficulty. Students are encouraged to plan their high school programs to best fit their individual interests, abilities, and goals. World Languages instruction is offered in French, Spanish, Latin, and German. Offerings in the fine arts and instructional and vocal music are varied. A full complement of elective courses rounds out the curriculum. Computer labs are available in the secondary schools, and technology is integrated into many courses.

Students participate in a large number of faculty-supervised extracurricular activities, such as student government, special interest and service clubs, dramatic performances, literary publications, and interscholastic/intramural athletics.

Vocational programs are offered to students at the high school through the Career and Technical Center (CTC) program, which is the home of a full complement of school-to-career training programs combining academic and technical skill preparation with work-based learning experiences. More than 900 students take classes in the CTC program areas with 350 students majoring in one of the technical program areas. Many of these students have had the opportunity to receive industry-recognized credentials, certifications, and cooperative work experiences in their chosen fields prior to graduation.

In addition, students in grades 7-12 may choose to enroll in the DELTA program, an educational option which currently serves about 110 students. DELTA learning experience options include classroom activities in the school district and Penn State University, seminars, independent study, extended field trips, career internships, community service projects, and other activities planned by advising teams.

With a graduation rate of 98%, the class of 2006 numbered 665 graduating seniors. Eighty-six percent continued their post-high school education and were accepted by universities such as Penn State, Pitt, Penn, Carnegie Mellon, Princeton, Yale, and MIT.

District-wide Programs

Computer technology is integrated system wide to enhance teaching, learning, and operations at all levels. Furthermore, to support student learning of essential technology skills, technology competencies have been integrated into the curriculum.

The Special Education Department provides programs and services in accordance with the Individuals with Disabilities Education Act (IDEA 2004) and PA Chapter 14 Special Education Programs for students with disabilities. The district provides a variety of opportunities for screening and evaluation of students thought to have disabilities. In kindergarten all students receive screenings on readiness as well as standardized indicators of early literacy. All elementary schools in the district have an identified and trained Instructional Support Team (IST). The Instructional Support Team works with school staff to provide screening for students in various areas (cognitive, emotional, social, motor, vision, and hearing). At the middle and high school levels, these teams are in the form of Child and Pupil Study Teams. In addition, the district conducts screenings to identify students who may need special education through universal screens, health screens, group intelligence tests, and achievement tests.

The district's Learning Enrichment/Gifted Support Program (LE/GSP) provides differentiated learning experiences for students in grades K-12. The LE/GSP follows the guidelines in PA Chapter 16 and is based upon the work of Howard Gardner (multiple intelligences), Joseph Renzulli (enrichment types), Jean Gibbons (differentiation), as well as the PA Academic Standards, the State College Area School District K-12 curriculum, and the Sid Richardson Foundation. Services are offered as general exploratory activities to all students, as group training activities to sharpen students' problem solving and research skills, and as individual and small group investigations to address similar areas of interest, knowledge, and creative ideas.

The English as a Second Language Program provides services to students whose first language is not English and those who are not yet proficient in English. All students upon registering with the school district are screened using the Home Language Survey. If the results of this survey indicate a large language influence other than English, an English as a Second Language teacher reviews the student records and information to determine if support for learning English is needed and, if so, what level of support is appropriate.

The district's active Community Education Program offers a wide variety of learning experiences for children, youth, and adults. Adult programs range from basic instruction leading to a high school diploma to workforce education programs. Over the course of the current strategic plan, the program has expanded significantly to include a variety of programs for youth. These more recent offerings are designed to meet the needs of working parents and include Educational/Recreational Activity Days and Shorts & Sports.

Overview of Curriculum and Instruction

The planned courses of instruction and assessment programs at the elementary and secondary grade levels are aligned with the PA Academic Standards in each content area. A continuous model of

improvement serves as the means through which curriculum and instruction respond to research, changes in best practices, and analysis of student data patterns. Elementary, middle, and high school curriculum councils play a major role in the instructional/curriculum development process attending to identified needs at each organizational level. In turn, the Associate Principals for Curriculum play key roles in both guaranteeing adherence to a common purpose in meeting the district mission, as well as improving technical service and advice to the organizational level curriculum councils.

The district's K-12 student assessment program is monitored by the Testing Review Committee. Assessment of student achievement in conjunction with the PA Academic Standards is reported in more detail in the Measurable Annual Improvement Targets and Assessment and Public Reporting sections of this plan.

Class sizes are determined by the local Board of School Directors or, in some cases, are regulated by Pennsylvania Department of Education guidelines. Where class size guidelines do not govern the growth of new staff, ratios are in place to systematically monitor the need for professional employees in an equitable manner.

Professional Staff

The employment of highly qualified, properly credentialed professional employees is deemed essential in pursuit of the district mission, goals, and academic standards, according to NCLB. The selection process for all professional employees is carefully prescribed by policy and procedures and is systematically followed. Additional information can be found in the Qualified, Effective Teachers and Capable Instructional Leaders section of this plan.

All new professional employees take part in the district's induction program. All staff are afforded ongoing opportunities to enhance professional practice through participating in district planned Act 80 and inservice days, graduate study, professional visitations, conferences, workshops, and curriculum development. These efforts support staff to meet the requirements of Act 48. The Professional Education Plan and Induction Plan contain more detailed information on the district's support for professional development and growth.

Drawing upon our most recent data from 2006-2007, the school district employs 634 full time equivalent K-12 professional teaching faculty. Among the faculty, 84% have completed 30 or more credits beyond the bachelor's degree, and 2% have doctoral degrees. With regard to years of professional experience, 24% of the faculty have 0-5 years; 18% have 6-10 years of experience; and the remaining 58% have 16-30+ years of experience.

The professional faculty across the school district is assisted by approximately 300 paraprofessionals who are assigned to specific schools, departments, and classrooms. These paraprofessionals assist the professional staff in the delivery of instruction and related tasks and are supervised by building administrators.

In addition to the professional teaching and paraprofessional staffs, the district employs 38 instructional and operational administrators.

Classrooms

The school district's fifteen school buildings were constructed between 1912 and 2005. During 2007-2008, and reflected in the action plans found in this strategic plan, the district will be conducting a new district wide master plan for facilities process to address school facilities. The Citizens Advisory Committee on Facilities monitors school facility issues and advises the Board of School Directors and administrators on an ongoing basis.

During the course of the last strategic plan, three elementary buildings were either constructed or extensively renovated as part of the current master plan for facilities. In the autumn of 2002, the district welcomed students into a new elementary school in the northern area of the school district. Also in that same year, students enjoyed returning from the summer to an elementary building that had undergone extensive renovations, including a new addition. A third elementary school project, again on the north side of town, was successfully completed in 2005. All three elementary school projects provide students with

schools designed to support learning in the 21st century. In addition to these major projects, a number of other renovation projects were undertaken in the Park Forest Middle School to update classrooms originally constructed in the early 1970s.

Although well maintained, a number of the school district's buildings are in need of updating. Renovation needs include gymnasiums, libraries, auditoriums, music rooms, cafeterias, and administrative/student service offices. The upgrading of these remaining school facilities will be addressed in the school district's new K-12 Facilities Master Plan.

Science Laboratories

Over the course of the last strategic plan, the science classrooms in Park Forest Middle School were extensively renovated, providing students in that building with state-of-the art science facilities for middle school learners. In addition, the science curriculum and associated equipment purchases are reviewed, prioritized, and funded on an annual basis K-12 to provide all students with adequate resources to support learning in this area.

Library Media

The school district has devised a K-10 technology competencies curriculum and assessment process for all students. Students in every K-12 school have access to computer labs. In addition to the computer labs, the district is increasing the number of laptops available for student instruction in the classroom.

All of the district buildings are linked together by a fiber optic network that supports both instructional delivery and the management of information for district operations functions. All of the district buildings are wired for cable TV, and all have closed circuit television.

Instructional Technology

This area has experienced significant growth over the course of the last strategic plan. Since 2001, 67 student technology competencies have been identified and are imbedded in instructional activities K-12. Technology competency assessments are conducted in grades 2, 4, 6, 8, and 10 with the goal of 100% of students mastering all competencies. This instruction is supported through professional development for all faculty. A variety of formats are used to support this essential professional education. These avenues include support for graduate education and/or intermediate unit courses, use of Act 80 days, release time workshops, induction sessions, after school offerings, and summer workshops.

Other Resources

Additional resources are available to the district as it seeks to fulfill its mission. They include, but are not limited to:

- Strong community/parent support of education
- Dedicated volunteers that serve our children
- District sponsored Community Education Programs
- Positive collaborative projects between the district and the Pennsylvania State University
- Close working relationships with State College, Ferguson, and Patton Township Police

Departments concerning drug and alcohol prevention for students and school safety and security issues

- Central Intermediate Unit 10 (CIU) inservice
- Close working relationship with the Centre Region Parks and Recreation Association
- Technical assistance from the Pennsylvania Department of Education
- Business/community and district partnerships
- Varied and numerous extracurricular activities
- Active participation in a variety of local, state, and nationally sponsored staff development programs
- Articulation agreements with post-secondary institutions via the school district's Career and

Technical Center.

More detailed information is contained in the Utilization of Resources and Coordination of Services section of this strategic plan and the district website at <http://www.scasd.org>.

Examples of Recent Recognitions and Awards

- Standards & Poor's School Evaluation Service named the district one of 55 "outperforming districts" in

PA and one of only 29 who have sustained it over four years.

- “Expansion Management” magazine, a monthly business magazine for companies actively looking to expand or relocate their facilities, has again listed State College Area School District as the country’s top school district in its size category.
- School Match, the nation’s largest school selection consulting firm, recognized the district for What Parents Want Awards from 2001-2006. This acknowledgement is for balanced academic competitiveness, accreditation, recognition for excellence, instructional expenditures, and small class size.
- All schools in the district received a Keystone Achievement Award for reaching or exceeding federal benchmarks set by No Child Left Behind in 2005 and 2006.
- A high number of students routinely qualify as National Merit Semi-finalists with 20 qualifying in 2006.
- The Governor’s Council for Environmental Education recognized the district for its work in aligning the science curriculum with the PA Science Standards in Environment and Ecology.
- The Association for School Business Officials International named the district as the recipient of the 2006 Facilities Masters Award for meeting national standards of excellence in facilities and maintenance operations.
- The American School Board Journal’s Magna Award was presented to the district in recognition of its LifeLink PSU collaboration with Penn State, a collaborative program helping students with special needs make the transition to adulthood and greater independence.
- The Holmes Partnership named the State College Area School District and Penn State’s College of Education Professional Development School partnership, the “best university/school district partnership in the nation” at its annual conference.
- The Grammy Foundation named State College Area High School as one of its signature schools for the second consecutive year.
- The State High Science Bowl Team won the National Science Bowl competition in May 2006.

Core Purpose

Mission

The State College Area School District Strategic Planning Leadership Team reviewed existing district belief, vision, and mission statements, as well as goals developed in the 2001-2007 Strategic Plan. Over the course of several weekend planning sessions, the leadership team updated the belief statements, the vision statements, and the district goals to reflect anticipated future-focused needs.

Furthermore, the Leadership Team reviewed and reaffirmed the mission statement that has guided the work of the school district since 1995.

These statements reflect our fundamental convictions about children, learning, schools, and the vital relationships of schools to parents and to the community they serve. These statements embody the aspirations of this school district for the future. They reflect our shared commitment to a common purpose and function.

The belief, vision, and mission statements were created through a group decision-making process to reach consensus. The statements were presented to the Board of School Directors, distributed to the faculty and staff, and communicated to the community.

Our Mission is: To Prepare Students for Lifelong Success Through Excellence in Education

Vision

We envision a State College Area School District in which:

Each student is a lifelong learner who contributes to an everchanging, increasingly diverse world.

Each student is actively engaged in developing relevant knowledge, skills and attributes, both independently and collaboratively.

All members of the school community demonstrate mutual respect.

All members of the school community have access to appropriate technology.

All members of the school community are committed to continuous improvement.

The community is dedicated to ensuring that students acquire the knowledge and skills necessary to enhance and fully develop their unique capabilities.

Our district meets the needs of students, families, and our community so well that broad, enthusiastic support is generated for the programs and services of the district.

Shared Values

We believe each student

- can learn.
- is unique in abilities, interests, needs, and goals.

We believe learning

- is promoted by a nurturing and stimulating environment.
- is an interactive process in which each student must be engaged.
- is enhanced by access to technology.
- must be defined, measured and recognized in a variety of ways.
- is enhanced by respectful, positive, and collaborative relationships.

We believe educators

- promote learning through relationships, engagement, and assessment.
- benefit from continuing professional development.
- grow professionally from opportunities for collaboration with peers.

We believe effective schools

- are safe and secure.
- actively recognize, understand, and appreciate diversity.
- actively engage the community in the educational process.
- are accountable and add value to the community.
- anticipate and adapt to changes within the local, national, and global context.
- create responsible world citizens through shared civic responsibility at all levels.

Goals

Goal: 1. Future Oriented Curriculum

Description: Design and implement a future-oriented curriculum so that each student will graduate with the knowledge and skills to thrive in a multi-dimensional, global and technological society. We will continue to create and provide learning experiences, program options, and support services that motivate and enable each student to achieve performance expectations. Unless otherwise indicated, the timeline for implementation is ongoing throughout the course of the plan. Annual reviews of progress will inform the next stages of each activity. Resource allocation will occur during the budget planning cycle on an annual basis.

Goal: 2. Employee Collaboration and Innovation

Description: Provide for and expect collaboration and innovation in a quality staff, faculty and administration. We will continue to develop processes that promote collaboration, innovation, excellence, and creativity in all student, faculty, staff, and administrative activities. Unless otherwise indicated, the timeline for implementation is ongoing throughout the course of the plan. Annual reviews of progress will inform the next stages of each activity. Resource allocation will occur during the budget planning cycle on an annual basis.

Goal: 3. Safe, Healthy and Nurturing Environment

Description: Provide a safe, secure, nurturing, and healthy environment that supports the changing needs

of an increasingly diverse student population. We will continue to build nurturing learning environments that foster shared responsibility, personal relationships, and mutual respect among students, parents, staff, faculty, administration, school board members, and community. Unless otherwise indicated, the timeline for implementation is ongoing throughout the course of the plan. Annual reviews of progress will inform the next stages of each activity. Resource allocation will occur during the budget planning cycle on an annual basis.

Goal: 4. School and Community Partnerships

Description: Build, strengthen, and maintain partnerships, emphasizing the shared responsibility of the school community and the community at large for the success of our students. We will strengthen communications with our communities and develop partnerships that support the educational process. Unless otherwise indicated, the timeline for implementation is ongoing throughout the course of the plan. Annual reviews of progress will inform the next stages of each activity. Resource allocation will occur during the budget planning cycle on an annual basis.

Goal: 5. Human, Physical and Financial Resource Management

Description: Continuously improve our systems for effective stewardship, allocation, and management of human, financial, and physical resources. We will continue to provide, develop, and use human resources to support an effective and future-oriented educational program. We will continue to provide a financial management system that incorporates long range financial planning, alternative sources of revenue, and clear accountability. Unless otherwise indicated, the timeline for implementation is ongoing throughout the course of the plan. Annual reviews of progress will inform the next stages of each activity. Resource allocation will occur during the budget planning cycle on an annual basis.

Goal: 6. Facilities and Technologies for Learning

Description: Provide facilities and technologies that enhance learning. We will continue to acquire and integrate technologies that enhance teaching, learning, and operations district-wide. We will continue to provide facilities that effectively adapt to and function in the delivery of multi-dimensional programs and services. Unless otherwise indicated, the timeline for implementation is ongoing throughout the course of the plan. Annual reviews of progress will inform the next stages of each activity. Resource allocation will occur during the budget planning cycle on an annual basis.

Academic Standards

The Pennsylvania (PA) Academic Standards described in Chapter 4, section 4.11 and 4.12 contain the knowledge and skills which students are expected to demonstrate before graduating from high school. These standards are organized into ten content areas and provide benchmarks for student achievement K-12.

The State College Area School District has aligned all curricular areas from kindergarten to graduation with the PA Academic Standards and instructional goals outlined in the Chapter 4 curriculum regulations. The district utilizes a continuous improvement model for curriculum development that, in turn, facilitates a timely response to emerging student assessment data patterns in state and local assessments.

The district is utilizing the Chapter 4 benchmarks for grades 3 — 8 and grade 11 for the Reading and Mathematics Standards in the continuous improvement and revision of grade level and /or course expectations for student learning. Concurrently, the PSSA Writing Assessments at grades 5, 8, and 11 provide the district with milestones around which we have sequenced instruction in order to teach students to become more effective writers. Finally, as the new PSSA Science assessments at grades 4, 8, and 11 begin to provide us with student data, we plan to utilize these data in a similar fashion.

In all areas of the curriculum, the district has worked diligently to develop local comparable assessments as described in Chapter 4. These assessments have been developed by the faculty who instruct a particular course of study and are intended to serve as a local measure of student progress towards achieving the knowledge and skills identified in the PA Academic Standards.

To support the achievement of these standards, students will be provided with developmentally appropriate and challenging learning experiences and expanded opportunities for demonstrating what they know and can do.

During the next six years of this strategic plan, the curriculum revision process will continue in response to data analysis of student achievement, as well as anticipated revisions to the Chapter 4 Academic Standards.

Chapter 4 Academic Standards (4.11, 4.12)

1. Acquire knowledge and skills in the following areas:
 - Reading, writing, speaking, and listening
 - Mathematics
 - Science and technology
 - Environment and ecology
 - Social studies, including history, geography, civics and government, and economics
 - Arts and humanities
 - Career education and work
 - Health, safety, and physical education
 - Family and consumer sciences
 - World languages
2. Develop integrity
3. Process information
4. Think critically
5. Work independently
6. Collaborate with others
7. Adapt to change

As evident in the information contained in other sections of this plan, there is a high correlation among our local shared values, vision, goals and 10 Characteristics of a State High Graduate, and the PA Academic Standards and instructional goals.

Graduation Requirements

State College High School has established graduation requirements aligned with the requirements of Chapter 4 and Pennsylvania standards. Students in the Class of 2008 must complete twenty-two credits and a graduation project. Beginning with the Class of 2009, students must complete twenty-two and a half credits and a graduation project, as well as meet a community service requirement. In addition to the completion of planned courses of study, students have the following options for earning graduation credits:

- independent study
- course by appointment
- post high school courses of study
- credit by assessment
- correspondence study
- electronic experiences
- summer school
- portfolio evaluation
- homebound instruction
- at home instruction
- individualized education programs
- other activities/experiences approved by the Superintendent or designee

PSSA Proficiency

Students who do not obtain proficiency on the mathematics and reading PSSA must show proficiency through satisfactory completion of a planned course that contains PSSA-aligned comparable local assessments.

Community Service

Freshman, sophomore and junior students are expected to complete 20 hours of community service by the end of their senior year as a graduation requirement. These hours can be earned at any time through high school. Students can also earn the 20 hours as part of the 11th grade health course, Health Education 2.

Graduation Project Guidelines

Every student is required to complete the Graduation Project in an area of concentrated study under the guidance and direction of a high school faculty member. The purpose of the project, which includes a research and a written component, is to ensure that every student is able to gather, analyze, synthesize, and apply information and communicate significant knowledge and understanding in both written and oral form. All projects will be assessed on a pass/fail basis. A student must be in the junior or senior year of high school before completing the Graduation Project.

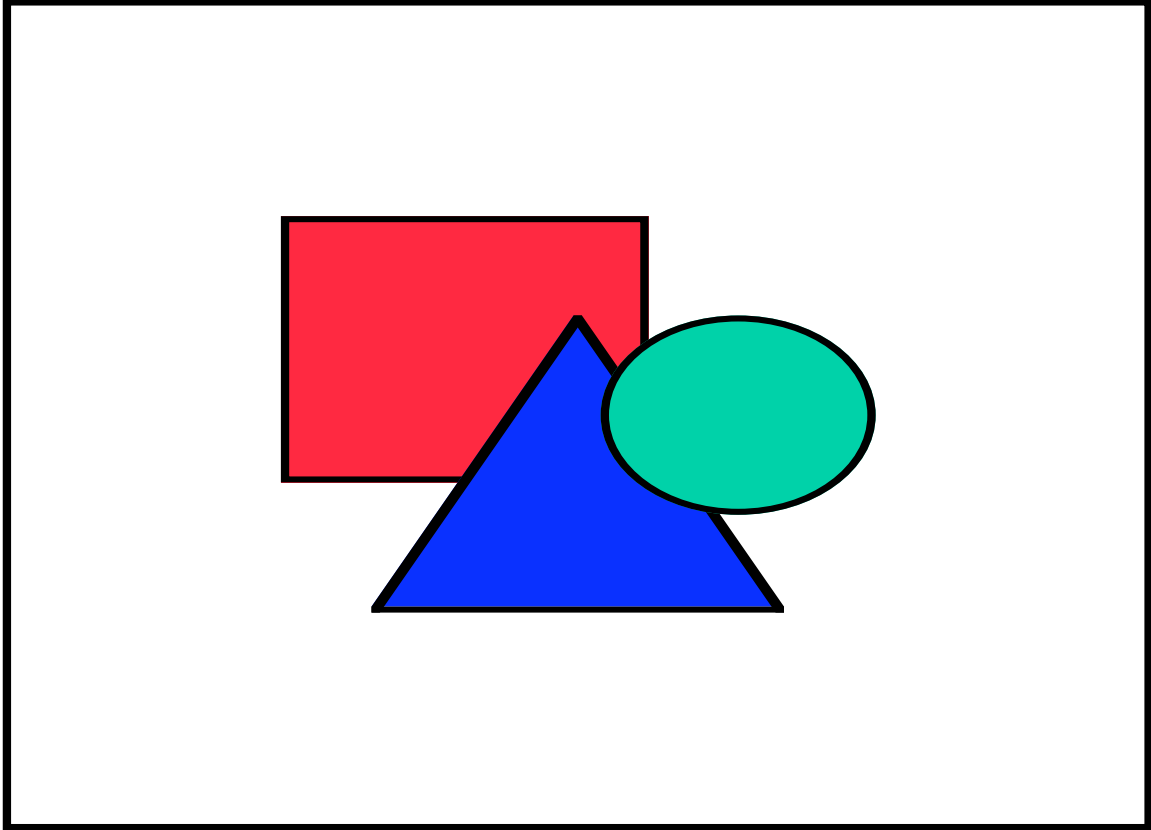
The Graduation Project includes the following components:

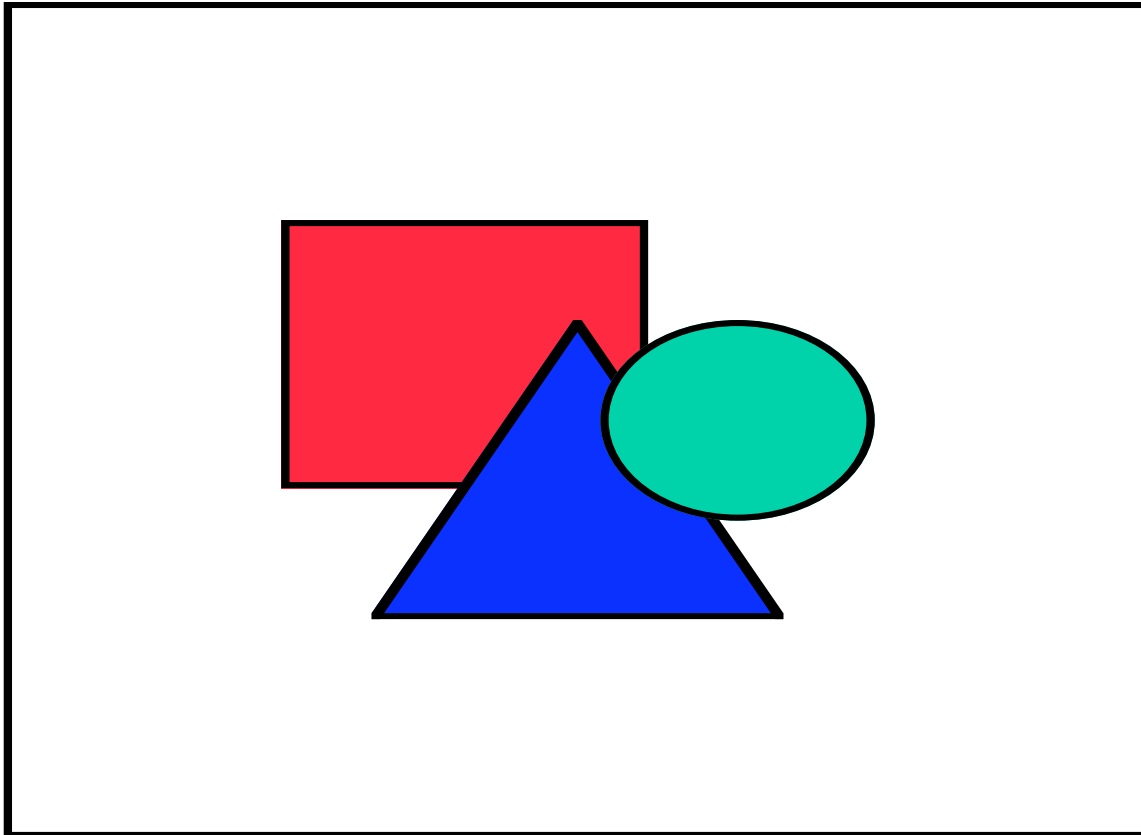
1. Registration with a project advisor.
2. A written proposal that outlines the specific goals and activities of the project, the methods and materials to be used to complete the project, the culminating product, and a schedule of deadlines.
3. Checkpoint and deadline requirements mutually agreed to by the student and the teacher or project advisor.
4. Disciplined inquiry as evidenced by a formal bibliography.
5. A written self-evaluation.
6. Written and oral components as parts of the final product.
7. A sharing of mastery in which the student finds an appropriate way to make the project public.

The student may begin the process to meet this requirement in two ways:

Register for a project course where the course teacher may become the project advisor. All 11th grade and 12th grade English and social studies courses, with the exception of advanced placement courses, are designated project courses.

Graduation Requirements Grid





Strategic Planning Process

Preparation for Planning

The State College Area School District, through a process authorized by the Board of School Directors, has developed its Strategic Plan 2007-2013. This plan provides for a continuation of the initiatives begun in the previous plan and a transition into areas for future development. The previous plan emphasized meeting the needs of all students, building on our strengths as a system, shaping the future of the district, and creating a community consensus. Those themes were also evident in the development of the new strategic plan.

In February 2007, the 47 members of the Strategic Planning Leadership Team were appointed by the Board of School Directors. The team included students, parents, community members, staff, faculty, administrators, and school directors. The student, parent, and community members were selected to assure balanced representation among groups and diversity of background, experience, and interest. As required by state regulations, the faculty and administrative staff members were elected by the faculty; administrators were elected by administrators; and school directors were chosen by school directors. Three district administrators served as session facilitators throughout the process.

Activities and Schedule of the Leadership Team

The members of the leadership team were introduced to the task and process for developing the strategic plan at an orientation dinner in March 2007. The spring work sessions were held during three weekends in March and April, during which consensus was reached on revised beliefs (shared values), vision, and goals. The mission of the district, initially adopted as part of the 1995-2001 strategic plan was once again reaffirmed by this leadership team to continue as the district mission for the 2007-2013 strategic plan.

The process included review of the current beliefs (shared values), vision, goals, and discussion about possible revisions. The team completed an internal needs analysis of district strengths and weaknesses

based on the strategic planning data book. This resource notebook provided information on both student performance indicators (e.g. test scores, post-high school plans, school profiles, special needs and Title 1 enrollments, referrals and suspensions, and dropout data) and district performance indicators (e.g. enrollment history and projections, class size, facilities studies, budget summaries, and staffing distribution). In addition, the team was briefed on the accomplishments of the prior strategic plan.

The team also conducted an external needs analysis focused on social, demographic, political, economic, technological, and educational trends, identifying those factors that may have an impact on the district and what the likelihood of occurrence may be. Resource notebook materials that provided background information to the Leadership Team included the overview edition of *Sixteen Trends, Their Profound Impact on Our Future: Implications for Students, Education, Communities and the Whole of Society* by Gary Marx, and "It's a Flat World, After All" from Tom's Friedman's April 5, 2005 column in the New York Times.

A third source of information came through gathering responses to four questions which this district has utilized to gather perception data in now three successive strategic planning processes. These questions are:

1. What are we doing well that we should continue doing?
2. In what areas could we do better?
3. What should we be doing that we are not currently doing?
4. Which directions offer the greatest promise of meeting the future needs of our students?

Members of the leadership team participated, along with community members, in a public Futures Forum on education during which these questions were posed in small group breakout sessions. The Forum began with a general session during which Dr. Gerald L. Zahorchak, Pennsylvania Secretary of Education, addressed the audience through a video taped interview conducted by several State College High School students. Three community leaders, Alison Kurtz, President of Ameron Construction Co., Inc., Jim Erickson, founder and CEO of Blue Mountain Quality Resources, Inc., and Dr. Kyle Peck, Associate Dean for Outreach, Technology, and International Programs, and Professor of Education in the Instructional Systems program at Penn State University shared their perspectives on important trends that may impact the future success of our students and our schools.

In addition, on April 9 forty seven high school students representing a cross section of the school participated in a day long Student Futures Forum. The Student Forum began with the video taped interview of Gerald Zahorchak, Secretary of Education, and was followed by presenters Dr. Billie Willits, Vice President for Human Resources at the Pennsylvania State University, and Mr. Todd Erdley, president of Videon Central, Inc., who spoke about personal attributes and academic preparation necessary for students' future success. Students then met in small groups to respond to the above strategic planning questions.

The compiled results of the responses collected around the four questions mentioned above were shared with the leadership team during an April planning session (Note: additional information can be found in the Parent and Community section of this plan). As a result of these internal and external assessments, critical issues were identified. Working from the critical issues, the leadership team formulated six district goals around which strategies and activities were subsequently developed by action planning teams. The leadership team forwarded suggestions for strategies and activities to the action planning teams. Many of these suggestions have been incorporated into the strategic plan.

The discussions of the leadership team were focused, involved, and energetic, with diverse points of view offered and considered. Through a systematic, and sometimes challenging, group decision-making process, the participants remained committed to achieving consensus throughout their deliberations.

The leadership team reconvened in early August 2007 to revisit its early work in order to make final changes to the draft beliefs (shared values), vision, and goals, as well as to review the draft action plans. The results of the first stage of the planning process were presented to the Board of School Directors at their first regular meeting in August 2007.

Action Plan Development

The second phase of the strategic planning process, the formation of action planning teams to address the goals, occurred in late spring 2007. The action planning teams, chaired by district leaders, worked from early May to late July 2007 to develop draft plans organized around the six goals. Membership of the action planning teams included district personnel with positional responsibilities related to the goal(s) and action plans, members of the Strategic Planning Leadership Team, and/or representatives from citizens advisory committees.

Action planning teams gathered and reviewed pertinent information, brainstormed opportunities, assessed problems, and finally, generated action plans. Many hours were contributed by the members of the action planning teams during these three months of concentrated work. The results of their work can be viewed in the Goals section of this plan.

The action planning teams' leaders, or their designee, presented their team's work to the Strategic Planning Leadership Team at its August 2 work session. The enthusiasm for and commitment to their tasks were apparent in each report. At this time the leadership team made some recommendations for changes to the action plans. These suggestions were subsequently incorporated into the draft of the strategic plan submitted to the Board of School Directors and the community for public review beginning August 27, 2007.

Additional Information on the Comprehensive Strategic Plan

Other required sections of the strategic plan are being prepared by other district subcommittees, according to the appropriate provisions of each plan.

In May of 2007 the Special Education Plan was presented to the Board of School Directors in conjunction with state and federal time frames. The Induction Plan, Professional Education Plan (Act 48 Plan), and the Technology Plan are scheduled for presentation to the Board of School Directors at their first meeting in September 2007 and will be submitted to the Department of Education according to the required timelines.

Adoption of the 2007-2013 Strategic Plan

The comprehensive plan is scheduled for action during the second regular meeting of the Board of School Directors in September 2007 following the period of public review.

Annual updates will be scheduled to report on the progress in implementing the plans and to revise and update the plans as indicated.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Dr. David Monk	Dean of Education, PSU	Community Representative	Board of School Directors
Dr. Edgar Farmer	Dept. Chair of Learning Performance Systems, College of Education, PSU, President of Forum on Black Affairs	Community Representative	Board of School Directors
Dr. Eileen Wise	Executive Director, Smart Start	Community Representative	Board of School Directors
Dr. John Sheridan	Director of Learning Enrichment/Student Services	Administrator	Superintendent
Dr. Ken Mawritz	Supervisor of Secondary Education	Administrator	Board of School Directors
Dr. Pam Francis	Associate Principal/Curriculum	Administrator	Superintendent
Dr. Patricia Best	Superintendent	Administrator	Board of School Directors
Dr. Robert	Dean of Undergraduate Education, PSU	Community	Board of School

Pangborn		Representative	Directors
Dr. Tracy Carpenter Sepich	Special Needs	Parent	Board of School Directors
Mr. Alex Donahue	Student Government President	Other	Board of School Directors
Mr. Cameron Bausch	Assistant to the Superintendent, Retired	Administrator	Board of School Directors
Mr. David Hutchinson	School Director	Board Member	Elected by peers/Board of School Directors
Mr. Denny Guth	Director of Personnel	Administrator	Superintendent
Mr. Denny Younkin	Business Administrator	Administrator	Board of School Directors
Mr. George Woskob	Sophomore Class President	Other	Board of School Directors
Mr. James Steff	COG Executive Director	Community Representative	Board of School Directors
Mr. John Coleman	President/CEO CBICC	Business Representative	Board of School Directors
Mr. Matthew Ritchey	Junior Class President	Other	Board of School Directors
Mr. Patrick Moore	Director of Special Education	Administrator	Superintendent
Mr. Scott Bailey	President, AFSCME	Other	Board of School Directors
Mr. Scott DeShong	Middle School Administrator	Administrator	Elected by peers/Board of School Directors
Mr. Sri Pisupati	Freshman Class President	Other	Board of School Directors
Mr. Tod McPherson	High School	Secondary School Teacher	Elected by peers/Board of School Directors
Mr. Tom King	State College Chief of Police	Community Representative	Board of School Directors
Mr. Tom Mincemoyer	Director of Technology	Administrator	Superintendent
Mr. Tom Novack	Senior Class President	Other	Board of School Directors
Ms. Amy Allison	Delta Advisory Council	Secondary School Teacher	Elected by peers/Board of School Directors
Ms. Angela Leshner	President, PTA/PTO Council, Middle School	Parent	Board of School Directors
Ms. Antonia VanVliet	Delta Advisory Council	Other	Board of School Directors
Ms. Bethany	Senior Class Vice President	Other	Board of School

Maxfield			Directors
Ms. Carol Paul	High School	Secondary School Teacher	Elected by peers/Board of School Directors
Ms. Carolyn Foust	Director of Career and Technical Center	Administrator	Superintendent
Ms. Caryl Byrne	Delta Advisory Council	Parent	Board of School Directors
Ms. Charlotte Zmyslo	Elementary School Administrator	Administrator	Superintendent
Ms. Deb Latta	High School Administrator	Administrator	Elected by peers/Board of School Directors
Ms. Denise Kozminsky	Learning Enrichment	Parent	Board of School Directors
Ms. Denise McCann	Division Director of Youth Services, Youth Service Bureau	Community Representative	Board of School Directors
Ms. Donnan Stoicovy	Elementary School Administrator	Administrator	Elected by peers/Board of School Directors
Ms. Elizabeth Dutton	School Director	Board Member	Elected by peers/Board of School Directors
Ms. Holli Jo Warner	President, SCAEA	Other	Board of School Directors
Ms. Julie Backstrom	Public Information Specialist	Administrator	Superintendent
Ms. Julie Gittings	Educational Specialist	Secondary School Teacher	Elected by peers/Board of School Directors
Ms. Kathi Wulf	Elementary PTO President	Parent	Board of School Directors
Ms. Keri Lynn Kendall	CTC Program	Parent	Board of School Directors
Ms. Laurie Wade	Coordinator	Secondary School Teacher	Elected by peers/Board of School Directors
Ms. Lisa Bevan	Elementary	Elementary School Teacher	Elected by peers/Board of School Directors
Ms. Lori Duffy	Middle School	Secondary School Teacher	Elected by peers/Board of School Directors
Ms. Lou Ann Evans	School Director	Board Member	Elected by peers/Board of School Directors
Ms. Marcia Kramer	Associate Principal/Curriculum	Administrator	Superintendent
Ms. Mardi Frye-	Librarian	Other	Board of School

Dunklebarger			Directors
Ms. Marion Wheland	Elementary	Elementary School Teacher	Elected by peers/Board of School Directors
Ms. Paije Davis	Elementary	Elementary School Teacher	Elected by peers/Board of School Directors
Ms. Patricia Weaver	President, SCESPA	Other	Board of School Directors
Ms. Renee Kibe	Executive Secretary	Administrator	Superintendent
Ms. Thelma Price	Community Leader	Community Representative	Board of School Directors
Ms. Vibha Lal	High School PTO President	Parent	Board of School Directors
Ms. Virginia Squier	Middle School	Secondary School Teacher	Board of School Directors

Goals, Strategies and Activities

Goal: 1. Future Oriented Curriculum

Description: Design and implement a future-oriented curriculum so that each student will graduate with the knowledge and skills to thrive in a multi-dimensional, global and technological society. We will continue to create and provide learning experiences, program options, and support services that motivate and enable each student to achieve performance expectations. Unless otherwise indicated, the timeline for implementation is ongoing throughout the course of the plan. Annual reviews of progress will inform the next stages of each activity. Resource allocation will occur during the budget planning cycle on an annual basis.

Strategy: Achieve Math Performance Expectations in Grades K-2

Description: Create and provide learning experiences, program options and support services that motivate and enable students grades K-2 to achieve Math performance expectations.

Educational Practices: Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	
1. Foster Growth in the learning of mathematics in a conceptual way	Provide instruction using research-based math teacher resources "Investigations in Number, Data, and Space," and "Connected Math Program."	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Activity	Description	
2. Develop Computational Fluency in Mathematics	Using research-based strategies, provide instruction in proficiency, accuracy, and flexibility as they relate to computational fluency.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Strategy: Achieve Reading Performance Expectations in Grades K-2

Description: Create and provide learning expectations, program options, and support services that motivate and enable students grades K-2 to achieve proficient or advanced levels of performance on the district's reading data point assessments.

Educational Practices: Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	
1. Foster Growth in Five Areas of K-2 Reading	Using research based word study strategy, Words Their Way, provide instruction in phonemic awareness, phonics, fluency, comprehension, and vocabulary for all K-2 students.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Activity	Description	
2. Analyze assessment data	Administer district and state assessment in reading; analyze assessment data	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Strategy: Achieve Writing Performance Expectations in Grades 1-4, 6

Description: Create and provide learning expectations, program options, and support services that motivate and enable students grades 1-4, 6 to achieve proficient or advanced levels of performance on the district's writing data point assessments.

Educational Practices: Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	
1. Foster Growth in Five Areas of Grades 1-4, 6 Writing	Provide multiple opportunities for writing instruction during reading/writing workshops in various areas of the curriculum and for a wide variety of purposes and audiences- fostering growth in focus, content, organization, style and conventions.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Activity	Description	
2. Analyze assessment data	Administer district and state assessments in writing; analyze assessment data.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Strategy: Collaborative Problem Solving

Description: Provide authentic learning experiences that require students to apply skills and knowledge in

problem solving situations.

Educational Practices: Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	
1. Continuous improvement process for Collaborative Problem Solving	Examine the K-12 curriculum for authentic learning experiences currently in place, explore expanded opportunities and resources (learning enrichment specialists, community volunteers), design and implement activities as appropriate.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Strategy: Design and implement multiple forms of assessment

Description: Design and implement multiple forms of assessment that measure individual progress toward meeting course, district and state standards.

Educational Practices: Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	
1. Design and implementation process for assessment	This design and implementation process will include: review use of and expansion of multiple forms of assessment that address multiple intelligences, provide staff development in differentiated assessment, and develop or revise assessments.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Activity	Description	
2. K-12 assessment plan	Review and revise assessment plan: Establish data teams at organizational levels, develop plans for collecting, analyzing, and reporting district assessment data, use data to continuously inform instructional decisions, and provide professional development.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Strategy: Develop and implement a K-12 career development program for all students

Description: Develop and implement a K-12 career development program for all students with three components: career awareness, career exploration and career preparation.

Educational Practices: Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	
1. Continue the development of the Cumulative Career Portfolio for students	Continue the development of the Cumulative Career Portfolio for students in all grades. Steps include: prepare structure and computer systems for online academic planning, develop a plan for contents of career portfolio, develop information sharing and development plan for parents and students, and develop a professional development plan for staff.	

Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Strategy: Develop partnerships for Early College/Dual Enrollment to enable Career & Technical Center programs to meet PDE regulations

Description: Develop formalized partnerships for Early College/Dual Enrollment with postsecondary institutions to enable each CTC program to meet PDE regulations for approved Career and Technical programs. By 2011-2012, each CTC program will have "a program of study" that incorporates secondary and postsecondary education elements; include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary and postsecondary education to adequately prepare students to succeed in postsecondary education; may include the opportunities for secondary students to participate in dual or concurrent enrollment programs or acquire postsecondary credit in other ways; and lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	
1. CTC program revisions	To meet PDE approved program requirements we will revise and/or create new Career and Technical programs of study that include at least one formal postsecondary articulation agreement.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 6/2/2008 Finish: 6/29/2012	\$0.00

Strategy: Explore the expansion of the World Languages curriculum

Description: Explore the expansion of the World Languages curriculum to provide additional opportunities for learners. Provide opportunities for middle school and high school students to participate in World Languages instructional offerings that are not currently available.

Educational Practices: Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	
1. World Languages Study Group	Based on the direction from the Strategic Plan Leadership team, a study group, comprised of curriculum staff and World Languages teachers, will examine our current World Languages curriculum and make recommendations for changes in order to better prepare our students to be successful in today's global society.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/30/2008	\$0.00

Strategy: Foster learning of mathematics in a conceptual way for Middle School Students

Description: Provide instruction using research-based instructional resources such as the Connected Mathematics Program to foster the learning of mathematics for middle school students.

Educational Practices: Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	
1. Examine PSSA data for patterns to inform	Examine PSSA data for patterns to inform	

instruction	instruction.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Activity	Description	
2. Conduct textbook evaluation process	Current books are in need of replacement, evaluate research-based conceptual mathematics texts, recommend a textbook series to Board of School Directors.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 4/30/2008	\$0.00

Activity	Description	
3. Implementation of new textbooks	Provide staff development regarding use of new textbooks, identify evaluation procedures to measure impact, collect and analyze data to inform instruction.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 9/1/2008 Finish: 6/30/2011	\$0.00

Activity	Description	
4. Refine collaborative initiative between math and learning support teachers	Refine collaborative initiative between math and learning support teachers in support of struggling learners. Identify evaluation measures, collect and analyze data, recommend changes for continuous improvement.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2008 Finish: 6/30/2009	\$0.00

Strategy: Help students think globally and critically

Description: Create and provide learning experiences, program options, and support services that will motivate and enable all students to think globally and critically.

Educational Practices: Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	
1. UNESCO Transatlantic Slave Trade Project (TST)	Helping high school students to confront and understand the diverse world they live in, the TST project allows students to understand the significant issues surrounding the slave trade and its legacy. Student activities include the creation of history trunks and visits to Sites of Memory.	
Person	Timeline for Implementation	Resources

Responsible		
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Strategy: Meet or Exceed AYP goals for Grade 11 students in Math

Description: Create and provide learning experiences, program options and support services that motivate and enable all grade 11 students to meet or exceed AYP goals in Math.

Educational Practices: Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	
1. After School Tutoring Program	Select students are invited to participate in an after school homework tutoring program staffed by teachers.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Activity	Description	
2. Cognitive Tutor	Students in the Applied Mathematics course will use the research-based, artificial intelligence computer program to supplement their instruction in algebra and geometry.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Activity	Description	
3. College Preparatory Math Program	Using an integrated, spiral approach, students learn algebra, geometry, statistics and trigonometry through a four-year program.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Activity	Description	
4. Lesson Study	High School mathematics teachers will improve their teaching skills through participating in a year-long Lesson Study inservice program.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Strategy: Meet or Exceed AYP goals for Grade 11 students in Reading

Description: Create and provide learning experiences, program options, and support services that

motivate and enable grade 11 students to meet or exceed AYP goals for reading.
Educational Practices: Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	
1. English Seminar	Using research-based programs and strategies (Read Naturally, Step up to Writing, Writing on Demand), targeted students will participate in an intensive reading and writing English class.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Activity	Description	
2. Content Area Literacy Workshops	An ongoing series of literacy workshops that include technical writing will be conducted for content area teachers targeting best practices in literacy instruction.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Activity	Description	
3. Collaborative Teaching Initiative (CTI)	Continue the inclusion program in place for special education and reading students. CTI classes are limited to 20 students and are staffed by a regular education teacher and a support partner (reading specialist, learning support teacher or paraprofessional, or English PDS intern). CTI partners are given extended contracts six times a year for planning. Staff members are also supported through workshops on differentiated instruction and literacy.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Activity	Description	
4. Writing on Demand Initiative	In preparation for standardized testing, students will receive instruction in strategies for Writing on Demand testing situations.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Activity	Description	
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5. After School Tutoring Program	Select students are invited to participate in an after school homework tutoring program staffed by teachers.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Strategy: Meet or Exceed AYP goals for Grade 5 students in writing

Description: Create and provide learning experiences, program options, and support services that motivate and enable students grade 5 across all disaggregated groups to meet or exceed AYP in the area of writing.

Educational Practices: Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	
1. Foster Growth in Five Areas of Grade 5 Writing	Provide multiple opportunities for writing instruction during reading/writing workshops in various areas of the curriculum and for a wide variety of purposes and audiences- fostering growth in focus, content, organization, style and conventions.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Activity	Description	
2. Analyze assessment data	Administer district and state assessments in writing; analyze assessment data.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Strategy: Meet or Exceed AYP goals for grade 7-8 students for reading

Description: Create and provide learning experiences, program options and support services that motivate and enable each student grades 7-8 across all disaggregated groups to meet or exceed AYP goals for reading.

Educational Practices: Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	
1. Foster Growth in three areas of Grades 7-8 reading	Foster growth in reading fluency, comprehension, and vocabulary in support of students reading at or above grade level. Interdisciplinary teams offer reading support through A.R.E.A periods. Read Naturally program utilized for struggling learners. Learning support teachers participate in interdisciplinary team discussions offering expertise in reading instruction.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Activity	Description	
2. Content Area Literary Workshops	An ongoing series of literacy workshops are conducted for all teachers targeting best practices in literacy instruction.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Strategy: Meet or Exceed AYP goals for Math for students grades 3-6

Description: Create and provide learning experiences, program options and support services that motivate and enable students grades 3-6 across all disaggregated groups to meet or exceed AYP goals in Math.

Educational Practices: Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	
1. Foster Growth in the learning of mathematics in a conceptual way	Provide instruction using research-based math teacher resources "Investigations in Number, Data, and Space," and "Connected Math Program."	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Activity	Description	
2. Develop Computational Fluency in Mathematics	Using research-based strategies, provide instruction in proficiency, accuracy, and flexibility as they relate to computational fluency.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Strategy: Meet or Exceed AYP goals for reading for students Grades 3-6

Description: Create and provide learning experiences, program option, and support services that motivate and enable each student grades 3-6 across all disaggregated groups to meet or exceed AYP in the area of reading.

Educational Practices: Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	
1. Foster Growth in Five Areas of Grades K-6 Reading	Using researched based word study strategy, Guided Reading, provide instruction for all students in grades K-6 in phonemic awareness, phonics, fluency, comprehension, and vocabulary.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Activity	Description	
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2. Analyze assessment data	Administer district and state assessment in reading; analyze assessment data	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Strategy: Percentage of eleventh grade students scoring proficient or above on the PSSA Writing test will increase

Description: Create and provide learning experiences, program options and support services to allow the percentage of eleventh grade students scoring proficient or above on the PSSA writing test to increase.

Educational Practices: Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	
1. Content Area Literacy Workshops	An ongoing series of literacy workshops that include technical writing will be conducted for content area teachers targeting best practices in literacy instruction.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Activity	Description	
2. Collaborative Teaching Initiative (CTI)	Continue the inclusion program in place for special education and reading students. CTI classes are limited to 20 students and are staffed by a regular education teacher and a support partner (reading specialist, learning support teacher or paraprofessional, or English PDS intern). CTI partners are given extended contracts six times a year for planning. Staff members are also supported through workshops on differentiated instruction and literacy.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Activity	Description	
3. Writing on Demand Initiative	In preparation for standardized testing, students will receive instruction in strategies for Writing on Demand testing situations.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Strategy: Promote awareness of civic engagement

Description: To provide opportunities so that all students will participate in activities promoting an awareness of the importance of civic engagement.

Educational Practices: Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	
1. Civic Engagement Strategic Plan	Based on the school district affiliation with Penn Cord, the Public Issues Forums, and the National Education Leadership Colloquium, the district leadership team will formulate a plan to integrate civic knowledge, skills and dispositions across school curricular and extra curricular activities.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Strategy: Promote the development of able learners

Description: Create and provide learning experiences, program options and support services that motivate and enable able learners to achieve performance expectations.

Educational Practices: Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	
1. Implement Policy 118 regarding graduation credit options	Utilize the "unique case" approach to meet the needs of able learners, and provide staff development in differentiated instruction targeted at able learners.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Strategy: Provide students with instructional opportunities and feedback

Description: To provide students with instructional opportunities and feedback to improve their writing skills to proficient or advanced.

Educational Practices: Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	
1. Foster Growth in Five Areas of Grades 7-8 Writing	Using Instruction in Writing, increased use of laptops, consistent use of PA Writing Rubric, use of Core Writing assessments data, and increased analysis and use of PSSA Writing Assessment to foster growth in five areas of writing-focus, content, organization, style and conventions.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Strategy: Provide support for Struggling Students

Description: Create and provide learning experiences, program options and support services that motivate and enable struggling students to achieve performance expectations.

Educational Practices: Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	
1. Support strategies for all levels	K-12: Adopt a data driven decision-making model for instructional planning, examine schedules for increased opportunities for student support, and examine online and commercial tutorial programs. Grades 6-9: Expand use of AREA periods and study halls for tutorials, expand use of after school Homework club, expand inclusion efforts. Grades 9-12: Expand Collaborative Teaching Initiative and After School Program, expand	

	support services.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Activity	Description	
2. Design and implement after school programs for remediation and enrichment	Design and implementation of school programs: assess need/interest in programs, develop an implementation plan for identified programs, expand efforts to include pre-school programming.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Strategy: Students Grades 3-11 will meet or exceed AYP goals for Math and PA and district goals for Science

Description: Create and provide learning experiences, program options and support services that motivate and enable all students grades 3-11 to meet or exceed AYP goals for Mathematics and PA and district goals for Science.

Educational Practices: Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	
1. Analyze Assessment Data	Administer district and state assessments in Math and Science. Analyze assessment data to ensure continuous delivery. Explore alternative methods of curriculum delivery.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Strategy: Support the learning of all students

Description: Create and provide learning experiences, program options and support services that motivate and enable all students to learn and achieve performance expectations.

Educational Practices: Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	
1. Differentiated Instruction	Use pre-assessment data to provide differentiated instruction and classroom remediation for individual students in anchor-specific reading skills and writing domains.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Goal: 2. Employee Collaboration and Innovation

Description: Provide for and expect collaboration and innovation in a quality staff, faculty and

administration. We will continue to develop processes that promote collaboration, innovation, excellence, and creativity in all student, faculty, staff, and administrative activities. Unless otherwise indicated, the timeline for implementation is ongoing throughout the course of the plan. Annual reviews of progress will inform the next stages of each activity. Resource allocation will occur during the budget planning cycle on an annual basis.

Strategy: Enhance Professional Development School (PDS) with PSU

Description: Maintain, enhance and expand the Professional Development School (PDS) partnerships with the Pennsylvania State University.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	
1. Establish a district PDS committee	Establish a district PDS steering committee	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Activity	Description	
2. Establish advisory council	Establish advisory council for each PDS	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Activity	Description	
3. Provide support and resources	Continue to provide support and resources to established PDS partnerships.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Activity	Description	
4. Explore expansion opportunities	Explore expansion opportunities for PDS	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Activity	Description	
5. Develop evaluation plan	Develop a program evaluation plan	

Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Strategy: Opportunities for Both Novice and Experienced Professional Staff

Description: State College Area School District continues to offer opportunities for both novice and experienced professional staff members to enhance their skills and increase their knowledge in areas that lead to continued student achievement and their own professional growth.

Educational Practices: Continuous Learning Ethic, Quality Teaching

Activity	Description	
1. Elementary Professional Development	In the 2007-2008 school year some of the focus areas will include: Differentiated instruction in all academic areas, Mathematical Investigations, inquiry-based science curriculum, Response to Intervention committee work for K-2 reading, technology use, multicultural understanding, data driven instruction understanding, specific reading programs for education specialists.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 8/1/2007 Finish: 6/30/2008	\$0.00

Activity	Description	
2. Middle School Professional Development	Overview Professional Development activities: differentiation of instruction and assessments, data analysis and use in support of student learning, literacy workshops across curricular areas, effective use of technology, multi-cultural understanding	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 8/1/2007 Finish: 6/30/2008	\$0.00

Activity	Description	
3. High School Professional Development	Overview Professional Development Activities: advisory component of Small Schools, literacy workshops, ESL workshops, Collaborative Teaching Initiative support sessions, Lesson Study in mathematics, data analysis and use in support of student learning	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 8/1/2007 Finish: 6/30/2008	\$0.00

Activity	Description	
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4. District-wide Professional Development	Overview of Emphasis Areas- Data analysis and use in support of student learning, Copyright Laws, diversity/multi-cultural awareness State required: CPR, ESL, Gifted Education Student support: SAT, CPI	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 8/1/2007 Finish: 6/30/2008	\$0.00

Activity	Description	
5. K-12 Curriculum Departments	K-12 Curriculum Departments- Standards related assessments, data analysis and use in support of student learning, unit development, content and pedagogical continuous improvement	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Activity	Description	
6. K-12 Curriculum Coordinators	K-12 Curriculum Coordinators- Effective communication, Schooling by Design (prep for summer 2008 curriculum work)	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 8/1/2007 Finish: 6/30/2008	\$0.00

Activity	Description	
7. Administrative Staff Development	Administrative staff- Effectively communicating with multiple audiences, data analysis and use in support of student learning, pertinent information throughout the school year through Administrative Team (A-Team) meetings	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 8/1/2007 Finish: 6/30/2008	\$0.00

Activity	Description	
8. Support Staff Development	Support Staff development activities-Customer Service	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 8/1/2007 Finish: 6/30/2008	\$0.00

Goal: 3. Safe, Healthy and Nurturing Environment

Description: Provide a safe, secure, nurturing, and healthy environment that supports the changing needs of an increasingly diverse student population. We will continue to build nurturing learning environments that foster shared responsibility, personal relationships, and mutual respect among students, parents, staff, faculty, administration, school board members, and community. Unless otherwise indicated, the timeline for implementation is ongoing throughout the course of the plan. Annual reviews of progress will inform the next stages of each activity. Resource allocation will occur during the budget planning cycle on an annual basis.

Strategy: Building a Diverse Community

Description: Continue to build a community in which we respect and value diversity.

Educational Practices: Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	
1. Examine building level diversity committees	Examine the effectiveness of building level diversity committees	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Activity	Description	
2. Diversity Inservice	Continue district Diversity Inservice to increase cross cultural awareness.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Activity	Description	
3. Explore community partnerships	Explore community partnerships in support of diversity activities (e.g., Pow Wow Partnership)	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Activity	Description	
4. Maintain anti-harassment initiative	Maintain an effective anti-harassment initiative in all buildings	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Strategy: Building a strong community in and among our schools and neighborhoods.

Description: To continue to build a strong community in and among our schools and neighborhoods.

Educational Practices: Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	
1. Community building	Actively involve parents, families and community members (e.g., plan community building activities, recognize community service)	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Activity	Description	
2. Expand recognition activities	Expand recognition activities for all students and staff	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Activity	Description	
3. Resolution of community needs	Promote activities that require students and staff to participate in the resolution of community needs (e.g., community service, service learning)	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Strategy: Develop a Wellness for Nutrition and Physical Activity Safe School Plan

Description: Using the resources of the School Health Council and appropriate district personnel, develop a Wellness for Nutrition and Physical Activity Safe School Plan.

Educational Practices: Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	
1. Increase awareness of wellness policy	Identify ways to increase awareness of wellness policy, implement activities, evaluate and adjust activities.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 8/29/2008	\$0.00

Activity	Description	
2. Recruit more student participation on health council	Recruit more student participation on health council.	
Person Responsible	Timeline for Implementation	Resources

Pam Francis	Start: 10/1/2007 Finish: 8/29/2008	\$0.00
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Activity	Description	
3. Evaluate staff support of wellness initiatives	Evaluate staff in support of wellness initiatives	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 8/1/2008 Finish: 6/30/2009	\$0.00

Activity	Description	
4. Identify opportunities for student participation in wellness	Evaluate and identify opportunities for students to participate in wellness activities including planned, purposeful, physical activity.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 9/1/2008 Finish: 1/30/2009	\$0.00

Activity	Description	
5. Formalize wellness policy procedures	Formalize wellness policy procedures that create and support opportunities for students to participate in planned, purposeful, physical activities.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 1/1/2009 Finish: 6/30/2009	\$0.00

Activity	Description	
6. Monitor and evaluate effectiveness of wellness policy procedures	Monitor and evaluate effectiveness of wellness policy procedures.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 9/1/2009 Finish: 6/30/2010	\$0.00

Activity	Description	
7. Establish assessment measures for "Nutrition and Physical Activity" efforts	Establish functional measures for assessment of "Nutrition and Physical Activity" efforts.	
Person Responsible	Timeline for Implementation	Resources

Pam Francis	Start: 9/1/2009 Finish: 6/30/2010	\$0.00
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Strategy: Diversity, Equity, Respect Initiatives

Description: By the year 2013, the students at State College Area High School will demonstrate that diversity, equity, respect for differences, and sense of belonging are valued in the school community.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	
1. Small Schools Initiative	Increase a sense of belonging through establishing small learning communities within the high school based on interest areas. A small seminar program through which students are paired with an adult advisor will be implemented.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Activity	Description	
2. Extracurricular Participation	Develop and maintain an accurate database of students participating in extracurricular clubs, intramurals and school athletics. Create an advisory committee to provide leadership and coordination in promoting these opportunities, and increase the awareness of these activities.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Activity	Description	
3. Form Diversity Committee	Create a diversity committee to provide leadership, resources, coordination and tracking of diversity initiatives in the following areas: curriculum, extracurricular activities and community based activities.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Activity	Description	
4. Attendance Plan	Follow the Middle States action plan to improve student attendance.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Activity	Description	
5. Suspension Plan	Follow Middle States action plan to reduce student suspensions.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Strategy: Promote and support internet safety district wide

Description: Continue to promote and support all internet safety initiatives district wide.

Educational Practices: Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	
1. Develop internet safety plan	Develop and implement a plan to promote internet safety that includes a cyberbullying component.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 8/31/2009	\$0.00

Strategy: Review Counseling Services

Description: Develop and implement a plan to review counseling services that includes the types of services provided and student/parent access to counseling services.

Educational Practices: Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	
1. Review counseling and make recommendations	Review the counseling service options and make recommendations for improvement to Superintendent.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/30/2008	\$0.00

Activity	Description	
2. Modify counseling services	Based on recommendations of review, modify counseling services available.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 7/1/2008 Finish: 7/31/2013	\$0.00

Strategy: Safe Schools Plan

Description: Develop a comprehensive Safe Schools Plan

Educational Practices: Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	
1. Develop/implement plan	Develop and implement a comprehensive plan that includes the following effective strategies: prevention, intervention, environmental risk reduction and crisis response. Conduct an annual review.	

Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 8/30/2013	\$0.00

Goal: 4. School and Community Partnerships

Description: Build, strengthen, and maintain partnerships, emphasizing the shared responsibility of the school community and the community at large for the success of our students. We will strengthen communications with our communities and develop partnerships that support the educational process. Unless otherwise indicated, the timeline for implementation is ongoing throughout the course of the plan. Annual reviews of progress will inform the next stages of each activity. Resource allocation will occur during the budget planning cycle on an annual basis.

Strategy: Develop partnerships

Description: To develop and strengthen partnerships that will mutually enrich and support the community through combined resources.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic

Activity	Description	
1. Community collaboration	Collaborate with community groups and agencies (i.e., Smart Start Centre County) that focus on the healthy development of children and families.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 9/30/2010	\$0.00

Activity	Description	
2. Participate in task forces and local initiatives	Participate in newly-formed task forces and local initiatives that address issues related to children and their families to ensure a coordination of effort and exchange of information. Encourage problem-solving and development of new alternatives for addressing identified issues.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 9/30/2010	\$0.00

Activity	Description	
3. Work with community agencies to provide safe environments	Expand partnerships with community agencies in order to provide safe and nurturing environments for all children during out-of-school hours.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Strategy: Enhance "brand image" of the district

Description: To greatly enhance the "brand image" or "look" of the State College Area School District through the consistent use of its logo.

Educational Practices: Artful Use of Infrastructure

Activity	Description	
1. Consistency in publications	Ensure consistency and uniformity among the District's many publications, ranging from district and school newsletters and brochures to stationery and Web sites, by establishing design guidelines that include use and placement of the SCASD logo and other design elements such as fonts and font colors. Encourage and support creativity within buildings (i.e., Cub Reporter, Pride of the Lions, Lions Digest) while maintaining consistency and ease of recognition by requiring the use of the full district logo.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 9/30/2009	\$0.00

Activity	Description	
2. Increase collaboration with PI staff, Printing, Copyright	Further enhance the collaboration between the Public Information staff, the Printing Services, and Copyright Committee to ensure proper use of logos, colors, and district-owned materials. Provide copyright-free alternatives (clip-art, photos, video, music) whenever possible.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/30/2008	\$0.00

Activity	Description	
3. Departmental collaboration regarding materials	Collaborate with all departments in any endeavors to rename and redesign their program name, logo, and corresponding materials.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 10/31/2007	\$0.00

Strategy: Enhance Student Success through assessment of and communication of statewide assessment information

Description: To enhance student success through the exchange of information and increased involvement among parents, teachers and community groups in school affairs. Ensure that at least 95% of eligible students participate in required statewide assessments.

Educational Practices: Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	
1. Assessment Information Communication	Identify strategies for helping students and parents understand the value of demonstrating proficiency on state assessments. Identify incentives and rewards for meeting or exceeding participation rates.	

Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Strategy: Expand Volunteers in Public Schools program

Description: Further expand the opportunities and services available through the Volunteers in Public Schools program.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Teaching

Activity	Description	
1. Staffing issues	Address need for additional paid staff within the Volunteers in Public Schools program in an effort to meet the current and future growth of this program. Consider the possibility of using retirees as both staff in the VIPS office as well as volunteers.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 9/30/2010	\$0.00

Activity	Description	
2. VIPS web page	Develop a web page that describes the VIPS program and lists current volunteer opportunities in the district. Utilize this tool to continue to engage new residents and retirees.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 9/30/2008	\$0.00

Activity	Description	
3. Penn State University collaboration	Expand collaboration with Penn State University, including increased recruiting efforts to grow the list of available student tutors, and interaction with university students through public speaking opportunities.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 9/30/2010	\$0.00

Activity	Description	
4. Satellite opportunities	Increase satellite opportunities for tutoring centers to include more locations throughout the district.	
Person Responsible	Timeline for Implementation	Resources

Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00
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Activity	Description	
5. Transportation issues	Address transportation issues resulting from increased tutoring opportunities.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Activity	Description	
6. Fund raising	Explore possibility of fund raising efforts, government funded program options, and available grant opportunities.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Strategy: Increase collaboration between students and school personnel

Description: To enhance student success through exchange of information within the schools, providing increased opportunities for student input and collaboration with faculty, administration, and the school board.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic

Activity	Description	
1. Student Forums	Respond to specific requests made by the various student bodies in the 2006-2007 school year by offering more student forums.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/30/2008	\$0.00

Activity	Description	
2. Contact Information	Provide student leaders (government) with the necessary contact information for appropriate faculty and staff members, administration, and school board members to open the lines of communication and channel that communication in an efficient and productive manner.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 1/31/2008	\$0.00

Strategy: Increase exchange of information and involvement with school and community
Description: To further enhance student success through exchange of information and increased involvement among parents, teachers and community groups in school affairs.
Educational Practices: Artful Use of Infrastructure, Quality Leadership

Activity	Description	
1. Increase communication options at all levels	Further develop and increase communication options (verbal, written and electronic) to enhance communications and interactions at all levels- students, teachers, parents and community. Organize, develop and distribute "Public Relations Handbook" for all faculty and staff district-wide, providing correct and efficient guidelines for them to communicate with the community.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Activity	Description	
2. Improve Web site capabilities	Develop and improve web site capabilities for the district for information sharing; encourage and instruct teachers in home page design to foster communication with parents and students. Identify and post additional information that is useful to parents, students, and community members, including retirees, and new residents. Implement, and continue to enhance, an intranet web site to improve internal communications, include an employee bulletin board for employee postings, news, etc. Increase information on each school's web site beyond the minimums previously established, also adding home page features that frequently change on each school's site. Redesign www.scasd.org for an improved look and feel as well as better usability. Increase community feedback via web surveys on topics of current consideration. Establish a Schoolwires tip line, a once-a-month list serve to all users with information on use, features, ideas, training. Use Schoolwires eAlerts as a list serve to provide up-to-date district communications to those who subscribe.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 10/31/2008	\$0.00

Activity	Description	
3. Enhance customer service	Enhance/improve positive feelings of welcome in EVERY building in the district. Implement specific, mandatory staff development/in-service training regarding customer service. Emphasize "first line of contact," we are all in the Public Relations business, anyone in our schools, parent or community member, is a welcome guest.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Activity	Description	
4. Increase parent/teacher communication	Respond to specific parent requests for updates on student progress efficiently and in a more timely manner. Encourage teachers to communicate more frequently with parents regarding any academic issues that may arise.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Activity	Description	
5. ALERTNOW system	Continue to increase the communication between the district, its employees, students and families by fully utilizing the newly implemented ALERTNOW rapid communication system.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 9/30/2008	\$0.00

Activity	Description	
6. Engage feeder families	Seek out new parents and "feeder" parents from outside of the district and from charter and private schools to increase their feeling of belonging and to share critical information about the district.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Strategy: Strengthen Community Education program

Description: To strengthen and broaden the concept and practice of community education in order to meet the lifelong learning needs of the community.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership

Activity	Description	
1. Update Marketing plan	Update and enhance the comprehensive marketing plan for all community education activities, using current best practices and techniques in marketing.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 9/30/2009	\$0.00

Activity	Description	
2. Online registration system	Create an online registration system for the community to fully register and pay for community education classes and activities.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 1/1/2008 Finish: 9/30/2008	\$0.00

Activity	Description	
3. Survey Community	Conduct a survey of educational and informational needs of the adult population of the school district as a means of validating and responding to the needs of the community and the changing workplace.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 8/1/2008 Finish: 6/30/2009	\$0.00

Activity	Description	
4. Enhance Comm. Ed web site	Upgrade and enhance the website to include more visuals, better graphics, stronger use of color, and provide more focused images, based upon the recommendation of the Community Education organization's critique of the current web site.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 1/1/2008 Finish: 1/30/2009	\$0.00

Goal: 5. Human, Physical and Financial Resource Management

Description: Continuously improve our systems for effective stewardship, allocation, and management of human, financial, and physical resources. We will continue to provide, develop, and use human resources to support an effective and future-oriented educational program. We will continue to provide a financial management system that incorporates long range financial planning, alternative sources of revenue, and clear accountability. Unless otherwise indicated, the timeline for implementation is ongoing throughout the course of the plan. Annual reviews of progress will inform the next stages of each activity. Resource allocation will occur during the budget planning cycle on an annual basis.

Strategy: Achieve/retain diversity of professional staff

Description: To consistently strive to achieve/retain diversity of all school district professional staff.

Educational Practices: Artful Use of Infrastructure, Quality Leadership

Activity	Description	
1. Encourage minority participation in Prof. Dev. School with PSU	Begin discussion between State College Area School District and PSU faculty involved with the PDS program to develop a plan to encourage participation in the district's PDS program among minority students in the College of Education.	

Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 11/1/2007 Finish: 1/31/2008	\$0.00

Activity	Description	
2. Implement minority recruiting plan	Implement the plan to recruit minority candidates from the PSU College of Education in the district's PDS intern programs at the elementary level and in the English program at the secondary level for the 2008-2009 school year.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 2/1/2008 Finish: 4/30/2008	\$0.00

Activity	Description	
3. Monitor/evaluate minority recruiting efforts in PDS	Monitor and evaluate progress of these efforts.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 9/1/2008 Finish: 5/29/2009	\$0.00

Activity	Description	
4. Establish methodology to provide consideration for minority PDS interns for open teaching positions	Establish methodology to provide consideration of minority PDS interns for interviews for open professional teaching positions in their particular areas for the 2009-10 school year.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 5/1/2009 Finish: 9/30/2009	\$0.00

Strategy: Achieve/retain diversity of support staff

Description: To consistently strive to achieve/retain diversity of all school district support staff.

Educational Practices: Artful Use of Infrastructure, Quality Leadership

Activity	Description	
1. Establish a committee	Establish a committee of Operational Directors, AFSCME union leaders, building and department administrators, SCESPA union leaders.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 10/31/2007	\$0.00

Activity	Description	
2. Review/Analyze current recruiting and hiring practices	Begin review/analysis of current recruiting and hiring practices. Determine impact on ability to recruit and hire a diverse workforce.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 1/31/2008	\$0.00

Activity	Description	
3. Develop changes to recruiting/hiring process	Utilizing information gained from the review, develop changes to recruiting and hiring practices to increase potential to recruit and hire a diverse support staff workforce.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 1/1/2008 Finish: 5/30/2008	\$0.00

Activity	Description	
4. Fully implement revised hiring practices	Implement revised recruiting and hiring practices beginning with the summer 2008 hiring. Continue to review, adjust and update these practices. Continuous review and analysis of the impact of these changes on the hiring and retention of a diverse workforce.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 5/1/2008 Finish: 4/30/2009	\$0.00

Activity	Description	
5. Implement changes after first-year review	Implement any changes made from first year review and analysis of the hiring/recruiting practices.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 5/1/2009 Finish: 9/30/2009	\$0.00

Strategy: Conduct needs assessment for orientation, training and development of support staff

Description: Conduct needs assessment to identify areas and content for orientation, training and development of support staff, including an evaluation of such programs.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership

Activity	Description	
1. Establish a	Establish a committee of operational directors, AFSCME union leaders,	

committee	building and department administrators and SCESPA union leaders.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2009 Finish: 11/30/2009	\$0.00

Activity	Description	
2. Conduct a needs assessment	Conduct a needs assessment for new staff orientation, training and development activities for this employee group.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 11/2/2009 Finish: 2/26/2010	\$0.00

Activity	Description	
3. Establish priority of activities of these areas	Based on the needs assessment, establish a priority of activities in the areas of orientation, training and development to incorporate into a new plan for the district's support staff.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 3/1/2010 Finish: 6/30/2010	\$0.00

Activity	Description	
4. Implement support staff plan for orientation, training and development	Implement support staff plan for new employee orientation, staff training and development. Continually monitor and evaluate effectiveness of these activities and recommend changes as needed.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 7/1/2010 Finish: 7/29/2011	\$0.00

Strategy: Develop Employee Assistance Program (EAP)

Description: Develop Employee Assistance program and evaluate impact on staff morale.

Educational Practices: Artful Use of Infrastructure, Quality Leadership

Activity	Description	
1. Establish a committee	Establish a committee comprised of representatives from each employee group and bargaining unit.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2010 Finish: 11/30/2010	\$0.00

Activity	Description	
2. Develop and implement an RFP seeking bids for EAP providers	Committee begins work with the district's broker, Hartman Associates, to develop and implement an RFP seeking bids from EAP providers for consideration.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 11/1/2010 Finish: 1/31/2011	\$0.00

Activity	Description	
3. Review proposals and interview providers	Review submitted proposals and interview potential providers.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 1/3/2011 Finish: 2/28/2011	\$0.00

Activity	Description	
4. Develop EAP Policy and Recommend EAP provider to Board of School Directors	Develop EAP policy and submit to Board of School Directors for approval. Also recommend selected EAP provider to Board of School Directors for approval.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 3/1/2011 Finish: 5/31/2011	\$0.00

Activity	Description	
5. Implement EAP	Implement EAP district-wide	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 7/1/2011 Finish: 9/30/2011	\$0.00

Activity	Description	
6. Monitor/evaluate EAP participation and effectiveness	Monitor and evaluate program participation and effectiveness. Establish criteria and tools to evaluate impact of program on employee morale.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 9/1/2011 Finish: 6/29/2012	\$0.00

Activity	Description	
7. Make recommendations for changes	Make recommendations for changes or modifications to plan design and implementation.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 8/1/2012 Finish: 9/28/2012	\$0.00

Strategy: Establish effective marketing plan for donors

Description: Establish an effective marketing plan to recruit and recognize all donors.

Educational Practices: Artful Use of Infrastructure

Activity	Description	
1. New marketing materials	Design and produce new marketing materials as the fundraising project focus changes.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Activity	Description	
2. Create annual publication	Create an annual publication to distribute to donors and partners, which will include photos, annual report, and use of funds.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: N/A Finish: N/A	\$0.00

Activity	Description	
3. Develop "thank you" model	Develop a model to thank all donors such as: donor recognition events, special invitation to events.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 3/3/2008 Finish: 5/29/2009	\$0.00

Strategy: Implement Strategic Budget System

Description: Implement a strategic budget system incorporating current line item and site based budget systems with activity performance targets compatible with the strategic plan with formal periodic budget evaluations.

Educational Practices: Artful Use of Infrastructure, Quality Leadership

Activity	Description	
1. Revise budget policies	Revise budget policies: 603 Budget Preparation and 604 Staffing requests	

Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 12/31/2007	\$0.00

Activity	Description	
2. Adopt revised budget policies	Adoption of policies	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 12/3/2007 Finish: 1/31/2008	\$0.00

Activity	Description	
3. Revise budget procedures	Revise budget procedures- budget requests and staffing requests	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 1/1/2008 Finish: 8/29/2008	\$0.00

Activity	Description	
4. Revise budget calendar	Revise budget calendar	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 7/1/2008 Finish: 8/29/2008	\$0.00

Activity	Description	
5. Implement budget procedures	Implement budget procedures	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 8/1/2008 Finish: 12/31/2008	\$0.00

Activity	Description	
6. Evaluate budget policies and procedures	Evaluate budget policies and procedures	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 12/1/2008 Finish: 7/31/2009	\$0.00

Strategy: Improve health/morale of staff through employee wellness programs

Description: Improve health and morale of staff through employee wellness programs.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic

Activity	Description	
1. Establish an Employee Wellness Committee	Establish an Employee Wellness Committee comprised of representatives from each employee group and bargaining unit, and the district's health care benefits carrier, Capital Blue Cross' Employee Wellness representatives.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2008 Finish: 11/28/2008	\$0.00

Activity	Description	
2. Design and develop employee wellness policy	Begin deliberations and development of an employee wellness program design and develop an employee wellness policy. Identify staff issues and ascertain potential cost offset of program, e.g., reduced absenteeism, less substitutes, etc.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 11/3/2008 Finish: 3/31/2009	\$0.00

Activity	Description	
3. Finalize plan and present to Board for approval	Finalize plan design and present Employee Wellness Policy to Board of School Directors for adoption.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 4/1/2009 Finish: 5/29/2009	\$0.00

Activity	Description	
4. Implement Employee Wellness Program	Implement Employee Wellness program district-wide	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 7/1/2009 Finish: 9/30/2009	\$0.00

Activity	Description	
5. Monitor/evaluate first year of Wellness program	Monitor and evaluate the first year of the Employee Wellness program.	
Person Responsible	Timeline for Implementation	Resources

Pam Francis	Start: 9/1/2009 Finish: 6/30/2010	\$0.00
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Activity	Description	
6. Recommend and implement changes to the program	Recommend and implement changes or modifications to the program for the second year of operation.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 7/1/2010 Finish: 9/30/2010	\$0.00

Strategy: Increase alternative sources for support

Description: Increase alternative sources of support to enhance multi-dimensional educational opportunities through business, institutional, and community partnerships.

Educational Practices: Artful Use of Infrastructure, Quality Leadership

Activity	Description	
1. Define role of CAC	Clearly define the role of the CAC for Private Fundraising in partnerships.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 9/1/2008 Finish: 12/31/2008	\$0.00

Activity	Description	
2. Collaborate with other CAC's to facilitate/advise alternate sources of support	In conjunction with other appropriate CAC's (e.g., athletics, CTC, facilities, finance, safety) facilitate/advise alternative sources of support, e.g., partnership building and revenue enhancing partnerships for the district.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Activity	Description	
3. Cultivate/develop revenue enhancing partnerships	Cultivate and develop revenue enhancing partnerships, relationship building, naming opportunities, program support and support for technology.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Activity	Description	
4. Communicate, manage, and report all alternative sources of support	Develop a system to communicate, manage and report all alternative sources of support to the district.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 9/1/2008 Finish: 6/30/2009	\$0.00

Strategy: Partnerships to enhance resources

Description: Effectively form partnerships with the private sector to enhance resources available to the district in regard to facilities and equipment.

Educational Practices: Artful Use of Infrastructure

Activity	Description	
1. Create a joint working structure	Create a joint working structure with the CAC's for Facilities, Finance, Athletics and Private Fundraising to identify potential partnerships.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 9/1/2008 Finish: 7/30/2010	\$0.00

Activity	Description	
2. Explore grants	Explore grant possibilities	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 9/1/2008 Finish: 7/30/2010	\$0.00

Strategy: Resource allocation for buildings and grounds

Description: Evaluate and adjust resource allocation for maintenance and operations of grounds and buildings.

Educational Practices: Artful Use of Infrastructure

Activity	Description	
1. Benchmark Physical Plant	Benchmark the various aspects of Physical Plant	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 12/31/2007	\$0.00

Activity	Description	
2. Ascertain service levels	Interview district departments to ascertain service levels and identify areas for improvement.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 12/3/2007 Finish: 7/31/2008	\$0.00

Activity	Description	
3. Study Building use fees	Study building use fees and determine if adjustments are desirable.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 9/1/2008 Finish: 6/30/2009	\$0.00

Activity	Description	
4. Staff/Budget comparison	Report on staffing and budget levels as compared to comparable districts and determine which areas needing improvement correspond with underfunded operations.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 7/1/2008 Finish: 10/31/2008	\$0.00

Activity	Description	
5. Recommend funding areas	Recommend areas for additional funding and assess budget impact.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2008 Finish: 12/31/2008	\$0.00

Activity	Description	
6. Incorporate budget recommendations	Suggest budget adjustments and incorporate them into the budget process.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 12/1/2008 Finish: 3/31/2009	\$0.00

Strategy: School district and stakeholder communications

Description: Communicate the relationship between programs, revenues, and appropriations of the school district to the stakeholders.

Educational Practices: Artful Use of Infrastructure, Quality Leadership

Activity	Description	
1. Evaluate current communications	Review and evaluate the effectiveness of current communications tools used to communicate programs, revenues, and appropriations of the school district to stakeholders.	
Person Responsible	Timeline for Implementation	Resources

Pam Francis	Start: 10/1/2007 Finish: 9/30/2008	\$0.00
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Activity	Description	
2. Current tool evaluation comparison	Current tools will be evaluated against the following: legal requirements, responsible reporting, comparisons with other districts. The following tools will be evaluated: Monthly Financial Board Report, Quarterly Financial Board Report, Annual Budget preparation and reporting documents, Community Budget reports, and Internal Reporting to Budget Heads.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 8/29/2008	\$0.00

Strategy: Utilize expertise of CAC for Private Fundraising

Description: Utilize the expertise of the CAC for Private Fundraising to support financial and in-kind gifts to the district.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic

Activity	Description	
1. Increase membership	Increase number of CAC members and continue to utilize the emeritus CAC members	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 1/1/2008 Finish: 1/30/2009	\$0.00

Activity	Description	
2. Continue endowment development	Continue endowment development to include new funds and growth of assets such as Library endowment and Bob Placky Visual Arts endowment.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Activity	Description	
3. Identify program needs	Identify program needs within the district, work to fund particular needs, educate donors on the various opportunities.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Activity	Description	
4. Design/manage multi-year development plan	Design and manage multi-year development plan to include: pledges, electronic fund transfers, employee giving, and alumni and retiree contributions.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 9/1/2008 Finish: 9/30/2009	\$0.00

Activity	Description	
5. Create cultivation process	Create a cultivation process for identifying major gifts from corporations, foundations and grant opportunities.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 1/1/2009 Finish: 12/31/2009	\$0.00

Activity	Description	
6. Identify alumni and emeritus CAC members	Identify alumni and emeritus CAC members in each fundraising focus area to participate on sub-committees, task forces, and/or work groups.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Goal: 6. Facilities and Technologies for Learning

Description: Provide facilities and technologies that enhance learning. We will continue to acquire and integrate technologies that enhance teaching, learning, and operations district-wide. We will continue to provide facilities that effectively adapt to and function in the delivery of multi-dimensional programs and services. Unless otherwise indicated, the timeline for implementation is ongoing throughout the course of the plan. Annual reviews of progress will inform the next stages of each activity. Resource allocation will occur during the budget planning cycle on an annual basis.

Strategy: Integrate Technology Competencies into the Curriculum

Description: Continue to acquire and integrate technologies that enhance teaching, learning, and operations district-wide.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	
1. Teaching the technology skills and integrating competencies	Train the teachers to teach the technology skills outlined in the district's student technology competencies plan, and integrate the competencies into the curriculum and daily instruction.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Strategy: Opportunities for Students

Description: Provide appropriate learning opportunities for students with high technology aptitude and interest.

Educational Practices: Continuous Learning Ethic

Activity	Description	
1. High School TECS Initiative	Provide appropriate learning opportunities for students with high technology aptitude and interest.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Strategy: District Wide Facilities Master Plan

Description: Update the District Wide Facilities Master Plan to include current demographic analysis, along with options for all educational buildings, outdoor athletic facilities, support facilities, and financing.

Educational Practices: Artful Use of Infrastructure

Activity	Description	
1. Demographic report	Update demographic report.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 12/31/2007	\$0.00

Activity	Description	
2. Determine mechanism for demographic report	Determine mechanism and roles for completing the update.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 3/31/2008	\$0.00

Activity	Description	
3. Facilities assessment	Complete a facilities assessment to determine existing conditions	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 3/3/2008 Finish: 9/30/2008	\$0.00

Activity	Description	
4. Provide for Public Input	Providing the opportunity for public input at all stages throughout the process of developing a new district wide facilities master plan (e.g., after facilities assessment, after draft options are developed)	
Person Responsible	Timeline for Implementation	Resources

Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00
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Activity	Description	
5. Develop, adjust and present options	Incorporate public input into development of a draft master plan, making any necessary adjustments and determining options to create the final plan.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 10/1/2007 Finish: 6/28/2013	\$0.00

Activity	Description	
6. Adopt plan	Adopt the final version of the District Wide Facilities Master Plan, and put plan into action according to determined, prescribed steps.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 9/1/2009 Finish: 8/30/2013	\$0.00

Strategy: Energy consumption and environmental responsibility

Description: Manage energy consumption and environmental responsibility

Educational Practices: Artful Use of Infrastructure, Quality Leadership

Activity	Description	
1. "Green" design	Evaluate the use of "green design" as a criterion for future projects.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 9/1/2008 Finish: 6/30/2009	\$0.00

Activity	Description	
2. Integrate conservation initiatives	Collaborate with department heads to integrate the district's energy conservation initiatives into the curriculum.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 9/1/2008 Finish: 6/30/2009	\$0.00

Activity	Description	
3. Benchmark energy use	Benchmark the district's energy use against other similar districts.	
Person Responsible	Timeline for Implementation	Resources

Pam Francis	Start: 9/3/2007 Finish: 12/31/2007	\$0.00
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Activity	Description	
4. Conduct building audits	Conduct energy specific audits to identify areas of opportunity.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 1/1/2008 Finish: 7/31/2008	\$0.00

Activity	Description	
5. Professional Collaboration	Collaborate with professional staff to identify areas of opportunity and promote a team effort on initiatives.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 9/1/2008 Finish: 6/30/2009	\$0.00

Activity	Description	
6. Review district policies	Review district policies on energy conservation and adjust as necessary.	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 9/3/2007 Finish: 3/31/2008	\$0.00

Activity	Description	
7. Plan and budget for energy conservation projects	Plan and budget for projects specific to energy conservation	
Person Responsible	Timeline for Implementation	Resources
Pam Francis	Start: 7/1/2008 Finish: 10/31/2008	\$0.00

Measurable Annual Improvement Targets

The SCASD strategies and activities are aligned with the Pennsylvania threshold expectations of No Child Left Behind and will serve as minimum targets for all student groups.

Year(s)	PSSA Math Target	PSSA Reading Target
2005-2007	45%	54%
2008-2010	56%	63%
2011	67%	72%

2012	78%	81%
2013	89%	91%

District and building level leadership, along with curriculum staff, examine student performance on the PSSA and other local and national assessments to identify patterns and trends. Data analysis tools provided by the Pennsylvania Department of Education, such as the Grow Network, e-Metrics, and PVASS assist with this process.

Areas for improvement are identified through students' successes on statement assessments, standardized assessments (e.g., Terra Nova), benchmarking assessments at specific grade levels (e.g. 4Sight Mathematics and AIMSweb Early Literacy), Advanced Placement tests, district established assessments, and successful completion of courses of study.

Continuous improvement efforts for curriculum and instruction are informed through the collection and data analysis of student achievement.

Curriculum, Instruction and Instructional Materials

The SCASD curriculum is mission related and philosophically in agreement with the purpose of education described in Chapter 4.

Public education prepares students for adult life by attending to their intellectual and developmental needs and challenging them to achieve at their highest level possible. In conjunction with families and other community institutions, public education prepares students to become self-directed, life-long learners and responsible, involved citizens.

A priority task in fulfilling our district mission statement, "to prepare students for lifelong success through excellence in education," is the continuous improvement of our curriculum and instructional practices.

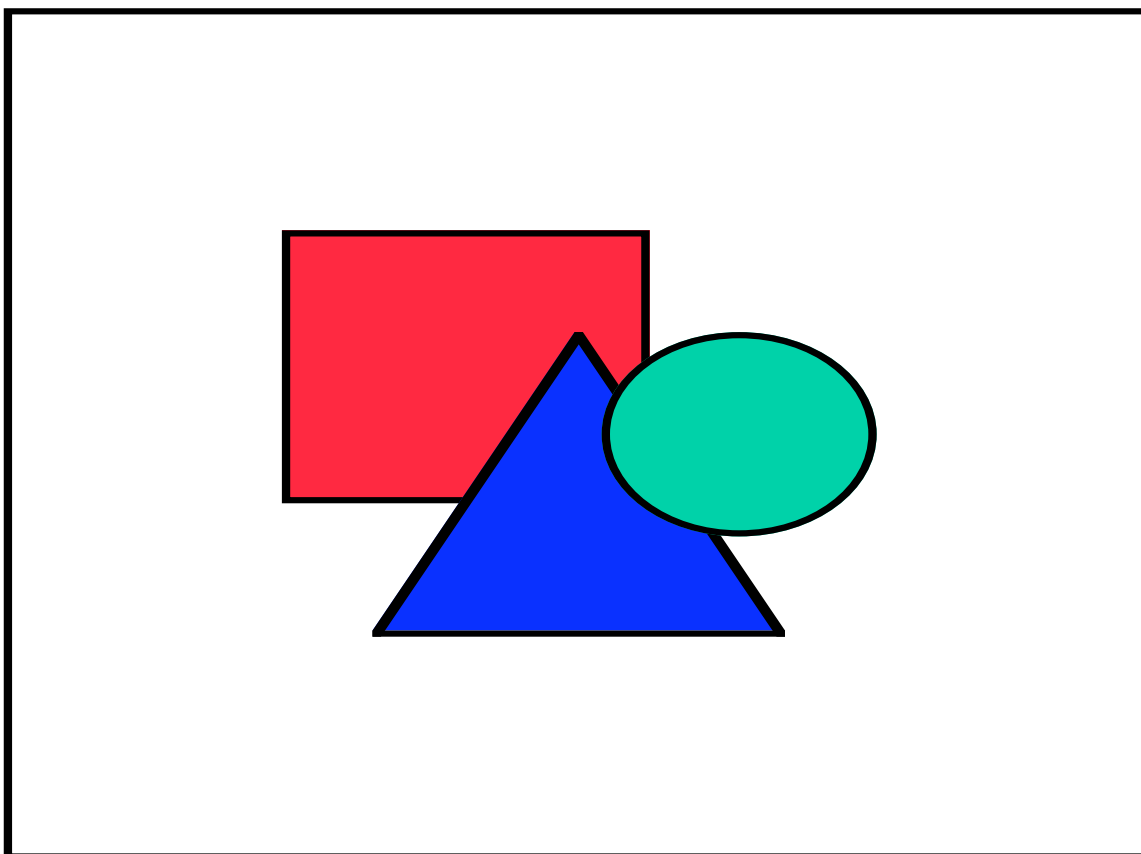
Mission Related Curriculum

The mission of the SCASD provides focus to curriculum and instruction practices through the articulation of our Ten Characteristics of a State College Area High School Graduate. The attributes we aspire to for all of our graduates are:

- A responsible and involved citizen
- A clear and effective communicator
- A competent problem solver who thinks critically and creatively
- A productive individual who works independently and collaboratively
- One who demonstrates respect for self and others in an increasingly diverse society
- A use of evolving technologies
- A knowledgeable practitioner of wellness behaviors
- An informed steward of the environment
- A participant in the arts

These characteristics, initially drafted during the 1995-2001 strategic plan by a committee comprised of community members and district staff, have stood the test of time, continuing to provide a cross-disciplinary K12 focus for our curriculum and instructional programs.

The relationship between our mission and daily practice is further illuminated through a conceptual model intended to show coherence among mission, curriculum decisions, and daily practice (see figure below).



Curriculum Renewal Process

The renewal of curriculum in the SCASD is a continuous improvement process for all disciplines. Priorities for development and renewal efforts within each discipline, at each organizational level, are supported through an annual process of updating, goal setting, and budget planning undertaken by instructional administrators and curriculum staff.

Courses in the SCASD are aligned with the PA Academic Standards and designed to promote student academic success as well as the development of life-long skills. The district has worked with a nationally recognized educational consultant, Jay McTighe, in support of this curriculum work to align our courses with standards, and to identify enduring understandings that will support our vision of “Each student is prepared to become a lifelong learner who contributes to an ever-changing, increasingly diverse world.” The three broad steps in this process are to clearly articulate:

1. Desired learning results
2. Determine acceptable evidence of achievement
3. Plan learning experiences

Documentation and alignment of courses has been facilitated through the use of a curriculum management process developed by the technology department. Secondary courses and instructional units can be designed or revised on-line, thereby facilitating this work. In addition, this system can provide a “run” of the standards, tracking the frequency and placement of benchmarks across courses. Teachers use the system to collaboratively develop instructional units. This, in turn, provides a common course and instructional units for all faculty members who are responsible for teaching a course of study. The K-6 instructional units writing teams use the same broad three steps mentioned above. We are currently in an early phase of exploring how the elementary units might take advantage of the same technology to ease development and revision.

The curriculum staff, in collaboration with instructional administrators, sets annual continuous improvement goals for K-12 curriculum work. During the past four years significant attention has been devoted to step two of the process, developing a local comparable assessment system in conjunction with the PA Academic Standards. A number of these assessments are formative in design with staff learning how to more fully analyze and use this data to inform instruction.

On the elementary level, the curriculum actively engages learners in a variety of experiences that are developmentally appropriate and differentiated to accommodate a wide-range of abilities. Age-appropriate themes are chosen as the basis for teaching enduring concepts and skills. Instructional units are developed by writing teams comprised of curriculum staff, teachers, and specialists.

At the middle level, the six grade core curriculum continues the same structure and develop processes as used in the elementary grades to provide a smooth transition into the middle schools while grades seven and eight are team based with subject specific curriculum. Efforts are made to identify authentic connections across subject areas in order to support student learning. The middle level curriculum leadership configuration and the structure of the instructional program are intended to provide a bridge between the contained classroom structure of the elementary program and the high school. Additionally, the middle school instructional program offers students access to a broader array exploratory courses.

At the high school level the educational program is comprehensive with both an academic curriculum and an in-house Career and Technical Center. The curriculum development processes are similar to the middle level, while the course offerings are considerably more complex. Currently course offerings number more than 300 with 56 Advanced Placement courses and 97 Career and Technical Center courses. All high school courses are aligned with the PA Academic Standards. In addition, the Career and Technical Center courses are aligned with industry standards.

Complete listing of courses and instructional units can be found in the district curriculum offices as well as in the middle level and high school course registration booklets.

Use of Technology

Technology has played an important role in both the development and delivery of curriculum and instruction in the SCASD. It has facilitated curriculum development and revision efforts thus supporting our model of continuous improvement. Additionally, it has eased the process of aligning courses to standards. Today, the use of technology as both a learning as well as an instructional tool, is becoming an essential skill for teachers and students as a means of delivering the curriculum. We expect this to be an area of significant growth as the district moves steadily into a lap top environment and teachers explore the expanded uses of podcasting, blogging, and yet to be created technological devices.

Differentiated Instruction and Assessment

The SCASD believes that each student can learn and is unique with abilities, interests, needs, and goals. To this end, we have been actively engaged in examining our practices in order to more effectively differentiate instruction and assessment for the benefit of learners. On the elementary and middle school levels, we have focused resources on developing our understanding and use of differentiation as means of supporting the learning of all students. We will continue this emphasis during the life of this strategic plan.

At the high school level, we have worked to develop courses that appropriately challenge all students. Teachers and guidance counselors serve as important resources to students and parents for the selection of courses suited to the individual's instructional needs.

This will be an area for growth over the next six years and one in which we are hopeful that technology will be an asset to our students and faculty.

Learning Enrichment/Gifted Support Program

The SCASD strives to meet the needs of able learners through the offering of Advanced Placement and Honors level courses. It is the expectation in our district that we can meet the needs of able learners in the K-12 program. To that end, Learning Enrichment Specialists, teachers, and administrators work with

parents and students to identify appropriate placements for able learners. Learning Enrichment Specialists fulfill a number of roles, providing direct instruction, collaborating with faculty colleagues, brokering services, locating mentors, and arranging enrichment experiences (e.g., speakers, artists-in-residence, field trips, competitive events, etc.).

English as a Second Language

The district believes the diversity of international students attending our schools enriches the experience of all school community members. In order to support the learning of students whose native language is not English our K-12 ESL program objectives are:

- To provide an instructional curriculum that supports the development of English language communication skills which are necessary to participate in the full range of educational activities offered to the mainstream student population.
- To develop competence in basic interpersonal communication skills and cognitive academic language proficiency.
- To develop competence in commenting across cultures through cross cultural communication skills training.
- To provide English Language Learners with the opportunity to share their cultural wealth with the mainstream population.

Special Education

- Special education services are provided to exceptional students through specially designed instruction as well as inclusive practices. Highlights of special education programs and services in support of the curriculum and instruction include:
 - Full range of district operated special education programs
 - Certified and Highly Qualified professionals
 - Trained paraprofessionals
 - Collaborative and Co-teaching partnerships K-12
 - Assistive Technology Coordinator
 - K-12 Curriculum Support Specialist
 - LifeLink Transition Apartment Program
 - LifeLink Penn State University Program
 - Scientific, research-based instructional programs
 - School-based Mental Health Services
 - HEARTS program for elementary students with significant challenges
 - STRIDES program for middle level students with significant challenges
 - Least Restrictive Environment placements 22% higher than state average
 - Full continuum of research-based programs for students with autism
 - Response to Intervention pilot and long-range implementation plan
 - Effective Behavior Support Program
 - Comprehensive Early Intervention transition to kindergarten process
 - Research-based disability identification process for Culturally & Linguistically Diverse Learners

Instructional Materials

At the elementary level (K-6), instructional materials are identified through the instructional unit development/revision process and are approved at the time of unit adoption.

At the secondary level, staff, lead by the appropriate curriculum coordinator, follow the textbook approval process prior to making a recommendation to the Board of School Directors. Key steps in the process are:

1. Department committee formed to review the potential texts
2. Committee includes reading specialist
3. Completion of required paperwork describing
4. Statement of Need

5. Other books examined
6. Readability
7. Supplementary components
8. Cost
9. Criteria:
 - readability for intended audience
 - sensitivity to diversity
 - comprehensive in terms of contributions of minority groups
10. Approval by coordinator
11. Approval by Central Office Administrator
12. 30 day public review according to state regs
13. Approval by Board of School Directors

Assessments and Public Reporting

Two district committees presently oversee the assessment plan. The Testing and Review Committee, formed in 1986, is responsible for planning, reviewing, and monitoring the district's assessment plan. This committee maintains and updates the listing of assessment tools used in the district, investigates emerging trends in student assessment procedures, and recommends district assessment procedures (e.g., annual testing schedule, addition/deletion of assessments, test administration, etc.) to the administration. The second, and more recently formed committee, the Data Analysis and Management Committee, is responsible for the development and maintenance of the district data warehouse and the interface with this information and the PSSA and PVASS systems. It is anticipated that these two committees will merge over the course of this strategic plan.

Purpose of Assessment

The SCASD believes that student learning must be defined, measured, and recognized in a variety of ways. To this end the district utilizes a variety of assessments to:

1. Determine the degree to which students are achieving local and PA Academic Standards.
2. Provide useful information in the evaluation of the educational program, as well as continuous improvement of the curriculum and instructional practices.
3. Provide summary information on the achievement of students to parents, the general public, and the Pennsylvania Department of Education.

Assessment Methods and Procedures

Students are expected to demonstrate achievement at the proficient level as identified by the Pennsylvania Department of Education and measured by state-administered assessments in mathematics, reading, writing, and science, as well as locally developed and comparable assessments. Typically, assessment of student achievement will occur within planned courses of instruction through ongoing documentation and evaluation of student work. Assessment of student learning is considered an integral part of the teaching/learning process with multiple forms of assessment used to capture a comprehensive understanding of each learner's achievement. Forms of classroom-administered assessments include both teacher-formulated evaluation measures and processes for student reflection and self-evaluation.

The District has aligned curricula and assessment practices to the PA Academic Standards for each content area. As identified by Chapter 4, section 4.52(d) various assessment strategies are used that include:

1. Written work by students.
2. Scientific experiments conducted by students.
3. Works of art or musical, theatrical or dance performances by students.
4. Other demonstrations, performances, products or projects by students related to specific academic standards.
5. Examinations developed by teachers to assess specific academic standards.
6. Nationally available achievement tests.
7. Diagnostic assessments.
8. Evaluations of portfolios of student work related to achievement of academic standards.

9. Other measures, as appropriate, which may include standardized tests.

As provided by Chapter 4 state curriculum regulations, students also have opportunities to demonstrate achievement of the PA Academic Standards through other educational experiences listed in the Graduation Requirement section of this strategic plan.

In addition to the Chapter 4 assessment practices listed above, SCASD uses a variety of methods and measures to determine student achievement. The district collects and analyzes data using the following assessments:

- Teacher-created assessments and observations
- Curriculum-based assessments within courses (e.g., Core Assessments)
- Common curricular assessments administered across the district
- PSSA
- Terra Nova for grades 6 and 9 beginning 2007-08 school year
- AIMSweb Early Literacy and Reading Measures in all K-1 grades with additional pilot grades in two elementary schools in 2008-09; future expansion efforts have been identified
- AIMSweb progress monitoring assessments are utilized K-12 for all special education students with reading deficits
- Portfolio assessments
- Performance assessments

During the 2007-08 school year, we will begin to use the data available to us through the Pennsylvania Value Added Assessment System. In preparation for this, the administration has been participating in workshops designed to introduce this system and its potential, as well as planning for the development of district and building level data analysis teams.

Use of District, State, and Standardized Assessment Results

Results of district and state assessments are reviewed and discussed at each school and at the district level by faculty, curriculum, and administrative staffs. Reports are prepared summarizing the results, examining the data for implications for improving curriculum and instructional practices, and recommending a course of action, where indicated.

In addition to the review of aggregate PSSA data, the district has provided access to individual student data to their assigned teachers through an internal avenue known as My World. This access is expected to facilitate a more direct connection between individual student data reflecting achievement of proficiency of PA Standards and classroom instructional practice. It is expected these data will be used to differentiate instruction to both assist students in becoming proficient and to enrich the instructional program for those who have attained proficiency.

Process for Public Notification of District/State Assessment Results

District and state assessment results are reported to students, parents, and the community through a variety of methods. Students and parents receive information through mailings, parent conferences, curriculum information meetings, back-to-school nights, letters to the home, school and district newsletters (both paper and electronic), and the media.

The public receives information on assessment results through the published school report cards, SCASD website, and the PDE website for PSSA data. Additionally, meetings of the Board of School Directors are locally televised on the Government/Education Access Channel.

Targeted Assistance For Struggling Students

State College Area School District utilizes a variety of programs in the effort to meet the needs of all students in the district. Programs to support the learning of students are struggling are provided at each organizational level.

Elementary Level

- Title 1 supplemental instruction is provided within and without the classroom during the regular school day for reading in grades 1-5 and in math for grades 3-4. A certificated reading specialist provides reading instruction. A certified elementary teacher provides math instruction.
- A K-2 Fail Safe program is in place in every classroom with four hours of instructional paraprofessional service per day provided to support individual student learning.
- A summer school program is provided for Title 1 and Learning Support students who have just completed grade 1 or just completed grade 5.

Middle Level

- Title 1 supplemental instruction in reading is provided through direct instruction as well as classroom support during the regular school day in grade 6.
- Small group remedial instruction by reading specialists is offered to regular education students scoring below proficient on the PSSA. Learning support students receive direct reading instruction from special education teachers on a daily basis.
- In sixth grade, students are assigned to a classroom teacher in a similar manner as our elementary programs to help to provide smooth transition into the middle school. Students who have not been identified as in need of special education may be informally assessed by the Curriculum Support Teacher/Instructional Support Teacher if they are struggling to achieve at grade level.
- In seventh and eighth grades, all students are assigned to interdisciplinary teams with five teachers and approximately 125 students. Team teachers, along with student services personnel meet at least once per six day cycle to discuss students who may be struggling in some aspect of their lives. This provides an avenue to early intervention and support. Learning support teachers are now members of interdisciplinary teams and available for consultation in the support of all learners.
- Several opportunities exist for students in need of additional support for academics. These include the use of A.R.E.A periods for tutoring or small group support sessions through the interdisciplinary team and after-school Homework Club. Additionally, Park Forest Middle School is exploring the use of a in-school support center to which teachers can assign students for assistance during the school day.
- An intensive summer school program is available on an as needed basis for students in danger of failing for the year. In the past two years, the student enrollment has dropped to below 10 students needing this service.

High School Level

- Small group remedial instruction by reading specialists is offered to regular education students scoring below proficient on the PSSA. Learning support students are assigned to a learning support classroom for supplemental help.
- Collaborative Teaching Initiative (CTI) classes are available to learning support students and regular education students scoring below proficient on the PSSA. With an approximate mix of 5 learning support/reading students to 15 regular education students, a regular education teacher and a support partner teach these classes. The support partners may be a special education teacher, a reading specialist, a Professional Development School English intern, or a paraprofessional. These classes in English, Social Studies, Science and Health number over sixty offerings.
- An English seminar, capped at 10 students and taught by an English teacher and special education teacher, is offered to help learning support students and reading students transition from direct instruction to a CTI English class.
- Applied Math classes have access to a wireless lab and the Cognitive Tutor software program. The classes are capped at twenty students. In addition, these classes are supported by an instructional

paraprofessional.

- A tutoring center is available for all students during the regular school day.
- An optional after school tutoring program is available for students in academic difficulty.

District

- The district operates three alternative education programs for at-risk students, one at each organizational level. These programs offer both therapeutic as well as academic support for students assigned to these programs. Building administrators and student services staff help with the transition processes for entering and returning to the regularly assigned schools.
- English Language Learners K-12 participate in a summer school experience to support their continuing mastery of English.

Support for Struggling Schools

Research based strategies are used to provide instruction for pull out, as well as regular education programs. Data are used to assess student learning and to modify instruction.

The district Testing and Review Committee provides guidance and direction to our system-wide assessment program and schedule. During the 2007-2008 school year, we will move to create data analysis teams at the district and building levels, utilizing the resources now available to us through the PA Department of Education, as well as our locally developed processes and procedures.

We expect to use data analysis teams in a proactive manner to facilitate early intervention and correction strategies in support of all schools, and subsequently all learners.

Qualified, Effective Teachers and Capable Instructional Leaders

In 2007-08 the district employed 634 professional faculty and specialists in the support of educating more than 7,200 students. The SCASD faculty meets the Pennsylvania Department of Education's criteria for Pennsylvania certification.

Recruitment and Hiring

The SCASD actively seeks a diversified pool of teacher applicants by taking part in the major teacher recruiting consortiums and university recruiting fairs each spring. The district has taken part in the Delaware Valley and Pittsburgh Educational Recruiting Consortiums that include the major colleges and universities in the eastern and western parts of the state. In addition, we attend The Pennsylvania State University Teacher Fair and the Clarion University Teacher Fair.

In the spring of each year, the district posts anticipated vacancies in several major newspapers in order to attract qualified applicants from a wide geographic area. The district posts vacancies on the personnel section of the webpage.

The district utilizes a rigorous process in hiring all professional personnel, faculty and administration, that includes a review of the application, credentials, and clearances. Administrators lead teams in thorough interview processes that typically include verbal and written responses to questions, as well as multiple reference checks on finalist candidates. The Director of Personnel and senior Central Office Administrators conduct a second level of meetings prior to recommendation to the Board of Directors. In all cases, the district attends to the quality of academic background and professional experience in the pursuit of best match to position responsibilities.

Faculty Profile 2006-2007

Years of Experience			Credits Beyond BA/BS		
0-5	151	23.8%	BA	41	6.5%
6-10	112	17.7%	BA+15	62	9.8%
11-15	89	14.0%	BA+30	150	23.7%

16-20	73	11.5%		BA+45	122	19.2%
21-25	76	12.0%		BA+60	91	14.4%
26-30	76	12.0%		BA+75	153	24.0%
30+	57	0.9%		DOC	15	2.4%

Supervisory Practices

The Teacher Evaluation Plan of the SCASD is built upon a substantial history going back to the establishment of a Staff Evaluation Committee in 1972. Over the past three decades, this cross-functional committee has continued to periodically reconvene to examine our supervisory practices in light of current research and to make recommendations to the Superintendent concerning the improvement of our staff evaluation procedures. The most recent review of our practices took place during the 2003-04 school year and integrated the then new Pennsylvania Department of Education's Standards of Performance and Descriptors teacher evaluation forms into the SCASD Teacher Evaluation Plan. Both the Department of Education's and the SCASD's processes are based upon the work reported in Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching*, (ASCD, 1996).

The explicit purposes of supervision in the SCASD are:

1. to improve instruction.
2. to promote and assist professional growth.
3. to fulfill, in a uniform manner, the legal requirements of the state and local authorities.
4. to provide opportunity for reflection and self-assessment.

Each school year, all faculty members receive a copy of the SCASD Teacher Evaluation Plan. This plan provides faculty and administrators with a comprehensive manuscript containing beliefs, philosophy, and the purpose of supervision, as well as detailed information on the evaluation process and roles and responsibilities of administrators and faculty members. Appendices for the document include legal statements from the School Laws of Pennsylvania, the Professional Code of Conduct, pertinent PDE and SCASD forms, and practical examples of acceptable professional goals.

Within the Teacher Evaluation Plan, there are three evaluation processes: formal, informal, and alternate. All non-tenured faculty participate in the formal process with bi-annual goal setting, classroom observations, and evaluation of teacher performance by the use of the Teacher Appraisal Form. Tenured faculty, with administrative approval, may use the formal, informal, or alternate processes.

When the appropriate evaluator documents a serious performance deficiency through either the formal or informal evaluation process, the educator is placed into the intensive assistance process. An intensive assistance team is formed to provide guidance, consultation, and support to the teacher in improving performance to a satisfactory level.

The district has recently collaborated with the Pennsylvania School Board Association to revise its administrative evaluation process. Administrators and their supervisors collaboratively set goals on an annual basis with a focus on the development of excellent performance across leadership responsibilities in order to meet the needs of the school district.

Induction Program

The purpose of the SCASD induction program is to provide a series of opportunities, activities, and experiences that will offer a successful entry into employment in the district.

Program goals:

1. To foster the development of strategies for instruction and assessment that will enable all students to meet or exceed the state standards.
2. To support development of the knowledge and the skills needed by beginning teachers to be successful in their initial teaching positions.
3. To integrate beginning teachers into the professional relationships within the school, school district, and community.
4. To provide an opportunity for inductees to reflect on their teaching through a mentor relationship.
5. To encourage new teachers to view themselves as lifelong learners.

6. To present the Code of Professional Practice and Conduct for Educators as the standard for professional and ethical conduct in the teaching profession.
7. To offer Act 48 credit hours for those activities which meet the guidelines of the law.
8. To support new teachers in the acquisition and documentation of the professional standards contained in the State College Area School District Teacher Evaluation Plan and the PDE Instructional I to Instructional II Assessment Form.

New staff members are formally welcomed during two orientation days that take place prior to the commencement of the school year. During the first day, inductees are introduced to the district's mission and goals with an emphasis on the relationship between mission and daily practice. These connections are reinforced during meetings with mentors and curriculum leaders. The practical application of technology to daily tasks (e.g., attendance taking, email, etc.) is the focus of the second day, capably led by instructional technology specialists.

At each organizational level there are a series of informative meetings in support of the purpose of induction. Topics include subject matter specific to that organizational level, as well as common topics, such as supporting English Language Learners, creating a nurturing learning environment, and assessing student learning. The induction process is differentiated to accommodate experienced teachers who are new to the SCASD.

A professional skills checklist aligned with the district's evaluation process and the Pennsylvania Department of Education's required documentation for the successful transition from Instructional I to Instructional II certificate has been developed and implemented. The emphasis of this documentation process is to record the opportunities and experiences that have been provided this novice in support of his/her achieving proficiency across required professional skills.

Additional information can be found in the Induction Plan.

Professional Development

It is a belief of the SCASD that educators benefit from continuing professional development and opportunities for collaborating with peers. This belief is evident in the district goal to provide for and expect collaboration and innovation in a quality staff, faculty, and administration.

Faculty and administration have access to a wide variety of avenues to support professional growth. Opportunities include, but are not limited to:

- District planned inservices in support of district, building, and curricular initiatives
- Curriculum development and/or revision
- Development of Core Assessments
- District technology workshops to support integration into instructional design
- District technology workshops to more effectively use software and equipment
- Participation in Professional Development Schools
- Participation in district committees
- Graduate courses offered on-site
- Graduate courses offered on campuses as well as on-line
- PA Department of Education courses and workshops
- Intermediate Unit courses and workshops
- Professional organization conferences
- On-site professional libraries
- Collaborative reading and/or study groups (e.g., Critical Friends, Mt. Nittany Readers)

Additionally, staff members are encouraged to belong to appropriate professional organizations, as well as to subscribe to professional journals or electronic resources.

For additional information on professional development activities, please see the Professional Education Plan.

Curriculum Coordinators

The district believes in the importance of strong curriculum leadership. To this end, curriculum coordinators are provided with opportunities for professional growth that build upon the above list. Coordinators help to plan their annual retreat that supports effective leadership for curriculum initiatives. Additionally, opportunities to work directly with professional organizations and/or expert consultants are sought out for this group in support of their responsibilities.

Administrators

Development of the administrative staff is viewed as an essential task for the effective leadership of the district. Administrators are expected to actively engage in continuous growth and improvement activities that may include the opportunities listed above.

In addition, the administrative staff participates in an annual retreat focused, in part, on effective leadership. Throughout the school year, administrative team meetings provide leaders with important and timely information related to responsibilities. Members of this group are strongly encouraged to earn advanced degrees. The district supports participation in professional organizations. A number of the administrators are actively involved in or hold leadership positions in professional organizations and/or boards

Parent and Community Participation

The SCASD believes the partnership among schools, parents, and community is essential to the success of learners. One of the vision statements of this strategic plan speaks directly to this, stating, "Our district meets the needs of students, families, and our community so well that broad and enthusiastic support is generated for the programs and the services of the district."

In both of the district's preceding strategic plans, seeking avenues to improve communication with parents and the community was an area of emphasis through the development of strategies and action plans. These plans included both providing easier access to information, as well as expanding opportunities for active engagement through committees and partnerships. Areas of growth from the 2001-2007 strategic plan include:

- Informational resources available through the district website
- Horizon TV on local government channel
- Use of Citizen's Advisory Committees in Finance, Facilities, Technology, Safety, Private Fundraising and Interscholastic Athletics
- Title I parent programs and communications
- Community Education programming (e.g., ESL summer school, Middle School AAUW partnership for girls in science)
- Occupational and advisory committees for the Career and Technical Center
- Expansion of translation efforts for documents
- Private fundraising and development efforts in support of scholarships, awards, and funds for special programs with more than \$303, 000 (2001-2006)
- Dedicated staff to provide support for these efforts
- Dual enrollment opportunities between the high school and post-secondary institutions

Successful ongoing communication and participation efforts include:

- Strong PTA/PTO presence
- Parent/Teacher conferences
- Booster Clubs for athletics, theatre groups, and the music department
- Parent leaders for special activities (e.g., middle school fun nights, after-prom)
- Newsletters
- Back-to-School nights
- Registration information nights
- Principal luncheons
- Volunteers in Public Schools
- Mentoring opportunities with community members arranged through the Learning Enrichment Program

- Transition to work services for special needs students

Strategic Planning Process

The membership of the 47 member Leadership Team for this strategic planning process included nine community, business, and local government leaders and seven parents representing PTA/PTOs and various constituencies (e.g., learning enrichment, special needs, etc.).

As part of the strategic planning process, all parents of State College Area School District students, and the community-at-large, were invited to share thoughts and opinions around four perception questions which had been used and had yielded rich data in two prior strategic planning efforts. These questions are:

1. What are we doing well that we should continue doing?
2. In what areas could we do better?
3. What should we be doing that we are not currently doing?
4. Which directions offer the greatest promise of meeting the future needs of our students?

In order to increase community access to these questions, they were posed in several venues that included the local newspaper, a special edition of the district newsletter focused on strategic planning and disseminated to parents of current students, and the homepage of the district's website. District employees, middle and high school students, were encouraged to share their perspectives as well.

In addition to the electronic and paper response forms, all members of the community were invited to participate in a Futures Forum held on the last Saturday in March. This forum began with a plenary session followed by small group breakout sessions organized around the four questions above. More information about the community Futures Forum, as well as the Student Futures Forum, is contained in the Strategic Planning Process section of the strategic plan.

The district received 347 responses to the four questions via paper and web avenues. These responses included 174 parents, 90 middle school students, 10 high school students, 17 community members, and 56 district employees (individuals self-identified their group membership). In addition, the Saturday Futures Forum drew 73 participants and the student forum totaled 47 student leaders from the high school and Delta.

The leadership team worked with the collected data in conjunction with the internal/external environmental scanning process, identifying priorities within each of six areas: Economic, Education, Political and Community, Social and Demographic, Technology, and Safe, Secure and Nurturing. For example, the leadership team used the responses from question four to help set priorities for the next six years.

Question 4: Which directions offer the greatest promise of meeting the future needs of our students? Similar comments from ten or more respondents were clustered as:

<u>Clustered Comment</u>	<u>Number of Responses</u>
Related to high school renovation and construction	86
Different methods to support student achievement	56
Solid core curriculum, academic excellence, quality instruction	49
Computers, keeping current, instructional use in classroom	49
Building and Grounds	27
Think globally, act locally, future focused	26
Breadth of program options	24
Student statements about their life and experience in our schools	23
Seeking individual attention and recognition	23
World languages and instruction	19
Partnerships, PSU and relationships with other organizations	18
Attract, retain, and support highly competent faculty	14
Public relations, community awareness, information	13
Human and material resources to support learning	13

Rules, discipline, individual responsibility	12
Physical activity, healthy habits and eating, drug awareness	12
Celebrate the diversity and uniqueness of each child	11
Career & Technical Center, alternative career paths and training	10

Parent and Community Participation on Action Planning Teams

During the second stage of the planning process, parent and community members on several Citizen's Advisory Committees helped to prepare the strategies and activities contained in this plan. Additionally, several of the 16 community or parent representatives on the leadership team also served on one of the action planning teams to help bridge priority setting and the development of strategies and activities.

Pre-Kindergarten Transition

While the SCASD does not offer a Pre-K program, the district firmly supports the value of early childhood learning. Limited classroom space has restricted consideration of on-site offerings.

The SCASD does collaborate with Centre County Smart Start to support the transitioning of young children into our kindergarten program. The Superintendent is a member of the Smart Start Board of Directors and one of our elementary principals is an additional representative. During the development of this strategic plan, the Executive Director of Smart Start served as a member of the Leadership Team and the Induction Plan Team.

As possibilities for collaboration with Pre-K providers develop in the coming years, the district remains open to initiating partnerships for Pre-K programming.

Utilization of Resources and Coordination of Services

Service or Resource	Comment or Reflection
Alliance for a Healthier Generation	Starting Sept. 2007 all district schools will participate in a pilot for the alliance to promote healthy active children by 2010
Pennsylvania Association for Nutrition and Activity	Part of the state coalition to promote nutrition and activity
Communities That Care Partnership	Promotes health, safety and well being of all children in the community zero to age 22
Professional Development Schools (PDS)	The Pennsylvania State University and the State College Area School District form a collaborative program involving pre-service teachers, veteran teachers, administrators and university faculty working together to meet three goals: enhancing the educational experiences of all children, ensuring high quality instruction, and furthering our own professional growth
UNESCO Transatlantic Slave Project	Partnering with UNESCO and the Pennsylvania State University, this project allows middle school and high school students to confront and understand the diverse world they live in by understanding the significant issues surrounding the slave trade and its legacy
Penn Cord	The high school is a pilot school for the PA Educational Alliance for Citizenship to implement the Ch. 4 Civics and Government standards
Junior Achievement	Implemented in Exploring Business course at SCAHS
PA Builder's Association	National Association of Home Builders student chapter
PA Automotive Association and local auto dealers	Registered Youth Apprenticeship in Automotive Technology
Workforce Investment Board	Collaboration and support for CTC programs
Centre County Chamber of Business and Industry	Workforce development initiatives and sponsorship of workforce student scholarships
2+2+2 Workforce Development Nano Trek	Dual-credit articulated programs in information technology and engineering technology with the Pennsylvania College of Technology

partnership	
Penn State University College of Agriculture	Instruction in Ag Mechanics and pre-student teaching preparation for pre-service Ag Science teachers and expanded course offerings for SCAHS Ag Science completers to enroll in College of Ag courses while still in high school
Technology Resources	Computer Services is dedicated to planning, promoting, and supporting intelligent and ethical technologies in the State College Area School District, which enhance the district's quest to prepare students for lifelong success through excellence in education. We are comprised of three groups: Information Systems, Network Services, and the Computer Support Helpdesk. These groups work closely with six building based Instructional Technology Specialists and five lab assistants. We all work in support of 19 open computer labs, 11 classroom based labs, 18 wireless laptop labs, 3700 computers, 500 printers, multiple other technologies and systems and their use by administrators, faculty, staff, students and guests of the State College Area School District. For further description see the Technology Plan.
Library Resources	The mission of the SCASD libraries is to provide instruction and resources so that every student and staff member becomes a lifelong reader, learner, and effective and responsible user of information. All schools have a library. Resources include POWER Library @ school, POWER library @ home, World Book Online Reference Center, NetTrekker and NoodleBib.
Student Services Department	The student services department provides support to students, staff and families through the delivery of programs and services based upon PA regulations, Federal regulations and local policy and procedures. Services are provided by Certified School Counselors, Certified School Nurses, a Home and School Visitor, a Family Outreach Specialist, Certified School Psychologists, Health Room Paraprofessionals, a Registration secretary, professional clerical staff and paraprofessionals. Services include: individual and group counseling, health screenings, immunization monitoring, registration and residency, exchange student processing, emergency health response, educational attendance monitoring, Student Assistance Program, Career Development, College and Other Post Graduate Planning, Educational Assessment, Home Visits, Teen Parenting Program, Homebound Study, and Advanced Placement Testing. For more information see the Chapter 12 plan (available Fall 2007)
Reading Specialists	Elementary, Middle School, and High School reading specialists provide reading instruction to identified students.
Out of the Regular Instructional Day Programs	A summer school program is available for identified elementary school students and K-12 ESL students. After school tutoring programs are available for middle school and high school students.
Athletics/Intramurals	The State College Area School District provides a comprehensive intramural and PIAA-affiliated interscholastic athletic program to meet the needs and interests of students in grades four through twelve. These programs supplement our basic physical education classes. The programs foster the spirit of competition in athletic activities and provide leisure-time outlets in recreational sports. Our programs offer a variety of team, individual, and lifetime sports opportunities. The intramural/interscholastic programs of our district are an integral part of our educational philosophy. The goal of our total physical activities program is to provide students with the best possible athletic opportunities commensurate with the skills, interests, and abilities of each participant. The safety of participants in the intramural and interscholastic programs is a prime concern. Activities are conducted in the safest possible environment, with highly reliable equipment, and under the guidance of qualified supervisors, instructors and

	coaches.
Learning Enrichment/Gifted Support	The State College Area School District Learning Enrichment/Gifted Support (LE/GS) Program is guided by a group of Learning Enrichment/Gifted Support Specialists who provide services to students and support to teachers for enrichment activities and experiences throughout the year. This support is tendered via a "three-tier"(Renzuli-like) approach. LE/GS opportunities are open to all able learners and are based on students' demonstrated skills, interest or aptitudes in various "Multiple Intelligence" areas. These areas, identified by Howard Gardner in Frames of Mind, are: Linguistic, Logical-Mathematical, Musical, Spatial, Bodily-Kinesthetic, Interpersonal, Intrapersonal, and Environment-Nature intelligences.
Learning Enrichment/Gifted Support Shuttle	The LE & GS Local Shuttle was established during the 1989-90 school year to provide students easy access to transportation within the school district during the hours of 9:00 a.m. to 2:00 p.m.. All transportation costs are provided by the State College Area School District through LE & SS. Transportation is provided on a first come, first served basis with a few exceptions to be determined by the Director of LE & SS.
Title I Services	Title 1 is the largest federal program in K-12 education. The funding is intended to improve the quality of education and to provide students with additional supplemental instruction. In the State College Area School District, Title 1 teachers provide these supplementary reading services to identified students in grades 1-6, and in math for grades 3 -4, who are selected for inclusion in the program based on educational need, usually based on reading and/or math assessments.
Natatorium	The natatorium was built in 1989 and has been in full use since January 25, 1990 with an average of 300 people per day. The pool is the venue for a variety of curriculum activities, intramural programs, athletic events and fitness opportunities. Some examples of activities that are offered at the Natatorium are: Physical Education classes for grades 3, 4, 7, 9, 11 and 12, Swimming and Diving teams, faculty, staff and student open lap swim, public swimming lessons conducted by Centre Region Parks and Recreation, Aquatic Certification classes (WSI and Lifeguard Training), Aquatic cross-training for sports teams and school group rentals. The Natatorium pool is 75'2" long by 45' wide. The minimum depth is 3'6" and the maximum depth is 12'6". The pool is equipped with a large bleacher area for spectators and two locker rooms. Each locker room consists of 40 lockers and 10 showers. There is also one handicap shower in each of the locker rooms. Hair dryers are provided in both locker rooms. We ask that patrons do not bring their personal hair dryers or curling irons to use in our locker rooms due to the electrocution hazard. The pool water temperature is kept at an average of 84 degrees when swim team season is not in session. During the swimming and diving season, the pool water temperature is kept at an average of 81 degrees.
Wellness/School Health Council	The district's wellness policy provides that a school health council will be established and will meet quarterly for the purpose of implementing, monitoring and, as necessary, recommending revisions to the school wellness policies. The council will be comprised of at least one (1) of each of the following: parents, students, administrators, teachers, physical educator/health educator, health professionals, school food service staff.
Safe Schools Plan	Our district approach to school safety has been multi-faceted, with a comprehensive combination of developmental activities for students, prevention strategies, intervention programs, risk reduction strategies, and crisis response plans and procedures. We know that the first four steps provide powerful approaches to reducing the likelihood of school violence. However, we cannot assume that tragedy could never happen in our

	community. Therefore, we have emergency plans in place, which are reviewed annually for any additions or changes. We have established our Traumatic Events Teams and periodically discuss the procedures for evacuation and "stay in place" emergencies. We have established safe areas to move to in an off-site evacuation. We have limited access points to our school buildings. Some years ago we established the issuing of an identification badge to each district employee. Visitors are expected to sign in at the office and receive a visitor's badge. We are in close communication with our local police forces; they are close at hand in an emergency, but also consult with us on our procedures. At our middle and high school, we have School Resource Officers and additional security staff at our high school campus. As always, we will continue to consider additional ways to provide the safe, secure, nurturing environment that is so important to all of us and to our community.
Advisory Program	Beginning in September 2007, the high school will establish an advisory program through which each student will have an adult mentor collaborating with him/her throughout high school. During the advisory time students and an advisor(s) will share interests, concerns and achievements through a predetermined format based on yearly goals. The program is structured around themes and routines.
English as a Second Language Program (ESL)	Following are the objectives of State College Area School District ESL Program: to provide an instructional curriculum that supports the development of English language communication skills which are necessary to participate in the full range of educational activities offered to the mainstream student population; to develop competence in basic interpersonal communication skills and cognitive academic language proficiency; to develop competence in commenting across cultures through cross cultural communication skills training; to provide English Language Learners (ELLS) with the opportunity to share their cultural wealth with the mainstream population.
Peer Mediation	Peer mediation is a program where students of the same age-group resolve disputes between and among their peers. This process is designed to help students deal with conflict in their lives both within and outside of school.
Peace (Mount Nittany Middle School) and Pride (Park Forest Middle School)	Each middle school has a program whose mission is to make the middle school environment safe and nurturing for all. Following are the goals of the programs: 1. to create a respectful and inclusive school environment. 2. to provide a nurturing and safe climate which promotes open dialogue. 3. to empower students, faculty, administration, staff, parents and community members to be intolerant of bullying by speaking out and/or getting help.
People's Forum	This high school student group works together to de-emphasize cliques and promote tolerance among students at the high school.
Brother to Brother; Sister to Sister	Sponsored by the non-profit organization Penn's Civilians, this club provides mentoring for African American students at the high school by PSU African American graduate students. In addition, African American high school students serve as mentors for African American elementary students.
Special Education	The Special Education Department provides programs and services in accord with the Individuals with Disabilities Education Act (IDEA) and PA Chapter 14 Special Education Programs for students with disabilities. A child with a disability means a child who, as the result of a multidisciplinary evaluation, is determined to meet the criteria in one or more of the following categories: mental retardation, a hearing impairment including deafness, a speech or language impairment, a visual impairment including blindness, serious emotional disturbance, an orthopedic impairment, autism, traumatic brain injury, an other health impairment, a specific learning disability, deaf-

	blindness, or multiple disabilities and who is determined to need special education and related services. Related services are designed to enable the child to participate in or access his or her program of special education. Examples of related services are speech and language therapy, occupational therapy, physical therapy, nursing services, audiologist services, counseling, and family training. Special education services are provided according to the primary educational needs of the child, not the category of disability. The types of services available are (1) learning support, for students who primarily need assistance with the acquisition of academic skills; (2) life skills support, for students who primarily need assistance with development of skills for independent living; (3) emotional support, for students who primarily need assistance with social or emotional development; (4) deaf or hearing impaired support, for students who primarily need assistance with deafness; (5) blind or visually impaired support, for students who primarily need assistance with blindness; (6) physical support, for students who primarily require physical assistance in the learning environment; (7) autistic support, for students who primarily need assistance in the areas affected by autism spectrum disorders; and (8) multiple disabilities support, for students who primarily need assistance in multiple areas affected by their disabilities.
Assistive Technology	Assistive Technology is available to all Special Education students as needed to meet their IEP goals. According to IDEA, Assistive Technology service means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. The term includes (a) the evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child's customary environment; (b) purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by children with disabilities; (c) selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices; (d) coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs; (e) training or technical assistance for a child with a disability or, if appropriate, that child's family; and (f) training or technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of that child.
Lifelink	Lifelink is a project designed by the Wild Dream Team, a group of high school students with mental challenges to help students learn the skills to change from "special student" to "productive citizen." It is a project to enable students to learn transition skills in the real world. An apartment is made available to students while they are still in high school. The students then take turns living in this apartment with a transition coach, who oversees their stay and aids in the teaching of various life skills. Students begin by residing in the apartment for short periods of time and lengthen their stays as they adjust to independent living. In this way, they learn transition skills in an environment that is the real world, not a simulation of it. The curriculum at school reflects the needs of the students as determined by their experiences in the apartment. Lessons at school are based on students' outcomes from experiences at the apartment and from dialogue with the students, parents, and their transition coaches. In this way, the school environment provides an enhanced program that helps the students resolve real world problems that confront them in daily independent living situations. The apartment is a place where they can explore the most effective ways to cope with life's problems, learn about techniques for living, and experiment with new ideas. The concept behind

	LifeLink is that it functions as a science or computer lab. A student can go to the lab to learn life skills in an atmosphere that is effective for learning those skills. Any group of students needing transition education could work to determine their needs, set goals, and schedule the lab for their living classroom. Through this program, the students and their families have time to adjust to the realities of independent living while still having the support of the school system and family units. LifeLink also provides everyone with an opportunity to discover what his/her individual needs are while participating in and benefiting from an educational environment. It allows students the time and ability to explore life while minimizing their risks.
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Signatures

Date Submitted to PDE _____

School District/AVTS/Charter School

Name: _____

Address: _____

_____ Zip Code: _____

IU#: _____

Chief School Administrator: _____

Telephone (area code): _____ # _____

We affirm that this strategic plan was developed in accordance with State Board of Education Chapter 4 Regulations. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the school district/AVTS/Charter School offices and in the nearest public library until the next regularly scheduled meeting of the board or a minimum of 28 days whichever comes first.

_____ Signature School Board Secretary	_____ Date
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_____ Signature School Board President	_____ Date
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_____ Signature Chief School Administrator	_____ Date
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