



Educational Strategic Plan

Framework to Impact Student Learning

Introduction

About Our District	3
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Why Plan? – The Power of Alignment	4
------------------------------------	---

Embracing Diverse Voices and Perspectives

Planning Teams	5
----------------	---

Strategic Planning Participants	6
---------------------------------	---

Strategic Planning Framework

A Data-informed Inquiry Process	8
---------------------------------	---

Student-centered Strategic Planning	9
-------------------------------------	---

The Plan

Circle #1: Student Learning	10
-----------------------------	----

SCASD's Equity Principles	11
---------------------------	----

Our Vision of a SCASD Graduate	12
--------------------------------	----

Goals and Measures for Student Success	13
--	----

Circle #2: Instructional Effectiveness	14
--	----

"Four Pillars" (Building Blocks)	15
----------------------------------	----

Professional Practices for Effective Instruction	16
--	----

Circle #3: Empowering Infrastructure	18
--------------------------------------	----

Strategy Map: Strategic Priorities and Key Actions	19
--	----

Roadmap for Disciplined Implementation	24
--	----



About Our District

Introduction

The State College Area School District (SCASD) educates approximately 6,800 students in kindergarten to grade 12.

Our student demographics reflect the diversity of our community in terms of its racial/ethnic composition, socio-economic status, home languages, and programs for exceptional students.

SCASD's schools comprise:

- 8 elementary schools (kindergarten-grade 5)
- 2 middle schools (grades 6-8)
- 1 high school

The Delta Program is an alternative, democratic educational pathway for students in grades 6-12.

In 2019, our high school ranked among the top 25 (out of approximately 680 high schools) in Pennsylvania, based on performance on the SAT. In 2021, the high school scored in the top 9% of all USA high schools, according to the US News & World Report Best High Schools rankings.

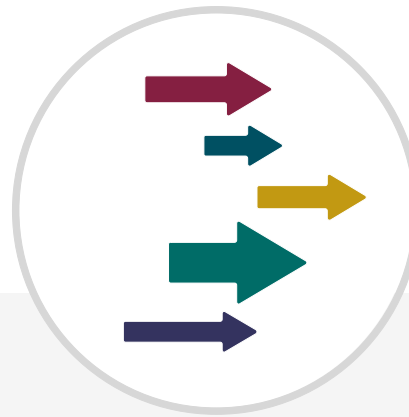


Why Plan? – The Power of Alignment

Misalignment



Alignment



A primary aim of planning is unity of purpose, or alignment.

Alignment is the process of reaching mutual understanding about common goals. It gives shared meaning to the work of the school district, thereby enabling successful accomplishment of the goals of the organization.

As SCASD's 2018-2023 Strategic Plan approached its expiration, the Board of Directors and superintendent initiated a process to clarify the next strategic direction for the district. The effort was described as a "refresh" of the expiring 2018-2023 plan; it was designed to build on the foundation of the current plan, updating specific components of the plan, as appropriate.

The principal objectives of this community-wide, equity-centered strategic planning exercise were:

1. Reaffirm the **goals and measures** of student learning, growth, and success.
2. Define a clear **roadmap** for accomplishing the goals.
3. Embrace the **diverse voices** of all stakeholders.
4. Mobilize **leadership** for courageous action and follow through at all levels.

Designed and facilitated by Performance Fact Inc., the strategic planning process took place between April and August of 2022. It engaged a broad cross-section of the district's stakeholders, including students, teachers, parents/caregivers, administrators, and community partners.

Planning Teams

Strategic planning aims at alignment, system-wide and community-wide. Meaningful, authentic engagement of all stakeholders strengthens understanding, appreciation, and commitment.

To be effective, the alignment process must proactively seek out and embrace the diverse voices of the organization's diverse stakeholders. If we want all stakeholders to be committed to and be meaningfully engaged in the implementation of the plan, it is wise to involve each stakeholder in the development of the plan itself.

SCASD's strategic planning exercise unfolded as a series of inter-related phases, each designed to elicit stakeholder participation in the creation of an actionable plan.



Strategic Planning Participants

Each planning team was composed of a representative cross-section of stakeholders:

- About 70 students in grades 6-12 served on the Student Voice Team.
- Approximately 35 people, representing different SCASD constituencies, participated on the Core Planning Team.
- About 20 instructional staff, primarily teachers, served on the Instructional Focus Team.
- About 15 district leaders participated on the Superintendent's Leadership Team.
- Approximately 15 parents/caregivers and community stakeholders engaged through the Community Forum format.

Additionally, the proposed strategic plan was shared with the Board of School Directors, school-level staffs, and district-level personnel at various points in the planning process.

Student Voice Team

Malia Abdullah	<i>Park Forest Middle</i>
Angela Abraham	<i>State College High</i>
Elijah Adu	<i>State College High</i>
Victoria Bailey	<i>State College High</i>
Lake Black	<i>State College High</i>
Max Bowman	<i>Corl Street</i>
Derrick Campbell	<i>Mount Nittany Middle</i>
Jessie Chen	<i>State College High</i>
Claire Chi	<i>State College High</i>
Anna Christopher	<i>Park Forest Middle</i>
Micah Corneal	<i>Mount Nittany Elementary</i>
Miles Davies	<i>Spring Creek</i>
Alvin Dembere	<i>Park Forest Elementary</i>
Tessa Doberstein	<i>Gray's Woods</i>
Isabelle Dubler	<i>Mount Nittany Middle</i>
Emmanuel Elliott	<i>Mount Nittany Middle</i>
Sadie Evans	<i>Park Forest Elementary</i>
Joshua Fragin	<i>State College High</i>
Brooklynn Freeman	<i>Park Forest Middle</i>
Hadley Fritton	<i>Corl Street</i>
Ben Gulis	<i>Park Forest Middle</i>
Camille Halverson	<i>Easterly Parkway</i>
Fakhir Haque	<i>Mount Nittany Elementary</i>
Anabelle Higgins	<i>Delta</i>
Liam Kissell	<i>Park Forest Middle</i>
Ellie Lago	<i>Park Forest Middle</i>
Stephen Lee	<i>Park Forest Middle</i>
Addy Leroy	<i>Gray's Woods</i>
Kexuan "Alicia" Li	<i>Easterly Parkway</i>
Daniel Liu	<i>State College High</i>

Jayson Lu	<i>State College High</i>
Siehra Mansaray	<i>State College High</i>
Lauren Marshall	<i>State College High</i>
Natalie Marzka	<i>Spring Creek</i>
Penelope McCloskey	<i>Corl Street</i>
Prithvi Narayanan	<i>State College High</i>
Eliza Oberholtzer	<i>Easterly Parkway</i>
Ryan Palacios	<i>Radio Park</i>
Vincent Pietraccini	<i>Mount Nittany Middle</i>
Christina Pietraccini	<i>Spring Creek</i>
Gabe Pozniak	<i>Ferguson</i>
Tatiana Pruss	<i>State College High</i>
Anna Razzano	<i>State College High</i>
Nina Rhoades	<i>Mount Nittany Middle</i>
Benjamin Ricker	<i>Mount Nittany Middle</i>
Annika Ross	<i>State College High</i>
Miriam Ruback	<i>State College High</i>
Alexa Russell	<i>State College High</i>
Manahil Sabeeh	<i>State College High</i>
Rija Sabeeh	<i>State College High</i>
Anna Sadley	<i>Mount Nittany Middle</i>
Joaquin Sanchez	<i>Park Forest Middle</i>
Cathaline Saylor	<i>State College High</i>
Sydney Sebor	<i>State College High</i>
Riley Silvis	<i>Mount Nittany Middle</i>
Nathaniel Sims	<i>Mount Nittany Middle</i>
Adaunis Smith	<i>State College High</i>
Luca Snyder	<i>State College High</i>
Mirei Takahashi	<i>Ferguson</i>
Rebekah Tate	<i>Radio Park</i>
Clarissa Theis	<i>Student Government</i>

Lucas Wagner	<i>Gray's Woods</i>
Evelyn Watson	<i>Mount Nittany Elementary</i>
Audrey Wigfield	<i>Ferguson</i>
Isabella Wolyniec	<i>State College High</i>
Lennon Wong	<i>Mount Nittany Middle</i>
Nathan Wong	<i>Radio Park</i>
Zara Woodman	<i>Park Forest Elementary</i>
Anne Yingling	<i>Mount Nittany Middle</i>

Core Planning Team

Deborah Anderson	<i>Board Member</i>
Amy Bader	<i>Board Vice President</i>
Deirdre Bauer	<i>Director of K-5 Curriculum</i>
Nathan Bish	<i>Parent/FTE PTO</i>
Tonya Black	<i>Assistant HS Principal</i>
Lake Black	<i>Student Representative</i>
Randy Brown	<i>Finance and Operations Officer</i>
Seria Chatters	<i>Director of Equity & Inclusivity</i>
Amber Concepcion	<i>Board President</i>
Samantha Corza	<i>English Teacher / Multicultural Student Success Liaison</i>
Carline Crevecoeur	<i>Board Member</i>
Alix Crosswell	<i>Bilingual Family Outreach & Elementary Teacher</i>
Paije Davis	<i>Educational Specialist Elementary Librarian & Dept Coordinator</i>
Kris Dewitt	<i>Principal</i>

Core Planning Team *(Continued)*

Meghan Doeblner	<i>Coordinator (Math) - High School</i>
Robert O'Donnell	<i>Superintendent</i>
Erica Frankenberg	<i>PSU Professor of Education & Demography</i>
Jacqueline Huff	<i>Board Member</i>
Brian Ishler	<i>Principal</i>
Curtis Johnson	<i>Assistant Superintendent Secondary Education</i>
Jodi Kamin	<i>Elementary Teacher Instructional Coach</i>
Jonathan Klingeman	<i>Director of Federal Programs, ESL, and Gifted Services</i>
Jeanne Knouse	<i>Director of Student Services</i>
Marylou Manhart	<i>Curriculum Coordinator (English) & High School Teacher</i>
Shai McGowan	<i>Math Teacher & SCAEA President</i>
Christine Merritt	<i>Director of 6-12 Curriculum</i>
Prya Poehner	<i>LHU Professor of Education</i>
Jessica Quinter	<i>Principal</i>
Chris Rosenblum	<i>Director of Communications</i>
Eugene Ruocchio	<i>Science Teacher</i>
Elana Szczesny	<i>PSU Professional Dev. Coord. - Counseling & Psychological Services</i>
Clarissa Theis	<i>Student Government President</i>
Laura Tobias	<i>Principal</i>
Bob White	<i>Curriculum Coordinator (Science) High School</i>
Danielle Yoder	<i>Assistant Superintendent Elementary Education</i>
Cynthia Young	<i>PSU Professor & Dept. Head of African American Studies</i>

Instructional Focus Team

Linda Andrews	<i>Elementary Teacher</i>
Samantha Corza	<i>English Teacher / Multicultural Student Success Liaison</i>
Alix Crosswell	<i>Bilingual Family Outreach & Elementary Teacher</i>
Danielle Crowe	<i>Art Coordinator</i>
Paije Davis	<i>Educational Specialist Elementary Librarian & Dept Coordinator</i>
Meghan Doeblner	<i>Coordinator (Math) - High School</i>
Olivia Dreibelbis	<i>Elementary Grade 1</i>
Traci Edelman	<i>Curriculum Coordinator (Health & Phys Ed) & High School Teacher</i>
Katherine (Dee) Finley	<i>Elementary Grade 4</i>
Jodi Kamin	<i>Elementary Teacher Instructional Coach</i>
Emily Kao	<i>Elementary ESL Teacher, Equity Advocate</i>
Krista Kellander	<i>Elementary Grade 5</i>
Kevin (Lonnie) Koudela	<i>Elementary Grade 3</i>
Marylou Manhart	<i>Curriculum Coordinator (English) & High School Teacher</i>
Molly McAninch	<i>Music Coordinator</i>
Shai McGowan	<i>Math Teacher & SCAEA President</i>
Caitlyn Ollendyke	<i>Elementary Grade 2</i>
D'Anne Saylor	<i>Elementary IST</i>
Amanda Showers	<i>World Language Coordinator</i>
Ryan Walsh	<i>Social Studies Coordinator</i>
Jen Wheeland	<i>Special Education</i>
Bob White	<i>Curriculum Coordinator (Science) High School</i>

Superintendent Leadership Team

Randy Brown	<i>Finance and Operations Officer</i>
Seria Chatters	<i>Director of Diversity and Inclusivity</i>
Loren Crispell	<i>Assistant Athletic Director</i>
Jon Downs	<i>Director of Educational Alternatives</i>
Curtis Johnson	<i>Assistant Superintendent Secondary</i>
Jonathan Klingeman	<i>Director of Gifted, ESL, and Title I Services</i>
Jeanne Knouse	<i>Director of Student Services</i>
Ben Mordan	<i>Director of CTC Program</i>
Robert O'Donnell	<i>Superintendent</i>
Linda Pierce	<i>Director of Human Resources</i>
Heather Pringle	<i>Director of Special Education</i>
Katy Ricker	<i>Assistant Director of Special Education</i>
Chris Weakland	<i>Director of Athletics</i>
Danielle Yoder	<i>Assistant Superintendent Elementary</i>

Board of School Directors

Deborah Anderson	<i>Board Member</i>
Amy Bader	<i>Board Vice President</i>
Gretchen Brandt	<i>Board Member</i>
Peter Buck	<i>Board Member</i>
Amber Concepcion	<i>Board President</i>
Carline Crevecoeur	<i>Board Member</i>
Daniel Duffy	<i>Board Member</i>
Jacqueline Huff	<i>Board Member</i>
Laurel Zydney	<i>Board Member</i>

A Data-informed Inquiry Process

Performance Fact's strategic planning process is framed around four inquiry questions.

"What data do we have?"

Compilation of student access and outcomes data from multiple sources, disaggregated by relevant student-groups.

"Why does the data look that way?"

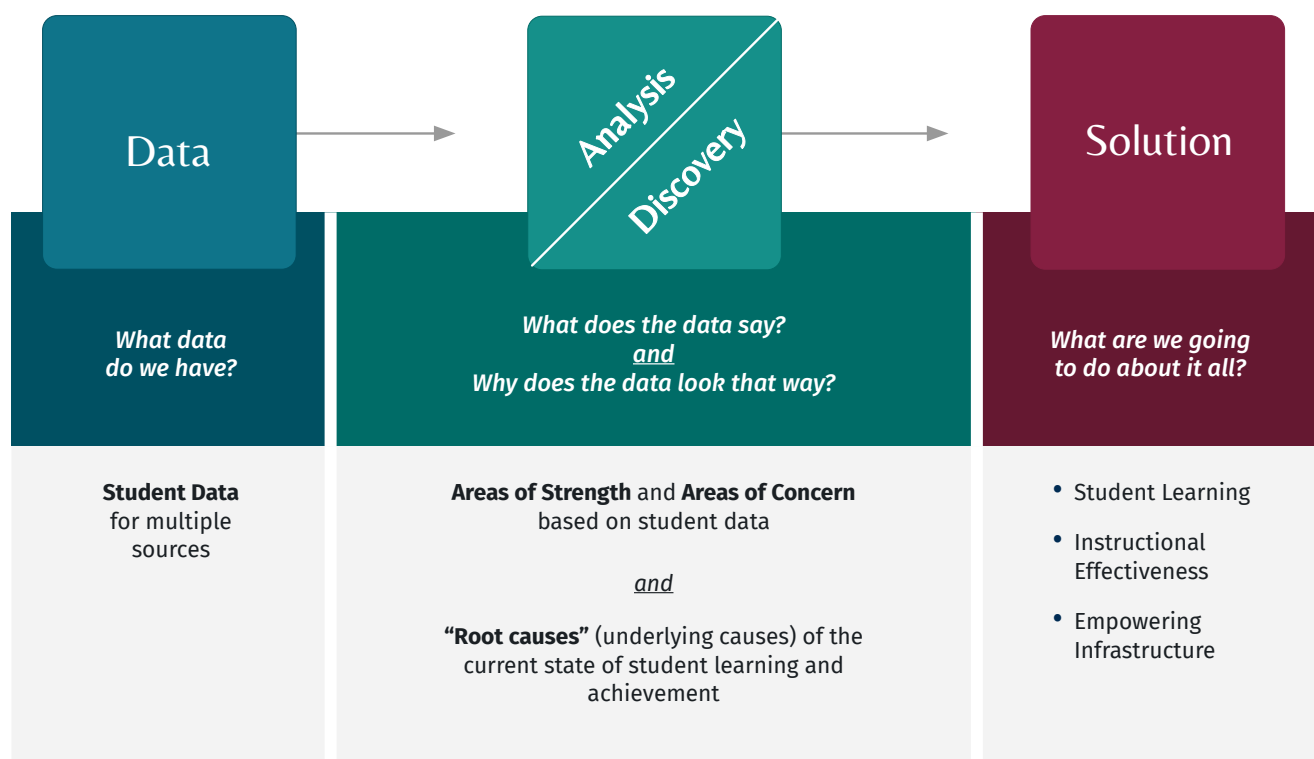
Identification of the root cause of the current state of student learning, growth, and success.

"What does the data say?"

Analysis of the student data in ways that highlight aggregate results, as well as consequential disparities in access and outcomes among student-groups.

"What are we going to do about it all?"

Identification of the solutions to pursue regarding student learning, instructional effectiveness, and an empowering infrastructure.

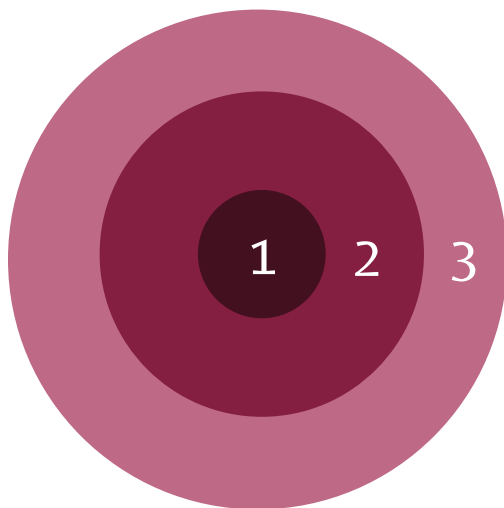


Student-centered Strategic Planning

The ultimate goal of our school system remains unchanged: **learning, growth, and success for every student**, without exception. Those are the “ends” we seek.

The means to the ends are organized around two ideas: effective instructional practices and an empowering infrastructure.

Keeping ends and means in proper sequence is essential for a student-centered, results-focused strategic plan.



1. Student Learning

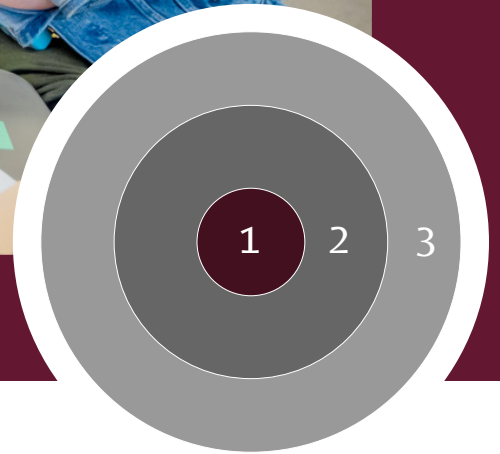
- The SCASD Equity Principles
- Our Vision of a SCASD Graduate
- Goals and Measures for Student Success

2. Instructional Effectiveness

- “Four Pillars” (Building Blocks)
- Professional Practices for Effective Instruction

3. Empowering Infrastructure

- A Strategy Map and Strategic Priorities
- System-wide and Equity-specific Key Actions
- Roadmap for Disciplined Implementation



Circle #1

Student Learning

Circle #1 focuses on **Student Learning**. In the SCASD strategic plan, this includes:

- ❖ The SCASD Equity Principles
- ❖ Our Vision of a SCASD Graduate
- ❖ Goals and Measures of Student Success

The SCASD Equity Principles

Educational equity, inclusion and belonging mean that each child receives what they need to develop to their full academic and social potential.

Working towards equity in schools involves:

- ❖ Ensuring equally high outcomes for all participants in our educational system (e.g., economically disadvantaged, marginalized, and/or minoritized students)
- ❖ Removing the predictability of success or failures that currently correlates with any social or cultural factor
- ❖ Interrupting inequitable practices, examining biases, and creating inclusive multicultural school environments for adults and children
- ❖ Discovering and cultivating the unique gifts, talents and interests that every human possesses
- ❖ Ensuring low-income and minoritized students enrolled in Title I schools are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers

The Pennsylvania School Boards Association defines **equity** as the just and fair distribution of resources based upon each individual student's needs.

Equitable resources include funding, programs, policies, initiatives and supports that target each student's unique background and school context to guarantee that all students have equal access to a high-quality education.

Pursuing equity requires that schools assess actions locally to overcome institutional barriers and create opportunities so that each and every child has the tools and support necessary to achieve their highest potential.

Achieving equity ensures that students' identities will not predetermine their success in schools.

The State College Area School District recognizes that **equity is the foundation** that frames every aspect of the educational system from curriculum adoption to professional development.

The practice of equity is shared across education stakeholders. SCASD approaches every decision, practice and policy with **an equity lens**.

This informs family and community engagement efforts and is considered an essential approach to school culture.

Our Vision of a SCASD Graduate

We respect and uphold the humanity of all people.

- A. I respectfully engage with viewpoints that differ from my own.
- B. I strive to build equitable and inclusive environments and seek cross-cultural understanding.
- C. I recognize and understand that personal bias can shape perspectives.



We are engaged civically in our local, national, and global communities.

- A. I learn from and about other cultures.
- B. I advocate for myself, for others, and for environmental/ecological sustainability.
- C. I consider the local, national, and global perspectives to inform my thinking and actions.

We care for our mental, emotional, and physical well-being.

- A. I engage in practices that enhance my personal wellness and promote self-respect.
- B. I engage in healthy relationships, and I help shape my communities.
- C. I seek support from others, and I offer support to others.

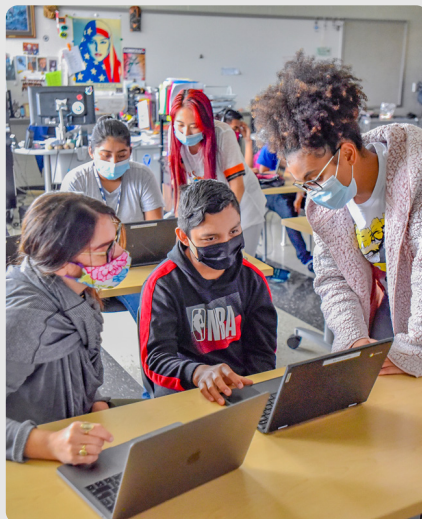


We have the foundation for future success.

- A. I am aware of my strengths and challenges.
- B. I develop life skills and strategies to meet my goals.
- C. I am able to speak my mind and receive constructive feedback and support.

We are effective communicators.

- A. I can communicate in a variety of ways.
- B. I listen actively.
- C. I manage my electronic communications and think about what, where, and why I share.



We are lifelong learners.

- A. I embrace resiliency and flexibility.
- B. I pursue continuous growth of academic skills and concepts because learning is a journey that never ends.
- C. I am a creative, curious, and collaborative problem-solver.

Goals and Measures for Student Success



Goal #1:

Engagement, Safety and Support for the Whole Student

I. % of students who feel safe, have a sense of belonging, and experience personally meaningful relationships

II. % of students who participate in extracurricular, co-curricular, or civic/community activities

III. % of students who feel they have enough support to learn and be successful



Goal #2:

Growth for All Students and Elimination of Disproportionalities

I. % of students demonstrating proficiency or meeting growth projections based on multiple measures

II. % of students achieving in the SCASD curriculum

III. Disproportionalities in:

A. % of students in special education

B. % of students accessing advanced courses/gifted services

C. % of students receiving a suspension



Goal #3:

Successful Lifelong Transitions

I. % students who report feeling prepared for the next grade level

II. % of students graduating from the State College Area High School

III. % of career/college portfolios completed by students (K-12)



Circle #2

Instructional Effectiveness

Programs fade, but practices endure. Circle #2 focuses on **Instructional Effectiveness**. In the SCASD strategic plan, this section includes:

- ❖ **“Four Pillars,”** or SCASD’s building blocks for decision-making and effective practices
- ❖ **Professional Practices** (e.g., teaching practices, leadership practices, and organizational practices) for effective instruction

Four Pillars *(Building Blocks)*

Circle #2 : Instructional Effectiveness

Our **Four Pillars** describe the capabilities we need to develop to accomplish our goals for student success. They are the building blocks for action and decision-making, and provide a durable frame for organizing and focusing our work.

<p>Pillar A: <i>"Teaching and Learning"</i></p> <p>Data-informed, Culturally-responsive Teaching and Learning</p>	<p>Pillar B: <i>"Schools Can't Do It Alone"</i></p> <p>Collaborative Community Built on Trust</p>	<p>Pillar C: <i>"Investing in People"</i></p> <p>Inclusive and Supportive Communities</p>	<p>Pillar D: <i>"Bringing It All Together"</i></p> <p>High- performing Organization</p>
<p>The first Pillar focuses on "TEACHING AND LEARNING," the most essential function of our schools. It is aimed at continuous growth for all students through equitable access to effective instruction, supports, and services.</p>	<p>The second Pillar recognizes that "SCHOOLS CAN'T DO IT ALONE." It promotes trusting relationships, open communication, and enduring partnerships among staff, families and the community.</p>	<p>Our third Pillar - "INVESTING IN PEOPLE" – addresses how we will attract, develop, and retain talented teachers, leaders, and staff at all levels. It is about results-focused, continuous professional learning.</p>	<p>Our fourth Pillar is about "BRINGING IT ALL TOGETHER." It highlights how we will ensure that all levels are aligned to our goals, committed to working as data-informed, high-trust, accountable teams.</p>

Professional Practices

Circle #2 : Instructional Effectiveness



Pillar A: "Teaching and Learning" Data-informed, Culturally-Responsive Teaching and Learning

Pillar B: "Schools Can't Do It Alone" Collaborative Community Built on Trust

Teaching Practices

T1: Instructional staff provide diverse instructional experiences that respect the academic and social-emotional needs of all students and are grounded in caring relationships within a safe learning environment.

T2: Instructional staff utilize findings from multiple measures – including student and family feedback – to inform and improve instruction and to provide timely interventions to ensure continuous growth for all students.

T3: Instructional staff invite and value the diverse voices and perspectives of students, parents/caregivers, colleagues, and community members.

T4: Instructional staff engage in clear and consistent communication and reciprocal conversation with students, parents/caregivers, colleagues, and community members.

Leadership Practices

L1: Instructional leadership team provides professional learning opportunities that enhance the effectiveness of practitioners and collaborative teams.

L2: Instructional leadership team gathers and utilizes data about student learning and well-being to support implementation of schoolwide continuous improvement.

L3: Instructional leadership team works with all stakeholders to build and facilitate a culture of collaboration and compassion.

L4: Instructional leadership team promotes a school-wide culture of caring that facilitates restorative conflict resolution and repairing harm when relationships are damaged.

Organizational Practices

O1: District allocates equitable time, resources, and funding for training, collegial collaboration, and preparation for responsive, effective educational practices.

O2: District uses data-informed cycle of inquiry that includes multiple measures of student learning and effectiveness of professional practices to inform school-wide, grade-level, and department continuous improvement priorities.

O3: District works with all stakeholders to build and facilitate a culture of collaboration and compassion.

O4: Instructional leadership team promotes a school-home-community culture of caring that facilitates restorative conflict resolution and repairing harm when relationships are damaged.

Professional Practices *(Continued)*

Circle #2 : Instructional Effectiveness



Pillar C: "Investing in People" Inclusive and Supportive Communities

Pillar D: "Bringing It All Together" High-performing Organization

Teaching Practices

T5: Instructional staff promote positive relationships, use culturally responsive practices, and create opportunities for all students to feel connected, valued, and represented in the school community.

T6: Instructional staff adapt curricular content, processes, and products to support student and staff social-emotional physical, mental and academic needs. (e.g., through effective professional development and collegial collaboration, or "PLCs").

T7: Instructional staff communicate realistically high expectations for all students by providing timely feedback that moves learning forward.

T8: Teachers and staff establish continuous professional learning goals and seek out opportunities for continuous growth based on evidence and feedback.

Leadership Practices

L5: Instructional leadership team collaborates and offers professional development and support for teachers and staff to build effective, culturally responsive connected communities.

L6: Instructional leadership team schedules and protects collaborative time for continuous professional learning, instructional planning, and collegial collaboration.

L7: Instructional leadership team sets expectations for student-focused collegial collaboration meetings ("PLCs") that promote effective instruction and student learning.

L8: Instructional leadership team provides responsive professional development and evidence-based feedback to guide teachers and staff toward their professional learning goals.

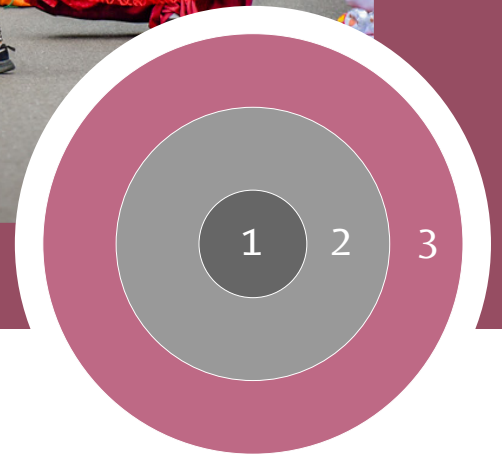
Organizational Practices

O5: District defines clear expectations and provides communication tools to establish and connect with SCASD's culturally diverse communities.

O6: District utilizes a flexible and adaptable process for allocating resources to support continuous growth of students and staff.

O7: District invests in a cadre of school and district leaders (who have attained mastery of core instructional practice) to facilitate the learning of other staff.

O8: District uses a transparent resource allocation framework to guide organization-wide continuous improvement and student learning.



Circle #3

Empowering Infrastructure

Circle #3 delineates the mission-focused **Empowering Infrastructure** to support continuous improvement of professional practices and the development of a high-trust, accountable culture. In the SCASD strategic plan, this includes the following:

- ❖ A Strategy Map and Strategic Priorities
- ❖ System-wide and Equity-specific Key Actions
- ❖ Roadmap for Disciplined Implementation

Strategy Map and Strategic Priorities

Circle #3 : Empowering Infrastructure

The **Strategic Priorities**, and the **Key Actions** associated with them, are the programs, targeted solutions, structures, and processes that facilitate effective instruction and the accomplishment of the goals for student success. Together, they constitute the **Strategy Map** — the blueprint for an empowering infrastructure aligned with the Four Pillars.



Pillar A

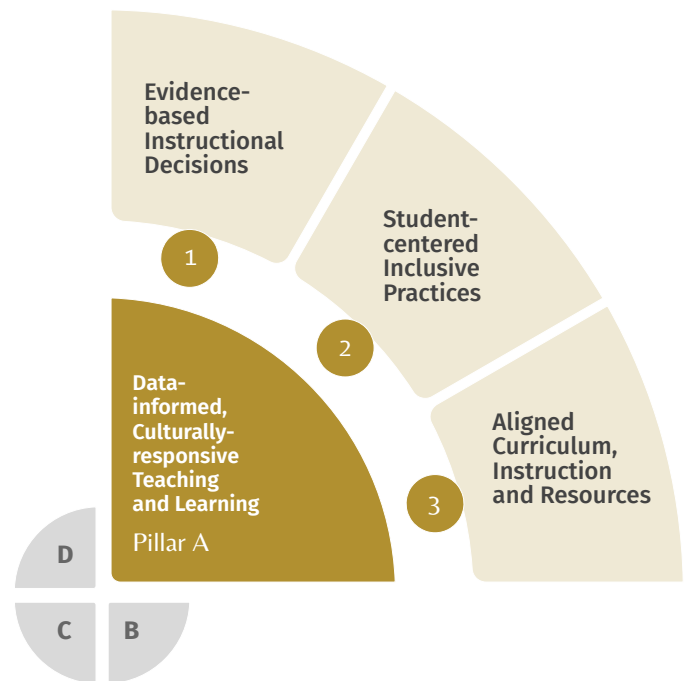


Data-informed, Culturally-responsive Teaching and Learning

SYSTEM-WIDE KEY ACTIONS

- A-1 Provide equitable access to high-quality, standards-aligned core instruction for all students, including intervention, acceleration, and enrichment strategies that are responsive to each student's academic and social-emotional learning needs.
- A-2 Collaborate with students and families to create plans and early-warning processes to monitor the progress of students towards on-time high school graduation.
- A-3 Strengthen student-teacher relationships and elevate student voice to collaboratively set high expectations for every student.
- A-4 Vertically align teaching and learning processes, pre-K-12, to include critical thinking and problem solving, collaboration, effective communication, real-life learning opportunities, and high engagement strategies.
- A-5 Use ongoing assessment results to monitor the progress of each student and to differentiate instruction acceleration and enrichment.

Circle #3 : Empowering Infrastructure



EQUITY-SPECIFIC KEY ACTIONS

- A-6 Utilize the Multi-tiered System of Supports (MTSS) and professional learning community (PLC) processes to identify and target the needs of underserved students.
- A-7 Mobilize professional staff and other school/district resources (e.g., social workers, bilingual liaison, counselors, equity student success liaison) for outreach to families who are not connected to the school.
- A-8 Provide budgets at the local level to fund the positions of bilingual liaison and equity student success liaison.
- A-9 Develop specific programming, interventions, and pathways to ensure that high school English Learners meet graduation requirements.

Pillar B



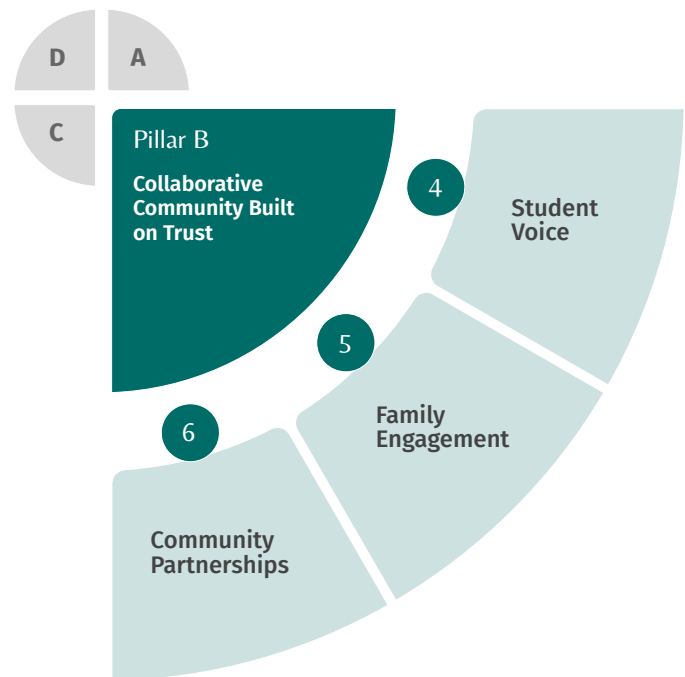
Collaborative Community Built on Trust

SYSTEM-WIDE KEY ACTIONS

B-1 Implement and sustain initiatives that prioritize the students' perspectives and embrace their contributions and ownership.

B-2 Strengthen parent engagement in student learning and growth through shared commitment to reciprocal responsibilities; ongoing, timely communication in a variety of modes; social services outreach; periodic parent-teacher-student conferences; family-friendly report cards; and annual feedback surveys.

B-3 Partner with parent and community organizations to coordinate resources, interactions, and communication among school, district-level and family/community partners.



EQUITY-SPECIFIC KEY ACTIONS

B-4 Support the Equity Student Success Initiative for marginalized student-groups and community populations (i.e., economically disadvantaged, racially marginalized).

B-5 Provide Bilingual Family Liaison services and support for students and families who speak English as a second language.

B-6 Implement a district-wide information system that offers language-specific and culture-specific communication to families whose first language is not English (i.e., Talking Points, texting vs. email only, opt-in vs opt-out).

Pillar C

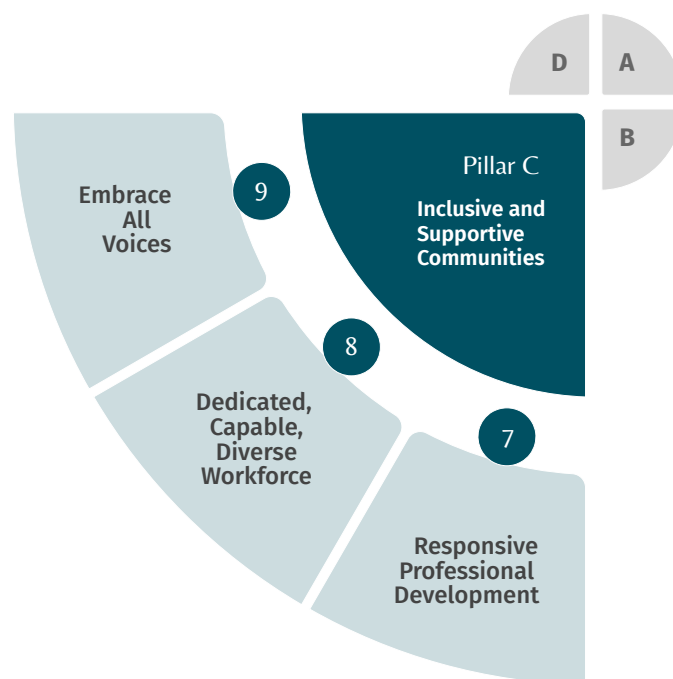


Inclusive and Supportive Communities

SYSTEM-WIDE KEY ACTIONS

- C-1 Strengthen the effectiveness of teachers, leaders and staff by co-creating equitable professional development that is responsive to the continuous learning needs of educators and their students.
- C-2 Develop an on-boarding process for new faculty and staff based on district goals and initiatives.
- C-3 Develop a pipeline to recruit a talented and diverse workforce through ongoing relationships with local, state, and national organizations.
- C-4 Implement processes to track accountability for follow-through on professional development initiatives and return on the district's investment in employee capacity-building.
- C-5 Develop an internal leadership pipeline and succession planning process to promote leadership from within and to motivate aspiring leaders.
- C-6 Implement a system to motivate and recognize staff for continuous improvement of their professional practices, and for their progress toward mastery of their respective professional standards.

Circle #3 : Empowering Infrastructure



EQUITY-SPECIFIC KEY ACTIONS

- C-7 Establish a team of teachers, administrators and support staffs to clarify professional development priorities, timelines, and resources to address the needs of underserved student populations.
- C-8 Implement, with fidelity, a professional development strategy to strengthen the effectiveness of equity-based classroom management practices, particularly for marginalized student-groups (i.e., special education students, racial/ethnic subgroups, neuro-divergent students).
- C-9 Prioritize the recruitment and retention of teachers, leaders, and staff from underserved populations through strategic partnerships, non-traditional pathways into the profession, targeted induction process, and ongoing mentoring and support.
- C-10 Develop a process for short-term, rotational assignments to broaden the participants' perspective of school/district operations and management.
- C-11 Expand the leadership pipeline through talent-development and continuous professional learning programs, conducted in partnership with partner organizations (i.e., colleges and universities; professional associations).

Pillar D



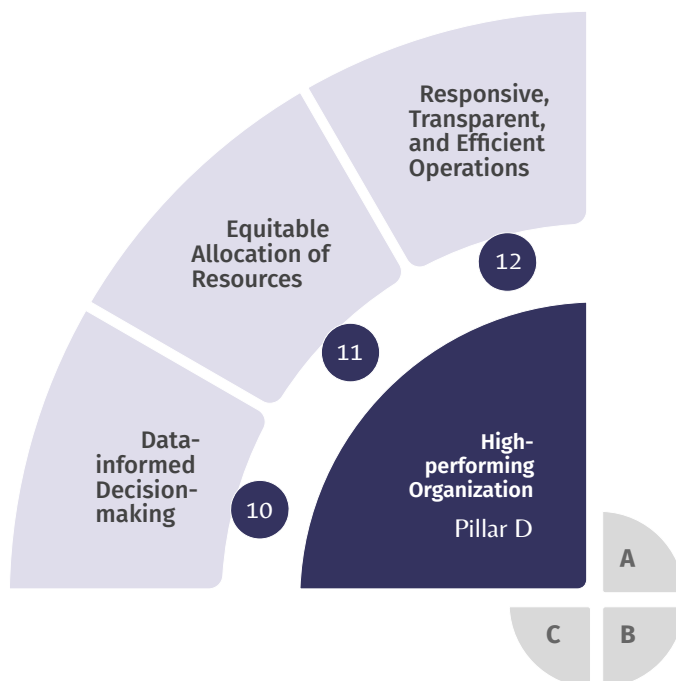
High-performing Organization

SYSTEM-WIDE KEY ACTIONS

D-1 Compile, analyze, and disseminate annual data-informed audits of school and district culture and climate; student performance based on the measures outlined in the Strategic Plan; facilities and fiscal management; sustainability and environmental performance; and family and community engagement.

D-2 Integrate authentic input and feedback from district employees and community stakeholders into policy-setting and decision-making.

D-3 Develop and implement annual improvement plans at the school, department, and district-wide levels, including utilizing an evidence-based cycle of inquiry protocol to monitor progress throughout the school year.



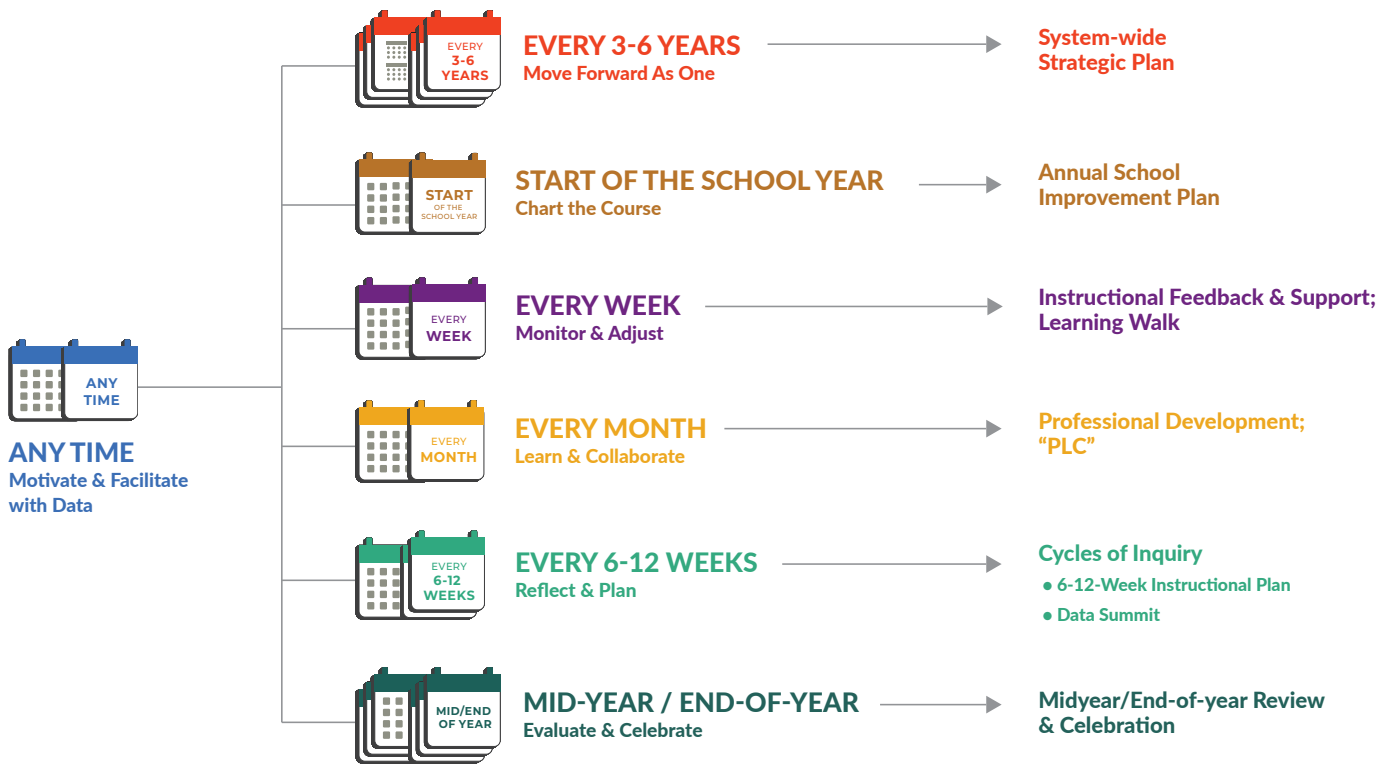
EQUITY-SPECIFIC KEY ACTIONS

D-4 Develop and implement an Equity Action Plan, monitor it continuously, and communicate progress annually to the community.

D-5 Allocate resources (i.e., people, time, and money) based on data-supported needs of students, staff, and schools.

D-6 Create data collection and reporting systems to increase the effective use of data to drive leadership decisions, particularly regarding matters of access, opportunity, and outcomes for students.

A results-focused plan is the first step towards realizing desired outcomes for student learning and achievement. However, without disciplined implementation, a plan flounders and may not live up to its promise. Therefore, after you “plan the work,” you must “work the plan” to achieve desired results.



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The roadmap for implementation is a step-by-step process for implementing action plans. By dividing the work into discrete, calendar-driven chunks, leaders and practitioners can significantly reduce the implementation gap often associated with improvement plans.

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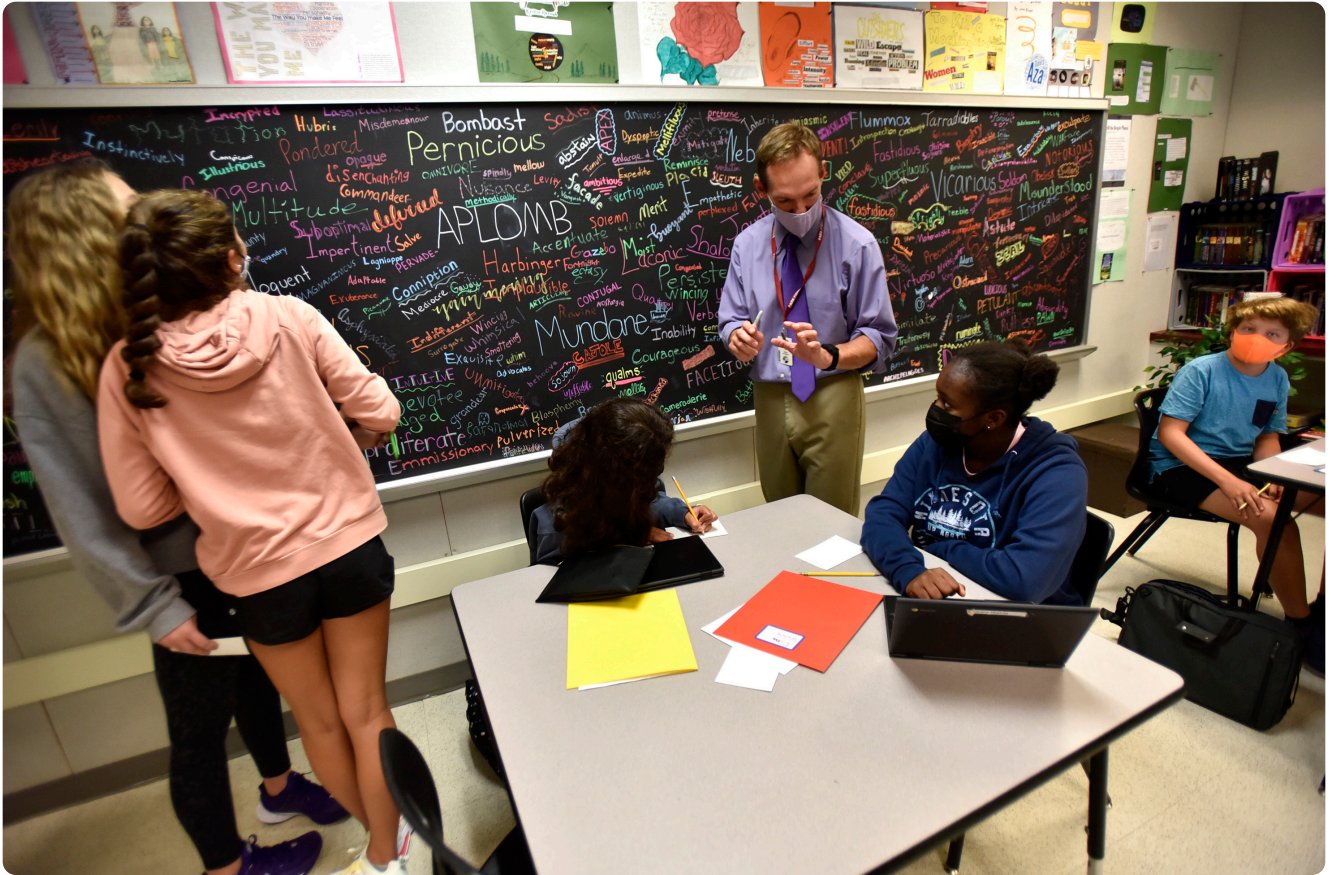
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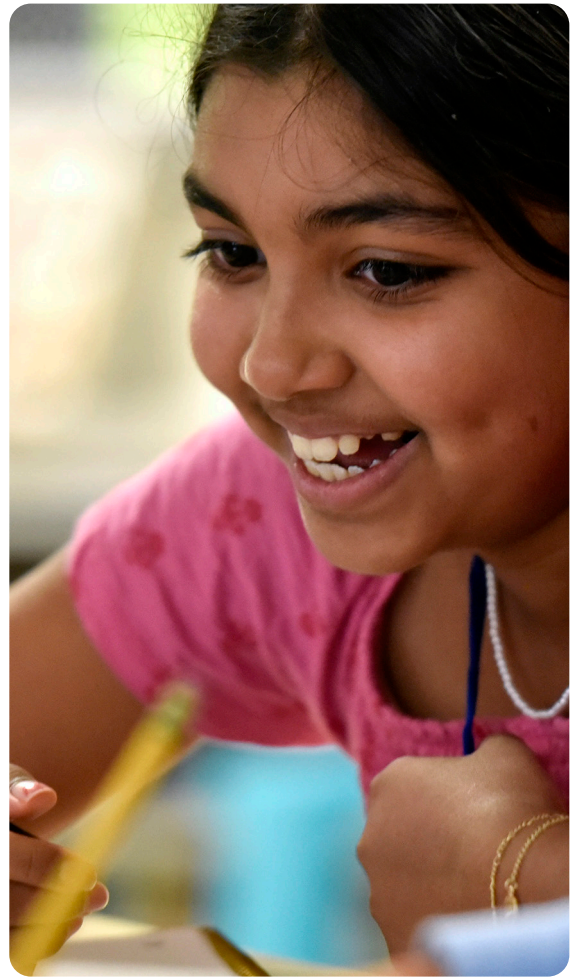
Registration

The district's registration office is open year-round to accept new students. Each spring, we host registration events for the next school year, including kindergarten. For the latest information please call our office at 814-231-1017 or visit our registration website. We look forward to welcoming your child.

www.scasd.org/Registration







Our Mission:

To prepare students for lifelong success through excellence in education.





Our Schools

Corl Street Elementary School
Easterly Parkway Elementary School
Ferguson Township Elementary School
Gray's Woods Elementary School
Mount Nittany Elementary School
Park Forest Elementary School
Radio Park Elementary School
Spring Creek Elementary School

Mount Nittany Middle School
Park Forest Middle School

State College Area High School
Delta Program (6-12)
Virtual Academy (K-12)

6,721 Students Enrolled (2021-2022 SY)

0.2% American Indian/Alaskan Native
8.4% Asian
2.7% Black or African American
3.8% Hispanic or Latino
0.1% Native Hawaiian/Other Pacific Islander
6.7% Two or More Races
78.1% White

2.5% English Language Learners
17.5% Economically Disadvantaged
11.7% Students with Disabilities