
Pennsylvania Department of Education



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

Academic Standards and Assessment Report Tuesday, January 13, 2009

Entity: Sto-Rox SD
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Organization Description

The Sto-Rox School District is organized in the following manner:

Sto-Rox School District Organizational Flow Chart

Drawing from the previous Sto-Rox School District Strategic Plan, The District used internal and external analysis to complete its task. This framework for strategic management of an educational organization positions strategic planning as one of six processes school leaders can use to drive continuous improvement of student achievement in a standards-based educational program. However, strategic management does not replace administrative activities such as budgeting, monitoring, marketing, reporting, and collaborating. Rather, it integrates them into a broader context, taking into account the external environment, internal organizational capabilities, and the overall purpose and direction of the schools. The strategic management approach creates plans based on assumptions about the future and focuses on using these plans as a blueprint for daily activities. Through this approach, effective implementation will require the school leaders to both deal with the uncertainties of daily events and turn these events to the benefit of the organization. The six processes are connected as follows:

Organizational Process Chart

During the past school year 2006-2007, the entire District engaged in this analysis daily. Each any every meeting of the Board of School Directors, Administrators, Teachers, Support Staff, Parents and Students utilized and documented information for the analysis. An evaluation and monitoring of the existing plan was conducted over the past two years, and the recent plan has been incorporated into this new document. The previous strategic plan was an excellent blueprint for success. This plan endeavors to drive those ideas using the Framework for Success from the Pa Department of education. During the fall of 2005 and 2006, each school in the District completed a "Getting Results" Plan. The District also completed the Leading for Learning in the fall of 2005. The Pa Department of Education Framework for Success was utilized in those documents. Also in the fall of 2005, a Quality Review Team worked with the District to produce the Quality Review document and also utilized the same framework. In developing the E-Strategic Plan, this framework was used to address each section.

Philosophical Backdrop

Core Educational Practices — A template organized around Pennsylvania's four core educational practices: *Quality Teaching, Quality Leadership, Artful Use of Infrastructure and Continuous Learning Ethic.*

Chart of Core Educational Practices (See Attachment C)

Other prerequisite knowledge for the school community is the 11 components of Comprehensive School Reform and the 9 Principles of Learning from the LRDC. Each guideline is considered best practice in the educational setting.

Eleven Components of Comprehensive School Reform (For organizing Schools and the District)

1. Proven methods and strategies based on scientifically based research
2. A comprehensive design with aligned components

3. High-quality professional development for teachers and staff
4. Measurable goals and benchmarks for student achievement
5. Support within the school by teachers, administrators and staff
6. Support for teachers, administrators and staff
7. Meaningful parent and community involvement in planning, implementing and evaluating school improvement activities
8. High-quality external technical support and assistance from an external partner with experience and expertise in school wide reform and improvement
9. Plans for the evaluation of strategies for the implementation of school reforms and for student results achieved, annually
10. Identifies resources to support and sustain the school's comprehensive reform effort
11. Will significantly improve the academic achievement of students or demonstrates strong evidence that it will improve the academic achievement of students

Nine Principles of Learning (For organizing the Teaching/Learning Process)

"The Principles of Learning are condensed theoretical statements summarizing decades of learning research. They are designed to help educators analyze the quality of instruction and opportunities for learning that they offer to students.

1 Organizing for Effort

An effort-based school replaces the assumption that aptitude determines what and how much students learn with the assumption that sustained and directed effort can yield high achievement for all students. Everything is organized to evoke and support this effort, to send the message that effort is expected and that tough problems yield to sustained work. High minimum standards are set and assessments are geared to the standards. All students are taught a rigorous curriculum, matched to the standards, along with as much time and expert instruction as they need to meet or exceed expectations.

2 Clear Expectations

If we expect all students to achieve at high levels, then we need to define explicitly what we expect students to learn. These expectations need to be communicated clearly in ways that get them "into the heads" of school professionals, parents, the community and, above all, students themselves. Descriptive criteria and models of work that meets standards should be publicly displayed, and students should refer to these displays to help them analyze and discuss their work. With visible accomplishment targets to aim toward at each stage of learning, students can participate in evaluating their own work and setting goals for their own effort.

3 Fair and Credible Evaluations

If we expect students to put forth sustained effort over time, we need to use assessments that students find fair; and that parents, community, and employers find credible. Fair evaluations are

ones that students can prepare for: therefore, tests, exams and classroom assessments—as well as the curriculum—must be aligned to the standards. Fair assessment also means grading against absolute standards rather than on a curve, so students can clearly see the results of their learning efforts. Assessments that meet these criteria provide parents, colleges, and employers with credible evaluations of what individual students know and can do.

4 Recognition of Accomplishment

If we expect students to put forth and sustain high levels of effort, we need to motivate them by regularly recognizing their accomplishments. Clear recognition of authentic accomplishment is a hallmark of an effort-based school. This recognition can take the form of celebrations of work that meets standards or intermediate progress benchmarks en route to the standards. Progress points should be articulated so that, regardless of entering performance level, every student can meet real accomplishment criteria often enough to be recognized frequently. Recognition of accomplishment can be tied to opportunity to participate in events that matter to students and their families. Student accomplishment is also recognized when student performance on standards-based assessments is related to opportunities at work and in higher education.

5 Academic Rigor in a Thinking Curriculum

Thinking and problem solving will be the "new basics" of the 21st century. But the common idea that we can teach thinking without a solid foundation of knowledge must be abandoned. So must the idea that we can teach knowledge without engaging students in thinking. Knowledge and thinking are intimately joined. This implies a curriculum organized around major concepts that students are expected to know deeply. Teaching must engage students in active reasoning about these concepts. In every subject, at every grade level, instruction and learning must include commitment to a knowledge core, high thinking demand, and active use of knowledge.

6 Accountable TalkSM

Talking with others about ideas and work is fundamental to learning. But not all talk sustains learning. For classroom talk to promote learning it must be accountable—to the learning community, to accurate and appropriate knowledge, and to rigorous thinking. Accountable talk seriously responds to and further develops what others in the group have said. It puts forth and demands knowledge that is accurate and relevant to the issue under discussion. Accountable talk uses evidence appropriate to the discipline (e.g., proofs in mathematics, data from investigations in science, textual details in literature, and documentary sources in history) and follows established norms of good reasoning. Teachers should intentionally create the norms and skills of accountable talk in their classrooms.

7 Socializing Intelligence

Intelligence is much more than an innate ability to think quickly and stockpile bits of knowledge. Intelligence is a set of problem-solving and reasoning capabilities along with the habits of mind that lead one to use those capabilities regularly. Intelligence is equally a set of beliefs about one's right and obligation to understand and make sense of the world, and one's capacity to figure things out over time. Intelligent habits of mind are learned through the daily expectations placed on the learner. By calling on students to use the skills of intelligent thinking—and by holding them responsible for doing so—educators can "teach" intelligence. This is what teachers normally do with students they expect much from; it should be standard practice with all students.

8 Self-management of Learning

If students are going to be responsible for the quality of their thinking and learning, they need to develop—and regularly use—an array of self-monitoring and self-management strategies. These metacognitive skills include noticing when one doesn't understand something and taking steps to remedy the situation, as well as formulating questions and inquiries that let one explore deep levels of meaning. Students also manage their own learning by evaluating the feedback they get from others; bringing their background knowledge to bear on new learning; anticipating learning difficulties and apportioning their time accordingly; and judging their progress toward a learning goal. These are strategies that good learners use spontaneously and all students can learn through appropriate instruction and socialization. Learning environments should be designed to model and encourage the regular use of self-management strategies.

9 Learning as Apprenticeship

For many centuries most people learned by working alongside an expert who modeled skilled practice and guided novices as they created authentic products or performances for interested and critical audiences. This kind of apprenticeship allowed learners to acquire complex interdisciplinary knowledge, practical abilities, and appropriate forms of social behavior. Much of the power of apprenticeship learning can be brought into schooling by organizing learning environments so that complex thinking is modeled and analyzed, and by providing monitoring and coaching as students undertake extended projects and develop presentations of finished work, both in and beyond the classroom.”

<http://www.institutelearning.org/develop.html>

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Chart of the Coordination of Background Philosophy

Core Purpose

Mission

The Sto-Rox School District mission is to empower all students to ethically meet the challenges of a global society, to become self-directed, continuous learners, and to ensure, in a partnership with the community that a comprehensive educational program and support services will be provided to meet the diverse needs of all students, thus enabling them to become accountable citizens and to reach their potential.

Vision

The Sto-Rox School District seeks to "Create a Culture for Academic Excellence."

Vision statements are inherently short. It is the desire for this District in a few years to be able to boast AYP results that are in keeping with the State expectation, to have students with outstanding academic achievement, students who have a great attendance rate, and a self managed view of their behavior.

At each level there are several ways that teachers are measuring achievement. First and foremost we use DRC's data from the PSSA's. This gives us a breakdown per student and per reporting category. We also use Emetric and PVAAS. PVAAS gives us an idea of how our students are doing as a value added system. It measures progress and not just the

benchmarks. The PVAAS enables us to track progress for our students with disabilities who typically have a difficult time scoring proficient on the PSSA's. Special education students are also given additional assessments to gauge their progress.

At the building levels, we use the 4Sight Benchmark Assessment. They are given 4X's per year. This assessment is closely aligned with the PSSA's to give us a more accurate view of how we may do in the spring testing cycle. Our literacy coaches work with the teachers to analyze and track the data. This data is used to form instruction and remediation. The high school uses GMADE and the elementary uses DIBELS. These are additional assessment tools to track student progress.

It is imperative to continue to cultivate a culture for this vision. Our District is presently making progress toward our AYP goals, our students have made the attendance benchmarks, and student behavior is becoming increasingly more positive.

Shared Values

In the existing strategic Plan, the Sto-Rox School District held the following as beliefs and values (in normal print). The new Strategic Plan will build on these statements. ***(Bold and Italics)***

Schools should serve as a unifying agent in the community. ***We believe that schools bring people together to learn and to live in a community spirit.***

The educational program must include a focus on the technical skills needed in the future workplace. ***We believe this should happen in a systematic way and organized way drawing on the strengths and needs of each student.***

The school can effectively prepare students for the new demands of society. The school environment must encourage students' self-respect, self-worth and respect for others and their property. ***We believe all children have the right to be educated in a safe, orderly, and supported environment where respect and responsibility are learned through positive experiences.***

Students and educators must learn to work in collaboration with others in identifying, organizing, planning, and allocating resources in order to achieve goals. ***All members of the school community have an equal part in creating the District goals and achieving successes.***

Educators must help students develop trust, responsibility, tolerance, and the necessary problem solving and critical thinking skills to succeed in a diverse and ever changing society. ***We believe that a variety of instructional methods should be utilized to assist each student.***

The academic community has a responsibility to take ownership in the learning process while providing equal educational opportunities for students in grades K-12. ***We believe all students can achieve at high levels.***

Education is a cooperative effort among the entire Sto-Rox community. ***We believe that the school community has a responsibility to meet the academic and social needs of all students.***

Students will be provided a safe, caring environment in which learning can take place. ***Self responsibility and the self-management of learning will be goals for all children in the District.***

Students should be active learners. ***We believe learning should be active, enriching, and have application to the world we live in.***

The school district should provide extracurricular programs to meet the interests of all students. ***The fine arts, creative arts and athletic experiences should complement the academic pursuits.***

Community support and involvement is necessary in providing opportunities and facilities conducive for learning. ***We believe that family and community integration enable students to see value in learning and foster a sense of responsibility for the student.***

Goals

Goals As imported from Goals Area.

Goal Title:

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

Goal Statement:

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

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

Strategy Title: Graduation rate will show growth or meet the 80% threshold

Strategy Description: By creating a reformed High School environment with challenging classes and opportunities for students to be challenged academically in many other ways, High School students will reach their potential with District direction, yet in a student specific, self-managed way.

Align to High-leverage Practices for PreK-12:

- Artful Use of Infrastructure
- Continuous Learning Ethic
- Quality Leadership
- Quality Teaching

Goal Title:

MATHEMATICS

Goal Statement:

At least 56% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

MATHEMATICS

Strategy Title: Vertical Pre K - 12 Curricular Alignment

Strategy Description: Through the use of the Math/Science Collaborative and the PA Standards, K-12 teachers will align teaching practices and lessons to the grade level eligible content and other curricular objectives deemed important by the teaching/learning community.

Teachers will also use the Philadelphia Curriculum Framework that has already been aligned in this manner, as a starting point for vertical alignment.

Align to High-leverage Practices for PreK-12:

- Artful Use of Infrastructure
- Continuous Learning Ethic
- Quality Leadership

Quality Teaching

Goal Title:

READING

Goal Statement:

At least 63% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

READING

Strategy Title: Vertical Pre K - 12 Curricular Alignment

Strategy Description: Using the PA State Standards for Language Arts, the adolescent literacy work done by AIU3, and the Philadelphia Curriculum Framework, the teachers in the District will align content and instruction for continuous progress for each student. As a Reading First District, we will utilize the five components from the National Reading Panel to move all literacy instruction forward and into all subjects K-12.

Align to High-leverage Practices for PreK-12:

- Artful Use of Infrastructure
- Continuous Learning Ethic
- Quality Leadership
- Quality Teaching

Goal Title:

STUDENT ATTENDANCE (any school that does not graduate seniors)

Goal Statement:

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

STUDENT ATTENDANCE (any school that does not graduate seniors)

Strategy Title: Student engagement and retention in secondary grades

Strategy Description: A continuous learning ethic must be established for the Sto-Rox School District. Students have to WANT to come to school. As students become more engaged in their instructional environment and develop ownership of their education process, attendance will improve.

Quality Leadership will create the nurturing environment in which students want to be educated. Leadership must be developed in all areas throughout the teaching/learning community.

Align to High-leverage Practices for PreK-12:

- Artful Use of Infrastructure
- Continuous Learning Ethic
- Quality Leadership
- Quality Teaching

Goal Title:

STUDENT PARTICIPATION IN STATE ASSESSMENTS

Goal Statement:

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

STUDENT PARTICIPATION IN STATE ASSESSMENTS

Strategy Title: Continue to keep participation high

Strategy Description: Students will discuss with teachers the implications of the intrinsic reward of good performance.

Align to High-leverage Practices for PreK-12:

- Artful Use of Infrastructure
- Continuous Learning Ethic
- Quality Leadership
- Quality Teaching

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

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

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

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

Academic Standards

“Public schools provide instruction throughout the curriculum so that students may develop knowledge and skills in the following areas:

1. Reading, Writing, Speaking, and Listening
2. Mathematics
3. Science and Technology
4. Environment and Ecology
5. Social Studies (Civics and Government, Geography, Economics and History)
6. Arts and Humanities
7. Career Education and Work
8. Health, Safety and Physical Education
9. Family and Consumer Science
10. World Languages”

The Goals for each subject will be in keeping with the State expectations and student achievement will hopefully increase at a greater rate with momentum.

The academic standards, which are endorsed by the State Board of Education, will be featured in the educational programs of the Sto-Rox School District. The school district will continuously modify and expand these standards as needed.

In addition to the above-mentioned standards the Sto-Rox School District will also engage in the following educational practices in an effort to meet and exceed all expected standards:

- A. Utilize the state and district-developed rubrics for instruction at all grade levels.
- B. Provide the PSSA classroom connections kit on the building server so that teachers may have ready access to the reading, writing, and mathematics resources found in the kit.
- C. Provide on-going teacher in-service to all teachers on standards and corresponding student assessment.
- D. Participate with the state in setting standards as asked/required.
- E. Make standards-based web sites available to all teachers, students, and parents within the Sto-Rox School District.

F. Utilize teaching strategies that incorporate and encourage higher-level thinking and problem solving skills.

G. Provide students with multiple opportunities to engage in open-ended tasks in all content areas.

H. Provide multiple opportunities for students to respond to writing prompts in a variety of genre in all curricular activities.

I. Review all school and district test results for the PSSA and Terra Nova tests to identify and improve upon areas of weakness.

J. Review all school and district test results for the PSSA and Terra Nova tests to identify and maintain areas of strength.

K. Use all assessment data to modify, adapt, and enhance curricula on a continual basis.

L. Utilize all state materials provided in designating and presenting professional development opportunities.

(Please see the Chapter 4 attachments)

Graduation Requirements

Board Policy 217 Graduation Requirements: Revised June 2007

Class of 2005 and on

Social Studies 4.0 crs

English 4.0 crs

Science 3.0 crs

Math 3.0 crs

Physical Education 2.0 crs

Health 0.5 cr

Electives 5.5 crs

Graduation Project 1.0 cr

23.0 crs to graduate

Graduation Project — 180 documented community service hours and a culminating directed paper that will be reviewed by the graduation project committee

Graduation Project Committee and Requirements

The graduation project committee shall consist of at least the following members:

- A. The high school principal
- B. The high school guidance counselor
- C. The senior English teacher(s)
- D. One teacher from each grade level, grades 9-12
- E. Faculty mentors as assigned by the principal

It shall be the mission of this committee to track student progress and advise as needed throughout the graduation project experience commencing with the class of 2003. As of May 2001, students have been advised of the need to begin work towards completing the graduation project, which may of course be done throughout the duration of their time as students in the SRHS.

The graduation project must culminate by the end of the month of May of a student's senior year. This culmination will include the documentation of required hours of community service and a final review of the directed paper by the graduation project committee.

The directives for the directed paper will be available by the spring semester of 2002.

The community service hours log books will be available for student use at the start of the 2001-2002 school year.

Students in the class of 2003 and following will receive direct instruction on the graduation project concept and the requirements at their orientation for the 2001-2002 school year.

It is imperative that students and parents be aware that **the graduation project concept is state law and thus students must complete the requirements prior to the end of May of the senior year to be eligible for a diploma from the Sto-Rox School District.** With that in mind, numerous parent contacts will be made regarding this new concept.

Please see the attachments on Senior Projects and Policy on Graduation Requirements. End of year and end of course assessments will be developed beginning in the Fall of 2007.

Strategic Planning Process

The Planning Processes Included in this Strategic Management Framework

A. External Analysis

Plans should be made on the basis of what has happened, is happening, and will happen in the world outside the schools. Identify the threats and opportunities these external changes represent. The external environment includes social, technological, economic, demographic and political trends and developments.

The new Administration has encouraged an open door policy, and strives to make community connections genuine. The area is predominantly of low social-economic status. Sto-Rox School

District serves 93% economically disadvantaged, and almost 30% of the student population is receiving special education services. Few students are academically prepared to go on to post-secondary schools, and few are looking into post-secondary educational options. Fewer parents have graduated high school, and continue to live at or below poverty levels. Economically, the immediate area is depressed. A concerted effort is in progress to attract new business and development. The District is supportive and positive in its connection with the community.

B. Internal Assessment

The processes of internal assessment are to lead to an understanding of why the schools in the district have succeeded in the past, what it will take to succeed in the future, and how it must change to acquire the necessary capabilities to succeed in the future.

In reviewing the District's Shared Values, it falls upon us to effectively prepare students for the new demands of society. Tantamount to this preparation is the internalization of self-respect, self-worth, and respect for others as well as their property. Students and educators must present collaboratively in identifying, organizing, planning and achieving the goal of creating a society of life-long learners. Students must take ownership in their education and the learning process overall. The Community needs to assist in the learning process by becoming increasingly proactive and by participating in the educational options offered. All stakeholders need to work together to ensure that learning takes place in a safe and caring environment.

C. Strategic Direction

Use the information from the External Analysis and Internal Assessment to review the Mission Statement and to examine the goals of the school district. As a result of this review and examination, issues are identified which the school must address to achieve its mission. This process should clarify the foundation and authority for taking specific action. The strategic direction represents what the school leaders want the school district to achieve along with the external and internal developments that could affect the organization's capacity of achieve stated goals.

To be successful at all levels, the Sto-Rox School District must actively pursue its mission to empower students to meet the challenges of a world beyond McKees Rocks. This includes advancing technologically, establishing community partnerships, providing a comprehensive educational program and support services to meet the needs of our diverse population. By establishing and attaining goals with this mission in mind, Sto-Rox students will become accountable citizens, reaching their potential, and giving back to their community.

Summary of External Analysis and Internal Assessment

The Sto-Rox School District has been able to move forward with the implementation of programs that are aligned with the importance of improving student achievement. Resources have been provided to provide technology for students and to focus the educational program on academic performance. However, we have to move education achievement forward faster.

+Furthermore, the implementation of the provisions of Chapter 4 will require additional resources to address the challenges of improving student achievement. The following documents were used to begin the internal analysis:

- The Empowerment Plan
- The Strategic Plan 2001-2009

- The Strategic Plan Mid Point Review with its Professional Development Addendum
- Getting Results Plans 2005-2006, 2006-2007, and 2008-2009
- The Quality Review

(Please see attachments for the above mentioned plans)

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Adrienne Roberts	Parent / Community Member	Community Representative	e-strat Team
Cathy Lynch	SRSD	Special Education Representative	Gerald Miller
Charles J. Lanna	SRSD	Administrator	Administrative Team
Cheri Zielinski	Community Member / Parent	Parent	e-strat Team
Debra Hensley	SRSD	Special Education Representative	Gerald Miller
Dorey Whealan-Buell	SRSD	Special Education Representative	Gerald Miller
Dr. Maureen Ungarean	SRSD	Administrator	Administrative Team
Dr. Melanie Kerber	SRSD	Administrator	Administrative Team
Eve Sisko	SRSD	Other	Superintendent
Fr. Regis Ryan	Focus on Renewal	Community Representative	e-strat Team
Fran Serenka	SRSD	Administrator	Administrative Team
Gerald Miller	SRSD	Administrator	Administrative Team
Herbert Morgan	SRSD	Other	Superintendent
Janell Logue-Belden	SRSD	Administrator	Administrative Team
Kevin Kochirka	Sto-Rox School District	Board Member	Board
Linda Jacobs	SRSD	Board Member	Board
Lori Sims	SRSD	Administrator	Administrative Team
Mona Eckley	PA Distinguished Educator Initiative	Other	Superintendent
Patricia Moran	Point Park University	Community Representative	e-strat Team

Sam Dean	PA Distinguished Educator Initiative	Other	Superintendent
Teaching Staff of 128 Teaching Professionals	SRSD	Other	Teachers
Jean Schmalzried	SRSD	Administrator	Superintendent

Goals, Strategies and Activities

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

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

Strategy: Graduation rate will show growth or meet the 80% threshold

Description: By creating a reformed High School environment with challenging classes and opportunities for students to be challenged academically in many other ways, High School students will reach their potential with District direction, yet in a student specific, self-managed way.

Activities:

Activity	Description	
Communications	Telecommunications service and maintenance on Cisco Voice Over IP Phone system.	
Person Responsible	Timeline for Implementation	Resources
Ed Tech Plan Admin	Ongoing	\$204,000.00

Activity	Description	
Home and School Visitor work with the school communities	HSV works in all schools and in the community to gain community support for attendance. Ongoing monitoring of students is achieved through new software which will enable teachers to see the attendance/achievement relationship.	
Person Responsible	Timeline for Implementation	Resources
Fran Serenka	Ongoing	\$60,000.00

Activity	Description	
Implement Web Portal for Parents	The web portal will allow staff to post information onto their web site. It will also allow parents access to their child's data, attendance, grades, etc.	
Person Responsible	Timeline for Implementation	Resources
Ed Tech Plan Admin	Ongoing	\$18,000.00

Activity	Description	
Student teacher conferencing on attendance every 4 weeks	Using EdInsights OnHand Schools software, teachers and all admin can gain insight into student progress in real time.	

Person Responsible	Timeline for Implementation	Resources
Fran Serenka	Ongoing	\$26,000.00

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

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

Strategy: Student engagement and retention in secondary grades

Description: A continuous learning ethic must be established for the Sto-Rox School District. Students have to WANT to come to school. As students become more engaged in their instructional environment and develop ownership of their education process, attendance will improve.

Quality Leadership will create the nurturing environment in which students want to be educated. Leadership must be developed in all areas throughout the teaching/learning community.

Activities:

Activity	Description	
Pro-Soft Data Support		
Person Responsible	Timeline for Implementation	Resources
Ed Tech Plan Admin	Ongoing	\$30,000.00

Measurable Annual Improvement Targets

For 2008-2010 the goal will be 63% proficient in Reading, and 56% proficient in Math.

It is clear that the Sto-Rox School Community wants to achieve at high levels. With the capacity built by our 18 month involvement with the Distinguished Educator Initiative, the help of CDDRE, the coordination of all State and Federal programs, we have a renewed energy in the School Community and our goals will be achieved.

We are Creating a Culture for Academic Excellence. We annually file "Getting Results Plans" to help synthesize and realign our needs and goals. We are in the process of creating end of course and end of year assessments for each year and each course. We utilize a variety of assessment throughout the year as listed in our Assessment Plan.

The Sto-Rox School District goal is to reach AYP and beyond in the real numbers of proficient and advanced. Our programs are established to support students who are not reaching the proficient levels. One student at a time, we will move toward higher academic achievement.

The State AYP numbers will be the target for each year as we proceed. For 2008-2010 the goal will be 63% proficient in Reading, and 56% proficient in Math. We hope to move beyond that with the momentum we have seen in the Grade 6 students.

Curriculum, Instruction and Instructional Materials

Needs assessment statement: The Sto-Rox School District in many areas is still not making AYP. Student achievement levels are not acceptable. To remedy this problem, the education professionals began a 22 month internal analysis of the teaching/learning process. The District professionals were charged to investigate the areas in need of improvement, and to formulate policies, practices, and monitoring procedures to bring about the desired improvement. The findings from this team were consistent with the last strategic plan and indicated a need for

vertical and horizontal curriculum articulation, alignment of curriculum with the standards, and a need for increased staff development.

Development of strategies to bring about the desired improvements: Personnel would be assigned to review and to revise the program of studies from K-12 in the district's four schools. Syllabi and course outlines currently in use in the district shall be reviewed for the purpose of determining compliance and alignment with PDE criteria as specified in the PSSA standards. Further refinement of district curriculum guides will include dividing material into desired SEMESTER TEACHING OBJECTIVES, as determined by teaching staff, grade leaders, and/or department chairpersons. Teacher input to this process is essential to provide a reality check in determining realistic goals for coordinated, integrated, and fully aligned course scope and sequence guidelines. The Philadelphia Curriculum Framework in Reading and Math will be utilized as a point of reference. These actions would focus on curriculum modifications that would:

1. Bring curriculum materials into alignment and be based upon approved PA state standards (PSSA).
2. Develop and disseminate district curriculum guides, instructional practices and materials, aligned with State standards.
3. Increase the effectiveness of the professional staff's role in all aspects of instruction and curriculum development through appropriate staff development, training, and workshops, and provide for such training at approved off-site facilities. These latter opportunities would require the employment of substitute personnel to permit training recipients to travel to such approved sites for training.
4. Create positions in each school to promote articulation of curriculum objectives within a building and across grades. Such positions would include teacher teams at the K-5 level, and lead learning teachers at the secondary level.
5. Create a list of required resources to include PSSA material, Collaborative Workshops, Outside Consultants/ Experts, Professional Associations, Software (curriculum design), videos, practice, and diagnostic tests, etc. (Resources to be cross-referenced to the list of ACT 48 approved providers)

Method of Evaluation: Curriculum guides and courses of study, the practices and objectives of collaborative workshops, and both formal and informal observations by supervisors would reflect the adherence to the degree of implementation of effective curriculum strategies.

1. Curriculum modifications would be accomplished cooperatively by the pedagogical staff to maintain alignment with standards. Test results from commercial tests and PSSA examinations would be used to develop district norms to evaluate performance and achievement by students. This practice would permit the District's personnel to monitor the effectiveness of its strategies, provide for early intervention strategies to be implemented, and permit ongoing modifications to the instructional program. This type of information will help all personnel focus their efforts toward the areas needing improvement, without sacrificing broad pedagogical objectives designed to develop the maximum potential of each student. This means that course content instructors and grade level instructors will be aware of PSSA requirements, but that they will not simply "teach to the test".

Actions to be taken to bring about the curriculum revisions would include the following:

1. ACTION: Coordinate and articulate the curriculum vertically through the grades.
 - a. AUDIENCE: K-12 professional staff, administrators.

- b. BY WHOM: Educational Specialists, Instructional Teams, Grade Level Team Meetings, Department Meetings
 - c. TIMELINE: Ongoing
2. ACTION: Develop horizontal curriculum integration through vehicles such as team planning, thematic units, technology integration, grade level or course objectives.
 - a. AUDIENCE: K-12 professional staff, administrators
 - b. BY WHOM: AIU consultants, professional staff and administrators, University experts, Software (curriculum design)
 - c. TIMELINE: Ongoing
 3. ACTION: Establish local standards based on the PA stage standards
 - a. AUDIENCE: K-12 professional staff, administrators
 - b. BY WHOM: Professional staff and administrators, Educational Specialists, AIU consultants, Department of Education consultants
 - c. TIMELINE: Summer/Fall 2001, Ongoing
 4. ACTION: Develop instructional approaches, strategies and activities that reflect the state's accepted standards and a quality learning environment.
 - a. AUDIENCE: Professional staff and administrators, across district
 - b. BY WHOM: Professional staff and administrators, Educational Specialists, University consultants, AIU consultants
 - c. TIMELINE: Ongoing
 5. ACTION: Student Assessment procedures shall be developed to ensure constant monitoring of student performance. The number of minimum assessments per marking period or quarter shall be determined within each discipline for consistency within grade levels. The types of assessments shall be consistent with the knowledge, skills, and abilities described in the PSSA standards.
 - a. AUDIENCE: Students, parents
 - b. BY WHOM: Department Chairpersons, teachers, supervisors
 - c. TIMELINE: Ongoing; commencing September 2001

Monitoring achievement of Curriculum Goals: The purpose of the Strategic Plan for Training and Staff development programs shall be to promote higher achievement of the district's students in standardized tests as well as in overall academic performance measures such as report cards, award programs, and similar measures:

1. The number of teachers participating in staff development activities shall be approximately 20% of the District's professional staff in any given year, at a minimum.
2. The training shall have a positive impact on student results on standardized measures, report card results, and PSSA evaluations.
3. Observation reports of pedagogical staff shall note the presence or absence of practices designed to improve the quality of curriculum integration and interschool articulation activities.

Timeframes for actions: PSSA testing considerations dictate that three objective timeframes be established:

1. Immediate, short-range objectives include preparation for PSSA Reading, Writing, and Mathematics examinations for grades 5, 8, and 11. Therefore, the Curriculum Review will initially focus on these three grades as points of departure toward grades above and below these initial target grades to begin the alignment and integration process.

2. Medium range objectives include review and revision of current syllabi for all content areas and their alignment with State standards. Curriculum guides for pedagogical personnel will be arranged into yearly course objectives. The format shall be such as to permit ongoing modifications, ease of use by the classroom teacher, and provision for textbook mapping indicators demonstrating adherence to the standards.

3. Long-range objectives include development of a calendar of lessons, organized into either a weekly, monthly, or final outcome or final project evaluation orientation. The type of organization shall depend upon the nature of the subject.

4. For example, skill type courses may require a culminating activity that demonstrates achievement, whereas more academically oriented subjects may be more readily and effectively assessed through teacher-created evaluations administered periodically throughout the year. This would allow for valid assessment for courses that have different objectives or different timeframe for the acquisition of course objectives, especially in Art, Music, Foreign Languages, and Business subjects. In addition, such timeframes ease any transition into the 11th grade required project established by PDE.

G. Dissemination of Curriculum materials: Teachers will distribute course outlines to make students and parents aware of course objectives, classroom requirements, homework requirements, and testing and evaluation parameters for each grade. This course outline shall be distributed during the first meeting(s) of the class.

H. Provision for Articulation: Periodic articulation meetings shall be conducted between Elementary and Middle School personnel, and between Middle School and High School personnel, to review and revise objectives and practices involving course content, timing, choice of materials, levels of difficulty, prerequisite skills, and Mastery performance levels.

I. Flexibility and Teacher Input into the Curriculum Development Process: Curriculum guides and course syllabi shall be considered "living documents", subject to revision and modification as conditions warrant, thus providing the best and most timely presentation of material possible.

J. Maintaining District Articulation: The district shall provide opportunities for meetings between members of the system of lead teachers and/or grade level leaders, and department chairs, with the appropriate district supervisory personnel to maintain or adjust the goals and objectives of the Strategic Plan's curriculum component.

Assessments and Public Reporting

A. Curriculum — The content area must contain information about the knowledge, skills, and abilities that will be presented to the students or the body of information to be taught. Alignment must be K-12.

B. Alignment — The material taught must agree with the PSSA standards and benchmarks and address the eligible content for each grade level.

C. Teacher Input — Teachers have an opportunity to provide input concerning realistic achievement of goals and degree of correspondence to PSSA.

D. Monitoring and Observation — The District is providing opportunities to observe the implementation of the curriculum materials in the classroom setting, under real world conditions.

E. Feedback — A procedure is in place to receive feedback from the classroom teacher on a systematic basis.

F. Revision — A provision is in place to review and revise the instructional content and methodology as a result of the feedback and monitoring process?

For items D - F assessment is crucial in the decision making process. The Sto-Rox School District had developed a comprehensive assessment plan for the 2001-2007 Strategic Plan. The six major components of the plan were: clear and appropriate learning goals, verification of student achievement, methods and measures to assess teaching and learning, expanded opportunities for student learning, continuous improvement, and clear and effective communication. This plan will continue to use these components.

Setting clear and appropriate learning goals involves taking the PA Academic Standards mapping to identify K-12 benchmarks. The benchmarks will be reviewed and analyzed to determine subject area learning goals. Subject area learning goals are the key concepts or broad understandings and skills that students should know and be able to do in a particular field of study before moving to the next grade. Learning goals have been identified in the eligible content for both Math and Reading.

As per Chapter 4 requirements, the district has a procedure to verify student mastery of the PA Academic Standards. These include the graduation project (culminating project) as described and the monitoring of student proficiency of standards by 4Sight Benchmark Assessments and the annual PSSA. Specific curriculum based assessments will evaluate other learning goals not deemed to be eligible content.

The methods and measures that will be used to monitor student proficiency have been aligned to the PA Standards and combine commercial, state, and district developed assessment tools. In faculty groups, assessment is the topic of conversation quarterly. In a needs assessment of instructional tools, teachers indicated that having a data application to process all assessment information on individual students would be key. EdInsights On Hand Schools will provide the data application for all teachers to be able to access individual student information.

During the term of this Strategic Plan, end of year (Elementary) and end of course (secondary) assessment will be developed.

For students having difficulty achieving proficiency on the standards, the district provides expanded learning opportunities. These various opportunities are listed in that section.

Data from the commercial, state, and district-developed assessments will be utilized to guide and improve student achievement. Continuous monitoring of improvement occurs at all levels including the district, the building, and the individual student.

Finally, the assessment plan includes clear and effective communication to all district stakeholders. This communication will also come from the EdInsights application for each student. A parent Portal will also be developed for parents to check on student success in real time. Communication ensures all constituents an understanding of various components of the plan so they can partner with the district in our efforts to help all children become successful

learners.

To ensure students have multiple opportunities to demonstrate a proficiency level in the standards and to increase the validity and reliability of district assessments, many evaluation tools have been identified. The district will use standardized tests, the Pennsylvania System of School Assessment (PSSA), and locally developed assessments. The results from this three-pronged data collection will be used to design and revise curriculum, provide formative information that can guide instruction in the classroom, give information to parents, set learning goals, and identify students who need additional learning opportunities or assistance. Appropriate assessment accommodations will be provided for students at every grade level needed.

Elementary Level (K-3)

The following assessments will be used at the primary grade levels in the Sto-Rox School District to monitor student progress through third grade. Students not demonstrating proficiency on the standards at the end of grade three will be identified for extra assistance during the fourth grade. This support can include tutoring, referral to IST, specialized math software and Title I services. This plan will utilize all assessment data to diagnose the specific skills and knowledge necessary to help the student be successful.

1. Commercial Products

a. Standardized Test: The Terra Nova has been selected as an evaluation tool for Reading First for grades 1 and 2. Grade level assessments for this test will be given each year.

b. Textbook Assessments: These commercially prepared tests are provided with the district's currently adopted math series and provide information regarding standards at grades one through three.

c. DIBELS: Three times per year each student is measured in Reading to note progress.

2. Local Assessments

a. The Sto-Rox Kindergarten Screening and the Sto-Rox Developmentally Appropriate Kindergarten Assessment were developed for kindergarten students. All students entering kindergarten are assessed on the Sto-Rox Kindergarten Screening. At the end of the school year, all students are assessed on the Sto-Rox Developmentally Appropriate Kindergarten Assessment. These assessments identify developmentally appropriate skills in which children should become proficient.

b. Classroom-Based Assessment (CBA) will be developed at all primary grade levels by grade-level teams. The CBA will include a variety of measures including tests, performances, products, written work and formative assessments. These evaluative tools will be integrated into the curriculum and will provide teachers with ongoing information regarding the level of a student's progress and the extent of their understanding.

Elementary Level (4-5)

The following assessments will be used at the intermediate grade levels in the Sto-Rox School District to monitor student progress in the fourth and fifth grades. Students not demonstrating proficiency on the standards at the end of grade 5 will be identified and provided with additional learning opportunities.

1. Commercial Products

a. 4Sight Benchmark Assessments: Four times per year beginning in September to benchmark score each students, the 4Sight will be given. Scored locally, this test is an indicator of success on the PSSA and is in similar format for practice.

b. Textbook Assessments: The commercially prepared tests are provided with the district's currently adopted mathematics series and provide information regarding the mathematical standards at the intermediate level.

c. DRA and/or DRA2: The District would like to begin using DRA and/or DRA2 with the writing component to measure Reading and Writing progress. Training in this will take place as a new reading series is inserted beside Direct Instruction.

2. Pennsylvania System of School Assessment (PSSA)

a. PSSA: The PSSA will be utilized as an assessment tool in grades four and five. The information gleaned from the state assessment will be analyzed and used to compare proficiency levels with other district measures and data. In addition, PSSA scores from previous years are used to identify grade level progress toward proficiency in the standards.

b. PSSA Release Items: These assessment tools, provided by the Pennsylvania Department of Education, will help students to practice PSSA like task and become familiar with PSSA format.

3. District-Developed Assessments

Various evaluative measures have been created at the district level. All tools have been developed with guidance from consultants, higher education or collaboratively designed assessments. These measures reflect current research regarding best practices in mathematics. Teachers will received training and support regarding the assessments to use them consistently. These measures are also used for Title I data.

a. Computation and Application documents student knowledge of mathematical computation and application. The standards assessed and the complexity of tasks increase during the school year. District-developed rubrics are used for evaluation purposes.

b. Word Problems are used to evaluate students' understanding of mathematical concepts in a written format. The standards assessed and the complexity of tasks increase during the school year. District-developed rubrics are used for evaluation purposes.

c. Written Response is used to evaluate student understanding of mathematical concepts and process inclusive of a writing component. The standards assessed and the complexity of tasks increase during the school year. District-developed rubrics are used for evaluation purposes.

d. Classroom-Based Assessment (CBA) will be developed at all intermediate grade levels by grade level teams. The CBA will include a variety of measures including tests, performances, products, written work, and formative assessments. These evaluative tools will be integrated into the curriculum and will provide teachers with ongoing information regarding a student's progress and the extent of their understanding.

Middle School (6-8)

The following assessments will be used at the Middle School level in the Sto-Rox School District to monitor student progress in math at the seventh and eighth grade. Students not demonstrating proficiency on the standards will be identified and provided additional learning opportunities.

1. Commercial Products

a. 4Sight Benchmark Assessments: Four times per year beginning in September to benchmark score each students, the 4Sight will be given. Scored locally, this test is an indicator of success on the PSSA and is in similar format for practice.

b. Textbook Assessments: These commercially prepared tests are provided with the district's currently adopted mathematics series and provides information regarding the mathematical standards in a specific course of study.

2. Pennsylvania System of School Assessment (PSSA)

a. PSSA: The PSSA will be utilized as an assessment tool in grades four and five. The information gleaned from the state assessment will be analyzed and used to compare proficiency levels with other district measures and data. In addition, PSSA scores from previous years are used to identify grade level progress toward proficiency in the standards.

b. PSSA Release Items: These assessment tools, provided by the Pennsylvania Department of Education, will help students to practice PSSA like task and become familiar with PSSA format.

3. District-Developed Assessments

a. Classroom-Based Assessments (CBA) will be developed at all middle school grade levels by grade level or content area teams. The CBA will include a variety of measures including tests, performances, products, written work, and formative assessments. These evaluative tools will be integrated into the curriculum and will provide teachers with ongoing information regarding the level of a student's progress and the extent of their understanding.

D. High School (9-12)

The following assessments will be used at the high school level in the Sto-Rox School District to monitor student progress in mathematics in grades nine through twelve. Students not demonstrating proficiency on the standards will be identified and provided additional learning opportunities. Note: Although the Sto-Rox School District uses the PSAT/SAT, it has not been listed as an assessment instrument because it does not align with the Pennsylvania Academic Standards or National Content Standards. The intent of the mathematical reasoning measured by this instrument is to demonstrate readiness for college level work.

1. Commercial Products

a. 4Sight Benchmark Assessments: Four times per year beginning in September to benchmark score each students, the 4Sight will be given. Scored locally, this test is an indicator of success on the PSSA and is in similar format for practice.

b. Textbook Assessments: The commercially prepared tests are provided with the district's currently adopted math series and provides information regarding the mathematical standards in a specific course of study.

2. Pennsylvania System of School Assessment (PSSA)

a. PSSA: The PSSA will be utilized as an assessment tool in grades four and five. The information gleaned from the state assessment will be analyzed and used to compare proficiency levels with other district measures and data. In addition, PSSA scores from previous years are used to identify grade level progress toward proficiency in the standards.

b. PSSA Release Items: These assessment tools, provided by the Pennsylvania Department of Education, will help students to practice PSSA like task and become familiar with PSSA format.

3. District-Developed Assessments

a. Classroom-Based Assessment (CBA) will be developed at the high school level by content area or department teams. The CBA will include a variety of measures including tests, performances, products, written work, and formative assessments. The evaluative tools will be integrated into the curriculum and will provide teachers with ongoing information regarding the level of a student's progress and the extent of their understanding.

Targeted Assistance For Struggling Students

Elementary Level

For students who might be struggling we have several "catches" in place to make sure that No Child is Left Behind. First, our students who need the most support in each grade level are placed in reading groups with reading specialists. Second, we offer after school tutoring for students who qualify. Third, in grades K-3 we have 30 minutes of tutoring time for each student scheduled during the school day. We are required to have this tutoring session for our most intensive students only. Because we know that reading is so very important for all of our students, we provide it for everyone. Please remember, in grades K-3 we learn to read, in grades 4 and on we read to learn. Fourth, students read one-on-one to their reading teacher every 5 days so teachers can adjust instruction (differentiate it) for each individual student. If a student's group needs to be adjusted, we have a team of teachers that tests a child and may move a student to another group to make sure they get the support that they need. We also have two literacy coaches, a Reading First Technical Assistant and an outside consultant that help our teachers with best teaching practice so our students achieve academic success. Students are targeted for assistance based on data from DIBELS, PSSA, 4Sight, GMade and discipline data.

For math, we have a coach that helps our teachers with best practice. Additionally, students are using FirstInMath as an extra tutoring session during and after school. Students who are not performing at grade level may be invited to participate in after school tutoring and/or summer tutoring.

Dr. Maureen Ungarean
Elementary Principal / Curriculum Advisor

Middle Level

In the upcoming school year, the high school and the middle school will implement two academies to target and assist struggling students. At the middle school level a sixth grade academy will target those students who have the following: high absenteeism and tardy rates, chronic behavioral problems, and those students who failed either math or language arts. These students will be screened by the guidance counselor, a letter will be sent home inviting them into the academy. Each student will have a teacher mentor who will meet with them on a regular basis. These students will be enrolled in the additional math and language arts class during the day. Other outside services will be suggested to the parents. I will personally meet with each student on the list before the school year begins.

Janell Logue-Belden
Middle School Principal / Curriculum Advisor

Plan for Additional Instructional Opportunities

The district has designed various programs to assist students who are experiencing 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.

Teachers, administrators, and other collaborators operate and manage each program modifying procedures and activities as needed. Financial support for these opportunities will be provided. Data on the activities and specific procedures for use of the program is maintained.

The programs for additional student instructional opportunities are:

- Title I support for reading (K-5) and mathematics (4 and 5) instruction.
- Reading First (K-3)
- Response to Intervention in the Elementary School
- Tutoring/small group instruction provided by specially assigned language arts teacher and mathematics teacher K-12 by EAP-TIP
- Software Tutorial programs (K-12).

Support for Struggling Schools

Each year, AYP status will be studied in conjunction with a review of the instructional support programs offered to students and teachers at all levels. District instructional resources will be reallocated for optimum student learning opportunities. Each year the schools will complete the "**Getting Results**" plan and format to synthesize their needs and academic direction.

Ongoing consultation and collaboration with a community of scholars and experts will assist the District in this process. The local universities and have collaborated on "at risk" strategies for our students. AIU 3 works with the District on professional development like Adolescent Reading Strategies and The Math Science Collaborative. Retired professionals support our teachers in a consultative manner with Curriculum, instruction, instructional support and differentiated strategies. We have been assigned a DE Team from the State for expertise in various areas.

Qualified, Effective Teachers and Capable Instructional Leaders

At this time, all District teachers and Instructional Aides are High Qualified according to the State guidelines. Professional Development and support will continue as we enrich the teaching/learning environment with monthly and yearly topics for teachers to study. Please see the Professional Development plan for evidence of the District's investment in the teaching process.

PROFESSIONAL EDUCATION PLAN CHECKLIST

The plan includes:

___1. A description of the individuals who developed the plan and how they were selected.
All required groups are included.

__2. A description of the needs assessment and how the plan meets the educational and staff development needs of the school entity, its professional educators, students and the community.

__3. The professional education needs/goals that will be met by completion of each continuing professional education option and how it relates to areas of assignment and certification or potential administrative certification. The options may include but shall not be limited to:

- a. Collegiate studies;
- b. Continuing professional education courses taken for cr;
- c. Other programs, activities or learning experiences taken for cr or hourly to

include:

- 1) Curriculum development and other program design and delivery activities at the school entity or grade level as determined by the school entity and approved by the board of directors;
- 2) Participation in professional conferences and workshops;
- 3) Education in the workplace, where the work relates to the professional educator's area of assignment and is approved by the board of directors;
- 4) Review, redesign and restructuring of school programs, organizations and functions as determined by the school entity and approved by the board of directors;
- 5) In-service programs that comply with guidelines established by the Department of Education;
- 6) Early childhood and child development activities for professional educators whose area of assignment includes kindergarten through third grade
- 7) Special education activities for professional educators whose area of assignment includes students with special needs; or
- 8) Other continuing professional education courses, programs, activities or learning experiences sponsored by the Department of Education.

__4. School entities that have students who are limited English proficient/English language learners address the professional education needs of staff who work with these students.

__5. Evidence that the school entity offers CPR training on site at least once every three years.

__6. Evidence that the school districts and IUs provide in-service training for gifted and regular teachers, principals, administrators and support persons responsible for gifted education.

__7. A list of providers, courses, programs and activities approved by the professional education committee to provide the continuing professional education options listed in the plan.

__8. Action plans for professional education activities to meet the goals of the three year plan. Action plans must include specific objectives, a listing of the actions to be taken, timelines for completion, person(s) responsible for action plan implementation, and evaluation procedures.

__9. A description of the process for reviewing and amending the plan annually.

__10. Evidence that the plan meets the professional education criteria and strikes a balance between content, pedagogy and other skills.

__11. A signature form showing approval of the plan by the board of directors.

Additional professional development topics:

- Research-based Reform Models
 - Direct Instruction — Reading (Grades K-5)
 - Saxon Math (Grades K-5)
 - Exemplary Center for Reading Instruction (Grades 6-8)
 - Dimensions of Learning (Grades 9-12)
- Academic Standards
- PSSA Prep
- Assessment Anchors
- Assessments — review and research
- Assessment Analysis
- Assessment system that guides instruction and learning
- Performance-based assessments
- Differentiated instruction

- Instructional accommodations
- Coaching — literacy and math (Grades K-12)
- Supplemental instructional strategies
- Bullying programs — Olweus
- Technology
- Technology-related/Content-related strategies

Parent and Community Participation

At every level parent and community participation takes on a different look. The following list is one from the 2001-2007 Strategic Plan as reviewed for application in the present plan.

Identified measures for increasing parental involvement

- a. Parents should be involved in academic and behavioral decision making
- b. Parents should review and sign code of conduct
- c. Parents should know the school expectations and regulations
- d. Homework assignments involve parents and parents should signature homework.
- e. Facilitate parent-teacher, parent-administration communication
- f. Parent volunteer programs such as:
 - Formal parents organization to organize parental involvement
 - Parent safety patrols
 - Parents as teachers aides, clerical aides, or tutors
 - Parents offering career advice to students
 - Parents help beautify the school
 - Parents volunteer to monitor safe routes to school
 - Parents as chaperons
 - Parents organizing fund raisers (e.g., bake sales, etc. for co-curricular activities)
 - Parental Education Programs
 - Parenting skills classes and/or parent resource center
 - Parental education about violence
 - parent education about instructional methods and materials

Elementary School

Parent and community involvement include but are not limited to the following events. Our staff makes great effort to include the community and parents in the educational process.

Title I evening parent meetings - 6:30 pm various nights throughout the school year

PTO evening parent meetings - 7pm throughout the school year

Open House - Sept

Parent Teacher Conferences

K-5 Reading Review - Dec - evening

Polar Express night - Dec

Holiday choral concert - all parents 1-5 invited

Dr. Seuss night - March

Barnes and Noble Story Time - April

Brewsters Scoop Night - May

Academic Night - May

FKC registration - evening event in coop with preschools - April

We are hosting preschool transition meetings at FKC to collaborate on curriculum, and community outreach.

Students raised money for Pennies for Patients and Animal Friends as community service
They also did Valentine's for Patients

Secondary

- Town Hall meetings
- Focus groups
- Various plays and concerts
- Athletic events
- Arts festival
- Science fair

Pre-Kindergarten Transition

Our District does not offer Pre-K, but we are in collaboration with various community based pre-schools. Lori Sims, Reading First Coach housed at the Foster Kindergarten Center is the Early Childhood Liaison. Functions of this collaboration are: The purpose of this collaboration is to ensure that all preschool children in the Sto-Rox Community enter the Sto-Rox Kindergarten ready both academically and socially.

Functions of the Liaison are: The function of the liaison is to keep Early Childhood providers up-to-date with the district changes and expectations. It is the liaisons responsibility to share with the EC providers information concerning information such as kindergarten registration dates and necessary information needed to register, academic expectations, as well as social expectations for incoming kindergarten students. The liaison provides information to EC providers and families of preschoolers such as district attendance policy, curriculum overviews, PTO information, daily schedule, and any bit of information to ease the preschoolers' parents apprehension.

Definition and functions of the Transition Team are: The Transition Team consists of EC provider representatives and District representatives: liaison, nurse, counselor, kindergarten teachers. The Team plan events so that EC providers and their families can attend functions around preparing for kindergarten. The goal is to provide support to student and their families so that the child's first experience with public school is stress free. The Team also assists when there are children with special needs. The Team supports both the family and the district to make the transition to kindergarten smooth and seamless.

Utilization of Resources and Coordination of Services

Service or Resource	Comment or Reflection
Central Office	8 Administrators
Building Principals	2 Elementary 1 Middle Level 1 High School
Teaching Staff	Foster Kindergarten 8 Elementary School 47 Middle School 35 High School 40
Instructional	Foster Kindergarten 4

Support Staff	Elementary 9 Middle Level 5 High School 10
Office staff	Elementary 2 Middle Level 1 High School 2 Central Office 6
Maintenance, Custodial, Food Service, Security	Foster Kindergarten 3 Elementary School 14 Middle School 14 High School 23
Internal and External Partners in athletics, fine arts	Focus on Renewal Point Park University of Pittsburgh Duquesne University Allegheny Intermediate Unit Artist in Residence Program Author in Residence Program Others
Guidance Counseling	A program of guidance will be offered to all students and shall involve the coordinated efforts of all staff members under the professional leadership of certified guidance and counseling personnel.
Psychological Services	Our Pennsylvania Certified School Psychologists provide psychological assessments related to ability, achievement, and emotional status for students aged 5-21 years.
Health Services	Our Health Services Program promotes health through health appraisals, health counseling and health education. The program also develops policies for environmental health, prevention and control of communicable diseases, care for students with special health problems, first aid and the maintenance of school health records.
Home and School Visitor Services	This program provides a link between the home and school providing communication in the areas of attendance and tardiness. Proper and timely notification to parents is essential for attendance and any other school related problems.
Student Assistance Program	The purpose of the Student Assistance Program is to protect the health, safety and welfare of all, as well as to maintain and improve the rapport existent among students and staff.
English as a Second Language Support	The District provides a program for each student whose dominant language is not English for the purpose of facilitating the student's achievement of English proficiency and the academic standards.
Student Assistance Team Support	Our team has been trained in the Student Assistance Program Model and facilitates weekly meetings that focus on screening/intervention for students who may be experiencing drug and alcohol problems, depression and any other school or family related issues.
Bridges Program	The Sto-Rox School District and Western Psychiatric Institute and Clinic has formed a mental health partnership offering outpatient mental health services to enrolled children and their families. These services are offered on-site at the schools to gain the distinct advantages of easing transportation barriers and increasing access to care.
K-12 Learning Support	Services for students with a disability whose primary identified need is academic learning.

K-12 Emotional Support	Services for students with a disability whose primary identified need is emotional support. Some of our students in this category are currently being serviced through out-of-district placements.
K-12 Life Skills Support	Services for students with a disability focused primarily on the needs of students for independent living. Some of our students in this category are currently being serviced through out-of-district placements.
K-12 Itinerant Support	Regular classroom instruction for most of the school day, with special education services and programs provided by special education personnel inside or outside of the regular class for part of the school day.
K-12 Speech and Language Support	Services for students with the disability of speech and language impairment.
K-12 Vision Support	Services for students with the disability of visual impairment, including blindness. Some of our students in this category are currently being serviced through out-of-district placements.
K-12 Hearing Support	Services for students with the disabilities of deafness or hearing impairment. Some of our students in this category are currently being serviced through out-of-district placements.
K-12 Physical Support	Services designed primarily to meet the needs of students with the disabilities of orthopedic or other health impairment. Some of our students in this category are currently being serviced through out-of-district placements
K-12 Multiple Disabilities Support	Services for students with multiple disabilities. Some of our students in this category are currently being serviced through out-of-district placements
K-12 Autistic Support	Services for students with the disability of autism. Some of our students in this category are currently being serviced through out-of-district placements

