
Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
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Academic Standards and Assessment Midpoint Review

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Entity: State College Area SD

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EDUCATIONAL COMMUNITY

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 6,964 as of September 20, 2010.

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

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 Career Technical Education courses. The secondary curriculum provides courses in academic, technical, 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, German, and Arabic. Offerings in the fine arts and instrumental and vocal music are varied. A full complement of elective courses rounds out the curriculum. Computer labs and classroom-based laptop labs are available in the secondary schools, as 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.

A comprehensive program is offered to students at the high school through a strong academic program and the Career and Technical Center (CTC), 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. An on-site comprehensive high school offers all students the opportunity to enroll in one, or more, technical courses, as well as the ability to concentrate or complete a CTC program. Many CTC 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 that currently serves about 125 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 97.55%, the class of 2010 numbered 658 graduating seniors. Approximately 85% continued their post-high school education and were accepted by universities such as Penn State University, University of Pittsburgh, University of Pennsylvania, Carnegie Mellon University, Princeton University, Yale, and MIT.

Districtwide 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. Wireless laptop technology has been integrated into all three organizational levels to provide teachers and students with readily available access to computers to facilitate learning.

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. Starting with kindergarten and through third grade all students receive universal screenings three times a year on readiness as well as standardized indicators of early literacy. Starting with kindergarten in 2010/2011, universal screening of all students on standardized indicators of math literacy will occur as well. 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 administers the W-APT screening instrument to determine if support for learning English is needed and, if so, what level of ESL 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 Directors of Curriculum play key leadership roles in the District, providing guidance for the development of curriculum, instruction, and assessment measures.

The district's K-12 student assessment program is monitored by the District Data Analysis and Management Team. 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 is 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 2009-2010, the school district employed 646 full time equivalent K-12 professional teaching faculty. Among the faculty, 49% have completed 30 or more credits beyond the bachelor's degree, and 3% have doctoral degrees. With regard to years of professional experience, 52% of the faculty has 0-5 years; 32% have 6-10 years of experience; and the remaining 12% 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 forty-one 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 created a New District Wide Facilities Master Plan (DWFMP) for facilities. The planning process was lead by a planning team co-chaired by two community members. Community members served on the planning team, were invited to a series of community meetings seeking input, and encouraged to access the district website for both information and additional opportunities for input into the process. The Citizens Advisory Committee on Facilities monitors school facility issues and advises the Board of School Directors and administrators on an ongoing basis.

In Phase 1 of the DWFMP, three elementary projects were initiated:

1. Addition of four classrooms onto Gray's Woods Elementary School

2. Renovation and construction of new elementary school on Ferguson Township Elementary School site.
3. Construction of a new elementary school to be known as Mount Nittany Elementary School on the Mount Nittany Middle School campus. This school will replace the sister schools of Panorama Elementary and Boalsburg Elementary.

Phase 2 of the DWFMP is scheduled to move forward during the second half of this strategic plan in order to address a number of the school district's buildings in need of updating. Renovation needs include classrooms, gymnasiums, libraries, auditoriums, music rooms, cafeterias, and administrative/student service offices.

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.

The need for science laboratories to address 21st Century Skills is evident in our high school complex. These needs will be addressed in Phase 2 of the DWFMP for content courses and the Science, Technology, Engineering, Art & Mathematics (S.T.E.A.M.) initiative.

Library Media

Students in every K-12 school have access to classroom sets of laptop computers/and or computer labs in support of teaching and learning.

All 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. In 2001, a student technology competency program was established that embedded technology activities into instructional activities K-12. The technology competency program is evolving to focus on 21st century skills. Technology integration by faculty is supported through professional development available to 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
- Citizen's Advisory Committees (Athletics, Facilities, Finance, Private Fundraising, Safety, and Technology)
- Dedicated volunteers that serve our children
- District sponsored Community Education Programs
- Positive collaborative projects between the district and the Penn 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 from 2009-2010

- State College Area High School was listed as one of the best in the country in Newsweek magazine's annual rankings based on number of Advanced Placement, International Baccalaureate, or Cambridge tests given divided by enrollment. State College ranked 1,398 out of more than 1,600 schools, 6 percent of 27,000 US high schools.
- Fifteen State College Area High School 2010 seniors are among the nation's 15,000 National Merit Finalists. Three won National Merit Scholarships.
- The Park Forest Times Online student newsletter has been chosen as the Student Publishing Contest winner at the middle school level by Weekly Reader Publishing for the quality of the publication and the creative and fun podcasts.
- The State High Thespians were one of only 10 high schools in the nation selected to perform on the main stage at the International Thespian Society Festival in Lincoln, Nebraska.
- The State High Boys' Volleyball team and the State High Doubles Tennis team both won state championships. The Little Lions Football Team ended the 2009 season with a 12 - 3 record and advanced to the PIAA "AAAA" state final for the first time in school history.
- A 2010 State High Senior was named a Presidential Scholar.
- The Knowledge Masters A-Team came in first place throughout the year in high school tournaments at Harvard, Univ. of Pennsylvania, Maggie Walker Gov. School, and Penn State and first place in college-level tournaments at Virginia Commonwealth University, University of Penn and Carnegie Mellon University.
- The ten students qualified to participate in the American Invitational Math Exam (AIME) this year by virtue of their outstanding scores on the American Mathematics Competition. Junior David Liu further qualified for the USA Math Olympiad for his additional achievement on the American Invitational Math Exam. Only about 260 students across the country are selected for this very prestigious exam.
- Eighth grader Joseph Lin further qualified for the USA Junior Math Olympiad for his additional achievement on the American Invitational Math Exam. Only about 230 students across the country are selected for this very prestigious exam.
- Seven students from State High advanced to the semifinalist level in the Biology Olympiad National competition. Two students from State High advanced to the national level in the Chemistry Olympiad National competition. A State High student qualified for the Physics Olympiad National competition.
- State College was selected a Best Communities for Music Education in America for the eighth time in 2010. The State High Music program has been selected a Grammy Signature School three times.
- Jeff Seamans, Park Forest Middle School teacher, was one of the three top finalists for Technology Educator of the Year. He was nominated by Tech Quest Council of Central PA for excellence in technology/technical education.

MISSION

During 2006-07 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. Furthermore these statements embody the aspirations of this school district for the future and reflect our shared commitment to a common purpose and function.

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

During the second and third years of this plan, the District undertook a process to operationalize the Vision and Shared Values statements. To this end, we developed a statement of compelling purpose and the SCASD K-12 Learning Principles. These statements are reflected in the Vision and Shared Values Sections of this plan (italicized for identification purposes as new).

Compelling Purpose: Uniting Talent and Passion!

The Strategic Plan undergoes an annual review and updating process lead by the Administrative Team.

VISION

The vision of the State College Area School District is a boundariless environment where learners are fully engaged in holistic development.

To this end, we envision a SCASD in which:

- Each student is a lifelong learner who contributes to an ever-changing, 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 and the productive use of 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 parents and 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.

During the 2008-2009 school year, the K-12 faculty was involved in a process to explicitly articulate a set of K-12 Learning Principles to guide our instructional program. The District Professional Development Committee (a long-standing representative group selected by their colleagues) took the work of each school and crafted a common set of eight learning principles. We anticipate fully integrating these learning principles into the Shared Value Statements above over the course of this strategic plan.

SCASD Learning Principles

1. Learners are successful when their individual academic, social and emotional needs are met.
2. Learners need timely, specific, meaningful feedback and opportunities for reflection.
3. Learners need opportunities to demonstrate their growth and understanding in a variety of ways.
4. Learners need clear goals and objectives, with suitable pacing and sequencing, to connect new learning with prior knowledge.
5. Learners need opportunities to interact, collaborate, and share.
6. Learning is enhanced when it is purposeful, student driven, and inquiry based.
7. Learning occurs best in a respectful, supportive environment of high expectations that encourages opportunities for risk-taking.
8. Learning experiences are most successful when they are engaging, authentic, and appropriately challenging.

ACADEMIC STANDARDS

The State College Area School District has aligned curricular areas from kindergarten to graduation to 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 in order to thrive at their highest level possible in a 21st century global community.

PA Academic Standards (22 Pa. Code and Chapter 4; 4.12; effective February 15, 2008):

1. Science and Technology
2. Environment and Ecology
3. Social Studies (History, Geography, Civics and Government & Economics)
4. Arts and Humanities
5. Career Education and Work
6. Health, Safety, and Physical Education
7. Family and Consumer Sciences
8. Reading, writing speaking, and listening
9. Mathematics

For the past decade, the District has utilized a continuous improvement model for curriculum development, based upon the Understanding by Design curriculum framework that, in turn, facilitates a timely response to emerging student assessment data patterns in state and local assessments. During the final three years of this Strategic Plan, the District will review all courses in conjunction with the alignment of the recently revised PA Standards, Keystone Exams, revised High School Graduation Requirements, and the recently adopted Common Core Standards.

The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects, adopted by the Pennsylvania State Board of Education at its June 30 - July 1, 2010 meeting, are the result of a national effort to identify the next generation of K-12 standards intended to ensure all students are prepared for college and career as an integral part of their K- 12 experience. Beginning with the 2010-2011 school year, the Common Core Standards are to be phased into practice, with full implementation by June 30, 2013.

Assess Student Attainment of Academic Standards

Traditionally, the District has utilized a variety of assessments to determine the degree to which students are achieving academic standards as called for in 22 Pa. Code; Chapter 4; 4.52 Local Assessment System). Including, but not limited to

- Student written work

- Scientific experiments
- Demonstrations, performances or projects
- Standards-referenced teacher developed examinations
- Nationally normed achievement tests
- Diagnostic assessments
- Technology competencies assessments

During the 2009-2010 school year, the District Data Analysis and Assessment Committee began a review of the comprehensive assessment system through initially identifying all assessments currently utilized by the District to gauge student progress. Each assessment was classified as one, or more, of the Pennsylvania Department of Education's four types of assessment:

1. Diagnostic
2. Formative
3. Benchmark
4. Summative

Observations of the committee shared with the Board of School Directors (Work Session on September 8, 2010) included:

- Current composition of assessments is heavily weighted towards locally developed benchmark assessments and summative assessments
- Growth model data will provide an assessment of each student's progress and provide direction for instruction
- Growth model data will provide important information for program review
- Longitudinal data will provide a more complete record of student achievement than is currently available

The committee has recommended the phasing out of several locally developed formative or benchmark assessments, as well as a nationally-normed summative assessment (administered at the beginning of middle school and high school) in favor of implementing a research-based and internationally-normed growth model benchmark assessment to help ensure all students are appropriately challenged (as defined by both the PSSA and community expectations) and making at least one year's worth of progress.

Assistance Provided to Students Having Difficulty Attaining Academic Standards

Principals, teachers and specialists carefully analyze PSSA student data. Data is used to differentiate instruction through:

- RtII in reading in primary/intermediate grades
- Title I K-8
- IST (upper intermediate grades)
- Interdisciplinary Teams in grades 6-8
- Reading specialists grades 9-12
- Collaborative Teaching Initiative in grades 9-12
- Collaborative teaching in mathematics in grades 6-12
- Mathematics courses in grades 9-12
- Special education services

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 Board of School Directors appointed the 47 members of the Strategic Planning Leadership Team. 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 elected the faculty and administrative staff members; 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 successes. 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. Additionally, The Induction Plan, Professional Education Plan (Act 48 Plan), and the Technology Plan were presented 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 of the 2007-2013 Strategic Plan

For the past fifteen years, SCASD has used a locally developed process lead by the Administrative Team to update the Strategic Plan. Community input and awareness of the plan takes place through a variety of avenues, including but not limited to:

- Information and action items for the Board of School Directors (live broadcasts of meetings)
- Citizens Advisory Committees (CACs)
- District Website

Additionally, the district has developed a local repository system through which we update the Strategic Plan on an annual basis. We will transition to PDE's ePlanning updating process during the final three years of this plan.

Mid-Point Review of the 2007-2013 Strategic Plan

During the summer of 2010, following a significant shift in leadership in the Central Office and the Board of School Directors, the Board and Superintendent, developed a leadership action plan, aligned with the 2007-2013 Strategic Plan, to move the district forward. Steps from this action plan are contained in the appropriate sections of this mid-point review.

Draft of mid-point review presented to Board and posted to website on August 23rd, along with public input form. A discussion on emerging, continuing and diminishing Strategic Plan initiatives was scheduled for the September 13 Board meeting. Action to approved submission of plan, following final edits took place at the September 27, 2010 Board meeting.

STRATEGIC PLANNING COMMITTEE

Name	Affiliation	Membership Category	Appointed By
Allison, Amy	Delta Advisory Council	Secondary School Teacher	Elected by peers/Board of School Directors
Ammerman, Jeffrey	Business Administrator	Administrator	Superintendent
Bailey, Scott	AFSCME	Other	Board of School Directors
Barthmaier, Laura	Elementary	Elementary School Teacher	Elected by peers
Bevan, Lisa	Elementary	Elementary School Teacher	Elected by peers/Board of School Directors
Burke-Crawford, Karen	Development Specialist	Other	Superintendent
Butler, Craig	High School Principal	Administrator	Superintendent
Byrne, Caryl	Delta Advisory Council	Parent	Board of School Directors
Carpenter Sepich, Tracy	Parent	Community Representative	Board of School Directors
Coleman, John	CBICC	Business Representative	Board of School Directors
Davis, Pajje	Elementary Librarian	Elementary School Teacher	Elected by peers/Board of School Directors
DeShong, Scott	Principal	Administrator	Elected by peers/Board of School Directors
Duffy, Lori	Middle School	Secondary School Teacher	Elected by peers/Board of School Directors
Eggebeen, Linda	Health, PE and Driver's Ed Curriculum Coordinator	Secondary School Teacher	Director of Education
Farmer, Edgar	College of Education, Penn State; Forum on Black Affairs, Penn State	Community Representative	Board of School Directors
Francis, Pamela	Director of Education/Strategic Planning Committee Chair	Administrator	Superintendent

Frye-Dunkleberger, Mardi	Librarian	Other	Elected by Peers; Board of School Directors
Geanette, David	High School, Grade Level Principal	Administrator	Superintendent
Guth, Denny	Director, Human Resources	Administrator	Superintendent
Hardy, Michael	Asst. Superintendent	Administrator	Superintendent
Harrington, William	Mathematics Curriculum Coordinator	Secondary School Teacher	Superintendent
Hutchinson, David	School Director	Board Member	Elected by Peers/Board of School Directors
Irvin, Marybeth	Director of Curriculum K-8	Administrator	Director of Education
Johnson, Curtis	High School - Grade Level Principal	Administrator	Superintendent
Kendall, Keri Lynn	CTC Program	Parent	Board of School Directors
Kibe, Renee	Executive Secretary	Other	Director of Education
King, Barry	Director of Career and Technical Center	Administrator	Superintendent
Kitt, M. J.	Elementary Curriculum Coordinator	Elementary School Teacher	Superintendent
Klindienst, David	STEAM Coordinator	Secondary School Teacher	Superintendent
Knouse, Jeanne	Director of Student Services	Administrator	Superintendent
Kozminsky, Denise	Learning Enrichment	Parent	Board of School Directors
Lal, Vibha	High School PTO	Parent	Board of School Directors
Latta, Debra	Elementary School Administrator	Administrator	Board of School Directors
Leshner, Angela	Middle School, PTA/PTO Council	Parent	Board of School Directors
McCann, Denise	Division Director of Youth Services, Youth Service Bureau	Community Representative	Board of School Directors
McPherson, Tod	Teacher	Secondary School Teacher	Elected by Peers/Board of School Directors
Merritt, Christine	Director of Curriculum 9-12 and Educational Alternatives/Professional Development Co.	Administrator	Director of Education
Mextorf, Richard	Superintendent	Administrator	Board of School Directors
Miller, Julie	Public Information Specialist	Administrator	Superintendent
Mincemoyer, Tom	Director of Computer Services/Technology Plan Chair	Other	Superintendent
Monk, David	Dean of Education, Penn State	Community Representative	Board of School Directors
Pangborn, Robert	Dean of Undergraduate Education, Penn State	Community Representative	Board of School Directors
Pavlechko, Ron	Athletic Director	Administrator	Superintendent

Peck, Kyle	Associate Dean, College of Education, Penn State	Community Representative	Superintendent
Perry, Sharon	9th Grade Principal	Administrator	Superintendent
Poprik, Ed	SCASD, Director of Physical Plant	Administrator	Superintendent
Poveromo, Debrah	Social Studies Curriculum Coordinator	Secondary School Teacher	Superintendent
Price, Thelma	Community Member	Community Representative	Board of School Directors
Ricketts, Donna	Director, SCASD Community Education	Administrator	Superintendent
Schaper, Megan	Director of Food Services	Administrator	Superintendent
Squier, Virginia	Middle School	Secondary School Teacher	Elected by peers, Board of School Directors
Stanfield, Wilda	Web Communications Specialist	Administrator	Superintendent
Steff, James	COG Executive Director	Community Representative	Board of School Directors
Stoicovy, Donnan	Elementary School Administrator	Administrator	Elected by peers/Board of School Directors
VanVliet, Antonia	Delta Advisory Council	Other	Board of School Directors
Warner, Holli Jo	President, SCAEA	Other	Board of School Directors
Weaver, Patricia	President, SCESPA	Other	Board of School Directors
Wheland, Marion	Elementary	Elementary School Teacher	Elected by peers/Board of School Directors
Wiessmann, Kerry	Educational Specialist	Ed Specialist - School Counselor	Elected by Ed. Specialists
Wilson, Wendy	Parent	Parent	Board of School Directors
Wise, Eileen	Executive Director, Smart Start Centre County	Community Representative	Board of School Directors
Wiser, Karen	Park Forest Middle School Principal	Administrator	Superintendent
Wulf, Kathi	PTO, Elementary	Community Representative	Board of School Directors
Wyngaard, Sandra	English Curriculum Coordinator	Secondary School Teacher	Superintendent
Zmyslo, Charlotte	Professional Education Plan Chair/Elementary School Administrator	Administrator	Superintendent

DATA REFLECTIONS

There are currently no reflections selected for this section.

GOALS, STRATEGIES, AND ACTIVITIES

GOAL 1 - Future Focused Curriculum

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. Last Modified: 9/24/2010

Strategy - Arts & Languages Promote Uniting Talent and Passion

Arts and Languages address the holistic development of the District's vision of Uniting Talent and Passion for all students. In the 21st century, the design element for the arts will be critical for students. Promoting the development of World Languages advances our students' ability to engage in their 21st century world. Last Modified: 9/29/2010

Activity 1 - World Languages - Explore and implement expansion

Explore the possible expansion of World Languages offerings through: additional languages offerings to include an Asian language, beginning WL instruction in the elementary grades, and investigating the possibility of implementing a full-emersion opt-in program in early elementary grades. Last Modified: 9/29/2010

Person Responsible Timeline for Implementation Resources

Francis, Pamela Start: 1/3/2011 -
Finish: 11/30/2011

Status: Not Started — Upcoming

Strategy - Assessment - Implement a Comprehensive Assessment System to Inform Instructional Decision Making

A comprehensive assessment system is necessary to provide information to both measure student results, as well as inform instructional decision-making. To include: diagnostic, formative, benchmark, and summative assessments. Last Modified: 9/29/2010

Activity 1 - Develop data assessment teams

Establish data teams and develop plans for collecting, analyzing, and reporting district assessment data. Use data to continuously inform instructional decisions, and provide professional development. Last Modified: 9/29/2010

Person Responsible Timeline for Implementation Resources

Francis, Pamela Start: 9/1/2008 -
Finish: Ongoing

Status: In Progress — Upcoming

Date Comment

9/24/2010 Embedded into mathematics curriculum.

9/24/2010 Data teams established. Analyzed data used to inform instructional decisions.

Activity 2 - Data informed decisions direct instructional program development and change

Systematically used data to inform decisions to continuously improve programs. Impact of changes need to be monitored and used to guide future revisions. Last Modified: 9/29/2010

Person Responsible Timeline for Implementation Resources

Francis, Pamela Start: 9/1/2010 -
Finish: Ongoing

Status: Not Started — Overdue

Activity 3 - Develop system capabilities to access data and increase flexibility in reporting formats

Data teams and faculty are requesting easier access to data and increased flexibility in the types and formats for sharing and reporting data. Last Modified: 9/29/2010

Person Responsible Timeline for Implementation Resources

Francis, Pamela Start: 11/1/2010 -
Finish: Ongoing

Status: Not Started — Upcoming

Activity 4 - Streamline assessments to eliminate redundancy

Use the information gathered in 2009-2010 Comprehensive Assessment System survey to streamline assessments and eliminate redundancy. Work to be informed by cross-functional team including principals, curriculum staff, specialists, and faculty. Last Modified: 9/29/2010

Person Responsible Timeline for Implementation Resources

Francis, Pamela Start: 9/1/2010 -
Finish: 6/30/2011

Status: Not Started — Overdue

Activity 5 - Implement a growth model of benchmark assessment

During the 2009-2010 school year, the District Data Team examined multiple benchmarking instruments. Recommendation to the Board is to adopt Measuring Academic Progress (MAP), a growth model benchmark assessment to provide teachers, students, and parents with data that demonstrates whether each learner has made at least a year's worth of growth. MAP also informs programmatic decisions. Last Modified: 9/29/2010

Person Responsible Timeline for Implementation Resources

Francis, Pamela Start: 1/1/2011 -
Finish: Ongoing

Status: Not Started — Upcoming

Strategy - Career Development Program for All Students K-12

Develop and implement a K-12 career development program for all students with three components: career awareness, career exploration and career preparation. Last Modified: 9/29/2010

Activity 1 - Cumulative Career Portfolio for students

Continue the development of the Cumulative Career Portfolio for students in all grades. Collaborating with ePortfolio development process. 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. Last Modified: 9/23/2010

Person Responsible Timeline for Implementation Resources

Knouse, Jeanne Start: 9/1/2011 -
Finish: Ongoing

Status: Not Started — Upcoming

Strategy - Civic Engagement - Promote Awareness

To provide opportunities so that all students will participate in activities promoting an awareness of the importance of civic engagement. 9/29/2010

Activity 1 - Civic Engagement Strategic Plan for High School

Based on the school district affiliation with Penn Cord, the Public Issues Forums of Centre County, 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. Last Modified: 9/29/2010

Date Comment

9/24/2010 Ongoing.

**Strategy - Math - Middle Schools - Meet or Exceed Growth Performance Expectations
Grades 6-8 and PSSA/AYP**

Provide instruction using research-based instructional resources. Monitor student progress and program effectiveness support all students achieving at least one year of growth and meeting proficiency on the PSSA. Last Modified: 9/24/2010

Activity 1 - Examine PSSA data for patterns to inform instruction

Examine PSSA data for patterns to inform instruction. Building data teams and faculty review PSSA SCORES. Last Modified: 9/24/2010

Person Responsible Timeline for Implementation Resources

Irvin, Marybeth Start: 10/1/2007 -
Finish: Ongoing

Status: In Progress — Upcoming

Date Comment

9/24/2010 Ongoing. Building data teams, department, and teachers have access and use of data to inform decision.

Activity 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. Last Modified: 9/24/2010

Person Responsible Timeline for Implementation Resources

Harrington, William Start: 10/1/2007 -
Finish: 4/30/2008

Status: Complete

Date Comment

9/24/2010 Completed. Second edition of CMP is being stepped-in to replace first edition.

Activity 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. Last Modified: 9/24/2010

Person Responsible Timeline for Implementation Resources

Irvin, Marybeth Start: 9/1/2008 -
Finish: 6/30/2011

Status: In Progress — Upcoming

Date Comment

9/24/2010 In third year of implementation.

Activity 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. Last Modified: 9/29/2010

Person Responsible Timeline for Implementation Resources

Irvin, Marybeth Start: 10/1/2008 -
Finish: 6/30/2009

Status: Complete

Date Comment

9/24/2010 Collaboration is now in grades 6-8. Supported through professional development plan. Collaborative teaching is occurring in appropriate math classes.

9/29/2010 Initial collaborative initiative continues to be supported and refined through teacher input and informed by student data.

Strategy - Reading - Elementary - Meet or Exceed Growth Performance Expectations K-5 and PSSA/AYP Goals for Grades 3-5

Create and provide learning experiences, program options, and support services that motivate and enable each student in grades K-5 and across all disaggregated groups to meet growth expectations and demonstrate proficiency in grades tested by PSSA. Last Modified: 9/29/2010

Activity 1 - Foster growth in five areas of grades K-5 reading

Using researched-based word study strategy and Guided Reading, provide instruction for all students in grades K-5 in phonemic awareness, phonics, fluency, comprehension, and vocabulary. Last Modified: 9/29/2010

Person Responsible Timeline for Implementation Resources

Irvin, Marybeth Start: 10/7/2007 -
Finish: Ongoing

Status: In Progress — Upcoming

Date Comment

9/24/2010 Ongoing.

Activity 2 - Analyze assessment data

Administer district and state assessment in reading; analyze assessment data and use to guide instruction for students and program development. Last Modified: 9/24/2010

Person Responsible Timeline for Implementation Resources

Irvin, Marybeth Start: 10/7/2007 -
Finish: Ongoing

Status: Complete

Date Comment

9/24/2010 Ongoing.

Strategy - Reading - High School - Meet or Exceed Growth Performance Expectations and AYP Goals for Grade 11

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 and demonstrate at least one year of growth. Last Modified: 9/24/2010

Activity 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. Last Modified: 9/24/2010

Person Responsible Timeline for Implementation Resources

Merritt, Christine Start: 10/1/2007 -
Finish: Ongoing

Status: In Progress — Upcoming

Date Comment

9/24/2010 Program is continuing.

Activity 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. Last Modified: 9/24/2010

Person Responsible Timeline for Implementation Resources

Merritt, Christine Start: 10/1/2007 -
 Finish: Ongoing

Status: In Progress — Upcoming

Date Comment

9/24/2010 CTI is continuing. Has been a strong program for student learning.

Activity 3 – After school tutoring program

Select students are invited to participate in an after school homework tutoring program staffed by teachers. Last Modified: 9/24/2010

Person Responsible Timeline for Implementation Resources

Johnson, Curtis Start: 10/1/2007 -
 Finish: Ongoing

Status: In Progress — Upcoming

Date Comment

9/24/2010 Continuing at the high school.

Activity 4 - Support for reading - Study Island

Utilized Study Island for classes where significant number of students were projected to not score proficient on the PSSA 11th grade Reading. Last Modified: 9/24/2010

Person Responsible Timeline for Implementation Resources

Merritt, Christine Start: 11/1/2009 -
 Finish: Ongoing

Status: In Progress — Upcoming

Date Comment

9/24/2010 Ongoing. In second year of implementation.

Strategy - Reading - Middle School - Meet or Exceed Growth Performance Expectations, PSSA AYP goals

Create and provide learning experiences, program options and support services that motivate and enable each student in grades 7-8 and across all disaggregated groups to meet or exceed AYP goals for reading and show at least one year of growth. Last Modified: 9/29/2010

Activity 1 - Foster growth in three areas of grades 6-8 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. The Read Naturally program is utilized for struggling learners. Learning support teachers participate in interdisciplinary team discussions, offering expertise in reading instruction. Last Modified: 9/29/2010

Person Responsible Timeline for Implementation Resources

Irvin, Marybeth Start: 10/7/2007 -
 Finish: Ongoing

Status: In Progress — Upcoming

Date Comment

9/24/2010 Ongoing

Strategy - Response to Intervention and Instruction

RtII has been thoughtfully developed and expanded with SCASD. RtII reading is across the district in elementary schools and adds a grade level each year. RtII math will follow the pattern established by reading. More information is contained in the Special Education Plan. Last Modified: 9/29/2010

Activity 1 - Continue expansion of RtII Reading

Initiative is currently K-3 across all schools. Continue to expand through grade 5. Last Modified: 9/29/2010

Person Responsible Timeline for Implementation Resources

Moore, Patrick Start: 10/1/2010 -
 Finish: Ongoing

Status: Not Started — Overdue

Activity 2 - Develop RtII Mathematics

Initial planning steps taken during 2009-2010. Beginning with data collection in K and expand into upper grades over the course of several years. Last Modified: 9/29/2010

Person Responsible Timeline for Implementation Resources

Moore, Patrick Start: 10/1/2010 -
 Finish: Ongoing

Status: Not Started — Overdue

Strategy - Science - Achieve PSSA and K-12 SCASD Performance Expectations

Science is a hands-on, inquiry-based subject at all grade levels. Where possible, science is integrated with other subjects and/or integrated across areas of science. Last Modified: 9/29/2010

Activity 1 - Analyze assessment data

Administer district and state assessments in Science. Analyze assessment data to ensure continuous progress. Explore alternative methods of curriculum delivery. Last Modified: 9/29/2010

Person Responsible Timeline for Implementation Resources

Klindienst, David Start: 10/1/2008 -
 Finish: Ongoing

Status: In Progress — Upcoming

Date Comment

9/24/2010 Data is reviewed on an annual basis and guides program changes.

Strategy - Standards-Aligned-System (PDE Resources)

SAS is a PDE resource that provides a wealth of information and assistance to SCASD. The District will develop a capacity to utilize the resources available through SAS. Last Modified: 9/29/2010

Activity 1 - Develop district capacity to effectively use SAS

Support District initiatives through the effective use of the six resource areas addressed in SAS. Last Modified: 9/29/2010

Person Responsible Timeline for Implementation Resources

Francis, Pamela Start: 10/1/2010 -
 Finish: Ongoing

Status: Not Started — Overdue

Strategy - STEAM - Design Problem-Based, Integrated Instructional Opportunities for Students

Provide authentic learning experiences that require students to apply skills and knowledge in problem solving situations. STEAM (Science, Technology, Engineering, Arts & Mathematics) initiatives have been

taking place in the district. This strategy promotes holistic development of learners and allows students to experience integrated content in a more authentic setting. Last Modified: 9/29/2010

Activity 1 - Alternative sources of funding to support STEAM initiatives

Seek additional funding to support STEM initiatives through development efforts (i.e., state and national funding, grant opportunities, SCASD development office, etc.). Last Modified: 9/23/2010

Person Responsible Timeline for Implementation Resources

Klindienst, David Start: 7/1/2010 -
 Finish: Ongoing

Status: Not Started — Overdue

Activity 2 - Create STEAM coordinator role

Transitioned Science Coordinator role into STEAM Coordinator through combining responsibility for Science and Technology Education under one coordinator. Last Modified: 9/23/2010

Person Responsible Timeline for Implementation Resources

Mextorf, Richard J. Start: 8/24/2010 -
 Finish: Ongoing

Status: Not Started — Overdue

Activity 3 - STEM Academy

Created a STEM summer academy for rising freshmen students. STEAM Coordinator is leading a team of High School faculty in the creation and implementation of initiative. Last Modified: 9/23/2010

Person Responsible Timeline for Implementation Resources

Mextorf, Richard J. Start: 8/16/2010 -
 Finish: Ongoing

Status: Not Started — Overdue

Strategy - Struggling Students - Focused Support and Intervention

Create and provide learning experiences, program options and support services that motivate and enable struggling students to achieve performance expectations focused support and intervention. Examples include: Special Education, RtII, Title 1, CTI, Collaborative Teaching Initiative at the Middle Schools, Academic Support Center, Credit Recovery Program, etc. Last Modified: 9/23/2010

Activity 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. Examine online and commercial tutorial programs for potential use. 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. Last Modified: 9/29/2010

Person Responsible Timeline for Implementation Resources

Hardy, Michael Start: 10/1/2007 -
 Finish: 6/28/2013

Status: In Progress — Upcoming

Date Comment

9/24/2010 Extensive efforts are under way. Significant progress made in the development/implementation of data teams in all schools and an emphasis on data informed decisions in all aspects of the instructional program.

Activity 2 - Design and implement after-school programs for remediation and enrichment

Design and implementation of after-school programs: assess need/interest in programs, develop an implementation plan for identified programs, expand efforts to include pre-school programming. Last Modified: 9/24/2010

Person Responsible Timeline for Implementation Resources

Johnson, Curtis Start: 10/1/2007 -
Finish: Ongoing

Status: Complete

Date Comment

9/24/2010 Credit Recovery and Academic Support Center established at the high school. Building-based after school programs are taking place, supported through Learning Enrichment and Community Education.

Strategy - Support the Learning of All Students

Create and provide learning experiences, program options and support services that motivate and enable all students to learn and achieve performance expectations. Last Modified: 9/23/2010

Activity 1 - Focused Interventions

Differentiate instruction and to provide focused intervention to learners who are not achieving at expected levels of proficiency or making at least a year's worth of growth. Examples of interventions include: Special education services, RtII, Title 1, identified courses, Alternative Education, Credit Recovery, Academic Support Center, tutoring, and AREA at middle schools. Last Modified: 9/24/2010

Person Responsible Timeline for Implementation Resources

Hardy, Michael Start: 10/1/2007 -
Finish: Ongoing

Status: In Progress — Upcoming

Date Comment

9/24/2010 Area of increased attention. District is working to develop focused interventions at all organizational levels. Specific initiatives are identified in description of the activity.

Activity 2 - Differentiate instruction - appropriately challenge all learners

Differentiate instruction to appropriately challenge all learners to achieve to their fullest potential. This activity continues to be an area of emphasis for curriculum, instruction, and assessment. Last Modified: 9/29/2010

Person Responsible Timeline for Implementation Resources

Francis, Pamela Start: 10/1/2010 -
Finish: Ongoing

Status: Not Started — Overdue

Strategy - Writing - Achieve PSSA and K-12 SCASD Performance Expectations

Create and provide learning expectations, program options, and support services that motivate and enable students to achieve proficient or advanced levels of performance on the PSSA and district's writing assessments. Last Modified: 9/24/2010

Activity 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. Last Modified: 9/24/2010

Person Responsible Timeline for Implementation Resources

None Selected Start: 10/1/2007 -
Finish: 6/28/2013

Status: Complete

Date Comment

9/24/2010 Workshops have evolved into curriculum work with faculties.

Activity 2 - Analyze writing assessment data

Administer district and state assessments in writing; analyze assessment data and use to inform both program changes, as well as feedback to individual students regarding focused areas for growth/improvement. Last Modified: 9/24/2010

Person Responsible Timeline for Implementation Resources

Francis, Pamela Start: 10/1/2007 -
Finish: Ongoing

Status: In Progress — Upcoming

Date Comment

9/24/2010 Using both benchmark data, as well as the 3 grade levels of PSSA, our instructional administrators, curriculum coordinator and faculty are responsible for analyzing and using data to guide instruction and program initiatives. Goal is always to increase the number of students showing growth. Challenge is to move more students from proficient to advanced on PSSA.

Activity 3 - Collaborative Teaching Initiative (CTI) at high school

Continue the inclusion program in place for special education and reading students. At the High School, 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. Last Modified: 9/24/2010

Person Responsible Timeline for Implementation Resources

Merritt, Christine Start: 10/1/2007 -
Finish: Ongoing

Status: In Progress — Upcoming

Date Comment

9/24/2010 Strong program that has proven to make a difference in student's writing. Support for teachers is ongoing, including times to meet and plan together, and workshops focused on teaching writing.

Activity 4 - Foster growth in five areas of 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. Last Modified: 9/29/2010

Person Responsible Timeline for Implementation Resources

Francis, Pamela Start: 10/1/2007 -
Finish: Ongoing

Status: Complete

Date Comment

9/24/2010 Combined into K-12 writing strategy and activities.

Activity 5 - Writing on Demand Initiative

In preparation for standardized testing, students will receive instruction in strategies for Writing on Demand testing situations. Last Modified: 9/29/2010

Person Responsible Timeline for Implementation Resources

Wyngaard, Sandra Start: 10/1/2008 -
Finish: Ongoing

Status: In Progress — Upcoming

Date Comment

9/24/2010 Ongoing initiative to develop student writing and ability to perform on the PSSA by using benchmark assessments three times annually.

GOAL 2 - Employee Collaboration and Innovation

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. Last Modified: 9/23/2010

Strategy - Enhance Professional Development School (PDS) With PSU

Maintain, enhance, and expand the Professional Development School (PDS) partnerships with the Pennsylvania State University. Last Modified: 8/21/2010

Activity 1 - Establish a district PDS committee

Establish a district PDS steering committee. Last Modified: 8/18/2010

Person Responsible Timeline for Implementation Resources

Francis, Pamela Start: 10/1/2010 -
Finish: 6/28/2013

Status: Not Started — Overdue

Activity 2 - Establish advisory group for each PDS

Establish an advisory/leadership group for each PDS. Last Modified: 9/21/2010

Person Responsible Timeline for Implementation Resources

Francis, Pamela Start: 10/1/2007 -
Finish: 6/28/2013

Status: In Progress — Upcoming

Date Comment

8/21/2010 Elementary PDS has several groups that serve in an advisory capacity for leadership and curriculum alignment. Secondary English PDS leaders meet several times during each year to provide direction to the program. Director of Special Education collaborates with PSU Educational Psychology Department to provide direction to internship program.

Activity 3 - Provide support and resources

Provide support and resources to established PDS partnerships. Last Modified: 8/21/2010

Person Responsible Timeline for Implementation Resources

Francis, Pamela Start: 10/1/2007 -
Finish: 6/28/2013

Status: In Progress — Upcoming

Date Comment

8/21/2010 Annual financial support is budgeted by SCASD and PSU College of Education. Support includes funding for professional development and Professional Development Associate faculty positions.

Activity 4 - Explore expansion opportunities

Explore expansion opportunities for PDS. Last Modified: 8/18/2010

Person Responsible Timeline for Implementation Resources

Francis, Pamela Start: 9/1/2011 -
Finish: Ongoing

Status: Not Started — Upcoming

Francis, Pamela Start: 8/1/2007 -
Finish: 6/30/2008

Status: Complete

Date Comment

9/24/2010 Worked with Jay McTighe in summer 2008.

Activity 5 - K-12 Curriculum Departments

Standards related assessments, data analysis and use in support of student learning, unit development, content and pedagogical continuous improvement. Curriculum Directors and Coordinators provide leadership for this activity. Last Modified: 9/29/2010

Person Responsible Timeline for Implementation Resources

None Selected Start: 10/1/2007 -
Finish: 6/28/2013

Status: In Progress — Upcoming

Date Comment

9/24/2010 Ongoing, continuous improvement process.

Activity 6 - 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. Last Modified: 9/29/2010

Person Responsible Timeline for Implementation Resources

None Selected Start: 8/1/2007 -
Finish: 6/30/2008

Status: Complete

Date Comment

9/24/2010 Activity has been subsumed into other strategy/activity areas. Not treated as a stand-alone activity.

Activity 7 - Support Staff Development

Support Staff development activities focused on Customer Service. Last Modified: 9/29/2010

Person Responsible Timeline for Implementation Resources

None Selected Start: 8/1/2007 -
Finish: 6/30/2008

Status: Complete

Date Comment

9/24/2010 Training has taken place. Initiative sustained through building principals.

9/24/2010 Trainings have ended.

GOAL 3 - Safe, Healthy and Nurturing Environment

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. Last Modified: 9/29/2010

Strategy - Building a Strong Community In and Among Our Schools and Neighborhoods

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

Activity 1 - Community building

Actively involve parents, families and community members (e.g., plan community building activities, recognize community service). Last Modified: 9/22/2010

Person Responsible Timeline for Implementation Resources

Hardy, Michael Start: 10/1/2007 -
 Finish: Ongoing

Status: In Progress — Upcoming

Date Comment

9/22/2010 Examples of efforts lead by Asst. Superintendent include: District-wide calendar committee with diverse stakeholder representation and expansion of PTO/PTSO Council to ensure representation from all buildings.

Activity 2 - Expand recognition activities

Expand recognition activities for all students and staff. Last Modified: 9/22/2010

Person Responsible Timeline for Implementation Resources

Hardy, Michael Start: 10/1/2007 -
 Finish: Ongoing

Status: In Progress — Upcoming

Date Comment

9/22/2010 Ongoing efforts at district and building level. Increased use of website has more broadly promoted recognition activities.

Activity 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). Last Modified: 9/22/2010

Person Responsible Timeline for Implementation Resources

Hardy, Michael Start: 10/1/2007 -
 Finish: Ongoing

Status: In Progress — Upcoming

Date Comment

9/22/2010 Promotion of community service occurs in schools. Specific examples include: MLK community service option, PSSA afternoon community service for PFMS students, and Building Construction program at high school (partnering with Habitat for Humanity).

Strategy - Diversity - Building a Diverse Community

Continue to build a community in which we respect and value diversity. Last Modified: 9/24/2010

Activity 1 - Examine building level diversity committees

Examine the effectiveness of building level diversity committees. Last Modified: 9/22/2010

Person Responsible Timeline for Implementation Resources

Hardy, Michael Start: 10/1/2007 -
 Finish: Ongoing

Status: In Progress — Upcoming

Date Comment

9/22/2010 Ongoing process monitored by the Asst. Superintendent. Each building principal, supported by faculty and staff, has identified activities appropriate to school

Activity 2 - Diversity inservice

Continue district Diversity Inservice to increase cross-cultural awareness. Last Modified: 9/22/2010

Person Responsible Timeline for Implementation Resources

Knouse, Jeanne Start: 10/1/2007 -
 Finish: Ongoing

Status: In Progress — Upcoming

Date Comment

9/22/2010 Examples include: MLK Day inservice on cultural awareness, 2010 Pow Wow (collaboration with PSU), and hosted a group of Japanese educators. A proposal to provide a reciprocal inservice trip to Japan for SCASD educators has been developed.

Activity 3 - Explore community partnerships

Explore community partnerships in support of diversity activities (e.g., Pow Wow Partnership). Last Modified: 9/22/2010

Person Responsible Timeline for Implementation Resources

Hardy, Michael Start: 10/1/2007 -
 Finish: Ongoing

Status: In Progress — Upcoming

Date Comment

9/22/2010 Superintendent, Asst. Superintendent and Director of Student Services serve as District leaders in these ongoing efforts.

Activity 4 - Maintain anti-harassment initiative

Maintain an effective anti-harassment initiative in all buildings. Last Modified: 9/22/2010

Person Responsible Timeline for Implementation Resources

Hardy, Michael Start: 10/1/2007 -
 Finish: Ongoing

Status: In Progress — Upcoming

Date Comment

9/22/2010 Ongoing attention to anti-harassment initiative in support of a safe, healthy, and nurturing environment.

Strategy - Diversity, Equity, Respect Initiatives at SCASD High School

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. Last Modified: 9/22/2010

Activity 1 - 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. Last Modified: 9/29/2010

Person Responsible Timeline for Implementation Resources

Johnson, Curtis Start: 10/1/2007 -
 Finish: Ongoing

Status: In Progress — Upcoming

Date Comment

9/24/2010 Continuing.

Activity 2 - Attendance Plan

Follow the Middle States action plan to improve student attendance. Last Modified: 9/29/2010

Person Responsible Timeline for Implementation Resources

Date Comment

9/22/2010 Doubled student representatives to four.

Activity 3 - Evaluate staff support of wellness initiatives

Evaluate staff in support of wellness initiatives. Last Modified: 9/22/2010

Person Responsible Timeline for Implementation Resources

Schaper, Megan	Start: 8/1/2008	-
	Finish: 6/30/2009	

Status: Complete

Date Comment

9/22/2010 Developed online survey mechanism to evaluate staff in their support of wellness activities.

Activity 4 - Identify opportunities for student participation in wellness

Evaluate and identify opportunities for students to participate in wellness activities including planned, purposeful, physical activity. Last Modified: 9/22/2010

Person Responsible Timeline for Implementation Resources

Schaper, Megan	Start: 10/1/2007	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

9/22/2010 Physical education coordinator and faculty meet on a regular basis to plan and deliver instructional program. Building administrators are actively involved with promoting physical activities at schools. Extensive intramural program is available to students.

Activity 5 - Formalize wellness policy procedures

Formalize wellness policy procedures that create and support opportunities for students to participate in planned, purposeful, physical activities. Last Modified: 9/22/2010

Person Responsible Timeline for Implementation Resources

Knouse, Jeanne	Start: 1/1/2009	-
	Finish: 6/30/2009	

Status: Complete

Date Comment

9/22/2010 Policy approved. Monitored for effectiveness.

GOAL 4 - School and Community Partnerships

Build, strengthen, and maintain partnerships, emphasizing the shared responsibility of the school community and the community at large for the success of our students. Last Modified: 9/23/2010

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

To develop and strengthen partnerships that will mutually enrich and support the community through combined resources. Last Modified: 9/29/2010

Activity 1 - Community Collaboration

Collaborate with community groups and agencies such as Smart Start Centre County that focus on the healthy development of children and families. Last Modified: 9/29/2010

Person Responsible Timeline for Implementation Resources

Knouse, Jeanne Start: 10/1/2007 -
 Finish: Ongoing

Status: In Progress — Upcoming

Date	Comment
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9/21/2010	Examples of partnerships include: Campus and Community Against Dangerous Drinking Committee, Communities that Care, PSU Prevention Research Center, Smart Start Centre County, PATHS, and Parents are the Solution Committee.
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Strategy - Expand the Use of the Volunteers in Public Schools Program

Further expand the opportunities and services available through the Volunteers in Public Schools program. Last Modified: 9/29/2010

Activity 1 - 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. Last Modified: 9/29/2010

Person Responsible Timeline for Implementation Resources

Knouse, Jeanne Start: 10/1/2007 -
 Finish: 9/30/2008

Status: Complete

Date	Comment
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9/21/2010	Website developed and in use.
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Activity 2 - 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. Last Modified: 9/29/2010

Person Responsible Timeline for Implementation Resources

Knouse, Jeanne Start: 10/1/2008 -
 Finish: 9/30/2010

Status: Complete

Date	Comment
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9/21/2010	Met with Penn State representatives and established communication channels.
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Activity 3 - Satellite opportunities

Increase satellite opportunities for tutoring centers to include more locations throughout the district. Last Modified: 9/29/2010

Person Responsible Timeline for Implementation Resources

Knouse, Jeanne Start: 10/1/2008 -
 Finish: Ongoing

Status: In Progress — Upcoming

Date	Comment
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9/21/2010	Funded two tutoring center proctors for VIPS after-school tutoring center at the high school. Continue to explore the possible expansion of tutoring centers to other sites.
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Activity - Fundraising

Explore possible fund raising efforts, government funded program options, and available grant opportunities. Last Modified: 9/29/2010

Person Responsible Timeline for Implementation Resources

Knouse, Jeanne Start: 10/1/2007 -
Finish: Ongoing

Status: In Progress — Upcoming

Date Comment

9/21/2010 Utilized Americorps funding to support. Realigned some of the responsibilities for data entry to the Registration Office secretary.

Strategy - Explore Emerging Opportunities to Trademark, Copyright, Patent SCASD Created Resources

Explore emerging opportunities to trademark, copyright, and/or patent SCASD created resources. Last Modified: 9/29/2010

Activity 1 - Bio-diesel Project

Explore the possibility of a patent for unique products created as a result of this project. Last Modified: 9/29/2010

Person Responsible Timeline for Implementation Resources

Mextorf, Richard J. Start: 10/1/2010 -
Finish: Ongoing

Status: Not Started — Overdue

Strategy - Increase Collaboration Between Students and School Personnel

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. Last Modified: 9/21/2010

Activity 1 - Create opportunities for Student Input into Decision Making

Create opportunities for student input into decision-making. Student representation on District-Wide Facilities Master Plan team and High School Ed Specs Team. Last Modified: 9/21/2010

Person Responsible Timeline for Implementation Resources

Butler, Craig Start: 10/7/2007 -
Finish: Ongoing

Status: In Progress — Upcoming

Date Comment

9/21/2010 More frequent meetings with Student Government leaders. Additionally, increased opportunities for Student Government leaders to meet with the Superintendent and Board of School Directors. Initiated HS SPIRIT program.

Strategy - Information Office - Enhance Student Success Through Assessment of and Communication of Statewide Assessment Information

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. Last Modified: 9/24/2010

Activity 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. Last Modified: 9/21/2010

Person Responsible Timeline for Implementation Resources

Francis, Pamela Start: 10/1/2008 -

Activity 3 - Increase parent/teacher communication through expanded use of website capability (e.g., online assignments)

Respond to specific parent requests for updates on student progress efficiently and in a timely manner. Encourage teachers to communicate more frequently with parents regarding any academic issues that may arise. Last Modified: 9/29/2010

Person Responsible Timeline for Implementation Resources

Mextorf, Richard J. Start: 9/3/2012 -
Finish: 6/28/2013

Status: Not Started — Upcoming

Activity 4 - 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. Last Modified: 9/29/2010

Person Responsible Timeline for Implementation Resources

Miller, Julie Start: 10/1/2007 -
Finish: 9/30/2008

Status: Complete

Date Comment

9/21/2010 Implemented ALERTNOW system. Continued refinement as needed.

Activity 5 - Provide Parent/Community to District Calendar Online

Create online calendar(s) to which the community can subscribe. Last Modified: 9/29/2010

Person Responsible Timeline for Implementation Resources

Stanfield, Wilda Start: 10/1/2010 -
Finish: 6/28/2013

Status: Not Started — Overdue

Strategy - Public Information - Enhance "Brand Image" of the District

To greatly enhance the "brand image" or "look" of the State College Area School District through the consistent use of its logo, format, etc. Last Modified: 9/24/2010

Activity 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. Last Modified: 9/21/2010

Person Responsible Timeline for Implementation Resources

None Selected Start: 10/1/2007 -
Finish: Ongoing

Status: In Progress — Upcoming

Date Comment

9/21/2010 Developed new logo for District publications, website, and advertising.

GOAL 5 - Human, Physical, and Financial Resource Management

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. Last Modified: 9/23/2010

Strategy - Development - Establish Effective Marketing Plan for Donors

Establish an effective marketing plan to recruit and recognize all donors. Last Modified: 9/24/2010

Activity 1 - Create new marketing materials

Design and produce new marketing materials as the fundraising project focus changes. Last Modified: 9/22/2010

Person Responsible Timeline for Implementation Resources

Burke-Crawford, Karen Start: 10/1/2007 -
Finish: Ongoing

Status: In Progress — Upcoming

Date Comment

9/22/2010 Marketing materials created in complement to initiative.

8/21/2010 Established a new marketing plan to reach and recruit new donors.

8/21/2010 New marketing materials are created by initiative to address specific needs.

Activity 2 - Develop recognition system for donors

Develop recognition system for donors to more closely align donors and projects. Create an annual publication to distribute to donors and partners, which will include photos, annual report, and use of funds. Develop a model to thank all donors such as: recognition events, exclusive invitations to special events, etc. Last Modified: 8/21/2010

Person Responsible Timeline for Implementation Resources

Burke-Crawford, Karen Start: 1/1/2008 -
Finish: Ongoing

Status: In Progress — Upcoming

Date Comment

8/21/2010 Developed system for donors to meet scholarship and award recipients at annual Senior Awards ceremony. Created model to thank all donors. Worked with Centre County Community Foundation to recognize all SCASD donors in CCCF publication.

Strategy - Development - Increase Alternative Sources for Support

Increase alternative sources of support to enhance multi-dimensional educational opportunities through business, institutional, and community partnerships. Last Modified: 9/24/2010

Activity 1 - Define role of CAC

Clearly define the role of the CAC for Private Fundraising in partnerships. Last Modified: 9/23/2010

Person Responsible Timeline for Implementation Resources

Burke-Crawford, Karen Start: 9/1/2008 -
Finish: 12/31/2008

Status: Complete

Date Comment

9/23/2010 Defined role of CAC.

Activity 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). Last Modified: 9/29/2010

Person Responsible Timeline for Implementation Resources

Burke-Crawford, Karen Start: 10/1/2007 -
Finish: Ongoing

Status: In Progress — Upcoming

Date Comment

9/23/2010 Ongoing work with other Citizen's Advisory Committees to identify and cultivate alternative sources of support for the District.

Activity 3 - Cultivate/develop revenue enhancing partnerships

Cultivate and develop revenue enhancing partnerships, relationship building, naming opportunities, program support and support for technology. Alternative sources include: individuals, groups, community organizations, businesses, and institutions. Last Modified: 9/23/2010

Person Responsible Timeline for Implementation Resources

Burke-Crawford, Karen Start: 10/1/2007 -
Finish: Ongoing

Status: In Progress — Upcoming

Date Comment

9/23/2010 Ongoing work to develop and maintain revenue-enhancing partnerships. An additional area of emphasis for the next year will be on possible naming opportunities for the new elementary schools.

Activity 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. Last Modified: 9/23/2010

Person Responsible Timeline for Implementation Resources

Burke-Crawford, Karen Start: 9/1/2008 -
Finish: 6/30/2009

Status: Complete

Date Comment

9/23/2010 System developed and in place. Refinement and changes as appropriate.

Activity 5 - Explore Grant Opportunities Related to District Initiatives

Develop a systematic approach to exploring grant opportunities in support of District initiatives. Review District infrastructure to develop, monitor, evaluate, and report on grant acquisition, implementation an impact. Resources include community members skilled in grant development.

Person Responsible Timeline for Implementation Resources

Burke-Crawford, Karen Start: 9/1/2011 -
Finish: Ongoing

Status: Not Started — Upcoming

Strategy - Development - Utilize Expertise of CAC for Private Fundraising

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

Last Modified: 9/24/2010

Activity 1 - Increase membership

Increase number and diversity of CAC members and continue to utilize the emeritus CAC members. Last Modified: 9/23/2010

Person Responsible Timeline for Implementation Resources

Burke-Crawford, Karen Start: 1/1/2008 -
Finish: 1/30/2009

Status: Complete

Date Comment

9/23/2010 Filled vacancies in 2007-2008. Created a list of potential future members and enlisted support from Emeritus members.

Activity 2 - Continue endowment development

Continue endowment development to include new funds and growth of assets. Last Modified: 9/23/2010

Person Responsible Timeline for Implementation Resources

Burke-Crawford, Karen Start: 10/1/2007 -
Finish: Ongoing

Status: In Progress — Upcoming

Date Comment

9/23/2010 Ongoing

Activity 3. Identify program needs

Identify program needs within the district, work to fund particular needs, educate donors on the various opportunities. Last Modified: 9/23/2010

Person Responsible Timeline for Implementation Resources

None Selected Start: 10/1/2007 -
Finish: 6/28/2013

Status: In Progress — Upcoming

Date Comment

9/23/2010 Recently identified needs include: Libraries, Visual Arts, and science equipment.

Activity 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. Last Modified: 9/23/2010

Person Responsible Timeline for Implementation Resources

Burke-Crawford, Karen Start: 10/1/2007 -
Finish: Ongoing

Status: In Progress — Upcoming

Date Comment

9/23/2010 Ongoing process.

Activity 5 - Create cultivation process for major gifts

Create a cultivation process for identifying major gifts from corporations, foundations and grant opportunities. Last Modified: 9/23/2010

Person Responsible Timeline for Implementation Resources

Burke-Crawford, Karen Start: 1/1/2009 -
Finish: Ongoing

Status: In Progress — Upcoming

Person Responsible Timeline for Implementation Resources

Poprik, Ed Start: 9/1/2008 -
Finish: Ongoing

Status: In Progress — Upcoming

Date Comment

9/23/2010 Process updated following Benchmarking process. Continued on an annual basis.

Strategy - HR - Achieve/Retain Diversity for Staff Across All Positions

To consistently strive to achieve/retain diversity of all school district professional. Last Modified: 9/24/2010

Activity 1 - Establish recruitment procedures to attract highly qualified minority applicants to work in SCASD

Establish recruitment procedures to attract highly qualified minority applicants to professional positions with SCASD (e.g., PDS partnerships, student teachers, administrative internships, etc.). Establish recruitment procedures to attract minority applicants to positions at all levels of the organization. Last Modified: 9/22/2010

Person Responsible Timeline for Implementation Resources

Guth, Denny Start: 10/1/2007 -
Finish: Ongoing

Status: In Progress — Upcoming

Date Comment

9/22/2010 Continue to work to develop effective procedures to attract highly qualified minority candidates to SCASD.

Strategy - HR - Conduct Needs Assessment for Orientation, Training and Development of Support Staff

Conduct needs assessment to identify areas and content for orientation, training and development of support staff, including an evaluation of such programs. Last Modified: 9/24/2010

Activity 1 - Design and Develop an Orientation Plan for Support Staff

Establish a committee of operational directors, AFSCME union leaders, building and department administrators and SCESPA union leaders. Based upon a needs assessment, establish priority orientation activities. Monitor/evaluate effectiveness of activities in order to refine implementation. Last Modified: 9/22/2010

Person Responsible Timeline for Implementation Resources

Guth, Denny Start: 7/1/2012 -
Finish: Ongoing

Status: Not Started — Upcoming

Strategy - Work Flow - Consolidation of Central Office Functions

Initiate planning process for consolidating Central Office functions. Last Modified: 9/24/2010

Activity 1 - Initiate planning process-consolidate central office

District-wide Facilities Master Plan calls for the consolidation of Central Office functions to enhance communications and increase efficiency of operations. Last Modified: 9/29/2010

Person Responsible Timeline for Implementation Resources

Mextorf, Richard J. Start: 10/1/2010 -
Finish: 6/30/2011

Status: Not Started — Overdue

Strategy - Work Flow - Increase District Operating Efficiency Using Workflow Solutions

Examine organizational workflow and identify areas for improvement in order to increase efficiency of processes. To be included: Online community newsletter, Online District calendar, online employee benefit process, online personnel requisition process, online physical forms, and online payments (i.e., Roar Store, transcripts, Driver's Ed, and donations). Last Modified: 9/24/2010

Activity 1 - Develop an online employee benefits process

Transition paper process to online. Last Modified: 9/29/2010

Person Responsible Timeline for Implementation Resources

Guth, Denny	Start: 10/1/2010	-
	Finish: 6/30/2011	

Status: Not Started — Overdue

Activity 2 - Develop an online personnel requisition process

Transition paper process to online to increase workflow efficiency and access. Last Modified: 9/29/2010

Person Responsible Timeline for Implementation Resources

Guth, Denny	Start: 10/1/2010	-
	Finish: 6/30/2011	

Status: Not Started — Overdue

Activity 3 - Develop online payment systems

For Roar Store, transcript requests, Driver's Ed in-car fees, donations from individuals and/or organizations. Last Modified: 9/29/2010

Person Responsible Timeline for Implementation Resources

Stanfield, Wilda	Start: 10/1/2010	-
	Finish: 6/30/2011	

Status: Not Started — Overdue

Activity 4 - District Calendar(s) - online

Transition from hardcopy calendars to online to ease access, updating processes, and reduce printing COSTS. Last Modified: 9/29/2010

Person Responsible Timeline for Implementation Resources

Stanfield, Wilda	Start: 10/1/2010	-
	Finish: 6/30/2011	

Status: Not Started — Overdue

Activity 5 - Newsletter - Convert to Online Format

Convert SCASD newsletter to online format to increase communication, as well as reduce production costs for hardcopy. Last Modified: 9/29/2010

Person Responsible Timeline for Implementation Resources

Stanfield, Wilda	Start: 1/3/2011	-
	Finish: 6/30/2011	

Status: Not Started — Upcoming

Activity 6 - Physical Forms Required by PIAA

Transition from hardcopy to online forms for student athletes. Last Modified: 9/29/2010

Person Responsible Timeline for Implementation Resources

Stanfield, Wilda	Start: 10/1/2010	-
	Finish: 6/30/2011	

Status: Not Started — Overdue

GOAL 6 - Facilities and Technologies for Learning

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. Last Modified: 8/2/2010

Strategy - Facilities - District Wide Facilities Master Plan

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. Last Modified: 9/24/2010

Activity 1 - Demographic report

Stewman report. Last Modified: 9/23/2010

Person Responsible Timeline for Implementation Resources

Poprik, Ed	Start: 8/18/2008	-
	Finish: 4/20/2009	

Status: Complete

Date Comment

8/18/2010 Updated Demographic Report adopted by Board in May 2008. Posted report available on district website.

Activity 2 - Facilities assessment

Complete a facilities assessment to determine existing conditions. Last Modified: 9/29/2010

Person Responsible Timeline for Implementation Resources

Poprik, Ed	Start: 8/18/2008	-
	Finish: 4/20/2009	

Status: Complete

Date Comment

8/18/2010 DeJong group was awarded contract to facilitate generation of a new District-wide Facilities Master Plan. Plan was adopted by the Board on April 20, 2009. Board authorized three projects for Phase One of the Plan: 1) New elementary school to replace Boalsburg and Panorama Village schools 2) New elementary school to replace Ferguson Township school 3) Addition of four classrooms to Gray's Woods school

Activity 3 - 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, including, but not limited to initial input during facilities assessment, identification of options, and development of final plan. Last Modified: 9/29/2010

Person Responsible Timeline for Implementation Resources

Miller, Julie	Start: 10/1/2007	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

9/23/2010 Multiple avenues for input have included DWFMP Steering Committee, Ed Specs Committee, a series of Community Dialogue meetings, and website information and data gathering.

Activity 4 - Develop, adjust and present options for all phases of the DWFMP

Incorporate public input into development of a draft master plan, making any necessary adjustments and determining options to create the final plan. Last Modified: 9/29/2010

Person Responsible Timeline for Implementation Resources

Poprik, Ed Start: 8/18/2008 -
Finish: Ongoing

Status: Complete

Date Comment

9/24/2010 Public input was incorporated into the DWFMP adopted by the Board in April 2009.

Activity 5 - Adopt DWFMP plan

Adopt the final version of the District Wide Facilities Master Plan, and put plan into action according to determined, prescribed steps. Last Modified: 9/29/2010

Person Responsible Timeline for Implementation Resources

Poprik, Ed Start: 4/20/2009 -
Finish: 4/20/2009

Status: Complete

Date Comment

9/23/2010 DWFMP was adopted by Board of School Directors on April 20, 2009.

Activity 6 - Elementary Schools - DWFMP Phase 1

Complete construction projects for elementary schools in Phase 1 of the DWFMP. Includes: addition to Gray's Woods, renovation and expansion of Ferguson Township, and construction of Mount Nittany Elementary School. Last Modified: 9/29/2010

Person Responsible Timeline for Implementation Resources

Poprik, Ed Start: 8/15/2011 -
Finish: 8/15/2011

Status: Not Started — Upcoming

Activity 7. Demographic Report - Update

Update most recent demographic report for use with facilities and attendance planning. Last Modified: 9/29/2010

Person Responsible Timeline for Implementation Resources

Hardy, Michael Start: 12/1/2010 -
Finish: 6/30/2011

Status: Not Started — Upcoming

Activity 8 - DWFMP - Phase 2

Initiate the implementation of Phase 2 of the DWFMP. High School project and continuation of the renovations/construction of the elementary facilities are included in this phase. Last Modified: 9/29/2010

Person Responsible Timeline for Implementation Resources

Mextorf, Richard J. Start: 9/1/2010 -
Finish: 6/30/2011

Status: Not Started — Overdue

Activity 9 - Memorial Field - Upgrade

Plan for and implement upgrade plan for Memorial Field. Last Modified: 9/29/2010

Person Responsible Timeline for Implementation Resources

Poprik, Ed Start: 10/1/2010 -
Finish: 6/30/2011

Status: Not Started — Overdue

Strategy - Facility - Energy Consumption and Environmental Responsibility

Manage energy consumption and environmental responsibility. Last Modified: 9/24/2010

Activity 1 - "Green" design

Oct. 13, 2008 - Board adopted policy on sustainable school buildings. All major school projects must meet or exceed LEED Silver Certification. Last Modified: 8/18/2010

Person Responsible Timeline for Implementation Resources

Poprik, Ed	Start: 9/1/2008	-
	Finish: 6/30/2009	

Status: Complete

Date Comment

8/18/2010 Policy adopted and put into use for all major building initiatives.

Activity 2 - Integrate conservation initiatives

Collaborate with an energy service company to complete a district-wide audit. Results to be shared with Citizen's Advisory Committees for Facilities and Finance. Last Modified: 9/29/2010

Person Responsible Timeline for Implementation Resources

Poprik, Ed	Start: 9/1/2008	-
	Finish: 12/20/2010	

Status: Complete

Date Comment

8/18/2010 Collaborated with an energy service company to complete district-wide audit and shared results with Citizen's Advisory Committee for Facilities and Finance. Conducted a major load shedding initiative during summer of 2008 with resulting savings of 300,000 KWH/5-year average.

Activity 3 - Benchmark energy use

Benchmark the district's energy use against other similar districts. Last Modified: 8/18/2010

Person Responsible Timeline for Implementation Resources

Poprik, Ed	Start: 9/3/2007	-
	Finish: 12/31/2007	

Status: Complete

Date Comment

8/18/2010 Used EPA's Energy Star program to benchmark the district's buildings.

Activity 4 - Conduct building audits

Conduct energy specific audits to identify areas of opportunity. Last Modified: 8/18/2010

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	-
	Finish: 7/31/2008	

Status: Complete

Date Comment

8/18/2010 Collaborated with an energy service company to complete district-wide audit and shared results with Citizen's Advisory Committee for Facilities and Finance. Conducted a major load shedding initiative during summer of 2008 with resulting savings of 300,000 KWH/5-year average.

Activity 5 - Professional collaboration

Collaborate with professional staff to identify areas of opportunity and promote a team effort on initiatives. Last Modified: 9/23/2010

Person Responsible Timeline for Implementation Resources

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. The school district's scores have exceeded the PSSA targets annually. For a comparative basis, the 2010 data has been included.

Year(s)	PSSA Math Target	PSSA Reading Target
2005	45%	54%
2006	45%	54%
2007	45%	54%
2008-2010	56%	63%
2011	67%	72%
2012	78%	81%
2013	89%	91%

Grade	SCASD PSSA Math Scores	State PSSA Math Scores	PSSA Math Target	SCASD PSSA Reading Scores	State PSSA Reading Scores	PSSA Reading Target
3	93.1%	85%	56%	86.1%	75%	63%
4	94%	85%	56%	87.8%	73%	63%
5	82.7%	74%	56%	80.1%	64%	63%
6	86.6%	78%	56%	81.8%	69%	63%
7	88.4%	78%	56%	90.1%	74%	63%
8	91.3%	75%	56%	93.4%	82%	63%
11	78.7%	60%	56%	86.8%	67%	63%

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 e-Metrics, and PVAAS 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 (i.e., AIMSweb reading and AIMSweb Math), 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 consumer and effective manager of personal and family resources
- 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 K-12 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.

During 2009-2010 the District operationalized the Mission through identifying a compelling purpose: *Uniting Talent and Passion!* This purpose is meant to ensure that all children, without exception, find "that place" where their talents and passions come together. Doing so, gives every student his or her best chance to make a meaningful contribution to the world and to live a life of purpose and significance.

Over the course of this plan, the District will operationally define the 21st Century Skills outlined in the Ten Characteristics of a SCASD Graduate, first articulated during the development of the 1995-2001 Strategic Plan.

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 lifelong 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 everchanging, 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 online, 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 sixth grade core curriculum continues the same structure and development 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 of 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 laptop environment and teachers explore the expanded uses of podcasting, blogging, and yet to be created technological devices.

Virtual Learning is being supported in the district through the creation of a Virtual School. This school, in the beginning stages, utilizes electronic resources, commercial and locally developed, to provide students with another "avenue" through which to learn, as well as to complete their required educational program for graduation. More information on this initiative can be found in the Educational Technology Plan.

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 continue to be an area for growth over the next three 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. Curriculum is aligned with LEP Standards.
- 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:

- Response to Intervention (details contained in Special Education Plan)
- 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
- 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. Statement of Need
4. Other books examined
5. Readability
6. Supplementary components
7. Cost
8. Criteria:

- readability for intended audience
 - sensitivity to diversity
 - comprehensive in terms of contributions of minority groups
9. Approval by curriculum coordinator
 10. Approval by Central Office Administrator
 11. 30-day public review according to state regulations
 12. Approval by Board of School Directors

Assessments and Public Reporting

The District Data Analysis and Management Committee, is responsible for the district testing calendar and the development and maintenance of the district data warehouse, along with the interface with this information and the PSSA and PVAAS systems.

Purpose of Assessment

The SCASD believes that student learning must be defined, measured, and recognized in a variety of ways. The district has embraced the importance of both achievement and progress data to provide a more complete picture of each student's accomplishments. 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 and achieving at least one year of growth as reflected in PVAAS data reports.
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. Assessments used 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)
- Locally developed benchmark assessments administered across the district
- PSSA
- Terra Nova in grades 6 and 9 beginning 2007-08 school year
- OLSAT in grades 2, 5 & 8 (Otis-Lennon School Ability Test)
- AIMSweb Early Literacy and Reading Measures in all K-3 (expansion to continue through grade 5)
- AIMSweb Mathematics in 3-5
- Study Island in specific courses at the high school
- AIMSweb progress monitoring assessments are utilized K-12 for all special education students with reading deficits
- Portfolio assessments
- Performance assessments

All schools have a Building Data Analysis Team, lead by a principal. These teams take the lead in reviewing and analyzing PSSA/PVAAS data, along with action steps. Individual faculty have access to data for students in their classes through a locally developed system known as My Students which provides teachers with PSSA, Terra Nova, OLSAT and other identified assessments.

A survey of our district assessment system during the 2009-2010 school year revealed a heavier weighting of two types of assessments:

- Benchmark (locally developed)
- Summative

Recommendation of the District Data Analysis and Management Team is to reduce the number of locally developed benchmark assessments (that have not undergone tests to determine reliability and validity) and summative assessments in favor of a growth model benchmark assessment, Measuring Academic Progress (MAP). Please see Academic Standards section of this plan for more information on the work of this committee.

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 Students. Access has provided teachers with easier access to the collected individual student data. The district is currently comparing our locally developed My Students system to other systems such as Performance Plus. A report to the Board is expected during the 2010-2011 school year.

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/PVAAS 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 that are struggling are provided at each organizational level.

Elementary Level

- Response to Intervention (RtII) for K-3 reading in place for 2010-2011. Continued expansion to occur through grade five in future years. Program includes: universal screening, differentiated core instruction, research-based interventions within all tiers, strategic and progress monitoring of at risk learners.
- Initiate RtII for mathematics beginning in K during the 2010-2011 school year.
- Embark on using RtII for identification of students with Specific Learning Disabilities in reading K-3 at PDE approved elementary buildings.
- 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 grades 1-5.

Middle Level

- Title 1 supplemental instruction in reading is provided through direct instruction.
- Learning support students receive direct reading instruction from special education teachers on a daily basis.
- Support of a collaborative teaching initiative between regular education and special education has been growing over the first three years of this plan and is in place in both middle schools.
- 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.
- 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. Where possible, 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. Additionally, Park Forest Middle School has organized use of an in-school support center to which teachers can assign students for assistance during the school day.

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 five 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.

- Math classes have been created and support the learning of students who struggle to learn mathematics. Applied Math provides access to a wireless lab and the Cognitive Tutor software program and is capped at twenty students. In 2010-2011, a Math Strategies semester-long class is being taught to students who are projected to not be proficient on the 11th grade PSSA.
- Study Island is being implemented in English and Math classes (based on need of student population).
- 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. Use of PSSA/PVAAS data at the district, building, and individual student level guides discussions about both student learning and program development.

The District has continued to make AYP. PSSA scores, while exceeding proficiency thresholds, do indicate areas of concern for several disaggregated groups of students. Assessment analysis work has become increasingly focused on identifying groups of learners and individual students who can benefit from focused interventions. Identifying and addressing structural issues, such as time for intervention work, is occurring.

In addition, emphasis on all students making at least one year of growth has grown in importance in the district in order to ensure all students are appropriately challenged. Efforts to implement a growth model benchmark are described in other sections of this mid-point report.

Also described in other sections of this plan are Response to Intervention (RtII) efforts, collaborative teaching initiatives, and the increased use of student data to inform decisions.

Over the course of the past two years and in addition to assessment data reports to the Board (such as annual AYP and PSSA/PVAAS reports), the Board of School Directors has conducted Board work sessions on student assessment, dedicating time and attention to this important aspect of our instructional program.

Qualified, Effective Teachers and Capable Instructional Leaders

During 2009-2010 the district employed 646 professional faculty and specialists in the support of educating approximately 7,000 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 2009-2010

<u>Years of Experience</u>		<u>Credits Beyond BA/BS</u>	
0-10	52%	BS/BA	51%
11-20	32%	MS	46%
21-30	12%	DOC	3%

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 that 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 online

- 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)
- Workshops and/or informational sessions offered online

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.

Over the first three years of this strategic plan, members of the administrative team have actively engaged in the PILS/NISL courses and mentoring processes for new administrators. A number of administrators have successfully completed multiple courses. The Superintendent is one of the state leaders in PILS/NISL (National Institute for School Leadership) having designed and taught several of the courses. The Director of Education sits on the Regional PILS Advisory Board.

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.

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. Smart Start is a network of individuals, businesses, and organizations that promote the healthy growth and development of all young children (birth through age six) in Centre County. The district employs a Family Outreach Specialist who has co-chaired the Parenting and Literacy Committee for Centre County Smart Start. The Family Outreach Specialist and one of our elementary principals are SCASD representatives to the Smart Start Early Care and Education Committee, and serve on the Transition to Kindergarten Team (established in June 2010). The SCASD Director of Community Education and elementary principals have plans to expand Transition to Kindergarten summer programming.

The Family Outreach Specialist offers parent education programs through the district, reaching many parents of preschoolers in the community and providing them with an introduction to information about positive communication and discipline with their children. Additional outreach efforts include weekly meetings with Park Forest Day Nursery and monthly contacts with the Centre County Children's Team.

The Assistant Superintendent has served as a district liaison with preschool leaders. The Executive Director of Smart Start Centre County is a member of the SCASD Strategic Planning Leadership 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.