
Pennsylvania Department of Education



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

Chapter 4 Educational Strategic Plan

August 30, 2006

Entity: Huntingdon Area SD

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Organization Description

Huntingdon Area School District Organization

The organizational structure of the Huntingdon Area School District is as follows:

Elementary level (Grades K-5: Primary Grades K-2, Intermediate Grades 3-5)

Middle School (Grades 6-8)

High School (Grades 9-12)

The planned courses of instruction and assessment programs are matched to the state requirements for our primary, intermediate, middle and high school students. The state and district benchmarks and/or local assessments have been developed or adopted to mirror the Pennsylvania Academic Standards. Monitoring of the programs and the data analysis of the programs will be done at each grade level. This information will be contained in each school portfolios as described in our district's action plan for assessment.

Core Purpose

Mission

Through the leadership of the Strategic Planning Committee and the High School's Project 720 reform efforts, the Huntingdon Area School District has revised the mission statement to more concisely reflect its purpose. The mission statement of the Huntingdon Area School District is as follows:

Working together to inspire students to become lifelong learners and productive global citizens

Vision

Vision Statement

Everyday, all students are challenged to develop their full potential and experience success, leaving school inspired and eager to return the next day.

Shared Values

The core values that will permit the Huntingdon Area School District to achieve its mission are as follows: **Safety, Respect, Collaboration, and Empowerment**. In addition, the following Strategic Policies will support the organizational goals:

1. Keep students at the center of decision-making.
2. Adhere to the Strategic Planning Process.
3. Not tolerate any behavior which demeans the dignity or respect of an individual.
4. Expect quality work and continuous improvement from all.
5. Expect teamwork, collaboration and problem solving.
6. Solicit input from the stakeholders when making decisions.
7. Promote risk-taking in support of quality goals.
8. Ensure that resources are managed in a prudent and cost effective manner.
9. Monitor and adjust programs based on data and input.

Goals

Based on the results of the perception surveys, an analysis of student achievement results, recommendations of the staff and administration, and community input, the following goals were identified as priorities for the strategic planning process:

Goal: Assessment

Description: The goal of the Assessment initiative is to continue the development of a data-driven decision making model that publishes an annual school district report card that reflects the current achievement of all students, establishes annual achievement goals and educational priorities, allows student academic progress to be monitored and provides teachers with the information required to implement instructional strategies and practices that meet the needs of all students.

Goal: Curriculum Review Cycle

Description: All courses will be revised to align with the Pennsylvania Academic standards. The curriculum review process will be ongoing and require eight years to complete one cycle.

Goal: Elementary Extended Learning Opportunities

Description: Students that are not at the benchmark levels will receive after school and/or summer tutoring in the area of literacy.

Goal: Elementary Professional Learning Communities

Description: To create collaborative, learning communities in each of our schools.

Goal: Elementary Report Card

Description: In an effort to more accurately inform parents of their child's academic progress, the elementary report card will be revised to reflect achievement related to the Pennsylvania Academic Standards.

Goal: Elementary Writing Assessments

Description: A K-5 team of educators will revise the district writing assessments.

Goal: Financial Management

Description: The goal is to increase the benefit of the financial resources by using cost effective management strategies.

Goal: FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)

Description: Graduate rate will meet an 80% threshold and/or show growth.

Goal: HeadStart Supplemental K4 Program

Description: To provide quality pre-kindergarten opportunities in partnership with the Huntingdon County Adult and Child Development Corporation.

Goal: Infrastructure

Description: The goal is to promote the success of all students by ensuring the high quality management of the Huntingdon Area School District's buildings, grounds, and resources for a safe, efficient, and effective learning environment.

Goal: LEP

Description: The Professional Development Committee will offer staff development opportunities that are designed to provide teachers with the training required to support the English Language Learner (ELL) in the regular education classroom.

Goal: MATHEMATICS

Description: At least 45% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

Goal: Professional Development

Description: The goal of the Huntingdon Area School District Professional Development Committee is to provide continuing educational opportunities for the staff in order to assist in the development of skills and abilities that will result in increased student achievement. The Professional Development Committee will assess the district's professional needs through surveys, strategic plan priorities, student assessment data, staff certification needs, and the new teacher induction plan. The Professional Development Committee will encourage all staff members

to fulfill their continuing educational needs through both professional development and staff development days, conference attendance through the Travel/Conference Committee, and collegiate credits as stated in the HAEA collective bargaining agreement.

Goal: READING

Description: At least 54% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

Goal: STUDENT ATTENDANCE (any school that does not graduate seniors)

Description: Student attendance will meet a 90% threshold and/or show growth.

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

Description: At least 95% of eligible students will participate in required state-wide assessments.

Goal: Technology Integration and Development

Description: The goal of the technology plan is to enhance and enrich student learning, productivity, communication and educational opportunities through the effective use of 21st century technologies.

Academic Standards

The academic standards for student achievement have been adopted from the Pennsylvania Academic Standards as found in section 4.12 of 22 Pa. Code.

Graduation Requirements

Huntingdon Area High School Graduation Requirements

In order to be eligible for graduation from Huntingdon Area School District, a student must earn the required course credits, complete a culminating project, and demonstrate proficiency in reading, writing and mathematics on the State PSSA assessments administered in grade 11 or 12 or local assessments, including district approved standardized assessments, aligned with academic standards and State assessments under Section 4.52 (relating to local assessment system) at the proficient level or better. (22 Pa. Code Section 4.24 (a)) These requirements are further described below.

Planned Instruction Course Requirements

REQUIRED COURSE CREDITS

English.....	5.00
Mathematics.....	3.75
Science.....	3.75
Social Studies (U.S. History, American Government, Economics, and one addition course)...	3.75
Art.....	0.313
Music.....	0.313
Health and Physical Education.....	2.50
Document Processing and Management Information Systems.....	0.625
Family and Consumer Science.....	0.313
Driver Education.....	0.20
Other.....	5.486
 Total Credits, Grades 9 - 12.....	 26.000, or more

Proficiency Grade Requirements

Students are required to achieve a passing grade in each of the required planned instruction areas listed above. The district’s current grade structure is listed below, but it should be noted that this numerical reporting will be reviewed and examined as the district-developed assessments and rubrics are further refined. Presently, students can demonstrate proficiency in reading and writing by earning a C- or better in English 11 and English 12. Students can demonstrate proficiency in mathematics by earning a C- or better in Integrated Math I and II or higher level math course.

High School Grading Structure

A	95-100		
A-	90-94		
B+	87-89		
B	83-86	Advanced	83-100
B-	80-82		
C+	77-79		
C	73-76		
C-	70-72	Proficient	70-82
D+	67-69		
D	63-66		
D-	60-62	Basic	60-69
F	59 or less	Below Basic (No Credit Earned)	

Culminating Project

Students must complete a written research paper during their junior year, and a project in one or more areas of concentrated study during their senior year of high school that relates to a chosen career or community service. The purpose of the project is to give students the opportunity to apply, analyze, synthesize, and evaluate knowledge and to demonstrate that knowledge in a project. This project shall be completed under the direction of a member of the high school faculty and shall incorporate the following guidelines:

- Students may choose their project theme and shall be guided throughout the effort by an assigned high school teacher advisor.
- The student must demonstrate, through the project, the ability to apply, analyze, synthesize, and evaluate information.
- Coaching on the project is allowed outside and inside the school, but approval of that coaching must be given by the school advisor, and an acknowledgment and a description of that assistance must be explained during the presentation of the project.
- A project presentation, including portfolio, will be required before either the Panel or Symposium judges.
- The performance shall be interactive in that the judges may ask questions of the student.
- The relationship of the project to specific academic standards shall be indicated.
- The advisor shall determine completion of the graduation project after consultation with the judges and use of a district-approved rubric to determine proficiency.
- If a project is found to be “not yet satisfactory” at the evaluation, the student is expected to act on the comments and recommendations provided by the evaluation committee and present the project for a second evaluation within a two-week period. Students unable to meet this deadline will be expected to attend summer school.
- Projects may be undertaken by an individual student or by groups of students if approved by the advisors and parents of the student.

Additional information and required forms for the completion of the project are on file in the district high school office and shall be disseminated to the high school students and their parents.

Strategic Planning Process

In September 2005, the Huntingdon Area School District began the process of identifying individuals that would like to serve as members of the strategic planning steering committee or as action team members. The community was invited to participate in the process through articles in the local newspaper, The Daily News. Educators, curriculum leaders, staff members and students were informed of the process through district-wide letters and e-mails. All interested individuals became part of the steering committee and action teams. The facilitator for the strategic plan was identified as the assistant superintendent.

The strategic planning steering committee scheduled several meetings during the 2005-2006 school year to review the goals, mission statement, vision statement, values, assessment data and future action areas. Committee members volunteered to serve as facilitators to recruit members from the staff and the community to serve on their action teams, to develop appropriate action plans, and to commit the time and energy to ensure the completion of each action step. Throughout the 2005-2006 school year, action teams met and developed plans for the years 2006-2012. As the action plans were being developed, updates were presented and feedback collected during the strategic planning meetings.

On August 31, 2006, all plans were presented to the strategic planning committee for final approval. Copies of the Chapter 4 Educational Strategic Plan, Professional Development Plan, Induction Plan, and Technology Plan were published on the school district webpage for community review prior to this meeting. The entire plan was presented to the Huntingdon Area School Board on Monday, September 11, 2006, and received final approval at the regularly scheduled meeting on Monday, September 18, 2006. This plan is available for review in the district office, principals' offices, all school libraries, and the school district webpage, www.huntsd.org.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Dr. C. Port Williams	Huntingdon Area SD	School Central Office Administrator	Superintendent
Dr. David Lehmann	Resident	Parent	Strategic Planning Committee
Miss Aubrey Post	Standing Stone Elementary	Elementary School Teacher	Director of Elementary Education
Miss Brianna Cominskie	Huntingdon Area SD	Student	High School Principal
Miss Sarah Ritchey	Huntingdon Area SD	Student	Strategic Planning Committee
Miss Stacey McMath	High School	Secondary School Teacher	High School Principal
Miss Stephanie Miller	Huntingdon Area SD	Student	Strategic Planning Committee
Mr. Adam Clampet	Resident	Business Representative	Strategic Planning Committee
Mr. Art Waleski	Huntingdon Area SD	Building Principal	Superintendent
Mr. Dan Berger	TIU 11	Community Representative	Assistant Superintendent
Mr. Dave Myers	Contracted Service	Technology Representative	Superintendent
Mr. David Berger	Huntingdon Area SD	Board Member	School Board
Mr. David Ritchey	Huntingdon Area SD	Student	Strategic Planning Committee
Mr. David Sloan	Huntingdon Area SD	Student	Strategic Planning Committee
Mr. Dennis Reif	Huntingdon Area SD	Board Member	School Board
Mr. Gary Schreier	Huntingdon Area SD	School Central Office Administrator	Superintendent
Mr. Jack Sloan	Huntingdon Area SD	Community Representative	Strategic Planning Committee
Mr. Jeff Coppes	Huntingdon Area SD	Building Principal	Superintendent
Mr. Karl Kearns	Huntingdon Area SD	Student	High School Principal
Mr. Mike Honstine	Huntingdon Area SD	Board Member	School Board
Mr. Peter Rothstein	Huntingdon Area SD	Board Member	School Board
Mr. Richard Scialabba	Huntingdon Area SD	Board Member	School Board
Mr. Scott Eichelberger	High School	Secondary School Teacher	High School Principal
Mr. Sean Powers	Middle School	Building Principal	Middle School Principal
Mr. Tom Snare	Middle School	Middle School Teacher	Middle School Principal
Mrs. Carolyn Lehmann	Resident	Parent	Strategic Planning Committee
Mrs. Cindy Ritchey	Standing Stone Elementary	Elementary School Teacher	Director of Elementary Education
Mrs. Deborah Riley	Jackson Miller Elementary	Elementary School Teacher	Director of Elementary Education
Mrs. Diahann Mosier	Huntingdon Area SD	Board Member	School Board
Mrs. Donna Isenberg	Huntingdon Area SD	Board Member	School Board
Mrs. Edie Kiratzis	Resident	Parent	Strategic Planning Committee
Mrs. Elana Clapper	Standing Stone Elementary	Elementary School Teacher	School board
Mrs. Fran Knepp	High School Teacher	Special Education Representative	School Board
Mrs. Janice Metzgar	Huntingdon Area SD	Board Member	School Board

Mrs. Kathy Wilson	Huntingdon Area SD	Elementary School Teacher	Assistant Superintendent
Mrs. Laurie McLaughlin	Resident	Parent	Strategic Planning Committee
Mrs. Lee Bishop	High School	Building Principal	High School Principal
Mrs. Maria Border	Resident	Parent	Strategic Planning Committee
Mrs. Maria McDonald	Huntingdon Area SD	School Central Office Administrator	Superintendent
Mrs. Mindy Stuck	Huntingdon Area SD	Business Manager	Superintendent
Mrs. Nancy Shelow	Middle School	Middle School Teacher	Assistant Superintendent
Mrs. Patricia Wargo	Huntingdon Area SD	Building Principal	Superintendent
Mrs. Peg McNitt	Huntingdon Area SD	School Central Office Administrator	Superintendent
Mrs. Renee Houck	Resident	Parent	Strategic Planning Committee
Mrs. Sarah Braxton	Resident	Parent	Strategic Planning Committee
Mrs. Theresa Hawbaker	Resident	Parent	Strategic Planning Committee
Ms. Jill Adams	Huntingdon Area SD	School Central Office Administrator	School Board
Mr. Nick Payne	Middle School	Middle School Teacher	Middle School Principal
Mrs. Piper Tanner	Resident	Community Representative	Strategic Planning Committee

Goals, Strategies and Activities

Goal: Assessment

Description: The goal of the Assessment initiative is to continue the development of a data-driven decision making model that publishes an annual school district report card that reflects the current achievement of all students, establishes annual achievement goals and educational priorities, allows student academic progress to be monitored and provides teachers with the information required to implement instructional strategies and practices that meet the needs of all students.

Strategy: Elementary Response To Intervention

Description: Staff members will be trained to develop key components of Response to Intervention to meet the needs of at-risk learners.

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

Activity	Description	Evaluation Procedure
Create a master schedule that will allow students to receive interventions within the regular education classroom.	Regular education, Title and Special Educations teachers will work in cooperation to create a master school-wide schedule that will allow students to receive support services within the regular classroom setting. Additionally, teachers will plan the rotation of students to that they receive the most direct instruction as possible.	A master schedule will be created at each school that will provide the necessary support for children not at the benchmark levels as measured by: Kindergarten: DIBELS, Rigby Benchmark and High Frequency Words First Grade: DIBELS, Rigby Benchmark and High Frequency Words Second Grade: DIBELS, Rigby Benchmark and High Frequency

		Words Third Grade: Grade 2 Terra Nova, DIBELS, Rigby Benchmark, QRI Fourth Grade: Grade 3 PSSA and QRI Fifth Grade: Grade 4 PSSA and QRI	
Person Responsible	Timeline for Implementation		Resources
Jeff Coppes	Start	n/a	Finish n/a \$0.00

Activity	Description	Evaluation Procedure	
Progress monitoring team meetings.	In order to monitor the progress of our students not at benchmark (Tier 2 and Tier 3 students), we will conduct monthly Response to Intervention Team meetings at each school. The meetings will be conducted using an HASD-created protocol. the team will discuss the current assessments and the progress to date with respect to the interventions. The following individuals will be in attendance at each meeting: Building Leader, Grade-Level Team, Title I teachers, Learning Support teachers, Speech Therapist, the Paraprofessional that works with that child/group, the Guidance Counselor, Emotional Support teacher, and the Director of Elementary Education	Monthly meetings will be conducted using the newly created protocol. Documentation will be kept, and we will monitor the impact on the interventions through monthly assessments for all students in Tier 2 and Tier 3 levels.	
Person Responsible	Timeline for Implementation		Resources
Jeff Coppes	Start	n/a	Finish n/a \$0.00

Strategy: Progress Monitoring

Description: A comprehensive assessment system will be developed that allows all students at all grade levels to be assessed in September, January and May. This assessment data will be shared with the staff and used to identify students below benchmark (Tier 1).

Educational Practices: Artful Use of Infrastructure, Quality Leadership, Quality Teaching

Activity	Description	Evaluation Procedure	
DIBELS K-3	All students will be assessed 3 times per year using the DIBELS assessment to determine academic progress.	Assessment data will be entered into the DIBELS website, and reports will be shared with appropriate staff. Instructional interventions will be developed based on the analysis of the data.	
Person Responsible	Timeline for Implementation		Resources
Carl Williams	Start	n/a	Finish n/a \$800.00

Activity	Description	Evaluation Procedure
STAR Mathematics	The STAR mathematics assessment will be purchased,	The results of the STAR assessment for 5 all students in

	staff will be trained, and students will be assessed beginning in the 2006-2007 School year.	Grades 2 - 12 will be shared with the classroom teachers, and students at-risk will be identified.
Person Responsible	Timeline for Implementation	
Carl Williams	Start 7/1/2006	Finish 6/29/2007
		Resources \$0.00

Activity	Description	Evaluation Procedure
TerraNova Testing	The TerraNova Test will be given in grades 2, 9, 10 and 12.	The assessment results for the assessed students will be shared with appropriate staff.
Person Responsible	Timeline for Implementation	
Carl Williams	Start n/a	Finish n/a
		Resources \$0.00

Goal: Curriculum Review Cycle

Description: All courses will be revised to align with the Pennsylvania Academic standards. The curriculum review process will be ongoing and require eight years to complete one cycle.

Strategy: Curriculum Review Phases

Description: The three yearly phases that will be used to complete the curriculum review are as follows:

Phase 1:
Review present curriculum.
Define subject area learning goals.
Connect learning goals to the Pennsylvania Academic Standards.

Phase 2:
Rewrite K - 12 curriculum with alignment to Pennsylvania State Standards using district approved format.
Evaluate and modify K - 12 benchmarks for each standard statement and specify which courses shall include the teaching and the assessment of the benchmarks.
Identify appropriate measures for the benchmarks to be assessed balancing among district, classroom, commercial and state assessment tools in each subject area.

Phase 3:
Evaluate instructional materials to support curriculum revisions.
Purchase instructional materials to support curriculum revisions.
Inservice staff members on instructional materials and assessment tools.
Communicate the assessment data to the various stakeholders.
Monitor and adjust the curriculum as needed.

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

Activity	Description	Evaluation Procedure
Curriculum Review 06-07	Phase 1 - Foreign Language, Library, Guidance Phase 2 - Arts and Humanities Phase 3 - Vocational Education, Health, Physical Education	Courses will be identified for completion. Teachers will be assigned responsibility for completing the various phases of the curriculum review cycle. Resources will be identified, and budgets will be developed.
Person Responsible	Timeline for Implementation	
Carl Williams	Start 7/3/2006	Finish 7/3/2006
		Resources \$0.00

Activity	Description	Evaluation Procedure
Curriculum Review 07-08	Phase 1 - Mathematics Phase 2 - Foreign Language,	Courses will be identified for completion. Teachers will be

	Library, Guidance Phase 3 - Arts and Humanities	assigned responsibility for completing the various phases of the curriculum review cycle. Resources will be identified, and budgets will be developed.
Person Responsible	Timeline for Implementation	
Carl Williams	Start 7/2/2007	Finish 7/2/2007
		Resources \$10,000.00

Activity	Description	Evaluation Procedure
Curriculum Review 08-09	Phase 1 - Science Phase 2 - Mathematics Phase 3 - Foreign Language, Library, Guidance	Courses will be identified for completion. Teachers will be assigned responsibility for completing the various phases of the curriculum review cycle. Resources will be identified, and budgets will be developed.
Person Responsible	Timeline for Implementation	
Carl Williams	Start n/a	Finish n/a
		Resources \$0.00

Activity	Description	Evaluation Procedure
Curriculum Review 09-10	Phase 1 - Social Studies Phase 2 - Science Phase 3 - Mathematics	Courses will be identified for completion. Teachers will be assigned responsibility for completing the various phases of the curriculum review cycle. Resources will be identified, and budgets will be developed.
Person Responsible	Timeline for Implementation	
Carl Williams	Start 7/1/2009	Finish 7/1/2009
		Resources \$0.00

Activity	Description	Evaluation Procedure
Curriculum Review 10-11	Phase 1 - Language Arts Phase 2 - Social Studies Phase 3 - Science	Courses will be identified for completion. Teachers will be assigned responsibility for completing the various phases of the curriculum review cycle. Resources will be identified, and budgets will be developed.
Person Responsible	Timeline for Implementation	
Carl Williams	Start 7/1/2010	Finish 7/1/2010
		Resources \$0.00

Activity	Description	Evaluation Procedure
Curriculum Review 11-12	Phase 1 - Special Education Phase 2 - Language Arts Phase 3 - Social Studies	Courses will be identified for completion. Teachers will be assigned responsibility for completing the various phases of the curriculum review cycle. Resources will be identified, and budgets will be developed.
Person Responsible	Timeline for Implementation	
Carl Williams	Start 7/1/2011	Finish 7/1/2011
		Resources \$0.00

Goal: Elementary Extended Learning Opportunities

Description: Students that are not at the benchmark levels will receive after school and/or summer tutoring in the area of literacy.

Strategy: After School and Summer Extended Learning Opportunities

Description: All students that are not at the benchmark levels, as measured by both external and internal assessments, will be offered free tutoring services. Specific tutoring programs will include:

After School Tutoring Programs

A. Jackson Miller-Tutors will be JM teachers. Students will receive instruction using the same instructional delivery approaches as they receive during the school day (Guided Reading, Shared Reading, Interactive Read Aloud, and Writer's Workshop). Additionally, children will have access to Study Island.

B. Brady-Henderson, Southside and Standing Stone-Juniata College students will provide tutoring, and they will be monitored by HASD teachers. The tutors will be trained and work with students in the following four areas: Paired Reading, Rereading the Guided Reading Books for the Day, Interactive Read Aloud, Vocabulary Development Games and Study Island.

Summer Tutoring

All eligible children (as determined through our assessments) will be offered a six-week tutoring program over the summer. Instruction will be provide in small group settings, and transportation will be provided as a means to assist parents.

Educational Practices: Quality Teaching

Activity	Description	Evaluation Procedure
<p>Extended After School and Summer Learning Activities</p>	<p>All students that are not at the benchmark levels, as measured by both external and internal assessments, will be offered free tutoring services. Specific tutoring programs will include: After School Tutoring Programs A. Jackson Miller-Tutors will be JM teachers. Students will receive instruction using the same instructional delivery approaches as they receive during the school day (Guided Reading, Shared Reading, Interactive Read Aloud, and Writer's Workshop). Additionally, children will have access to Study Island. B. Brady-Henderson, Southside and Standing Stone-Juniata College students will provide tutoring, and they will be monitored by HASD teachers. The tutors will be trained and work with students in the following four areas: Paired Reading, Rereading the Guided Reading Books for the Day, Interactive Read Aloud, Vocabulary Development Games and Study Island. Summer Tutoring All eligible children (as determined through our assessments) will be offered a six-week tutoring program over the summer. Instruction will</p>	<p>Participating students will be assessed using both internal and external assessments to determine their progress in literacy.</p>

	be provide in small group settings, and transportation will be provided as a means to assist parents.	
Person Responsible	Timeline for Implementation	
Jeff Coppes	Start 8/28/2006	Finish 8/17/2007
		Resources \$0.00

Goal: Elementary Professional Learning Communities

Description: To create collaborative, learning communities in each of our schools.

Strategy: To improve the quality of our schools through ongoing, systematic professional development.

Description: We will establish professional learning communities through a variety of approaches that include, but are not limited to:

1. The Academy for Learning. This five-day summer professional development opportunity is provide to new, experienced and substitute teachers. It is designed to support our teachers in their efforts to enhance their practice in the following instructional delivery methods: Interactive Read Aloud, Shared Reading, Guided Reading, Reading Workshop, Comprehension Strategies and Writer's Workshop.
2. Collaborative Planning/Teaching/Reflecting. Teachers that choose this form of differentiated supervision will work in groups of 3-4 (at the same grade level). As a team, these teachers will plan lessons, take turns modeling the lesson, and then providing reflective feedback to the Director of Elementary Education. Each marking period, the group will meet and create a lesson from one of the four main areas (Interactive Read Aloud, Shared Reading, Guided Reading and Writer's Workshop).
3. Study Groups. We will conduct monthly study group sessions for the book, Strategies that Work. Teachers and paraprofessionals will meet each month and use a text-based protocol to discuss classroom implications for this book that focuses on the importance of teaching children seven distinct comprehension strategies.
4. Co-Teaching Planning. Each month, common planning time will be provided to our co-teaching teams.
5. Critical Friends Group. This will be our fourth year of using the Critical Friends Group model as a means to examine/discuss student work and to use consultancy protocols to address the concerns we have for students or our schools.
6. Literacy Trainings. A team of 16 teachers will be selected to be part of train-the-trainers model of professional development. This team will receive additional training in the Interactive Read Aloud, Shared Reading and the Reading Workshop models of delivery. In turn, they will assist their grade-level and building colleagues in the effective implementation of these approaches to reading instruction.
7. Literacy Coach. Through the Accountability Block Grant, we will fund a new position, K-8 Literacy Coach. This individual will plan, model, co-teach and help teachers reflect their practices.

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

Activity	Description	Evaluation Procedure
Implement Professional Learning Community Components	We will establish professional learning communities through a variety of approaches that include, but are not limited to: 1. The Academy for Learning. This five-day summer professional development opportunity is provide to new, experienced and substitute teachers. It is designed to support our teachers in their efforts to enhance their practice in the following instructional delivery methods: Interactive Read Aloud, Shared Reading, Guided Reading, Reading Workshop,	Lesson plans will reflect the research-proven instructional strategy and a connection to the Assessment Anchors which will impact studnet achievement as based on both local and state assessments.

	<p>Comprehension Strategies and Writer's Workshop.</p> <p>2. Collaborative Planning/Teaching/Reflecting. Teachers that choose this form of differentiated supervision will work in groups of 3-4 (at the same grade level). As a team, these teachers will plan lessons, take turns modeling the lesson, and then providing reflective feedback to the Director of Elementary Education. Each marking period, the group will meet and create a lesson from one of the four main areas (Interactive Read Aloud, Shared Reading, Guided Reading and Writer's Workshop).</p> <p>3. Study Groups. We will conduct monthly study group sessions for the book, Strategies that Work. Teachers and paraprofessionals will meet each month and use a text-based protocol to discuss classroom implications for this book that focuses on the importance of teaching children seven distinct comprehension strategies.</p> <p>4. Co-Teaching Planning. Each month, common planning time will be provided to our co-teaching teams.</p> <p>5. Critical Friends Group. This will be our fourth year of using the Critical Friends Group model as a means to examine/discuss student work and to use consultancy protocols to address the concerns we have for students or our schools.</p> <p>6. Literacy Trainings. A team of 16 teachers will be selected to be part of train-the-trainers model of professional development. This team will receive additional training in the Interactive Read Aloud, Shared Reading and the Reading Workshop models of delivery. In turn, they will assist their grade-level and building colleagues in the effective implementation of these approaches to reading instruction.</p> <p>7. Literacy Coach. Through the Accountability Block Grant, we will fund a new position, K-8 Literacy</p>	
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	Coach. This individual will plan, model, co-teach and help teachers reflect their practices.				
Person Responsible	Timeline for Implementation				Resources
Jeff Coppes	Start	7/3/2006	Finish	6/29/2007	\$0.00

Goal: Elementary Report Card

Description: In an effort to more accurately inform parents of their child's academic progress, the elementary report card will be revised to reflect achievement related to the Pennsylvania Academic Standards.

Strategy: Creating a Standards-based Report Card

Description: Staff members will revise the elementary report card to align with the academic standards.
Educational Practices: Quality Leadership, Quality Teaching

Activity	Description	Evaluation Procedure			
Designing a Report Card Template	In grade level teams, we will create a standards-based elementary report card that reflects our current vision for teaching and learning, and at the same time, incorporates both internal and external assessment information.	By the end of the 2006-2007 school year, we will have a revised report card that we will pilot to a small number for families for the 2007-2008 school year.			
Person Responsible	Timeline for Implementation		Resources		
Jeff Coppes	Start	9/5/2006	Finish	5/30/2007	\$0.00

Goal: Elementary Writing Assessments

Description: A K-5 team of educators will revise the district writing assessments.

Strategy: Revise Elementary Writing Assessment Process

Description: Refine local assessments to increase proficiency in the area of writing.
Educational Practices: Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	Evaluation Procedure			
Revise and Train Teachers on the HASD Writing Assessment	A K-5 team of teachers will revise the present elementary writing assessment. They will develop a checklist continuum that colleagues will use to monitor the progress of their students from fall to spring, as well as a tool to report information to parents. Each teacher will receive a notebook containing: (1) the revised checklist, (2) procedures to administering the assessment, (3) directions for scoring the assessment, and (3) procedures for reporting progress to parents. Huntingdon Area School District elementary teachers will receive training on all aspects of this program in September 2006.	Teachers will administer and score the revised HASD Domain Writing Assessment and examine student progress from Pre to Post Test. Additionally, the fifth grade teachers will compare the results from this District Assessment to the PSSA Writing as a means to determine validity.			
Person Responsible	Timeline for Implementation		Resources		
Jeff Coppes	Start	7/3/2006	Finish	6/29/2007	\$0.00

Goal: Financial Management

Description: The goal is to increase the benefit of the financial resources by using cost effective management strategies.

Strategy: Develop a Model to Forecast Expenses and Revenues

Description: To ensure the long-term fiscal solvency of the school district, expenditures and revenues will be examined to anticipate future needs.

Educational Practices: Continuous Learning Ethic, Quality Leadership

Activity	Description	Evaluation Procedure		
Cost Containment of District Expenses	The administrative team will review the structure, staffing, and procedures governing the financial operations of the school district to ensure an effective and efficient delivery of services.	A self-evaluation of operating procedures will be conducted.		
Person Responsible	Timeline for Implementation			Resources
Jill Adams	Start	n/a	Finish	n/a
				\$0.00

Activity	Description	Evaluation Procedure		
Implications of Act 1 on School District Revenues	A consultant will be hired to analyze the impact of Act 1 options on the school district's revenues and its taxpayers. A public meeting will be held to share the findings and seek community input.	A recommendation will be made to the school board for their consideration.		
Person Responsible	Timeline for Implementation			Resources
Jill Adams	Start	9/1/2006	Finish	6/29/2007
				\$0.00

Goal: FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)

Description: Graduate rate will meet an 80% threshold and/or show growth.

Strategy: Career Education

Description: Develop career plans for all students

Educational Practices: Quality Teaching

Activity	Description	Evaluation Procedure		
Research Career Ed Curr	As part of the curriculum review cycle, the guidance department will begin the development of a career planning model that will assist students in making informed choices regarding the successful transition from high school to post-secondary opportunities.	At the end of the curriculum review cycle, all high school students will have a career plan.		
Person Responsible	Timeline for Implementation			Resources
Carl Williams	Start	7/3/2006	Finish	6/30/2009
				\$0.00

Goal: HeadStart Supplemental K4 Program

Description: To provide quality pre-kindergarten opportunities in partnership with the Huntingdon County Adult and Child Development Corporation.

Strategy: Create a Pre-Kindergarten Classroom

Description: In partnership with Huntingdon County Head Start, we will create a quality pre-k program for 16 four year olds that meet the Head Start eligibility criteria.

Educational Practices: Artful Use of Infrastructure, Quality Leadership, Quality Teaching

Activity	Description	Evaluation Procedure			
Implement a Pre-K program at Brady-Henderson Mill Creek Elementary School	During the 2006-2007 school year, we will start a Pre-Kindergarten classroom at Brady Henderson. Sixteen children that are Head Start eligible will receive educational services. Participating children will take part in all Head Start activities and be included in the many cultural and enrichment activities offered by the school. Parents will be encouraged to participate as active members in this partnership.	Evaluation will be done as determined by Head Start regulations.			
Person Responsible	Timeline for Implementation		Resources		
Jeff Coppes	Start	n/a	Finish	n/a	\$0.00

Goal: Infrastructure

Description: The goal is to promote the success of all students by ensuring the high quality management of the Huntingdon Area School District's buildings, grounds, and resources for a safe, efficient, and effective learning environment.

Strategy: Evaluation of Buildings and Grounds

Description: An architectural firm will conduct a feasibility study of the district's buildings and grounds and their usage.

Educational Practices: Artful Use of Infrastructure, Quality Leadership

Activity	Description	Evaluation Procedure			
Feasibility Study	The Huntingdon Area Middle School will be evaluated for possible renovation or replacement with cost estimates and specific needs identified. In addition, an analysis of the facilities utilization will be provided.	The results of the feasibility study will be presented to the school board for consideration.			
Person Responsible	Timeline for Implementation		Resources		
Jill Adams	Start	n/a	Finish	n/a	\$0.00

Goal: MATHEMATICS

Description: At least 45% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

Strategy: High School Mathematics Lab

Description: Extended learning opportunities will be provided to students who are not proficient or advanced in mathematics. Teachers will identify specific learning needs and develop targeted intervention plans (TIP's) that relate to assessment anchors. Progress will be monitored on a regular basis to adjust instruction as needed.

Educational Practices: Artful Use of Infrastructure, Quality Teaching

Activity	Description	Evaluation Procedure
Math Labs	Students that have not demonstrated proficiency in mathematics will be assigned to Math Labs to receive additional	The PSSA mathematics assessment, TerraNova, and STAR Math will be used to monitor the academic progress. Pre and

	instructional time in the areas of deficiency. Students will meet daily until proficiency is demonstrated on progress monitoring assessments or the PSSA/TerraNova. The focus of instruction will be the mathematics assessment anchors.	post test scores will be used to determine the growth in mathematics achievement.	
Person Responsible	Timeline for Implementation		Resources
Art Waleski	Start n/a	Finish n/a	\$0.00

Goal: READING

Description: At least 54% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

Strategy: High School English Labs

Description: Extended learning opportunities will be provided to students who are not proficient or advanced in reading or writing. Teachers will identify specific learning needs and develop targeted intervention plans (TIP's) that relate to assessment anchors. Progress will be monitored on a regular basis to adjust instruction as needed.

Educational Practices: Artful Use of Infrastructure, Quality Teaching

Activity	Description	Evaluation Procedure	
English Labs	Students that have not demonstrated proficiency in reading will be assigned to English Labs to receive additional instructional time in the areas of deficiency. Students will meet daily until proficiency is demonstrated on progress monitoring assessments or the PSSA/TerraNova. The focus of instruction will be the reading assessment anchors.	The PSSA reading assessment, TerraNova, and STAR Reading will be used to monitor the academic progress. Pre and post test scores will be used to determine the growth in reading achievement.	
Person Responsible	Timeline for Implementation		Resources
Art Waleski	Start n/a	Finish n/a	\$0.00

Strategy: High School Extended Learning Opportunities in Reading

Description: Struggling readers will be given the opportunity to develop their reading and comprehension skill through a summer reading program.

Educational Practices: Artful Use of Infrastructure, Quality Leadership, Quality Teaching

Activity	Description	Evaluation Procedure	
High School Summer Reading Academy	Using progress monitoring assessments and PSSA scores in reading, students will be identified to participate in a summer reading program. Using diagnostic assessments, targeted reading interventions will address specific learner needs as they relate to the PSSA reading assessment anchors.	Pre-test and post-test results will be compared to determine student achievement.	
Person Responsible	Timeline for Implementation		Resources
Art Waleski	Start 2/1/2007	Finish 6/29/2007	\$0.00

Strategy: Increase Independent Reading Opportunities for High School Students

Description: The reading resources available in the library and the classrooms will be expanded to include reading materials for various reading abilities and interests. Technology will be used to monitor comprehension and effort.

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

Activity	Description	Evaluation Procedure			
Expand Accelerated Reader Opportunities	The AR collection will be expanded to include more titles that represent different reading levels, interests, and subjects. With staff and student input, materials will be selected, along with the appropriate AR quiz, to better meet student needs. Teachers will be encouraged to incorporate AR activities into their daily lessons.	This activity will be evaluated by PSSA reading scores, STAR Reading scores, number of books circulated from library, and AR points earned.			
Person Responsible	Timeline for Implementation		Resources		
Art Waleski	Start	n/a	Finish	n/a	\$0.00

Strategy: Middle School Summer Tutorial

Description:

Educational Practices:

Activity	Description	Evaluation Procedure			
Summer Tutorial	1. To be able to provide extended learning opportunities for middle school students to focusing on anchor assessments in reading during the summer as determined by assessment results. 2. Transportation provided	PSSA results as per E-Metrics STAR reading assessment			
Person Responsible	Timeline for Implementation		Resources		
Patricia Wargo	Start	6/1/2007	Finish	6/1/2007	\$0.00

Strategy: Middle School World Language Elective

Description:

Educational Practices:

Activity	Description	Evaluation Procedure			
World Language and Culture Opportunities	1. Survey parents and students to gather input of wants/needs 2. If a language, decide what language(s). 3. Assess determination of program more likely to succeed (summer or school year).	·Calculate results of survey ·Review and determine needs based on data ·Is there enough data (%) to make a decision			
Person Responsible	Timeline for Implementation		Resources		
Patricia Wargo	Start	n/a	Finish	n/a	\$226.20

Activity	Description	Evaluation Procedure	
World Language Experience			
Person Responsible	Timeline for Implementation		Resources

Patricia Wargo	Start	8/1/2007	Finish	8/1/2007	\$0.00
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Goal: Technology Integration and Development

Description: The goal of the technology plan is to enhance and enrich student learning, productivity, communication and educational opportunities through the effective use of 21st century technologies.

Strategy: District Infrastructure and Support

Description: The artful use of technology to impliment cultural and pedagogical reform resulting in active student learning.

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

Activity	Description	Evaluation Procedure
Increasing communication skills and use of available tools	Continue use of Blendedschools.net and the integration of a technology-based program that integrates Internet resources into classrooms and provides for improved parent/guardian communication and extended learning opportunities for students	Ed. Tech. Planning committee will meet quarterly reviewing and evaluating the needs and the progress of the activity.
Person Responsible	Timeline for Implementation	Resources
Leanora Bishop	Start n/a Finish n/a	\$0.00

Measurable Annual Improvement Targets

Each year, the staff is required to conduct an analysis of the assessment data for their students with the purpose of improving curriculum and instruction. This analysis includes a review of both internal and external assessments. Although each assessment instrument yields different data, the general review cycle is as follows:

1. In the fall, building level administrators assign teachers to grade level teams to review student achievement data.
2. Under the direction of Curriculum Leaders, teachers meet and establish annual achievement goals.
3. Areas of need are identified and strategies are developed to meet those needs.
4. Teachers meet monthly to review strategies and monitor progress.
5. Financial and staff resources are allocated to meet those goals.
6. Assessment data is reported to the Board of Directors and community on an annual basis.
7. Students that need additional support are identified and interventions are implemented.
8. Building administrators, curriculum leaders and the curriculum review team assist teachers in finding support materials and research-based instructional techniques to enhance the instructional programs in the goal areas.
9. Building principals review attendance records, dropout rates, and allocation of instructional time in each subject area to ensure appropriate learning opportunities.
10. When the end-of-year assessment results (PSSA and TerraNova) are returned, teachers determine if their goals were met.
11. The cycle repeats the following year.

In addition to the above process, the Huntingdon Area School District engages in the following activities to improve student achievement:

1. Provides ongoing professional development and staff development for all teachers.
2. Utilizes teacher-made, district and state rubrics for instruction at all levels.
3. Provides standards-based instructional approaches for staff members.
4. Uses technology to enhance the reading, writing, mathematics, science, research and problem solving skills.

5. Provides ongoing opportunities for students to engage in both creative and critical thinking activities.
6. Provides multiple opportunities for students to respond to writing prompts in a variety of genres in all curricular areas.
7. Reviews assessment results to identify areas of weakness and strengths.
8. Uses assessment data during the curriculum review process.

Curriculum, Instruction and Instructional Materials

The Huntingdon Area School District has made a commitment to providing the resources and training necessary to deliver a high quality, educational program that meets the needs of all students. As a result of this commitment, the district has developed an eight year cycle to align all curricular areas to the Pennsylvania Academic Standards, provide staff development, and purchase the required instructional materials.

Assessments and Public Reporting

The Huntingdon Area School District has developed a comprehensive assessment system that is designed to implement the key components of Progress Monitoring and Response to Intervention (RtI). Progress Monitoring assessments have been established in reading, K-12, and mathematics, 2-12. For reading, DIBELS assessments are administered at grades K-3 at the beginning, middle, and end of year; STAR Reading is administered in grades 2-12 following the same schedule. For mathematics, STAR Math will be administered, starting in September 2006, in grades 2-12 at the beginning, middle, and end of year. These assessments are used by the staff to monitor the achievement of individual students and identify those students that require an educational intervention to achieve at expected levels.

As students are identified for educational interventions, diagnostic assessments are administered to determine the specific area for the intervention. As per the RtI model, targeted interventions provide both strategic and intensive educational assistance. Using 4Sight, Study Island, and other diagnostic instruments, specific learning needs, based on the PSSA assessment anchors, become the focus for targeted intervention efforts.

In addition to the Progress Monitoring and RtI assessments, all students in grades 2-12 participate in the PSSA, PASA, or the TerraNova. The PSSA and PASA are given in grades 3,4,5,6,7,8, and 11; the TerraNova is administered in grades 2,9,10, and grade 12 as a PSSA retest. The results of these assessments are published, annually, in the school district report card as required by No Child Left Behind (NCLB).

The elementary schools will develop a standards-based report card that will better inform parents regarding each child's academic progress.

Targeted Assistance For Struggling Students

Using the school district assessment data, students identified for targeted assistance will receive services throughout the regular school day, after school, and in the summer. During the school day, in grades K-8, Title I staff will provide targeted intervention in reading and mathematics, and special education staff will provide interventions for identified students, K-12. In addition, students in grades 6-8 will be assigned to help sessions in lieu of study halls, and students in grades 9-12 will be assigned to English Labs and Math Labs to receive extra assistance.

During the 2006-2007 school year, the Huntingdon Area School District will provide an afterschool reading

program at Jackson-Miller Elementary and a summer reading academy for all students, K-12. Using grant funding, struggling readers will be provided target interventions in specific areas of need. Due to the lack of public transportation services, transportation will be provide to encourage greater attendance. If assessment results for these students show improvement, the program will be considered for future expansion into all schools and include mathematics content.

Support for Struggling Schools

As a result of the 2006 PSSA results, the Huntingdon Area High School has been placed in School Improvement I. The assessment results indicate that the disaggregate group, economically disadvantaged, did not meet the Adequate Yearly Progress (AYP) goals in reading and math. To address the needs of these students, several initiatives have been undertaken. A mathematics teacher has been added to the high school staff to permit the addition of Math Labs for struggling students. A literacy coach will be hired to provide intensive staff development in reading instruction. The Guidance Department will begin the revision of the career planning services offered to students.

Qualified, Effective Teachers and Capable Instructional Leaders

Professional development opportunities are provided for all staff members. The PD Committee plans for the professional development days identified in the collective bargaining agreement. The Travel/Conference Committee allocates funding for staff members to attend conferences of their choosing. The administrative staff is encouraged to attend conferences and workshops related to their assignment.

Parent and Community Participation

Throughout the school year, parents and community members are provided with opportunities to support the education of all children. Open Houses are scheduled in all buildings, and parents are invited to attend. Parent conferences are held in the fall and spring to encourage parent participation. Title I parent meetings are held in all Title I buildings as per school board policy. Activity Nights, reading days, holiday programs, spring concerts, and financial aid programs are scheduled. Teachers are being trained to use technology (Blackboard) to inform and involve parents in the day-to-day educational activities of their children.

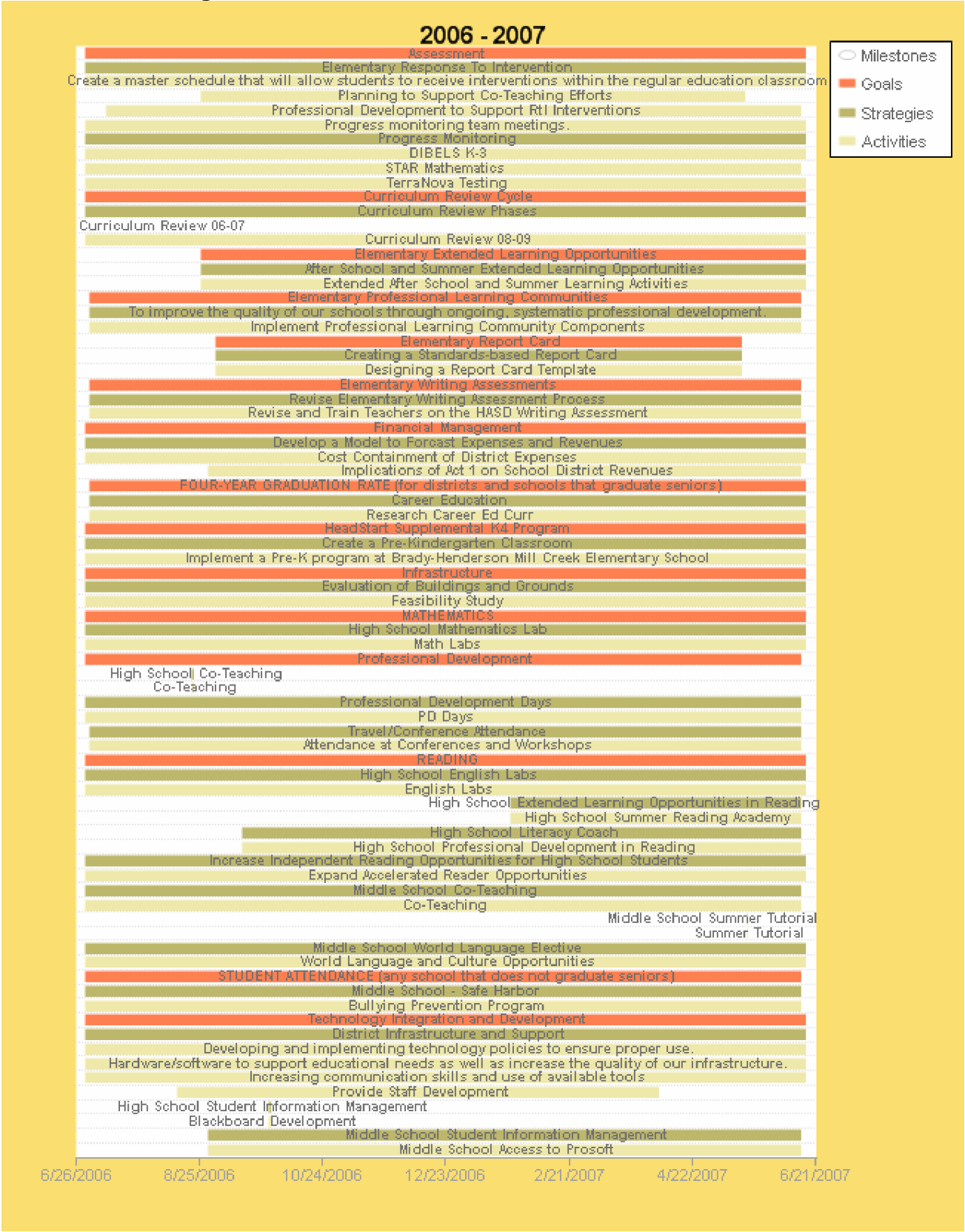
Pre-Kindergarten Transition

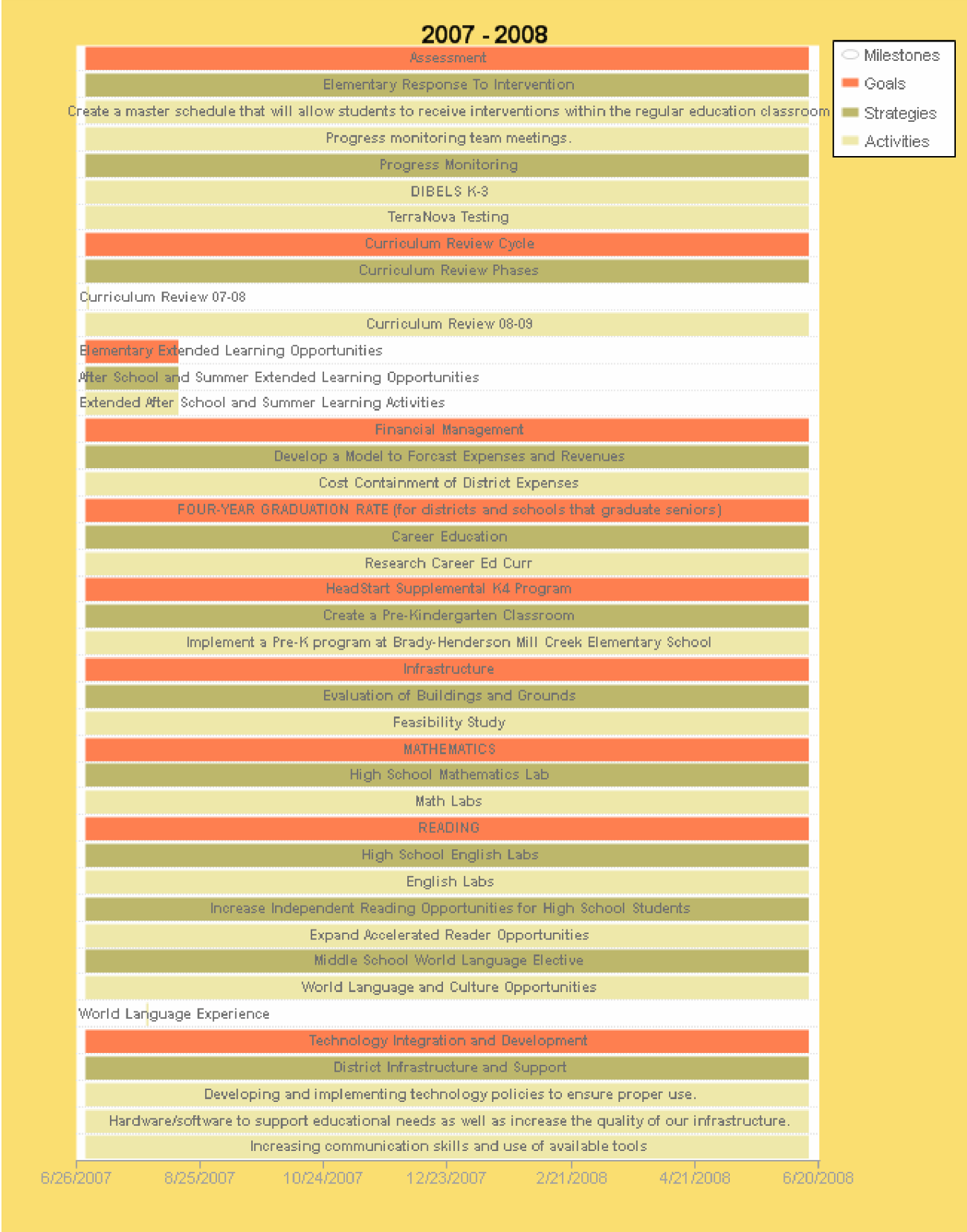
The Huntingdon Area School District in partnership with the Huntingdon County Child and Adult Development Corporation will institute a Head Start Supplemental Classroom at Brady-Henderson Mill Creek Elementary School for 16 four-year old Head Start eligible students. In pervious years, Head Start students spent a day in our schools as a means to support this important transition. Through our Pre-K Counts initiative, we started yearly "Getting Ready for Kindergarten" forums in each of our schools for all entering parents. The students and families that participate in our new Head Start Supplemental Classroom will be offered transition opportunities throughout the entire school year.

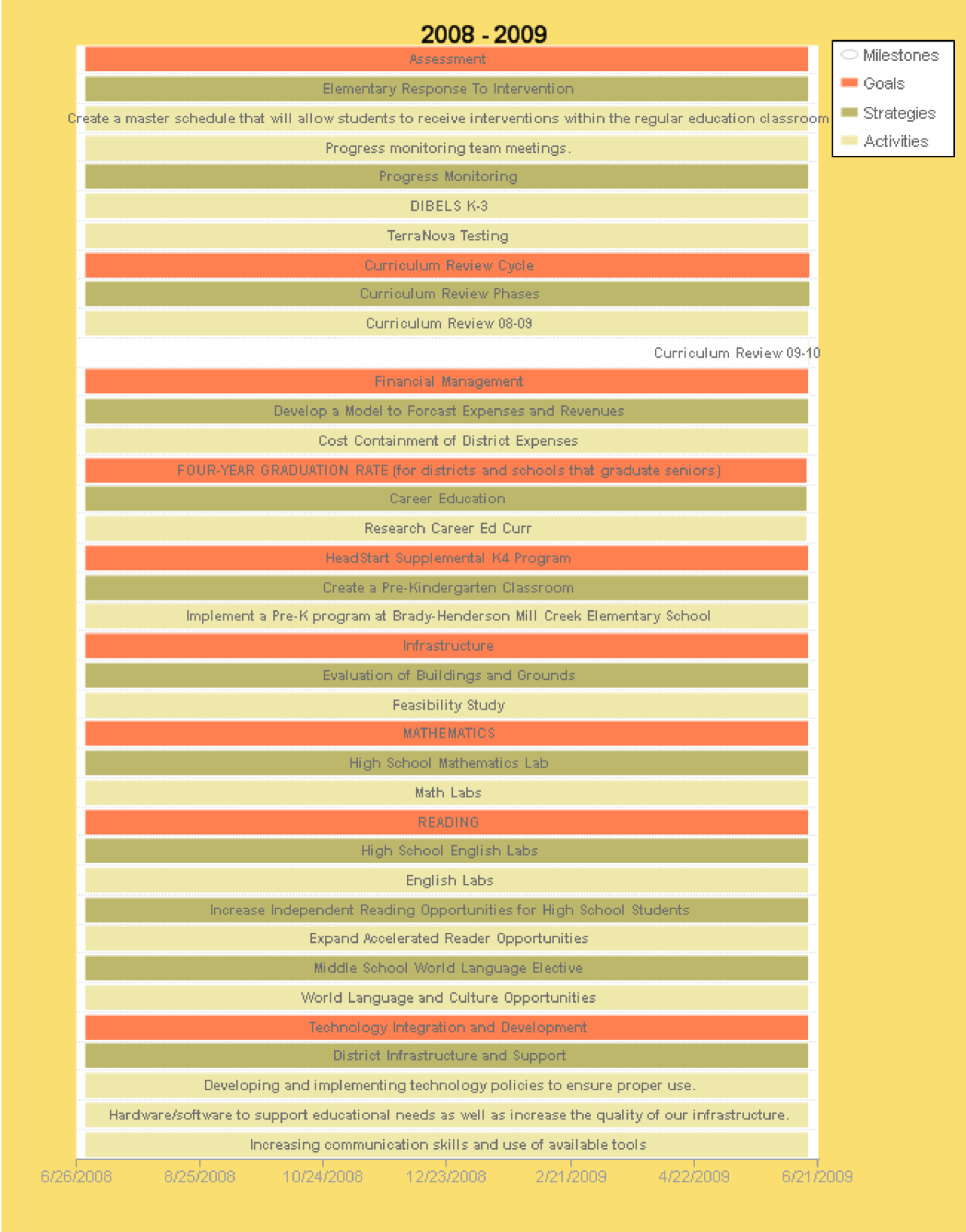
Utilization of Resources and Coordination of Services

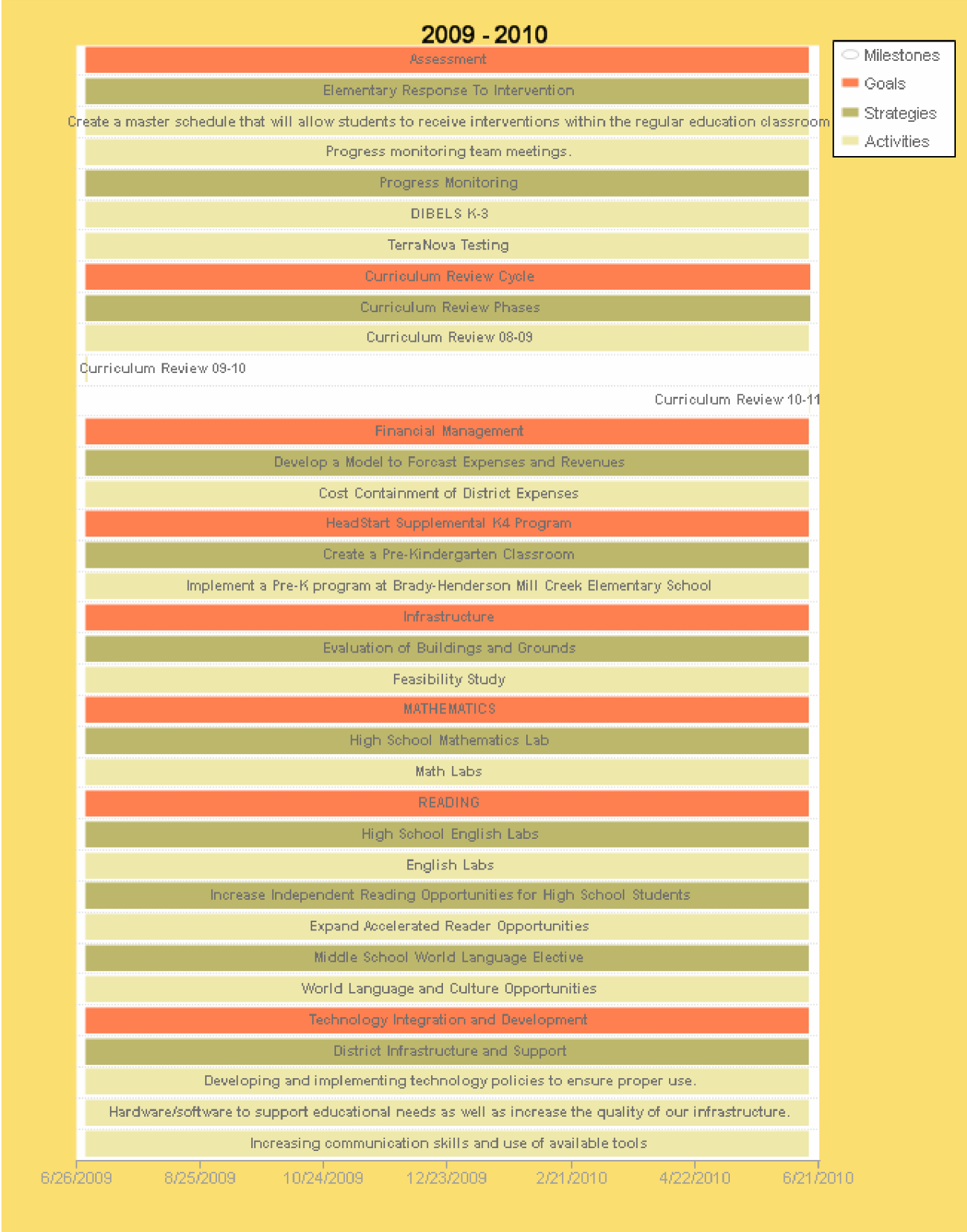
Service or Resource	Comment or Reflection
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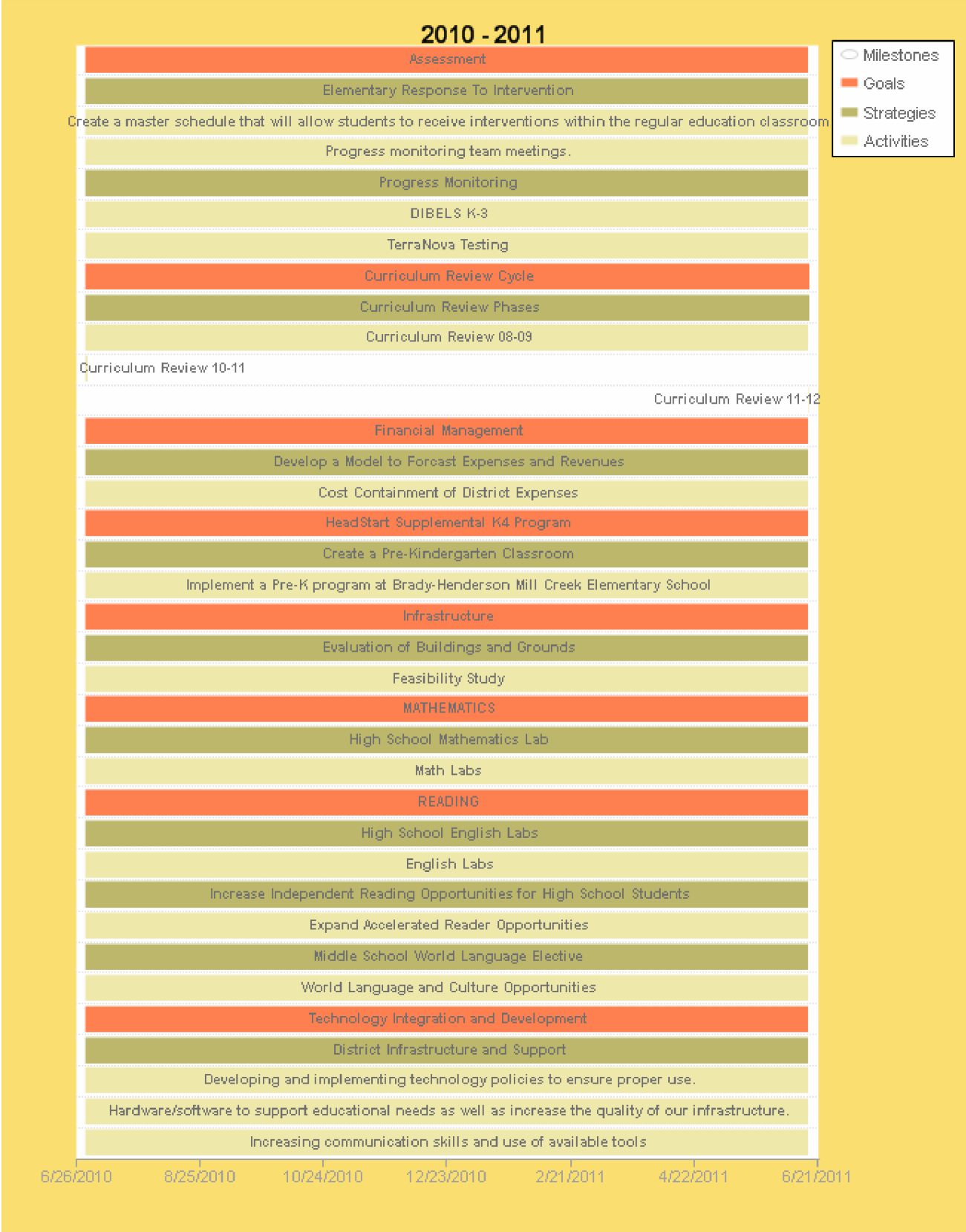
Milestones of Progress

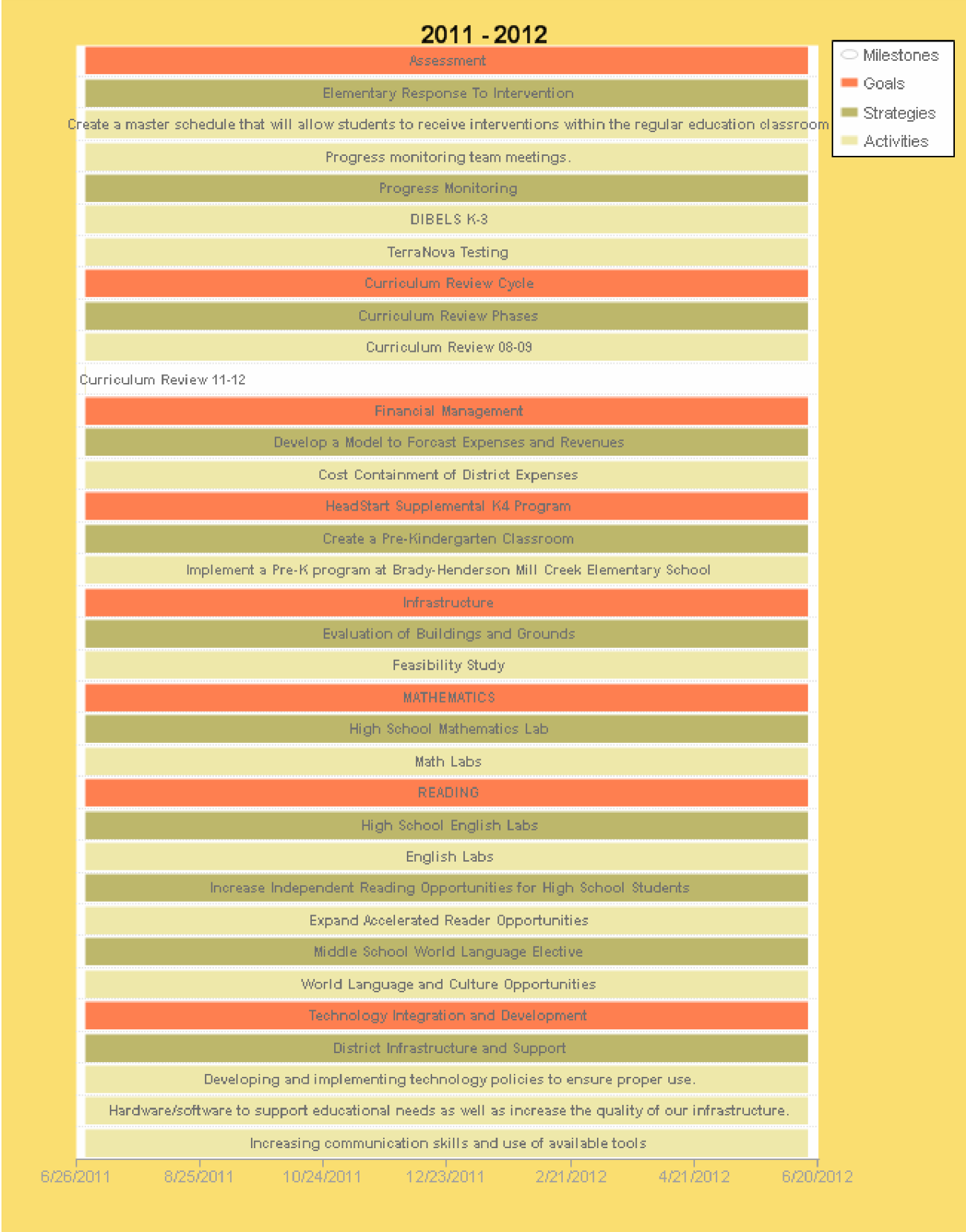












Date Submitted to PDE _____

School District/AVTS/Charter School

Name: _____

Address: _____

_____ Zip Code: _____

IU#: _____

Chief School Administrator: _____

Telephone: (area code): _____ # _____

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

Signature
School Board Secretary

Date

Signature
School Board President

Date

Signature
Chief School Administrator

Date