
Pennsylvania Department of Education



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

Chapter 4 Educational Strategic Plan

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Entity: North Schuylkill SD

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Organization Description

The North Schuylkill School District is located in the anthracite coal fields of Pennsylvania. The school district, located in Schuylkill and Columbia counties, encompasses 72.2 square miles of rolling hills and valleys. The district is an area of many contrasts. While it is best known for its anthracite resources and for its past mining history, it also is a land of vast wooded acres and some of the most beautiful agricultural areas found in northeastern Pennsylvania.

Residents of the boroughs of Ashland, Frackville, Girardville, Gordon, and Ringtown, and a scattering of small surrounding villages, are served by the district's three K - 6 elementary schools and its 7-12 junior/senior high school. Effective 2007-2008, elementary students attending the Ashland and Frackville Elementary Centers will attend classes in the district's newly constructed elementary school. The Ringtown Elementary Center will remain open. According to the 2000 federal census, the district has a population of 16,681.

During 2006-2007, the district provided basic educational services to 2,083 students through the employment of 8 administrators, 147 teachers, and 114 full-time and part-time support personnel. Special education was provided by the district and the Schuylkill Intermediate Unit 29. Occupational training and adult education in various vocational and technical fields were provided by the district and the Schuylkill Technology Centers.

The district undertook a thorough process to complete a six-year strategic plan. Our focus throughout the process has been to improve our present educational program and set high expectations of achievement for all our students. To accomplish this end, we have developed a plan to modify our curriculum, instruction, and assessment procedures.

Strategic planning requirements set forth in Title 22, PA code Chapter 4, Section 4.13, provided the blueprint for the district and supportive community to create a six year plan. The organization is designed according to the required items in the strategic planning guidelines. District mission statement, goals, and action plans are placed within the organizational guidelines where appropriate.

The following is an overview of the demographic makeup of the North Schuylkill School District as reported in the 2000 federal census:

NORTH SCHUYLKILL SCHOOL DISTRICT, SCHUYLKILL COUNTY, Pennsylvania]

Subject	Number	Percent
Total Population	16,681	N/A
SEX AND AGE		
Male	8,046	48.2
Under 5 Years	437	2.6
5 to 9 years	509	3.1
10 to 14 years	522	3.1
15 to 17 years	351	2.1
18 to 19 years	196	1.2
Female	8,635	51.8
Under 5 Years	374	2.2
5 to 9 years	447	2.7
10 to 14 years	483	2.9
15 to 17 years	356	2.1
18 to 19 years	158	0.9
RELATIONSHIP BY HOUSEHOLD TYPE (INCLUDING LIVING ALONE)		
Total Population in Households	16,430	100
In Family Households	13,733	N/A

Householder	4,597	100
Male	3,544	77.1
Female	1,053	22.9
TENURE		
Total Occupied Housing Units	7,031	100
Owner Occupied Housing Units	5,566	79.2
Renter Occupied Housing Units	1,465	20.8
AVERAGE HOUSEHOLD SIZE		
Average Household Size	2.34	N/A
AVERAGE FAMILY SIZE		
Average Family Size	2.94	N/A
SEX BY EDUCATIONAL ATTAINMENT FOR THE POPULATION 25 YEARS AND OVER		
Total	12,025	N/A
Male	5,600	46.6
12th grade, no diploma	185	3.3
High school graduate (includes equivalency)	2,900	51.8
Some college, 1 or more years, no degree	365	6.5
Bachelor's degree	385	6.9
Master's degree	125	2.2
Professional school degree	50	0.9
Doctorate degree	35	0.6
Female	6,420	53.4
12th grade, no diploma	145	2.3
High school graduate (includes equivalency)	3,260	50.8
Some college, 1 or more years, no degree	405	6.3
Bachelor's degree	385	6.0
Master's degree	130	2.0
Professional school degree	180	2.8
Doctorate degree	4	0.1
MEDIAN GROSS RENT (DOLLARS)		
Median gross rent	383	N/A
MEDIAN VALUE (DOLLARS) FOR ALL OWNER-OCCUPIED HOUSING UNITS		
Median value	56,900	N/A
PER CAPITA INCOME IN 1999 (DOLLARS)		
Per capita income in 1999	17,221	N/A
MEDIAN HOUSEHOLD INCOME IN 1999 (DOLLARS) BY TENURE		
Total	30,584	N/A
Owner occupied	33,583	N/A
Renter occupied	21,005	N/A
POVERTY STATUS IN 1999 OF FAMILIES		
Total	4,600	N/A
Income in 1999 below poverty level	270	5.9
Income in 1999 at or above poverty level	4,330	94.1
POVERTY STATUS IN 1999 OF HOUSEHOLDS		
Total	7,045	N/A
Income in 1999 below poverty level	705	10.0
Income in 1999 at or above poverty level	6,340	90.0

Common Core of Data, Local Education Agency Universe Survey, 1999-2000 (NCES)

Total Students	2,252	
Total FTE Teachers	112.5	
Total Schools	4	

Source:

*National Center for Education Statistics, US Department of Education
Bureau of the Census, US Department of Commerce*

Core Purpose

Mission

The North Schuylkill School District will provide all students a rigorous, meaningful and relevant education which will prepare them to thrive in the 21st Century global community, whether they go on to college or career preparation or the workplace.

Vision

The District's vision is aligned with supporting the Pennsylvania Department of Education's State Learning Standards in various disciplines. It is our main objective to prepare our students to compete successfully for admission to higher education institutions, to enable them to secure employment and succeed in the global marketplace, and to demonstrate the skills, attitudes, and ethics which allow them to become lifelong learners. Through our research we have identified six key elements which will drive the North Schuylkill educational program in the 21st Century:

Mastering Core Subjects: The No Child Left Behind Act of 2001, which reauthorizes the Elementary and Secondary Act of 1965, identifies the core subjects as English, reading or language arts, mathematics, science, foreign languages, civics, government, economics, arts, history and geography. North Schuylkill's students will master the core subjects by using learning and thinking skills, making their education truly rigorous.

Mastering 21st Century Content: We believe several significant emerging content areas are critical to success in communities and workplaces. North Schuylkill's students will master 21st Century content that is relevant in the world today. These content areas are:

Global awareness

Financial, economic business and entrepreneurial literacy

Civic literacy

Health and wellness awareness

Mastering Learning and Thinking Skills: As much as students need to learn academic content, we believe they also need to know how to keep learning- and make effective and innovative use of what they know- throughout their lives. North Schuylkill's students will develop learning and thinking skills comprised of:

Critical thinking and problem-solving skills

Communication skills

Creativity and innovation skills

Collaboration skills

Contextual learning skills
Information and media literacy skills
Team building skills

Acquiring ICT Literacy: Information and communications technology (ICT) literacy is the ability to use technology to develop 21st century content knowledge and skills, in the context of learning core subjects. North Schuylkill's students will use technology to learn content and skills- so that they know how to learn, think critically, solve problems, use information, communicate, innovate and collaborate.

Mastering Life Skills: Good teachers have always incorporated life skills into their pedagogy. The North Schuylkill School District will incorporate these essential life skills into our schools deliberately, strategically and broadly:

Leadership
Ethics
Accountability
Adaptability
Personal productivity
Personal responsibility
People skills
Self-direction
Social responsibility

21st Century Assessments: Assessments must measure core subjects, 21st Century content, learning and thinking skills, ICT literacy and life skills. A balance of assessments, including high-quality standardized testing, along with effective classroom assessments, will offer North Schuylkill's students a powerful way to master the content and skills central to success in meeting real-world challenges.

The North Schuylkill School District will incorporate all six elements into our curriculum, thus providing our students a rigorous, meaningful and relevant education.

Shared Values

- Our students are our purpose.
- Our district focuses on our students and recognizes that each person has the ability to learn.
- Our students are entitled to a safe, caring, learning environment.
- All students want to succeed in some way and want to feel good about themselves.
- All students should have the opportunity to learn using the most current material and technology available, in order to compete with the rest of the world.
- All students should be encouraged to discuss their ideas and the ideas of others in the classroom instead of just rote memorization of facts.
- The advancement of society depends on the development of individual talents, and that each student should be given the opportunity and resources to develop his/her talents to the utmost of their potential.
- Our learning environment develops values of service, pride, excellence, and integrity.
- Our students are encouraged to contribute to the community.
- Our district strives for pride, excellence, and integrity.
- Our heritage provides a foundation for good citizenship.
- The role of all in the school community is to work cooperatively to support the needs of the students.
- The family is the foundation for a successful community.

- Education of our youth is the shared responsibility of everyone: the home, the school, and the community.
- Each individual is important and entitled to respect, understanding and appreciation of his/her uniqueness.
- Each person is responsible for his/her own actions.

Goals

The North Schuylkill District strives to meet or exceed Adequate Yearly Progress goals established under No Child Left Behind. These goals, established for reading, mathematics, graduation, attendance, and participation, are communicated on a yearly basis to faculty and the community. Communication is also provided on the district's success in meeting prior years' targets, including discussion of data trends, PA Value Added scores, and remediation of low scoring areas. During the last three years, all schools have met AYP goals. Although schools are meeting these goals, ongoing analysis of student achievement strengths and needs is occurring. Using data to make informed decisions is an ongoing goal of the North Schuylkill School District.

One specific area of need as shown through an analysis of prior years scores has been the achievement gap between our general student population and the special education subgroup. Goals have been established to decrease the achievement gap between these groups through tutoring and intervention programs. Additional strategies will be studied and implemented during the term of this Strategic Plan. The goals identified in North Schuylkill's Strategic Plan are:

Goal: STUDENT ATTENDANCE

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

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

Description: The NSSD graduation rate will meet an 80% threshold and/or show growth.

Goal: MATHEMATICS

Description: An increasing percent of all students will be able to demonstrate proficiency in mathematics as measured by the annual state-wide PSSA assessments and meeting or exceeding AYP thresholds

Goal: READING

Description: An increasing percent of all students will be able to demonstrate proficiency in reading as measured by the annual state-wide PSSA assessments and meeting or exceeding AYP thresholds

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

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

Goal: TECHNOLOGY

Description: The goal of our plan is to provide staff and students with the equipment, training, and access needed to meet the global learning demand.

Goal: 21ST CENTURY LEARNERS

Description: All students will learn technology skills and practice ethical use of technologies to become more productive and efficient learners in preparation for the 21st Century workplace which will then empower them to become collaborative workers, thinkers, and evaluators of information and to expand learning opportunities that promotes student and teacher creativity and critical thinking.

Goal: IMPLEMENT TECHNOLOGY-BASED LESSON PLANS

Description: Educators will improve their technology skills to enrich the teaching process, learning environment and curriculum by implementing technology-based lesson plans to meet state standards for all students.

Goal: TECHNOLOGY TRAINING AND LEADERSHIP

Description: Strategy Description: Technology training opportunities for all professional staff will be offered and conducted by the technology coordinator, tech lead teachers and outside resources.

Goal: USE TECHNOLOGY TO IMPLEMENT STANDARDS BASED INSTRUCTION

Description: To support the implementation of standards based instruction and continual school improvement through the integration of technology into the curriculum and operational aspects of the district.

Goal: USE TECHNOLOGY TO IMPROVE COMMUNICATION AND INCREASE EFFICIENCY

Description: All educators will effectively use technology to improve communication with parents and students and to increase classroom management efficiency and productivity.

Academic Standards

The academic standards describe the knowledge and skills that students will be expected to demonstrate. The district shall provide for attainment of the academic standards as per Chapter 4, Section 4.12 of Pa. Code. The PA Academic Standards in grades 3, 5, 8, and 11 for reading, writing, speaking, listening and mathematics shall guide the educational program in these areas in the district. In addition, the district will develop benchmarks based on Pennsylvania Academic Standards in grades K, 1, 2, 4, 6, 7, 9, 10, and 12 in these subject areas. The benchmarks will be taught and assessed at each level. Over the next six years, the district will further develop standards and benchmarks consistent with approved state standards in all subject areas. Until such time that benchmarks are developed in each of the academic areas, the district planned courses and the objectives within them shall be utilized as the district standards for student achievement.

Graduation Requirements

GRADUATION REQUIREMENTS

In order to successfully graduate from North Schuylkill Jr. / Sr. High School students must satisfy the following core requirements **in grades 9 through 12:**

- 4.00 credits of English
- 4.00 credits of Social Studies
- 3.00 credits of Mathematics
- 3.00 credits of Science
- 2.00 credits of Physical Education (1.25 credits for students attending Schuylkill Technology Center)
- 1.00 credits of Health / Driver Education/CPR/Consumer Economics
- 7.00 credits of Electives (7.75 credits for students attending Schuylkill Technology Center)
- 1 year-long course is worth 1 credit

There are several important things for students to remember about the core requirements outlined above.

First, students **cannot graduate** without earning the minimum 24 credits in the way that they are outlined above. Students will have the opportunity to take approximately 28 total credits in grades 9 through 12 but students must complete the core 24 successfully in order to graduate.

Second, in most cases there will be several courses students can choose from in order to satisfy a core requirement. For example, taking 9th grade Basic English, 9th grade Academic English or 9th grade Honors English would satisfy the 1 credit core requirement of English that students need in 9th grade.

Third, **vo-tech students will still have to meet all of the core requirements** indicated above. During the 18 weeks students spend at the Jr./Sr. High School each year in grades 10 through 12, students will meet students core requirements primarily by having double periods of required subjects. For instance, in order to obtain a credit of science in 10th grade students will have science two periods a day during students 18 weeks here in order to cover a year's worth of material for that science class.

Finally, students **cannot** substitute electives for required core courses. Using English as an example, a student successfully completing 9th, 10th, and 11th grade Academic English couldn't take the elective Mythology to satisfy his/her 12th grade English core requirement. He/She must take Academic English (or Honors or AP English if he/she qualified) as a senior, although the student could still take Mythology as an elective.

One important thing to note as students choose students courses is that in some instances students cannot select a course without first passing the course, or courses, serving as a prerequisite for that course. Not all courses have prerequisites students must pass in order to choose them, but students should look ahead to make sure students are taking the courses that serve as prerequisites for a course students would like to take later. The prerequisites, if there are any, are listed at the end of the course description paragraphs in the Course Offerings section of this guide.

ADDITIONAL GRADUATION REQUIREMENTS

There are several additional graduation requirements that all students attending North Schuylkill must meet prior to being eligible to graduate. These requirements are as follows:

MASTERY OF PENNSYLVANIA STATE STANDARDS

The planned courses that are described in this book have been, and will continue to be, designed in order to insure that students are given the opportunity to demonstrate mastery of the standards that the state of Pennsylvania has determined. All students must show mastery of the state standards to be able to graduate. Students that score at the advanced level or proficient level on the Pennsylvania State System of Assessment will receive Certificates of Proficiency or Certificates of Distinction. State Assessments are currently given in reading, writing, and mathematics. The standards addressed in a specific planned course will be considered completed when the student receives a passing grade for the course, successfully completes an I.E.P., or successfully completes an adapted curriculum.

COMMUNITY SERVICE

A minimum of 20 hours of community service will be required of each student over a four year period, grades 9 - 12, for graduation. Whatever type of community service the student chooses to become involved in must be approved by the administration and must be able to be documented and verified by the administration. Students will be given examples of possible avenues for completing this requirement when the administration and guidance department meet with them to discuss scheduling.

STUDENT GRADUATION PROJECT

Each student will need to complete a graduation project. Projects may be done individually or in groups. Projects may be expanded research projects, a self-directed community project, or an exploration of a career. Students will be assigned a faculty advisor, and may also seek a mentor from the staff or community. This project will culminate in a written component and an oral presentation. Work on these projects should begin during the junior year.

Strategic Planning Process

In October 2006, following an initial presentation to a core team of district leaders on the process and product of the eStratPlan, a plan was created to provide stakeholder input into the planning process. Information explaining the strategic planning process and inviting community members to participate was disseminated to all stakeholders through written correspondence, press releases, building-level newsletters, staff meetings, e-mail and district website postings. North Schuylkill School District's stakeholders were asked to join the Steering Committee or serve as a member of one of the Action Committees. The teachers were chosen by teachers, board members by board members, and administrators by administrators. The coordinator was recommended by the superintendent. All volunteers were selected to participate.

During the February 16, 2007 Steering Committee meeting, the district's mission statement and educational goals were formulated. This collaborative effort between the district and community provided the synergy for designing plans on how to improve the educational program. During the 2006-2007 school year, working in subgroups, the writers began to create a cohesive strategic plan. At intervals throughout the year, the work was presented to our stakeholders through meetings, postings on the district website, and e-mail communication for review and revision. To facilitate the continuing exchange of ideas, members of the Steering Committee were given access to eStratPlan to allow for easy and continuing exchange of ideas.

The product was shared with the North Schuylkill Board of Directors throughout the planning process. The Board approved various items in the plan during the year as the committee drafted them. Subcommittees provided additional information to the steering committee for their deliberations and decisions. The plan was presented for public review in July 2007. The North Schuylkill School District Board of Education approved the plan at the August 16, 2007 public meeting.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Alyssa Brodhead	North Schuylkill School District	Special Education Representative	Teachers
Angela Potts	North Schuylkill School District	Elementary School Teacher	Teachers
Ann Neary	North Schuylkill School District	Secondary School Teacher	Teachers
Anthony Chatkiewicz	North Schuylkill School District	Secondary School Teacher	Teachers
Anthony Vebrosky	North Schuylkill School District	Elementary School Teacher	Teachers
Brian Wolfe	North Schuylkill School District	Elementary School Teacher	Teachers
Carol Dinich	North Schuylkill School District	School Central Office Administrator/ Special Education Representative	Superintendent
Dave Henrich	Schuylkill IU 29	Technology Representative	Board Members

Christopher Groody	North Schuylkill School District	Elementary School Teacher	Teacher
David Pearson	NSSD Student	Student	Board Members
Dennis Kergick	North Schuylkill School District	Building Principal	Superintendent
Ed Balkiewicz	North Schuylkill School District	Board Member/Business Representative	Board Members
Eleanor Sanayka	North Schuylkill School District	Special Education Representative	Teachers
Evelyn Wassel	Schuylkill IU 29	Education Specialist	Board Members
George Williams	Schuylkill IU 29	Technology Representative	Board Members
Gerald Nesvold	North Schuylkill School District	School Central Office Administrator	Superintendent
Harry Lucas	North Schuylkill School District	Secondary School Teacher	Teachers
Jim Dudish	NSSD Student	Student	Board Members
Joan Beecroft	NSSD Parent	Parent	Board Members
Jonathan Hughes	North Schuylkill School District	Secondary School Teacher	Teachers
Justin Bova	NSSD Student	Student	Board Members
Kathy Kraft	North Schuylkill School District	Elementary School Teacher	Teachers
Kathy Schreck	NSSD Parent	Parent/Business Representative	Board Members
Keith Yarger	North Schuylkill School District	Building Principal	Superintendent
Kelly Boyer	North Schuylkill School District	Secondary School Teacher	Teachers
Kimberly Groody	North Schuylkill School District	Elementary School Teacher	Teachers
Laurie Sipe	North Schuylkill School District	Other	Superintendent
Leah Briggs	North Schuylkill School District	Secondary School Teacher	Teachers
Linda Brown	North Schuylkill School District	Elementary School Teacher/Title I Program Coordinator	Teachers
Mark Andrewcavage	North Schuylkill School District	Technology Representative	Superintendent
Mary Shuttleworth	North Schuylkill School District	Education Specialist	Teachers
Mary Lou Michaels	Schuylkill IU 29	Education Specialist	Board Members

Megan Kunkel	North Schuylkill School District	Special Education Representative	Teachers
Michele Caputo	NSSD Parent	Parent	Board Members
Neall Jones	North Schuylkill School District	Building Principal	Superintendent
Paul Caputo	North Schuylkill School District	School Central Office Administrator	Superintendent
Regina Laspina	NSSD Parent	Parent	Board Members
Richard Gober	North Schuylkill School District	Secondary School Teacher	Teachers
Robert Franklin	North Schuylkill School District	School Central Office Administrator	Superintendent
Robert Oravitz	NSSD Parent	Parent/Community Representative	Board Members
Sharon Snyder	North Schuylkill School District	Building Principal	Superintendent
Thomas Fletcher	Bloomsburg University	Parent/Business Representative	Board Members
Tina Dixon	NSSD Parent	Parent/Business Representative	Board Members
Tom Kowalonek	North Schuylkill School District	School Central Office Administrator	Superintendent

Goals, Strategies and Activities

Goal: Establish K-12 Curriculum Council

Description: The goal of the Curriculum Council will be to provide the best courses, programs and resources available to meet the needs of our students. To that end, the Curriculum Council will review course proposals, program proposals and new textbook requests following the Council's guidelines. One of the major tasks for the Council in 2007-2008 will be to develop a Curriculum Review Cycle and evaluation protocol to review curriculum design, textbook requests and new course offerings. The characteristics of high achieving schools are: common focus high expectations for all learners, performance-based assessments, a studious work environment, differentiated instruction, data analysis to drive instruction, utilization of technology, teacher collaboration, and articulation, both horizontally and vertically. North Schuylkill's Curriculum Council is cognizant of these characteristics and will strive to conduct its work to insure that all of these characteristics are adhered to in every curriculum area.

Goal: Explore the Creation of a Middle School Model

Description: The North Schuylkill School District community will explore the creation of a middle school program for students in grades 5 through 8 based on the following eight interdependent components: (1) empowering teachers and administrators, (2) involving families, (3) connecting schools with community, (4) improving academic performance through health and fitness, (5) teaching a core academic program, (6) staffing school with teachers trained in needs of young adolescents, (7) creating small learning communities (interdisciplinary teams having common planning time beyond existing individual teacher planning time), all of which lead to (8) ensuring success for all students.

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

Description: The NSSD graduation rate will meet an 80% threshold and/or show growth..

Strategy: Community is Engaged and Supportive

Description: Parents and other stakeholders become and remain involved in direct support of the district goal to support each student in pursuit of high school graduation and post-secondary career goals.

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

Activity
<i>Coordinating Resources and Services</i> Implement strategies that unite efforts and programs to provide services for families, students, schools, and communities. Support and use existing outreach programs. Collaborate with health and human services organizations, education and recreation programs, social and service clubs to support student well-being and academic success.
<i>Create a Welcoming, Safe, Accessible Environment.</i> Professional development for all school staff on effective communication tools that welcome parents and families in schools. Clearly define roles for volunteers thus encouraging a quality learning environment that supports students, families and community members. Stress and promote the importance of home environment. Allocate resources necessary to promote safety measures that increase sense of security.
<i>Expanding Parent, Community, and School Communication.</i> Communication will be on-going and effective, two-way and meaningful and available through various formats. Enhance family, school, and community interactions that bring about improved relations among all those involved and support for the school's academic efforts. Ensure that parents know about their child's accomplishments and school's report card
<i>Facilitating Learning Outside of School.</i> Students have opportunities to participate in a variety of learning experiences beyond the classroom. Actively partner with community based businesses and resources to facilitate career exploration and work/study programs. Suggest strategies that assist families with parenting skills and help create home conditions to support student academic achievement. Utilize technology to support learning in the community and at home
<i>Intensifying Community Engagement.</i> Actively partner with community based organizations. Involve the school in community planning and decision making as a community institution. Create opportunities for the community to support the schools, and to utilize school facilities. Provide information and access to programs, services, and resources that support student, family, school and community needs
<i>Promoting Volunteer Support.</i> Develop, promote, and support regulations that values volunteers. Clearly define roles for volunteers. Expand the volunteer opportunities beyond the traditional roles. Support family and community members in their efforts to support the schools and its students

Strategy: Explore the Creation of Career Academies in grades 10-12

Description: The purpose of the career academy model is to restructure schools in a way that dropout rates will be reduced, student performance will improve, and students will gain better skills for college and careers. Fundamental elements of the model include the incorporation of academic and technical skills, small-size classes, and collaboration among teachers. Other important features include creating a close, family-like atmosphere and establishing employer and community partnerships. Parental involvement and support is also strongly encouraged. The targeted grades are 10-12.

Educational Practices: Artful Use of Infrastructure

Strategy: Implement High School Reform through Project 720

Description: 1. All students will take challenging courses in reading, writing, science & math to prepare them for college and the workforce. 2. Schools will make learning more personalized so that every student has the opportunity for success. 3. Students will receive high-quality guidance counseling and career advising. 4. Students will have more options to go from high school to

college or high-skill careers and will get an early start in making the transition.
Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity
<i>Increase Availability of Dual Enrollment Classes at NSJSH.</i> Provide opportunities for students to enroll at NSJSHS for rigorous coursework that will allow, upon successful completion, both high school credit toward graduation and college credit applicable toward a college degree. Use grant funds to support this for students, if available.
<i>Increase Special Education Inclusion K-12.</i> Restructure high school delivery of service to students in need of specially designed instruction to ensure rigorous instruction in the least restrictive environment, while maintaining FAPE. Inclusion practices, co-teaching and differentiated instruction will also be utilized in NSSD's elementary schools in order to enhance our K-6 curricula and help special education students transition to the district's secondary program.

Strategy: Provide Programs to Meet/Exceed Instructional Requirements of the PA Code

Description: Write, revise, and edit the planned courses of instruction to assure that standards outlined in Chapter 4 are met and that proficiency is demonstrated by all students.

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

Activity
<i>Establish Uniform, Standards-Based Mid-Term and Final Exams.</i> Use Assessment Builder to create uniform Quarterly, Mid-Term and Final Exams. All exams will be aligned to Pennsylvania's academic standards and will be of same rigor irregardless of course section and/or instructor
<i>Implement Best Instructional Practices in All Subject Areas.</i> Using data on student achievement and learning patterns, continually explore best instructional practices and teach/coach their use. Based on present data, those practices should include, but are not limited to: Brain Research Based Learning, Using Data to Inform Instruction, Differentiated Instructional Models, Standards-Based Instruction, Engagement Strategies, Inclusion Strategies, and others as needed
<i>Standards-Based Curriculum.</i> Ensure compliance with all Chapter 4 requirements. Revisit or develop standards-based curriculum in all content areas consistently within and across all levels. Use Tech Paths for organization and dissemination
<i>Write/Revise Program of Studies for NSJSHS.</i> Provide more highly rigorous coursework, provide dual enrollment courses, provide coursework that is aligned to a student's desired career path, outline the coursework and proficiencies required for graduation

Goal: MATHEMATICS

Description: An increasing percent of all students will be able to demonstrate proficiency in mathematics as measured by the annual state-wide PSSA assessments and meeting or exceeding AYP thresholds.

Strategy: Increase Student Achievement To Meet Pennsylvania's Academic Goals

Description: Teach, model, and implement differentiated instruction strategies so that the learning needs of all students are addressed. That is, work to close any achievement gap that exists in our district by closely examining data that is at our disposal. To this end, the math department will implement reform math programs in order to raise the current reality to our vision for mathematics education in the district.

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

Activity
<i>Curriculum Revision.</i> Prentice Hall's Math program, Course 1, 2 & 3, will be implemented in grades 6-8
<i>Data Analysis of Standards-Based Math Assessments.</i> All assessments, K-12 will be aligned to PA Academic Standards. In addition, quarterly 4 Sight Benchmark assessments in grades three through eleven, and locally-produced K-2 assessments will be administered. Results will be analyzed and shared with our instructional staff. A culture of "Using Data to Guide Instruction" in order to differentiate instruction in mathematics will be created
<i>Adopt-An-Anchor.</i> The North Schuylkill School District will continue its K-12 Adopt-an-Anchor program which provides for "reading, writing, and math across the curriculum." The goal of the program is to increase the alignment of content-area curriculum and instruction with Assessment Anchors and enhancing the core content of each subject area.
<i>Math Lessons.</i> All teachers will be required to teach one Adopt-An-Anchor math lesson, per marking period.
<i>PSSA Prep Courses.</i> The NSSD will offer PSSA preparation courses for its K-6 and 7-12 students. Each course will cover all state standards and review relevant to their respective grade level.
<i>Continue to Offer Supplemental Programs.</i> The NSSD will continue to offer supplemental programs and services such as Buckle Down Math, Study Island and after-school tutoring. Online resources available from textbook vendors will also be utilized.

Goal: READING

Description: An increasing percent of all students will be able to demonstrate proficiency in reading as measured by the annual state-wide PSSA assessments and meeting or exceeding AYP thresholds.

Strategy: Data Analysis of Standards-Based Reading Assessments

Description: All assessments, K-12 will be aligned to PA Academic Standards. In addition, quarterly 4 Sight Benchmark assessments in grades three through eleven, and locally-produced K-2 assessments will be administered. Results will be analyzed and shared with our instructional staff. A culture of "Using Data to Guide Instruction" in order to differentiate instruction in reading will be created.

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

Strategy: Expand Use of Accelerated Reader

Description: The North Schuylkill School District is striving to make our students better readers. Accelerated Reader is one way that we are encouraging reading in our school. It is a reading program that motivates and encourages independent reading. Accelerated Reader will serve as a supplemental reading program for all students in grades 4-8.

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

Strategy: Explore the use of a Reading Apprenticeship Model

Description: Reading Apprenticeship involves teachers in orchestrating and integrating four interacting dimensions of classroom life that support reading development. These dimensions are woven into subject-area teaching through metacognitive conversations about the thinking processes students and teachers engage in as they read. Social: The social dimension draws on adolescents' interests in peer interaction as well as larger social, political, economic, and cultural issues. A safe environment is created for students to share their confusion and difficulties with texts, and to recognize the diverse perspectives and resources brought by each member. Personal: This dimension draws on strategic skills used by students in out-of-school settings; their interest in exploring new aspects of their own identities and self-awareness as readers; and their purposes for reading and goals for reading improvement. Cognitive: The cognitive dimension involves developing readers' mental processes, including their repertoire of specific comprehension and problem-solving strategies. Importantly, the work of generating cognitive strategies that support reading comprehension is carried out through classroom inquiry.

Knowledge-Building: This dimension includes identifying and expanding the knowledge readers bring to a text and further develop through personal and social interaction with that text, including knowledge about word construction, vocabulary, text structure, genre, language, topics and content embedded in the text. In Metacognitive Conversation, these four dimensions are integrated as teachers and students work collaboratively to make sense of texts, while simultaneously engaging in a conversation about what constitutes reading and how they are going about it. This metacognitive conversation is carried on both internally, as teacher and students reflect on their own mental processes, and externally, as they share their reading processes, strategies, knowledge resources, motivations, and interactions with, and affective responses to texts. Reading Apprenticeship is proposed for grades 9-12.

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

Strategy: Implement Guided Reading

Description: A Guided Reading program based on the research of Gay Su Pinnell will be implemented in grades K-3, beginning in the 2007-2008 school year.

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

Strategy: Summer Reading Program

Description: The North Schuylkill School District will explore the implementation of instituting a summer reading program for its elementary and secondary students.

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

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

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

Strategy: Early Interventions

Description: Early childhood intervention programs have been shown to yield benefits in academic achievement, behavior, educational progression and attainment, delinquency and crime, and labor market success, among other domains.

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

Activity
<i>Engage Students in the Early Years.</i> Ensure student success in Kindergarten and First Grade
<i>Explore the implementation of SAP at Elementary Level.</i> Provide appropriate elements of Student Assistance Model at the elementary grades to assure interventions when necessary

Strategy: Increase Engagement

Description: Increase engagement and personalization with students and families that can affect attendance rates: family involvement, culturally responsive culture, smaller learning community structures, mentoring, advisory programs, maximization and focus on learning time, and service learning.

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

Activity
<i>Improve Family Involvement.</i> Promote three-way communication triangle within the circle of community: family, teacher, and child. Endorse strategies that empower families with parenting skills and help create home conditions that support student academic achievement. Support greater knowledge and skill for family members about how to support their children not only academically, but physically and emotionally.

Personalize Learning. Personalize learning with choice; e.g. small learning community model. Where practical, provide opportunities for flexible grouping and student choice of topics/materials/assessment modes, etc

Strategy: Sound and Reasonable Attendance Policies

Description: Ensure sound and reasonable attendance policies with consequences for missing school.

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

Activity

Create Consistent Procedural Steps. Provide guidance for steps to be taken in the event of student absence. Ensure that procedures are easily and uniformly understood by parents, teachers, administrators and students. Allow flexibility for extenuating circumstances

Strategy: Targeted Interventions

Description: Targeted interventions are available and implemented for students with chronic attendance problems, such as truancy reduction programs, both school and community based.

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

Activity

Connection with/Creation of Community-Based Truancy Prevention Programs. Contract with, make connections with, or help establish community-based truancy abatement programs to provide service to NSSD students, families, and schools

Dropout Prevention Programs. Establish NSSD-based dropout prevention programs with a focus on meeting each individual's needs and providing alternative methods of achieving standards

Strategy: Increase Support Personnel

Description: The NSSD will hire an Intervention Counselor who will provide for individual and group counseling and guidance, conflict resolution and the coordination of use of community resources in addressing the needs of students.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

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

Strategy: Foster Intrinsic Motivation

Description: Ensure that students understand the reasons for performing their best on the PSSA's and other assessments. Help them to become intrinsically motivated.

Educational Practices: Continuous Learning Ethic, Quality Leadership

Activity

Communicate the Importance of State Assessments. Ensure that students understand the reasons for performing their best on the PSSA's and other assessments. Help them to become intrinsically motivated

Strategy: Provide External Incentives to Encourage Participation

Description: To develop student interest in participating and doing their best, provide incentives that extrinsically motivate students.

Educational Practices: Artful Use of Infrastructure, Quality Leadership

Activity

Provide Activities That Appeal to Students. Provide appropriate and enticing activities that appeal to

students as determined by individual schools/grade level
<i>Provide Incentives as Appropriate.</i> As determined by schools, use rewards to encourage participation

Strategy: Provide Supportive Environment for Assessment

Description: To encourage participation, schools, teachers, family members, and other adults will support the students in their efforts.

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

Activity
<i>Increase Home Contact.</i> Through various modalities, assure that parents and others important in students' lives are aware of the assessments and their importance. Make contact through other community organizations such as churches, synagogues and service groups such as Rotary, Lions, Elks, Kiwanis, etc.
<i>Provide Accommodations.</i> For eligible students, ensure that appropriate accommodations are provided
<i>Schedule Assessments to Maximize Supports.</i> Create small group testing environments. Utilize specialists and other support teachers to provide comfortable environments for small group testing. Focus resources on groups to be tested during testing windows

Goal: 21st Century Learners

Description: All students will learn technology skills and practice ethical use of technologies to become more productive and efficient learners in preparation for the 21st Century workplace which will then empower them to become collaborative workers, thinkers, and evaluators of information and to expand learning opportunities that promotes student and teacher creativity and critical thinking.

Strategy: Student Technology Assessments

Description: Student technology skills assessments will be developed and utilized to determine the success of the integrated technology lesson plans, as well as assessing individual student's skills.

Educational Practices: Continuous Learning Ethic, Quality Teaching

Activity
<i>Assessment Tools.</i> An assessment tool will be purchased and implemented to record student technology skill progress levels. The tool will be web-based tools and will include features such as detailed rubrics and online grade reports for evaluating and giving students feedback on progress, such as academic content mastery; critical thinking, presentation, communication and collaboration skills; and work ethic and effort
<i>Learning Outcome.</i> Students will be assessed on eight learning outcomes- curricular literacy (content standards), collaboration, critical thinking, oral communication, written communication, career preparation, citizenship and ethics, and technology literacy

Goal: District Technology Planning

Description: Administrators will review existing district support technologies and keep them current with prevailing K-12 technology standards.

Strategy: District Technology Meeting

Description: The school board and administrative team will be kept current as to the status of technology used in the district.

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

Activity
<i>Inventory Control.</i> Technology coordinators will maintain up-to-date inventory of hardware and software and report as needed to appropriate administrators and/or school board.
<i>Meet with School Board.</i> The district technology coordinators will meet annually with the school board to present the district's current technology status and to make recommendations for future improvements.
<i>Tech Coordinators Meeting.</i> Administrators and other district technology leaders, including Tech Lead teachers, will meet and discuss annual technology goals.

Strategy: Technology Maintenance Plan

Description: Develop a hardware and software evaluation procedures and make increased of online communication tools such as online repair forms and surveys to support both operational and educational needs of the district.

Educational Practices: Artful Use of Infrastructure

Activity
<i>Increase IT Staff.</i> During the course of this six-year plan the district's curriculum and technology initiatives will be supported by the following positions: Supervisor of Curriculum, Technology & Federal Programs, Coordinator of Computer Services and Technology, Technician, SIS manager, and Tech Lead Teachers. Eight tech lead teachers will be utilized in the junior senior high school building, eight in the elementary building, and one in Ringtown Elementary. They will assist colleagues in the use of district-wide software and/or hardware technology initiatives.

Strategy: Technology Policies

Description: Technology policies will be established and reviewed in a regular basis.

Educational Practices: Continuous Learning Ethic, Quality Leadership

Activity
<i>Acceptable Use Policy.</i> The district's Acceptable Use Policy will be reviewed annually and updated as necessary.
<i>Home Loan Policies.</i> Hardware and software policies for staff and students will be reviewed and updated.
<i>Remote Access Policies.</i> A policy for remote access of the district WAN and use of its software will be developed and updated as needed.

Goal: Use Technology to Implement Standards Based Instruction

Description: To support the implementation of standards based instruction and continual school improvement through the integration of technology into the curriculum and operational aspects of the district.

Strategy: Grades K-2 Student Technology Goals

Description: Prior to the completion of Grade 2 all students should have opportunities to demonstrate the following performances: 1. Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies. (1) 2. Use a variety of media and technology resources for directed and independent learning activities. (1, 3) 3. Communicate about technology using developmentally appropriate and accurate terminology. (1) 4. Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning. (1) 5. Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom. (2) 6. Demonstrate positive social and ethical behaviors when using technology. (2) 7. Practice responsible use of technology systems and software. (2) 8. Create developmentally appropriate multimedia products with support from teachers, family members, or student partners. (3) 9. Use technology resources

(e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. (3, 4, 5, 6) 10. Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners. (4) Numbers in parentheses following each performance indicator refer to the standards category to which the performance is linked. The categories are: 1. Basic operations and concepts 2. Social, ethical, and human issues 3. Technology productivity tools 4. Technology communications tools 5. Technology research tools 6. Technology problem-solving and decision-making tools
Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity
<p>Kindergarten Identify the physical components of a computer system (monitor, keyboard, etc.) Demonstrate the ability to turn on and off a computer Demonstrate the ability to launch and exit software Locate and use letters, numbers, and special keys on a keyboard Demonstrate appropriate mouse manipulation Place the cursor at a specified location Demonstrate the ability to use a mouse to select words Demonstrate the ability to type words and numbers</p>
<p>First Grade Identify basic word processing terms. Identify the various punctuation marks and symbols on the keyboard. Locate and use appropriate letters, numbers, and special keys on a keyboard. Demonstrate the ability to open and create a new document. Demonstrate the ability to use the space bar to separate words. Demonstrate the ability to input text and use word wrap features. Demonstrate the ability to delete text (backspace and delete keys). Demonstrate the ability to insert letters in a word. Demonstrate the ability to use the shift key and special characters. Demonstrate the ability to use the MENU BAR and make appropriate selections. Demonstrate the ability to save a document (SAVE and SAVE AS). Demonstrate the ability to launch, run and exit appropriate programs</p>
<p>Second Grade Demonstrate the ability to retrieve an existing document. Demonstrate the ability to change font styles and sizes. Demonstrate the ability to use the undo feature. Demonstrate the ability to align text (right, left, center). Demonstrate the ability to preview a document. Demonstrate the ability to insert clip art. Demonstrate the ability to change the size and relocate a graphic. Demonstrate the ability to draw lines and create shapes. Demonstrate the ability to save a document (SAVE and SAVE AS). Create and print a simple project. Demonstrate the ability to launch, run and exit appropriate programs. Demonstrate the ability to access the Internet using a browser. Access and navigate sites using hyperlinks. Access and navigate sites using the BACK, FORWARD, & HOME icons</p>

Strategy: Grades 3-6 Technology Goals

Description: Prior to the completion of Grade 6 all students should have opportunities to demonstrate the following performances: 1. Use keyboards and other common input and output

devices (including adaptive devices when necessary) efficiently and effectively. (1) 2. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. (1, 2) 3. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use. (2) 4. Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum. (3) 5. Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. (3, 4) 6. Use telecommunications efficiently and effectively to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests. (4) 7. Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom. (4, 5) 8. Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities. (5, 6) 9. Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. (5, 6) 10. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources. (6) Numbers in parentheses following each performance indicator refer to the standards category to which the performance is linked. The categories are: 1. Basic operations and concepts 2. Social, ethical, and human issues 3. Technology productivity tools 4. Technology communications tools 5. Technology research tools 6. Technology problem-solving and decision-making tools

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

Activity
<p>Third Grade</p> <p>Demonstrate appropriate home row keyboarding technique.</p> <p>Demonstrate the use of the tab key.</p> <p>Demonstrate the ability to set and modify line spacing</p> <p>Demonstrate the ability to use various SELECT and SELECT ALL features.</p> <p>Demonstrate the ability to use the spelling and grammar checker</p> <p>Demonstrate the ability to use the thesaurus and spell checker.</p> <p>Demonstrate the ability to close and reveal various toolbars</p> <p>Demonstrate the ability to modify information within a document.</p> <p>Demonstrate the ability to modify colors.</p> <p>Demonstrate the ability to draw lines and shapes</p>
<p>Fourth Grade</p> <p>Demonstrate appropriate keyboarding techniques</p> <p>Demonstrate the ability to use SHIFT key combinations</p> <p>Demonstrate the ability to create columns</p> <p>Demonstrate the ability to use short cut keys for various commands</p> <p>Demonstrate the ability to set margins</p> <p>Demonstrate the ability to use WordArt</p> <p>Demonstrate the ability to align objects within a document.</p> <p>Demonstrate the ability to edit projects</p> <p>Demonstrate the ability to use the menu bar to change font attributes</p> <p>Demonstrate the ability to change colors.</p> <p>Demonstrate the ability to modify font size and style</p> <p>Demonstrate the ability to use the copy, paste, and cut functions</p> <p>Demonstrate the ability to drag text to a new location</p> <p>Demonstrate the ability to center a title</p> <p>Demonstrate the ability to use the alignment functions (center, right, left</p>

Fifth Grade

Demonstrate keyboarding skills using appropriate techniques
Demonstrate the ability to insert headers and footers
Demonstrate the ability to search and replace text
Demonstrate the ability to change the case of text
Demonstrate the ability to adjust margins
Demonstrate the ability to insert page numbers in a document.
Demonstrate the ability to create a numbered list
Demonstrate the ability to add and move the shapes behind and in front of text.
Demonstrate the ability to insert clip art from a file or the Internet
Demonstrate the ability to use various search techniques
Identify and use various search engines
Using the Internet, demonstrate the ability to research data to solve problems.
Demonstrate the ability to insert a chart and a table
Demonstrate the ability to find specific information
Demonstrate their understanding of the Acceptable Use Policy (AUP)
Explain the differences between non-networked and networked computers

Sixth Grade

Demonstrate keyboarding skills using appropriate techniques
Demonstrate the ability to insert a chart
Demonstrate the ability to import an object from a file
Demonstrate the ability to insert a table
Demonstrate the ability to create a publication using a blank form
Demonstrate the ability to access book marked sites
Demonstrate the ability to forward and reply to messages
Using the Internet, demonstrate the ability to research data to solve a given problem.
Develop a multimedia presentation for a specific class project and present it to a group

Strategy: Grades 7-12 Technology Goals

Description: All students should have opportunities to demonstrate the following performances. Prior to completion of Grade 12 students will: 1. Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs. (2) 2. Make informed choices among technology systems, resources, and services. (1, 2) 3. Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole. (2) 4. Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology and information. (2) 5. Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence). (3, 4) 6. Evaluate technology-based options, including distance and distributed education, for lifelong learning. (5) 7. Routinely and efficiently use online information resources to meet needs for collaboration, research, publication, communication, and productivity. (4, 5, 6) 8. Select and apply technology tools for research, information analysis, problem solving, and decision making in content learning. (4, 5) 9. Investigate and apply expert systems, intelligent agents, and simulations in real-world situations. (3, 5, 6) 10. Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works. (4, 5, 6) Numbers in parentheses following each performance indicator refer to the standards category to which the performance is linked. The categories are: 1. Basic operations and concepts 2. Social, ethical, and human issues 3. Technology productivity tools 4. Technology communications tools 5. Technology research tools 6. Technology problem-solving and decision-making tools
Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic, Quality Leadership, Quality Teaching

Strategy: Use Technology to Support the K-12 Curriculum

Description: Technology which supports the K-12 curriculum will be implemented, maintained and updated as needed.

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

Activity
<i>Assessment and Reform.</i> Technology will be used to align curriculum to Pennsylvania's Academic Standards, to analyze local and state assessments, and to make necessary adjustments when data analysis reveals weakness or gaps in the K-12 curriculum
<i>Curriculum Revision.</i> Technology revisions which lead to curriculum revision (i.e. introducing new equipment such as a CNC lathe in technology education courses) will be approved by the appropriate supervisor, department, or any future-established district curriculum council. Proposed technology budgetary items will be reviewed annually

Goal: Implement Technology-Based Lesson Plans

Description: Educators will improve their technology skills to enrich the teaching process, learning environment and curriculum by implementing technology-based lesson plans to meet state standards for all students.

Strategy: Teacher Train-the-Teacher Model

Description: The technology coordinator and tech lead teachers will team teach and/or mentor the teachers in their assigned group when necessary to assist or model the delivery of technology-based lessons.

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

Strategy: Tech Lesson Plans

Description: Technology lesson plans will be reviewed and revised and new lessons will be developed to integrate technology skills into all areas of the curriculum.

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

Activity
<i>Sharing and Collaboration.</i> Technology lesson plans will be shared on the school district website. Subscriptions to services such as NetTrekker will be maintained in order to facilitate the development of technology-based lessons
<i>Tech Lessons.</i> All teachers will be required to teach at least one technology-based lesson per marking period

Goal: Technology Training and Leadership

Description: Strategy Description: Technology training opportunities for all professional staff will be offered and conducted by the technology coordinator, tech lead teachers and outside resources.

Strategy: Leadership and Modeling

Description: Administrators will use and model the use of technology during the performance of their respective duties.

Educational Practices: Quality Leadership

Activity
<i>Administrative Technology Training.</i> District administrators will be provided training needed to efficiently utilize current hardware and software in the performance of their job duties
<i>Administrative Technology Tools.</i> All administrators will be equipped with updated hardware and software to use and model in the performance of their job responsibilities
<i>Technology-related Professional Development.</i> Administrators will attend technology-related professional conferences and workshops

Strategy: Staff Needs Assessments

Description: Professional staff needs assessments for technology training will be conducted during the school year.

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

Activity
<i>Tech Leaders To Monitor and Assess.</i> District tech lead teachers and administrators, including the technology coordinator, will monitor and assess the need for technology training for professional teaching staff
<i>Web-Based Tech Surveys.</i> Web-based technology training needs assessment surveys will be developed. The surveys will be accessed through links found on the school district web page

Strategy: Technology Training and Support

Description: Technology training opportunities for all professional staff will be offered and conducted by the technology coordinator, tech lead teachers and outside resources.

Educational Practices:

Activity
<i>Scheduling Tech Training Time.</i> Time will be provided within the teaching schedules of the professional staff to learn and practice necessary technology skills
<i>Tech Lead Teachers.</i> Tech Lead Teachers will be paid an annual stipend to provide technology training, troubleshooting and mentoring

Strategy: Technology Training Professional Development

Description: Time will be provided to the professional teaching staff to learn and practice necessary technology skills.

Educational Practices: Continuous Learning Ethic, Quality Teaching

Activity
<i>In-Service Training.</i> The district will devote at least one in-service day each school year for technology training and professional development related to technology
<i>Online Professional Development.</i> Online professional development opportunities offered through the Pennsylvania Department of Education, Schuylkill IU 29, and other providers will be pursued
<i>School-Based Training.</i> Evening, weekend and summer technology training sessions will be offered by the technology coordinator, tech lead teachers, and all providers qualified to offer such training
<i>Tech Conferences and Workshops.</i> Technology coordinators, lead teachers and other professional staff will be provided the opportunity to attend conferences, workshops, and meetings pertaining to technology

Goal: Use Technology to Allow Students to Master Skills Needed For Success in the 21st Century

Description: All students will be provided technology access and opportunities to acquire the technology skills mandated by the PA Academic Standards.

Strategy: Maintain and Update Technology Resources

Description: The North Schuylkill School District will maintain and update hardware as needed.

Educational Practices: Artful Use of Infrastructure, Quality Leadership

Activity
<i>Hardware and Equipment.</i> Additional miscellaneous hardware will be purchased including printers, scanners, science probes, student response systems, graphing calculators, portable storage devices, headsets and other equipment used to support daily instruction
<i>Home Access.</i> The district will provide students, staff and community members with home access (through citrix) to software applications housed on district servers
<i>Make Additional Computer Labs Available.</i> Increase student accessibility to computers through the use of mobile laptop carts and/or the creation of an additional computer lab available where space allows, for general use by students and staff
<i>Multimedia.</i> Additional multimedia hardware will be purchased including projectors, interactive white boards, scanners, digital cameras and video cameras, and CATV modulators. Interactive whiteboards will be placed in each elementary classroom for the start of the 2007-2008 school year. Use of this technology will be phased in the junior senior high school
<i>New Computers and Thin Client Devices.</i> Additional desktop, laptop and thin client computers will be purchased to facilitate the integration of technology into the classroom
<i>Use of Thin Client Technology.</i> Legacy equipment (aging computers running Windows 98 and later and Apple computers) will be converted to thin client devices capable of running the latest software. This will enable the district to keep these student workstations in service. This combined with future computer and thin client purchases will allow the district to increase the number of available workstations. Thin clients require less maintenance and will lower the district's technology cost of ownership

Strategy: Maintain and Upgrade Software

Description: The district will maintain and update software licensing and/or purchase new software as needed.

Educational Practices:

Activity
<i>Home Access.</i> The district will purchase software and necessary hardware needed to allow students home access to school-based software applications
<i>Online Subscriptions.</i> Subscriptions to web-based services (i.e. Study Island) which support North Schuylkill's curriculum will be explored
<i>Open Source Software.</i> Subscriptions to open source software which supports North Schuylkill's curricula will be explored
<i>Productivity and Multimedia Software.</i> Purchase updates or new licenses for productivity and multimedia software
<i>Software Subscription Services.</i> Purchase new and/or existing licenses and support contracts for integrated library system software and online subscriptions

Strategy: Network Infrastructure

Description: The district will maintain and upgrade the network infrastructure and internet bandwidth as needed.

Educational Practices:

Activity
<i>Fiber Connection.</i> Fiber lines will connect the junior senior high school with the new elementary school scheduled to open in August 2007

<i>Home Access.</i> District staff and students will be provided remote access to district resources via remote desktop, citrix and/or the school web portal
<i>LAN Hardware.</i> Purchase replacement hardware and/or upgrade existing equipment including switches, cabling, routers, servers, backup devices, power supplies and miscellaneous devices
<i>LAN Software.</i> Purchase new software or updates to existing network software including support contracts for installation, upgrades and trouble-shooting
<i>Wireless VPN Connection.</i> Ringtown Elementary will connect to the junior senior high school and new elementary school through a wireless VPN thus allowing the North Schuylkill School District to create its first WAN

Strategy: Special Needs

Description: Students with special needs will be provided with specific technology tools to facilitate learning.

Educational Practices:

Activity
<i>Hardware & Peripherals.</i> Purchase hardware and peripherals needed to support the education plan of all students with special needs
<i>Software.</i> Purchase software needed to support the education plan of all students with special learning needs

Goal: Innovative Technologies

Description: Innovative technologies will be used to assist staff and students to meet district educational goals.

Strategy: Audio-Visual

Description: Audio-visual equipment will be maintained and updated.

Educational Practices: Artful Use of Infrastructure

Activity
<i>Content delivery.</i> Services for cable television and ISDN will be maintained unless other technologies allow the same content to be delivered more reliably and/or affordably
<i>Equipment upgrades & replacement.</i> Televisions/monitors, dvd/vhs players, lcd projectors, overhead projectors, and audio equipment will be upgraded as needed

Strategy: Closed-Circuit Television

Description: A closed-circuit television system will be installed in the new elementary school. Existing CATV cabling in the junior/senior high school will be used to return closed-circuit television technology there.

Educational Practices: Artful Use of Infrastructure

Activity
<i>Digital Equipment.</i> Digital video cameras and equipment, including modulators, will be purchased
<i>Editing Equipment.</i> Digital video and audio editing equipment and software will be purchased

Strategy: Current Trends

Description: Use of video gaming, blogs, virtual chats and other popular technology will be explored as a means to deliver curricula to North Schuylkill's students.

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

Strategy: Distance Learning

Description: Distance learning opportunities will be available as part of North Schuylkill's curriculum and professional development plan.

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

Activity
<i>Distance Learning Opportunities.</i> Opportunities for distance learning courses, electronic field trips, and professional development will be maintained or established for use by students, staff and community groups
<i>Hardware.</i> Distance learning hardware will be updated as needed

Goal: School Security & Communication

Description: The school district will use technology to improve communication and security within the schools and community.

Strategy: Building Access

Description: Staff access into all district buildings will be gained using a card reader or biometric system.

Educational Practices: Artful Use of Infrastructure

Strategy: District Telephone System

Description: A new digital, ip-based telephone system will be installed in the elementary and secondary buildings. It will provide the district with features such as caller ID and message recording, as well as access to alert services such as 911.

Educational Practices: Artful Use of Infrastructure

Strategy: Mobile Communication

Description: Mobile technologies such as cell phones, pagers and two-way radios will be maintained or replaced, as needed, with the latest communication devices.

Educational Practices: Artful Use of Infrastructure

Strategy: Student & Staff Identification

Description: Technological means to identify student and staff for purposes such as gaining building access, making cafeteria food purchases or borrowing library books will maintained and updated as needed.

Educational Practices: Artful Use of Infrastructure

Strategy: Telephone Service

Description: Local and long distance telephone services, including ISDN, will be maintained or upgraded.

Educational Practices: Artful Use of Infrastructure

Strategy: Video Surveillance

Description: A video surveillance system will be installed in the elementary and junior/senior high school including the outside building perimeter. This will be done to curtail misconduct, entrance into unauthorized areas, vandalism and related problems as well as regulate entrance into all district school buildings.

Educational Practices: Artful Use of Infrastructure

Strategy: Wireless Clocks

Description: Primex wireless clocks will be installed in the buildings of the main campus to allow for better coordination of events which occur during the daily operation of the K-12 schools and

offices.

Educational Practices: Artful Use of Infrastructure

Goal: Use Technology to Improve Communication and Increase Efficiency

Description: All educators will effectively use technology to improve communication with parents and students and to increase classroom management efficiency and productivity.

Strategy: Cafeteria

Description: A computer-based cafeteria management system will be implemented. It will make use of bio-metric technology to process student orders and allow parents to make online payments and/or check account balances online.

Educational Practices: Artful Use of Infrastructure

Strategy: Current Trends

Description: Virtual chats, blogging, instant messaging and other popular methods of online communication will be incorporated into teacher and district website to encourage more frequent dialogue between school personnel, students and parents.

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

Strategy: District Web Site

Description: The district web site will be updated continuously allowing it to become each NSSD parents' portal to information regarding their child's education at North Schuylkill.

Educational Practices: Artful Use of Infrastructure

Activity
<i>District Office Web Page.</i> The district office will maintain a web page which will include information regarding current district initiatives, school board briefs and meeting agendas, business office news, and other information regarding events and news having district-wide implications
<i>Parent and Staff Resource Pages.</i> A Staff Resource page and a Parent Resource page will be maintained and updated with links to current educational resources available on the world wide web. Examples will be links to PDE and parent tips regarding "surfing the web safely."
<i>School Events Pages.</i> The elementary school and junior senior high school will maintain a school web page listing a calendar of events, newsletters, course of studies, daily announcements and other information important to the daily operation of the schools

Strategy: Forms

Description: Commonly used forms will be available for download through links on the district web page.

Educational Practices: Artful Use of Infrastructure

Strategy: Implement a Web-based SIS

Description: The district will implement a web-based SIS which will allow parents to access their child's current grades, attendance, homework, and pending assignments and tests. Staff contact information will also be available.

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

Activity
<i>Establish Timetable & Parent Orientation.</i> Implementation of the SIS will be phased in throughout an 18-week period to ensure efficiency and accurate use of the system. Once it is determined the system is being efficiently used a Parent Orientation meeting explaining the new system will be held and parent

registration to access the system will begin

SIS Training. Tech Lead Teachers will receive training from the SIS vendor. They in turn will provide training to their colleagues and other staff during in-service and Act 80 days, and provide support as needed during the regular school day

Web Gradebook. Professional staff will be required to record all assignments and grades using eSchoolBook's gradebook component. Grades will be required to be updated on a weekly basis

Strategy: Lesson Planning

Description: Teachers will submit weekly lessons plans using a web-based tool such as eSchoolBook. Teacher-to-teacher collaboration will be enhanced with the ability to create and share lesson plans and teaching materials.

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

Strategy: Research New Technologies

Description: District administrators and technology coordinators will research and implement new technologies and methods to improve communication, classroom management and productivity.

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

Activity

Technology Upgrades. Technology hardware and software available for staff use will be maintained and updated

Strategy: Staff Web Pages

Description: Staff web pages will be created and updated annually to include course descriptions, class syllabi, contact information, homework, assignments, grades, as well online resources including podcasts, blogs, educational gaming sites and other digital tools readily used by students.

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

Strategy: Transportation

Description: Software used to plan transportation routes, driver schedules, bus rosters and other record-keeping and communication needs of this office will be purchased and/or upgraded as needed.

Educational Practices: Artful Use of Infrastructure

Strategy: Written Communication

Description: Web-based e-mail and messaging features provided in eSchoolBook will become the standard means of written communication, replacing paper communiqués.

Educational Practices: Continuous Learning Ethic, Quality Leadership

Measurable Annual Improvement Targets

The North Schuylkill School district strives to meet yearly achievement goals as outlined in No Child Left Behind. From 2003-2006, all schools in the district have been successful in meeting these targets. Each year AYP goals are established by the state for schools. The North Schuylkill School District studies these goals and analyzes prior results to look for strengths and needs. Needs areas are addressed through the curriculum review process, the NSSD Assessment Plan, the NSSD Professional Development Plan and district/school level planning and goal setting.

Curriculum, Instruction and Instructional Materials

The North Schuylkill School District utilizes a curriculum framework to create and publish its written curriculum in all content areas. This framework includes learning goals, content objectives, assessment, alignment with PA Academic or national standards, enrichment and remediation. Effective 2007-2008, NSSD's curriculum will be developed through a District Curriculum Council and content specific curriculum committees consisting of teachers, administrators, content area experts and community members. Instructional materials are reviewed by the Council and recommendations are made to the North Schuylkill School Board for adoption. Revised curriculum are placed on review for staff, parents and community members. The North Schuylkill Board of Education approves all curriculum revisions. The North Schuylkill School District utilizes a six year curriculum review cycle to keep curriculum up-to-date and aligned with academic standards and best practices. The curriculum cycle involves three stages as follows:

Stage 1

- Convene a task force in the subject area
- Investigate the strengths and weaknesses of the North Schuylkill School District students through a review of achievement scores and school wide assessment results.
- Investigate research based practices and evidence based research in the content area being studied
- Define the content objectives by grade level and by course at the secondary level
- Align the curriculum with state standards
- Create a criteria list for quality resources aligned with the content objectives and goals
- Evaluate (using set criteria) current classroom resources available which will be valuable to newly designed curriculum
- Develop a schedule for professional development and training on curriculum revisions, best practices and resources

Stage II

- Publish the subject area curriculum to all stakeholders
- Purchase resources to support curriculum
- Classroom teachers participate in professional development training on curriculum revisions, best practices and resources
- Provide professional development time for teachers to discuss successful implementation
- Develop the needed classroom and district assessment tools to verify student proficiency

Stage III

- Revise curriculum to address standards and benchmarks where there are gaps
- Pilot the assessment measures
- Begin to analyze assessment results to monitor student achievement
- Communicate the assessment criteria to the various stakeholders

Assessments and Public Reporting

The North Schuylkill School District has been working to develop or adopt common assessments, such as 4Sight, Dynamic Indicators of Basic Early Literacy Skills, benchmark assessments and common final exams. Results from these assessments are used for instructional revision, remediation, and curriculum review. Additionally, the PSSA is taken by all students in grades 3, 4, 5, 6, 7, 8 and 11. Results from this testing are shared with faculty and administration. The district has goals to become more data informed, and results from all these assessments is used to perform in-depth analysis of instructional effectiveness. Further work in this area is a district and administrative goal. Results from PSSA is shared with the North Schuylkill School Board, parents and community members. This communication is carried out through public reports, school meetings, district newsletters which include district and school report cards, and information on the district website, www.northschuylkill.net.

Targeted Assistance for Struggling Students

Each year the Director of Curriculum, Technology and Federal Programs, the School Psychologist, Director of Technology, Director of Special Education, Guidance Counselors, and Building Principals conduct an analysis of school district data from the assessment tools. The analysis will include a review of the data from commercial, state, and district assessments. The information gleaned from the data will be used to guide and improve curriculum and instruction. Additional duties of this group include but are not limited to the following:

- Gather and chart data at appropriate grade levels
- Note results that are above and below expectancy
- Principals and guidance counselors will share results with teachers at building level
- Principals, guidance counselors, and teachers will use the data to create grade level learning plans for students at the end of grades 3-8, and 11. These plans will be designed for students who are below basic skills in reading and math.
- Assist teachers in finding support materials and instructional techniques to enhance instruction
- Provide professional development activities which assist in improving instructional strategies for student achievement

In addition to the process described above, the district provides the following activities to improve student achievement:

- Utilizes the released booklets provided to district for reading, writing and mathematics PSSA
- Provides multiple opportunities for students to respond to writing prompts in several curricular areas
- Has established a cycle which facilitates modifying curricula in response to areas of weakness or strength
- Utilizes teaching strategies that encourage higher level thinking skills and problem solving skills
- Participates in conferences and workshops which focus on standards-based instruction and sound instructional strategies
- Utilizes state and district-developed rubrics for instruction
- Provides regular professional education on assessment and remedial strategies Regularly analyzes time, both during school hours and outside those times, to better effect student achievement

ADDITIONAL LEARNING OPPORTUNITIES

The North Schuylkill School District has designed programs to assist students who are having a difficult time achieving expected levels and to enrich all students' learning. The programs will continue to be examined for effectiveness. The district will investigate additional instructional opportunities for students as the assessment plan is implemented and as new strategies emerge. Administrators and teachers operate programs at the building level. Financial support for each program is incorporated into the district budget on an annual basis. Additional funding for remediation and tutoring efforts is supported through state and federal funding. Each program is evaluated on its merits to determining the level of funding. The programs developed for additional learning opportunities and the grades they are available are:

- After and during school tutoring
- PASS Program
- Study Buddies (K-6)
- Referral to the Instructional Support Team (IST) (K-6) and Student Assistance Program (SAP) (7-12)
- Title I support for additional remedial reading instruction.

- Individual improvement plans for each student who is found not proficient in the assessment of standards
- English as a Second Language for students who need assistance with learning the English language because of their home language (K-12)
- Software programs which support instruction (K-12) Study Island and Accelerated Reader
- Remediation courses in math, reading and writing (7-12)

Support for Struggling Schools

All schools have made AYP goals for the last three years. At this time we do not have struggling schools to service.

Qualified, Effective Teachers and Capable Instructional Leaders

The North Schuylkill School District continually strives to maintain a superior quality, highly qualified, and capable instructional staff. This process is facilitated through Specific Hiring Guidelines and a strong Administrative and Teacher Supervision Plan. The North Schuylkill School District Teacher Hiring Guidelines identifies the process for selection of teacher candidates, and includes guidelines for advertising, materials review, screening interviews, reference checks, and recommendation for employment.

The Administrative Supervision Plan includes yearly goal setting between the superintendent and administrative staff, individual administrative goal setting, goal meetings held four times per year, and written professional reviews. These reviews are shared with the North Schuylkill School District Board of Education.

The Teacher Supervision plan was designed to support the district's commitment to effective practice and evaluation of its professional employees. The goals of the NSSD Teacher Supervision and Evaluation plan are:

- District supervision and evaluation process emphasizes student learning outcomes
- District demonstrates commitment to quality assurance for effective instruction, evidence of Charlotte Danielson's Components of Professional Practice
- District supervision and evaluation process is directly linked to the mission of the North Schuylkill School District
- District supervision and evaluation process is directly linked to professional development goals and practices identified at district, building, and individual teacher levels
- District supervision and evaluation and professional development should be viewed as an ongoing and job-embedded process
- District supervision and evaluation process will result in a community of learners that promotes teaching and learning collaboration and teacher inquiry
- Formal and informal teacher observations are components of the district supervision and evaluation process, as well as other multiple and varied forms of evidence of teacher performance

Parent and Community Participation

The North Schuylkill School District strives to make a close, strong bond with its community and the families of its students. These bonds are established through home and school organizations found at both the elementary and secondary levels. There are also numerous "booster" associations with close ties to the district which promote the success of the North Schuylkill School District through ongoing support, both monetary and in providing mentoring and positive role models. Parents are involved in North Schuylkill's schools through parent/teacher conferences, family education nights, Open House, band and chorus concerts, classroom visits, parent volunteers, sporting events, and many other activities which bring North Schuylkill's parents and community into the schools. Through the next years covered by the

strategic plan, the North Schuylkill School District will work to strengthen these community support opportunities.

The district is also working to make a stronger positive student presence in the North Schuylkill community through service projects and other activities that would bring the students out into the North Schuylkill community. Communication between North Schuylkill's schools and its community is facilitated through school and district newsletters, the district website, community meetings, and public board meetings. The North Schuylkill School District Report card is posted on the district website. The district website, www.northschuylkill.net, is increasingly being used by the North Schuylkill community and beyond as a valuable communication tool.

Pre-Kindergarten Transition

No Pre-K Offered

Utilization of Resources and Coordination of Services

Organization Resources
Schuylkill Intermediate Unit 29
Schuylkill Technical Centers
Bloomsburg Reading Conference
PATTAN
Pennsylvania Department of Education
National Association of Secondary School Principals
Pennsylvania Education Association
Pennsylvania School Boards Association
Association for Supervision and Curriculum Development
Schuylkill Community Education Council
Schuylkill County Emergency Management
Local police departments
Health and Wellness Committee
School/business partnerships
Partnerships with post-secondary educational institutions
Student Services
Education Assistance Program
Spartan Task Force
Positive Achievement = Student Success (PASS)
Title I
DARE
Big Brothers/Big Sisters
All-Stars
Peer Tutoring
Study Buddies
Peer Mediation
Parent Teachers Organization (PTO)
Intervention Counselor
Students Against Destructive Decisions
Teens Against Tobacco Use
Schuylkill County Children and Youth
Instructional Support Team
Student Assistance Program

Schuylkill County MH/MR
Schuylkill County Juvenile Probation
Schuylkill County Drug and Alcohol Agency
Special Education Services
Occupational Therapy
Educating Today's Children (ETC)
Social Work
Speech Therapy
Psychologist
Autistic Support
Learning Support
Hearing and Vision Screening
Office of Vocational Rehabilitation
Physical Therapy
Behavior Support
Emotional Support

Signatures

Date Submitted to PDE _____

School District/AVTS/Charter School

Name: _____

Address: _____

_____ Zip Code: _____

IU#: _____

Chief School Administrator: _____

Telephone (area code): _____ # _____

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

Signature Date
School Board Secretary

Signature Date
School Board President

Signature Date
Chief School Administrator