

SHALER AREA SCHOOL DISTRICT

STRATEGIC PLAN

2001 - 2006

The Shaler Area School District will educate and challenge all students to maximize their academic, social, emotional, and physical potential.

Shaler Area School District
1800 Mount Royal Boulevard
Glenshaw, PA 15116
412-492-1200
www.sasd.k12.pa.us

Introduction

The Shaler Area School District has a long tradition of solid educational excellence in a positive learning environment. We continually strive to provide all students with quality educational programs. We are committed to improving present curricula, instruction and assessment, and developing new strategies to meet the needs and challenges of today's students and tomorrow's citizens.

Beginning in spring 1999, a core committee of parents, school district staff, and community leaders convened to

review the 1996-2001 Strategic Plan and began the process of developing a 2001-2006 plan for the district. This committee developed district goals, beliefs, and a mission statement. Subsequently, a needs assessment was conducted to prioritize the district goal areas for the Plan. Once these areas were identified, subcommittees created actions plans for each goal.

Our action plans were enriched and enhanced by the addition of parents, school district staff, and community leaders who volunteered to share their expertise and interest in the goal areas. This partnership models our belief that the family, school district, and community share the responsibility to educate and prepare all students to be productive citizens.

The Shaler Area School District Strategic Plan meets the requirements set forth in Title 22, PA Code Chapter 4, Section 4.13 and provides us the opportunity to create a blueprint for our future.

Section 1. Mission Statement

The Shaler Area School District will educate and challenge all students to maximize their academic, social, emotional, and physical potential. Students will strive for excellence in information processing skills, problem solving, and effective communication. Our safe and caring learning environment, created in partnership with parents and community, will inspire life-long learners who are contributing citizens, responsive to change and sensitive to the needs of others.

Section 10. Planning Process

The Strategic Planning Steering Committee included members of the community, administration, local university, professional staff, and parents groups in the Shaler Area School District. Members included:

Parents

Karen Booker
Bonnie Burlett
Denise Dillon
Louise Ellenberger
Denise Gniewkowski
John Jackson
Colleen Konieczny
Wendy Semler
Cheryl Siar
Karen Sphar
Loretta Sullivan
Amy Taggart
Ben Taggart
Rose Wolfe
Shirley Zalakar

Administrators

Dan Charny

Janice Dunmire
Walter Engle
Brad Ferko
Donald Lee
Martin Martynuska
David Speer
Eric Stennett
Denise Shipe
Paul Surloff
Jennifer Tong
William Tomicek
Wayne Vargo
Craig von Behren
William Watson

Board Members

H. Catherine Bertuca
Catherine Davidson
James Giel, Jr.

University

Sr. Carolyn Winschel
President, LaRoche
College

Teachers

Marianne Altenbaugh
Cathy Bailey
Dale Banaszak
Kathy Barkovich
Dianne Bellisario
Bob Bergstrom
William Burdett
Theresa Cardone
Barbara Cumiskey
Jacque DeMatteo
Lynn DeMao
Jen Exler
Suzanne Flynn
Patsy Frankle
Barbara Guffey
Deborah Guidish
Janet Heberle
Debby Helwig
Julia Igims

Aleida Jackson
Linda Leghart
Alice Lieb
Jan MacPhail
Carol Martin
Lori Mish
Heather Mitchell
W. Lee Myers
Brien Opiela
Richard Rishel
Clara Salvi
Phyllis Schatz
Sue Sencher-Reola
Mary Smith
Brunella Truby
Karen Ulrich
Loretta Vogrin
Greg Zyhowski

The Strategic Planning Steering Committee began meeting in January 2000. The Steering committee developed and circulated a needs assessment survey to all members of the professional staff regarding the focus and the needs of the Shaler Area School District. With this as a starting point, the Steering Committee worked to develop a mission statement and vision for the Strategic Plan covering the years 2001-2007.

The Shaler Area School District Board of School Directors will approve the plan, and copies will be placed in all schools, libraries, and central office for the perusal of the community.

Section 11. Plan for Additional Instructional Opportunities

The district has designed various programs to assist students who are having difficulty achieving the academic standards. The programs are a multi-leveled approach addressing the various needs of the district student body. Each component is listed below with the appropriate grade levels.

A building team of teachers, administrators, and support from outside agencies operates and manages each program modifying procedures and activities as needed. Financial support for each item has been incorporated into the district budget. Building data on the activities and specific procedures for use of the program is maintained in each building office.

The programs for additional student instructional opportunities are:

- Title I support for additional remedial reading instruction for students (K-3)
- After school tutoring with volunteer mentors Monday through Friday (K-12)
- Before school tutoring during home room periods
- Summer school courses and programs

- Reading Recovery (1-3)
- Referral to the Instructional Support Team (K-4)
- Software tutorial programs (K-12)
- Reading Buddies (K-4)
- Americorps Programs Monday through Saturday (K-12)

2. Financial Resources

The 2001-02 general fund budget totaled \$51,862,897 with a real estate millage of 20.32 mills. Local revenues account for nearly 70 percent of the budget. The majority of the budget, 59 percent, is targeted for instruction.

The Shaler Area Budget Dollar and How It Is Spent:

Salaries.....	\$.59
Benefits.....	.13
Purchased Professional and Technical Services.....	.02
Purchased Property Services.....	.02
Other Purchased Services.....	.02
Supplies.....	.04
Property.....	.01
Other Objects.....	.00
Other Financing Costs.....	.09
Total Budget Dollar.....	\$1.00

The Daily Cost of Educating a Shaler Area Student:

Instruction.....	\$30.35
Support Services.....	15.46
Non-Instructional Services.....	1.17
Other Financing Uses.....	4.37
Total Daily Cost.....	\$51.35

Section 2. Goals and Beliefs

A Strategic Planning Steering Committee, made up of Shaler Area School District Board of Directors, administration, professional and support staff, parents, business leaders, and other community members was established to develop the educational vision and mission for our district. The Strategic Planning Committee has met over a period of 18 months to develop strategies, action plans, and goal areas for the Strategic Plan to cover the years 2001-2007. Members of the Shaler Area School District staff and administration were surveyed to determine areas of focus for the future of the Shaler Area School District. The committee also utilized standardized test action plans, various curricula, graduation requirements, crisis management plan, and the professional education plan in order to

develop a proactive educational strategic plan. Through group discussion and a consensus-building process, the Strategic Planning Steering Committee and members of the Shaler Area School District community agreed upon a mission, vision, and goals that will challenge our students and community over the next five years.

Goals

- Provide all students with a quality educational program that will enable them to develop the knowledge and skills to be successful in life.
- Provide and support qualified and dedicated staff members who meet the challenges of today's students and have a vision for the students of tomorrow.
- Provide an environment that promotes self-respect, respect for others, and the appreciation and acceptance of diversity.

Provide resources for programs, facilities, and materials to meet the needs of the Shaler Area School District.

Beliefs

- The family, school district, and community share the responsibility to educate and prepare all students to be productive citizens.
- All students and staff are entitled to a positive, safe, and secure environment.
- Professional development of all staff, administrators, and board members is essential to the education of our students.
- All students can learn given the proper environment and support.
- The school district has the responsibility to continually assess and provide for the educational needs of our students.
- The school district has the responsibility to develop and implement the strategic plan.

Section 3. Academic Standards for Student Achievement

The academic standards addressed student learning and the district's system with state standards mandated between the Pennsylvania Department of Education, Chapter 4, Section 12. Academic standards have been approved and have been implemented at all grade levels. The Shaler Area School District will continue to implement the academic standards as these standards are approved at the state level.

The Shaler Area School District has developed a five-year curriculum cycle where curriculum writing teams are established to focus on curriculum, instruction, assessment, the use of supplementary resources, and staff development. Current curriculum guides are developed to reflect standards based on educational practices. Particular attention is paid to curriculum alignment and the development of criterion reference tests that serve as a tool in the review and revision of individual course curriculum.

The Strategic Plan calls for curriculum to be designed in each of the subject areas to ensure student attainment of standards at all grade levels. The Shaler Area School District utilizes not only the state developed standards but also national standards to ensure a globalized curriculum to help ensure students' success. The goal areas established were:

Grant Writing: To improve the capability of the Shaler Area School District to identify and pursue funding that supports the district's curricula, programs, facilities, and

partnerships.

Curriculum: The Shaler Area School District will provide a quality framework and structure that meets the educational needs of diverse learners through interesting, flexible, challenging, and appropriate activities based on the world around us. The curriculum will be interdisciplinary, engage students through collaboration, and develop higher order thinking skills to be evaluated through appropriate assessments and accountability to academic standards.

Wellness: The Shaler Area School District Wellness Program supports the mental, social, physical, emotional, and spiritual health of all individuals. We believe that wellness is essential in fostering a healthy, productive educational environment. Our Wellness Program is designed for the establishment and maintenance of a balanced staff, student body, and community.

Secondary Professional Staff

Position	Middle School	Intermediate School	High School
English	9.0	7.8	
Reading	9.0	3.0	
Communication Arts			14.6
Math	9.0	7.2	10.6
Science	9.0	7.0	12.5
Social Studies	9.0	9.8	13.4
Art	2.5	1.6	3.0
Business Education		2.2	3.8
Computer	3.0		
Cultural Explorations	1.6		
Family and Consumer Science	2.5	2.0	2.5
Foreign Language	3.4	5.6	6.2
Guidance	3.0	2.4	3.6
Library	2.0	1.0	2.0
Music	4.0	1.9	1.5
Nurse	1.0	1.0	1.0
SAGE	1.5	1.5	2.0
Health/Phys Ed	9.5	8.0	8.0
Special Education	16.4	11.0	11.0
Tech Ed/ Creative Expression	4.0	2.0	3.0
Speech/Language	1.4	.2	.1
English Second Language		1.0	
Time Out		.8	.4

Alternative Ed		1.6	1.0
Occupational Skills			.8
Activities/ Project Coordinator			1.0
Total Secondary Staff	100.8	78.6	129.0

Section 9. School District Resources

1. Personnel Resources

To ensure that students achieve the learning outcomes, resources in the Shaler Area School District are allocated and organized as follows:

Administrative Staff

Administrative Position	No. of Positions
Superintendent	1
Assistant Superintendent	1
Director of Human resources	1
Director of Business Affairs	1
Business Manager	1
Director of Pupil Personnel Services	1
Special Education Supervisor	1
Psychologist	2
Social Worker	2
Clinical Social Worker	1
Data Processing Operations Specialist	1
Technology Specialist for Education	1
Computer Network Administrator	1
Computer/Media Technician	2
Secondary Principals	3
Secondary Assistant Principals	5
Elementary Principals	5
Athletic Director	1
Supervisor of Buildings and Grounds	1
Custodial Foreperson	1
Total Administrative Staff	33

Elementary Professional Staff

School	Professional Staff
Burchfield	36.45
Jeffery	18.50

Marzolf	31.50
Reserve	20.75
Rogers	18.75
Total Elementary Staff	125.95

Technology: To provide an outstanding technology program for our students and staff; one that is educationally sound, space efficient, cost effective, and flexible to meet the changing needs of our district and community.

Inclusion:

Students' Learning: Each special needs student should be educated in an appropriate learning environment.

Students' Behavior: Students will acquire knowledge and skills that will enable them to exhibit appropriate behavior. This learning will be demonstrated through positive student interaction. A supportive and caring learning environment with clear expectations and positive role modeling is essential to positive behavior.

Students' Social Interaction: To promote awareness of diversity and positive and respectful social interaction between all students.

Teacher Training: Teachers will have the knowledge and skills needed to teach special education students in pull-out, mainstream, and inclusion classes.

Administrative Resources: Administrators will be able to meet the needs of all students by allocating necessary human, financial, and material resources. This will be demonstrated through the development of effective programs, schedules, and activities designed with supports/ resources that meet the needs of all students. A quality team decision-making process is necessary for the effective allocation of resources.

Teachers and Parents Communication: Teachers and parents will communicate with each other to evaluate the appropriateness of each child's IEP throughout the school year.

Administrative Communication: Administrators will be able to effectively communicate key district inclusion philosophies, policies, and procedures with students, staff, parents, and community. This will be demonstrated through implementing a variety of effective two-way communication patterns where input from all stakeholders is gathered and considered throughout decision-making processes.

Section 4. Graduation Requirements

The Shaler Area Board of School Directors approves the graduation requirements. These requirements meet all current Pennsylvania curriculum regulations and include mastery of the Pennsylvania Academic Standards. Graduation requirements include a minimum of 24 credits and completion of a graduation project. The following are a listing of the 24 credits the student must complete:

English	4 credits
Social Studies	4 credits
Math	3 credits
Science	3 credits
Physical Education	2 credits
Health	1 credit
Electives	7 credits

Graduation Project

The governing body for public schools in Pennsylvania is known as the State Board of Education. The Board has enacted regulations requiring students to complete a culminating project during their senior year. In 2001 the Shaler Area Board of School Directors adopted a local requirement that supported the state requirement of a Graduation Project. The State Board declared, "The purpose of the culminating project is to assure that students are able to apply, analyze, synthesize and evaluate information and to communicate significant knowledge and understanding."

The Graduation Project at Shaler Area High School is selected by the student and should reflect personal experiences and interests. Many students are already involved in career opportunities and community service, but the project should utilize skills that reach across the traditional subject areas. Students will demonstrate their abilities through written portfolios and an oral presentation. Through documentation and critical planning it can be possible for these students to complete this requirement by investigating a personal, specialized area of interest, and using these experiences as projects. Other students can apply their imagination and seek support of the Graduation Project Coordinator in choosing an appropriate subject. The Graduation Committee must pre-approve all projects before students begin the required project.

Section 5. District Assessment Plan

Formal Assessment

Shaler Area School District administers district-approved standardized assessments at levels K through 12. The required assessments are given at various times of the year at pre determined grade levels. These assessments are given to all appropriate students. It is recommended that the Shaler Area School District provide the necessary staff development in order to obtain a high level of consistency in utilizing and administering the results of the assessment tools.

Using the results from these formalized assessments, teachers develop a Standardized Test Action Booklet in grades K-12. This is used by grade-level teachers as a tool in diagnosing strengths and areas where improvement is needed according to individual and district results. Curriculum is also developed and driven using this booklet.

There is a chart included to further define where and when the formal assessments are administered.

Informal Assessment

We believe that informal assessment is an important element of the total assessment of the child. Within the Shaler Area School District the following forms of informal assessments are utilized: classroom assessments, teacher developed assessments, observation, anecdotal records, portfolios, and projects. However, additional types of assessments may be utilized as the situation warrants.

Report to the Community

Since all members of the school district hold a stake in the success and achievements of students, assessment information is regularly reported to the community. Report cards, progress reports, and individual test scores are shared with parents/guardians on a regularly scheduled basis. Parent-teacher conferences are included in the annual school calendar and other individual conferences can be scheduled upon request. Parents/guardians may review their child's school records. In addition, a report on the results of district-wide standardized tests will continue to be distributed to all residents in the district on an annual basis. The results of the district-wide standardized tests will be posted on the Shaler Area School District web page (www.sasd.k12.pa.us).

Section 6. Strategic Action Plan

Goal Areas:

Grant Writing/Securement of Funds for District Programs: To improve the capability of the Shaler Area School District to identify and pursue funding that supports the District's curricula, programs, facilities, and partnerships.

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students. A quality team decision-making process is necessary for the effective allocation of resources.

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Section 7. Professional Education Plan, Induction Plan

Standard 1. PURPOSE OF THE PROFESSIONAL EDUCATION PLAN

The purpose of the Shaler Area School District's Professional Education Plan is to provide continuing educational support for staff, administration, and Board members through activities that focus on improving the education of all students. The plan is responsive to the needs of the District, reflecting input from staff and driven by best educational practices.

The Professional Education Committee consists of teacher representatives, educational specialists, administrators, parents, local business representatives, and other individuals representing the community.

Standard 2. NEEDS ASSESSMENT

The educational needs of the professional staff of the Shaler Area School District will be identified through the use of a Staff Development Needs Assessment Survey. This survey involves the gathering of data that affect the internal and external factors related to the district's strategic plan. An example of internal factors would be the adaptation of instruction and the designing of curriculum, while examples of external factors would be wellness and implementing state mandates. The Staff Development Needs Assessment Survey will be given at the beginning of the 2000-01 school year and will guide the work of the professional education planning committee as it seeks to develop quality education of all constituents.

Standard 3. HOW DOES THE PLAN COMPLY WITH THE LAW?

Act 48 of 1999 requires all school districts to establish a Professional Education Committee consisting of teacher representatives, administrative representatives, parents, local business representatives and other individuals representing the community.

The new Professional Education Plan must specify continuing professional educational courses, programs, activities and other learning experiences locally approved to meet professional education requirements. It must be designed to meet and professional education requirements. It must be designed to meet and reflect the needs of the school entity's strategic plan and the needs of its professional employees, students and community. This new plan also must relate to the specific areas of assignment and certification or potential administrative certification of the professional employees of that school entity.

Standard 4. DESIGN AND CONTENT OF THE PROGRAM

Program: Curriculum Development

Needs Statement: Due to the ever-changing needs of the Shaler Area School District, curriculum must continually be developed, reviewed, and revised.

Purpose: The design of curriculum development is to provide students, parents, and teaching staff with a focus on the course descriptions. Subsequently, staff must be educated to provide a balance among content, pedagogy, and other skills.

Resources: Texts, videos, guest speakers, presenters and outside consultants hired by the Shaler Area School District; Curriculum Support Staff; Department Chair; approved local, state, and national professional conferences and workshops; collegiate studies; district in-services; copies of Standards; and Education in the Workplace.

Methods of Evaluation: Standardized Test program as approved by the Shaler Area Board of School Directors and mandated by the Department of Education, Criterion Referenced Tests, district assessments, and alternative assessment tools to monitor student progress.

Program: Technology

Needs Statement: Due to emerging technologies, the Shaler Area School District must provide up-to-date equipment and training for its staff and students.

Purpose: To instruct staff and students in the use of technologies necessary to enrich and enhance the curriculum.

Resources: Texts, videos, guest speakers and presenters; Curriculum Support Staff; Department Chair; approved professional conferences and workshops; collegiate studies; district in-services; copies of Standards and Education in the Workplace; equipment (hardware and software) and technical support.

Methods of Evaluation: Logs for computer labs, teacher observation of student projects, lesson plan review, coordination with software/hardware with written curriculum, completion of Shaler Area School District Board approved initiative, staff feedback on district technology training, and alternative assessment tools to monitor student progress.

Program: Inclusion

Needs Statement: Due to IDEA mandates and the desire of the Shaler Area School District to provide for the individual differences of special needs

students in an inclusive environment, it is recognized that training and continual evaluation is critical to the success of the program.

Purpose: Teachers will be instructed in the development of strategies that will enhance and enrich every child's' educational experience.

Resources: IDEA Regulations; Chapters 14, 15, and 16 of the State Board Regulations; Intermediate Unit provided services; MH/MR services; Special Education Parent Support Group.

Methods of Evaluation: Grade Distribution Reports, Annual I.E.P/C.E.R meetings with parents of inclusive students, assessment of teachers assigned to inclusive programs; evaluation of the effectiveness of teaching practices; survey of staff, students and parents regarding appropriateness of placement (FAPE- Free and Appropriate Public Education); Standardized Test program as approved by the Shaler Area Board of School Directors and mandated by the Department of Education; Criterion Referenced Tests; district assessments; and alternative assessment tools to monitor student progress.

Standard 5. PLANNING IS ON-GOING AND INCLUDES REVIEW, EVALUATION, AND REFINEMENT

An evaluation will be done on an annual basis during the month of May. The program will be refined based upon the results of the annual end-of-year evaluation instrument.

INDUCTION PLAN

Standard 1. Development of the Purpose of the Induction Plan

Induction into a career is the first step in continuing professional growth and development; therefore, the purpose of the Shaler Area School District Induction Plan is to orient, educate, and support newly-hired professional staff."

The goals of the Shaler Area School District Induction Plan are as follows:

1. "Shalerize" (orient) the inductees in the district's mission, goals, demographics, policies, procedures, goals, and expectations.
2. Familiarize inductees with district expectations.
3. Instill a sense of excellence.
4. Provide inductees with the necessary support and resources to achieve excellence.
5. Welcome inductees and offer collegial support.
6. Broaden the inductees' base relating to educational issues.
7. Provide a framework, structure, and timelines for the inductee to achieve expectations.

The Induction Committee consists of teacher representatives, educational specialists, administrators, parents, local business representatives, and other individuals representing the community.