

STRATEGIC PLAN

for the

WATTSBURG AREA SCHOOL DISTRICT

10782 Wattsburg Road
Erie, PA 16509

Mr. Elwin Rose, President, Board of School Directors
Mr. Frank Bova, Superintendent of Schools
Dr. Rosalie P. Constantine, Assistant Superintendent

May 14, 2007

To the Wattsburg Area School District Community:

Attached you will find the Wattsburg Area School District Strategic Plan. This plan was created over the past year by committees of teachers, staff, parents, students, community representatives, and Board members. It outlines the instructional pathway for the District for the next six years.

I encourage you to review the document and to send your comments regarding it to me. I will share your responses with the Board in time for their vote to accept it on June 18, 2007.

Yours truly,

Rosalie P. Constantine, Ed. D.
Assistant Superintendent

STRATEGIC PLAN SIGNATURE FORM

Date Submitted to PDE: _____

School District/AVTS/Charter School

Name _____

Address _____

_____ Zip Code: _____

IU #: _____

Chief School Administrator: _____

Telephone: (area code): _____ # _____

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

Signature Date
School Board Secretary

Signature Date
School Board President

Signature Date
Chief School Administrator

APPENDIX B

PROFESSIONAL EDUCATION PLAN SIGNATURE FORM

Date Submitted to PDE: _____

School Entity: _____

Address _____

Zip Code: _____

Chief School Administrator: _____

Contact Person (Typed/Printed): _____

Telephone: (____) # _____ E-Mail Address: _____

We affirm that this professional education plan was developed in accordance with the laws, regulations and guidelines regarding professional education plans and that the plan was recommended by the Professional Education Committee and approved by the school board.

Signature Date
School Board Secretary

Signature Date
School Board President

Signature Date
Chief School Administrator

Signature Date
Professional Education Committee

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2007 STRATEGIC PLANNING COMMITTEE

Diane Cywinski	Student
David Hinz	Board Member
Lynn Klick	Parent Community Member
Cheryl Krider	Teacher
Elaine Maleski	Bus Driver
Janet Mullaney	Food Service Director
Brenda Nowakowski	Staff Member
Chad Porter	Elementary Principal
Tom Rinke	High School Principal
Gina Rullo	Elementary Principal
Kathy Schreiber	Parent Community Member
Eric Schultz	Plant Operations Supervisor
Eric Sonney	Parent Community Member
Jeanne Striney	Teacher
Valerie Zampogna	Teacher

Dr. John Sechriest, Facilitator
Dr. Rosalie Constantine, Internal Facilitator

INTRODUCTION

The following items were developed through consensus. The Wattsburg Area School District (WASD) Strategic Plan was developed using the Cook Model. The Plan was facilitated and coordinated as a site-based plan within that model.

SHARED VALUES

- We believe that each student is unique and can learn when given support and daily opportunities to grow.
- We believe that instruction should be provided to each learner based on his/her individual need.
- We believe that schools and families should work together to help each student develop a positive self-concept and realize his/her full potential.
- We believe that a dedicated, continually educated staff will improve the quality of education.

VISION STATEMENT

The Wattsburg Area School District is dedicated to all of our students. We envision schools that provide the foundation for life-long learning, with a clear, collaborative focus on education. We see a district where the community works hand-in-hand to help all students excel academically and socially. We will accomplish this vision through a diverse and challenging curriculum, presented in a rigorous fashion, by a dedicated staff. As we continue to provide individualized instruction and the latest technology, we see our students benefiting from an education that excites as well as encourages success. We will proudly promote our accomplishments and be recognized as educational leaders, not only within, but also beyond our community. We visualize schools with outstanding, inviting, safe facilities, where everyone will grow and develop as valued members of an ever-changing, global society.

MISSION STATEMENT

The Wattsburg Area School District challenges all students with rigorous, individualized instruction provided by a caring staff.

PENNSYLVANIA DEPARTMENT OF EDUCATION COMPLIANCE GOALS WHICH WERE ADDRESSED BY THE WASD STRATEGIC PLANNERS

- Four-year Graduation Rate (for districts and schools that graduate seniors) – 90% of students will graduate from Seneca High School.
- Mathematics – 78% of students will achieve the proficiency/advanced level in math on the PSSA by 2012.

- Reading – 81% of students will achieve the proficiency/advanced level in reading on the PSSA by 2012.
- Student Attendance (any school that does not graduate seniors) – The annual attendance rate for Wattsburg Area School District will be at least 90% through 2012.
- Student Participation in State Assessments – 95% of students will participate in PSSA testing.

PRIORITIZATION OF THE STRATEGIC PLANNERS' GENERATED GOALS

1. Math
2. Reading

- Goal: Graduation Requirements
 Math
 Reading
 Attendance
 Participation

- Action Plan: Chapter 4
 Educational Tech Plan
 Professional Ed Plan
 Teacher Induction
 Special Education

ACTION PLAN

Date: April 11, 2007

Goal: 81% of students will achieve the proficiency/advanced level in reading on the PSSA by 2012.

Specific Objective 1 of 1: To educate new professional staff on reading AYP requirements.

STEP NO.	ACTION STEP	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED
1.	Provide new staff with material on reading AYP information at: 1. New Teacher Induction Day and/or 2. WAVE and/or 3. Mentor-Inductee monthly meetings	Induction Committee	August, 2007	June, 2008 (Updated annually)	
2.	Provide reading, grade level specific, 4Sight, PSSA, Terra Nova, and/or any other assessment results to new professional staff at New Teacher Induction Day.	Building Principals	August, 2007	June, 2008 (Updated annually)	
3.	Provide reading planned course descriptors to new teachers, as it pertains to their level of teaching at New Teacher Induction Day.	Building Principals	August, 2007	June, 2008 (Updated annually)	

- Goal: Graduation Requirements
 Math
 Reading
 Attendance
 Participation

- Action Plan: Chapter 4
 Educational Tech Plan
 Professional Ed Plan
 Teacher Induction
 Special Education

ACTION PLAN

Date: April 11, 2007

Goal: 78% of students will achieve the proficiency/advanced level in math on the PSSA by 2012.

Specific Objective 1 of 1: To educate new professional staff on math AYP requirements.

STEP NO.	ACTION STEP	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED
1.	Provide new staff with material on math AYP information at: 1. New Teacher Induction Day and/or 2. WAVE and/or 3. Mentor-Inductee monthly meetings	Induction Committee	August, 2007	June, 2008 (Updated annually)	
2.	Provide math, grade level specific, 4Sight, PSSA, Terra Nova, and/or any other assessment results to new professional staff at New Teacher Induction Day.	Building Principals	August, 2007	June, 2008 (Updated annually)	
3.	Provide math planned course descriptors to new teachers, as it pertains to their level of teaching at New Teacher Induction Day.	Building Principals	August, 2007	June, 2008 (Updated annually)	

- Goal: Graduation Requirements
 Math
 Reading
 Attendance
 Participation

- Action Plan: Chapter 4
 Educational Tech Plan
 Professional Ed Plan
 Teacher Induction
 Special Education

ACTION PLAN

Date: April 15, 2007

Goal: 81% of students will achieve proficiency in reading on the PSSA by 2012.

Specific Objective 1 of 9: Collaborate with the YMCA and other district based day care programs to align curriculum with the WASD Kindergarten program.

STEP NO.	ACTION STEP	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED
1.	Meet with YMCA and other in district pre-school officials to review the reading curriculum in their pre-school program.	Elementary Principals	September, 2007 (Yearly)	October, 2007 (Yearly)	
2.	Discuss possible changes to the reading curriculum as adjustments are made to the WAEC K-2 program.	Elementary Principals	September, 2007 (Yearly)	October, 2007 (Yearly)	
3.	WAEC teachers implement changes to ease transition of students from pre-school program to kindergarten.	Elementary Teachers	November, 2007 (Yearly)	June, 2008 (Yearly)	

- Goal: Graduation Requirements
 Math
 Reading
 Attendance
 Participation

- Action Plan: Chapter 4
 Educational Tech Plan
 Professional Ed Plan
 Teacher Induction
 Special Education

ACTION PLAN

Date: April 15, 2007

Goal: 78% of students will be proficient in math on the PSSA by 2012.

Specific Objective 1 of 7: Collaborate with the YMCA and other district-based day care programs to align curriculum with the WASD Kindergarten curriculum.

STEP NO.	ACTION STEP	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED
1.	Meet with YMCA and other pre-school officials to review the math curriculum in their pre-school program.	Elementary Principals	September, 2007 (Yearly)	October, 2007 (Yearly)	
2.	Discuss possible changes to the math curriculum as adjustments are made to the WAEC K-2 program.	Elementary Principals	September, 2007 (Yearly)	October, 2007 (Yearly)	
3.	WAEC teachers implement changes to ease transition of students from pre-school program to kindergarten.	Elementary Teachers	November, 2007 (Yearly)	June, 2008 (Yearly)	

- Goal: Graduation Requirements
 Math
 Reading
 Attendance
 Participation

- Action Plan: Chapter 4
 Educational Tech Plan
 Professional Ed Plan
 Teacher Induction
 Special Education

ACTION PLAN

Date: April 15, 2007

Goal: 81% of students will be proficient in reading on the PSSA by 2012.

Specific Objective 4 of 9: Utilize PSSA reading results to inform teachers of individual student strengths and weaknesses.

STEP NO.	ACTION STEP	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED
1.	Disaggregate grade level PSSA data.	Building Principals	August, 2007 (Yearly)	Start of each school year	
2.	Teachers will be given student PSSA data to assist in planning differentiated instruction activities.	Building Principals	September, 2007 (Yearly)	September of each year	

- Goal: Graduation Requirements
 Math
 Reading
 Attendance
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- Action Plan: Chapter 4
 Educational Tech Plan
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 Teacher Induction
 Special Education

ACTION PLAN

Date: April 15, 2007

Goal: 78% of students will be proficient in math on the PSSA by 2012.

Specific Objective 2 of 7: Utilize PSSA math results to inform teachers of individual student strengths and weaknesses.

STEP NO.	ACTION STEP	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED
1.	Principals will disaggregate grade level PSSA data.	Building Principals	August, 2007 (Yearly)	September (Yearly)	
2.	Teachers will be given student data to plan differentiated instruction activities.	Building Principals	August, 2007 (Yearly)	September (Yearly)	
3.	Teachers will implement differentiated instruction activities and monitor student progress.	Teachers	September (Yearly)	June (Yearly)	
4.	Student progress reports will be sent to parents.	Principals Teachers	December March June (Yearly)	December March June (Yearly)	

- Goal: Graduation Requirements
 Math
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- Action Plan: Chapter 4
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ACTION PLAN

Date: April 15, 2007

Goal: 81% of students will be proficient in reading on the PSSA by 2012.

Specific Objective 3 of 9: Using differentiated instruction, remediate and instruct students in reading the school year following the PSSA.

STEP NO.	ACTION STEP	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED
1.	Teachers will group students according to need and plan remediation, on grade level and advanced activities for students in reading.	Appropriate teaching staff	September, 2009 (Yearly)	Yearly	
2.	Evaluate activities and groupings.	Appropriate teaching staff	September, 2009 (Quarterly)	Yearly	

- Goal: Graduation Requirements
 Math
 Reading
 Attendance
 Participation

- Action Plan: Chapter 4
 Educational Tech Plan
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ACTION PLAN

Date: April 15, 2007

Goal: 78% of students will be proficient in math on the PSSA by 2012.

Specific Objective 7 of 7: Using differentiated instruction, remediate and instruct students in math each school year following the PSSA.

STEP NO.	ACTION STEP	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED
1.	Teachers will group students according to need and plan remediation activities on-grade level activities and advanced activities for students in math.	Teachers	September, 2009 (Yearly)	Ongoing	
2.	Evaluate activities and groupings.	Teachers	September, 2009 (Quarterly)	Ongoing	

- Goal: Graduation Requirements
 Math
 Reading
 Attendance
 Participation

- Action Plan: Chapter 4
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ACTION PLAN

Date: April 15, 2007

Goal: 81% of students will be proficient in reading on the PSSA by 2012.

Specific Objective 8 of 9: Re-institute the "Parents as Teachers" program with a renewed focus on the reading skills necessary for success in pre-school.

STEP NO.	ACTION STEP	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED
1.	Review current reading readiness curriculum.	Principals	August, 2007	August, 2007	
2.	Utilize pre-school preparation readiness chart.	Principals	September, 2007	Ongoing	

- Goal: Graduation Requirements
 Math
 Reading
 Attendance
 Participation

- Action Plan: Chapter 4
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ACTION PLAN

Date: April 15, 2007

Goal: 78% of students will be proficient in math on the PSSA by 2012.

Specific Objective 5 of 7: Re-institute the parents as teachers program with a renewed focus on the math skills necessary for success in pre-school.

STEP NO.	ACTION STEP	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED
1.	Review current math readiness curriculum	Principals	July, 2007	August, 2007	
2.	Utilize pre-school preparation readiness chart.	Principals	September, 2007 (Yearly)	June, 2008 (Yearly)	

- Goal: Graduation Requirements
 Math
 Reading
 Attendance
 Participation

- Action Plan: Chapter 4
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ACTION PLAN

Date: April 2, 2007

Goal: 78% of students will achieve proficiency/advanced level in math on the PSSA by 2012.

Specific Objective 3 of 10: Reinstate the Parents as Teachers program with a renewed focus on math skills necessary for success in preschool and kindergarten

STEP NO.	ACTION STEP	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED
1.	Parent educator will receive professional development from a PDE provider (Parents as Teachers).	WAEK Principals	September, 2007 and annually	April, 2008	
2.	Evaluate program.	WAEK Principals	May, 2008	June, 2008	

- Goal: Graduation Requirements
 Math
 Reading
 Attendance
 Participation

- Action Plan: Chapter 4
 Educational Tech Plan
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 Special Education

ACTION PLAN

Date: April 2, 2007

Goal: 81% of students will achieve proficiency/advanced level in reading on the PSSA by 10212.

Specific Objective 3 of 9: Reinstate the Parents as Teachers program with a renewed focus on reading skills necessary for success in preschool and kindergarten.

STEP NO.	ACTION STEP	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED
1.	Parent educator will receive professional development from a PDE provider (Parents as Teachers)	WAEK Principals	September, 2007 and annually	April, 2008 and annually	
2.	Evaluate program.	WAEK Principals	May, 2008	June, 2008	

- Goal: Graduation Requirements
 Math
 Reading
 Attendance
 Participation

- Action Plan: Chapter 4
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ACTION PLAN

Date: April 15, 2007

Goal: 81% of students will be proficient in reading on the PSSA by 2012.

Specific Objective 9 of 9: Implement reading remediation / enrichment programs available to all students

STEP NO.	ACTION STEP	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED
1.	Utilize test data to identify all students for reading remediation or enrichment.	Faculty	May, 2008	May, 2008	
2.	Students participate in programs for enrichment or remediation in grades 4 and 6.	Principals	June, 2008 (Ongoing)	August, 2008 (Ongoing)	
3.	Expand program grade levels to 5 and 7.	Principals	June, 2009	August, 2009	
4.	Expand program to 8 th grade.	Principals	June, 2010	August, 2010	

- Goal: Graduation Requirements
 Math
 Reading
 Attendance
 Participation

- Action Plan: Chapter 4
 Educational Tech Plan
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 Special Education

ACTION PLAN

Date: April 15, 2007

Goal: 78% of students will be proficient in math on the PSSA by 2012.

Specific Objective 3 of 7: Implement math remediation/enrichment programs available to all students.

STEP NO.	ACTION STEP	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED
1.	Utilize test data to identify all students for math remediation or enrichment.	Faculty	May, 2008	June, 2008	
2.	Students participate in programs for enrichment or remediation in grades 4 and 6.	Principals	June, 2008 (Ongoing)	August, 2008 (Ongoing)	
3.	Expand program grade levels to 5 and 7.	Principals	June, 2009	August, 2009	
4.	Expand program to 8 th grade.	Principals	June, 2010	August, 2010	

- Goal: Graduation Requirements
 Math
 Reading
 Attendance
 Participation

- Action Plan: Chapter 4
 Educational Tech Plan
 Professional Ed Plan
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 Special Education

ACTION PLAN

Date: March 26, 2007

Goal: 81% of students will achieve the proficiency/advanced level in reading on the PSSA by 2012.

Specific Objective 1 of 3: Provide a technology integrator (coach) to assist and coordinate implementation of technology across the content areas.

STEP NO.	ACTION STEP	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED
1.	Designate one qualified and effective teacher to serve as a technology integrator. <ul style="list-style-type: none"> - Integrator starts first year of Classrooms for the Future Grant and works solely at Seneca High School - The integrator will be phased into the Wattsburg Area Middle School and Wattsburg Area Elementary Center after two years at Seneca High School. 	Building Principals and Information Technology Manager	September, 2008	June, 2009	
2.	Provide the groundwork to allow the integrator and teacher(s) to design lesson plans and implement reading strategies for technology infused differentiated instruction. <ul style="list-style-type: none"> - Co-Teaching - After School Workshops - Advanced Training on Technology Software - Etc. 	Building Principals and Information Technology Manager	September, 2009	June, 2010	

- Goal: Graduation Requirements
 Math
 Reading
 Attendance
 Participation

- Action Plan: Chapter 4
 Educational Tech Plan
 Professional Ed Plan
 Teacher Induction
 Special Education

ACTION PLAN

Date: March 26, 2007

Goal: 78% of students will achieve proficiency/advanced level in math on the PSSA by 2012.

Specific Objective 1 of 3: Provide a technology integrator (coach) to assist and coordinate implementation of technology across the content areas.

STEP NO.	ACTION STEP	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED
1.	Designate one qualified and effective teacher to serve as a technology integrator. <ul style="list-style-type: none"> - Integrator starts first year of Classrooms for the Future Grant and works solely at Seneca High School - The integrator will be phased into the Wattsburg Area Middle School and Wattsburg Area Elementary Center after two years at Seneca High School. 	Building Principals and Information Technology Manager	September, 2008	June, 2009	
2.	Provide the groundwork to allow the integrator and teacher(s) to design lesson plans and implement math strategies for technology infused differentiated instruction. <ul style="list-style-type: none"> - Co-Teaching - After School Workshops - Advanced Training on Technology Software - Etc. 	Building Principals and Information Technology Manager	September, 2009	June, 2010	

- Goal: Graduation Requirements
 Math
 Reading
 Attendance
 Participation

- Action Plan: Chapter 4
 Educational Tech Plan
 Professional Ed Plan
 Teacher Induction
 Special Education

ACTION PLAN

Date: March 26, 2007

Goal: 81% of students will achieve the proficiency/advanced level in reading on the PSSA by 2012.

Specific Objective 3 of 3: Provide software and hardware to enhance individual student instruction.

STEP NO.	ACTION STEP	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED
1.	Provide software that supports differentiated instruction and provides individualized data assessment.	Building Principals and Information Technology Manager	October, 2007	September, 2008	
2.	Provide interactive input devices to promote differentiate instruction.	Information Technology Manager	October, 2007	September, 2008	
3.	Provide access to real time integrated assessment data.	Building Principals and Information Technology Manager	October, 2007	September, 2008	

- Goal: Graduation Requirements
 Math
 Reading
 Attendance
 Participation

- Action Plan: Chapter 4
 Educational Tech Plan
 Professional Ed Plan
 Teacher Induction
 Special Education

ACTION PLAN

Date: March 26, 2007

Goal: 78% of students will achieve proficiency/advanced level in math on the PSSA by 2012.

Specific Objective 3 of 3: Provide software and hardware to enhance individual student instruction.

STEP NO.	ACTION STEP	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED
1.	Provide software that supports differentiated instruction and provides individualized assessment data.	Building Principals and Information Technology Manager	October, 2007	September, 2008	
2.	Provide interactive input devices to promote differentiated instruction.	Information Technology Manager	October, 2007	September, 2008	
3.	Provide access to real time integrated assessment data.	Building Principals and Information Technology Manager	October, 2007	September, 2008	

- Goal: Graduation Requirements
 Math
 Reading
 Attendance
 Participation

- Action Plan: Chapter 4
 Educational Tech Plan
 Professional Ed Plan
 Teacher Induction
 Special Education

ACTION PLAN

Date: March 28, 2007

Goal: 81% of students will achieve proficiency/advanced level in reading on the PSSA by 2012.

Specific Objective 1 of 9: To educate professionals about types and use of data to improve instruction.

STEP NO.	ACTION STEP	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED
1.	Provide professional development about content, purpose, results, and use of assessments to improve instruction.	Principals	September, 2007 and annually	June, 2008 and annually	
2.	Provide longitudinal data.	Principals	September, 2007 and annually	June, 2008 and annually	
3.	Determine success of objective through teacher feedback and student assessment results.	Principals	January, 2008 April, 2008 and annually	June, 2008 and annually	

- Goal: Graduation Requirements
 Math
 Reading
 Attendance
 Participation

- Action Plan: Chapter 4
 Educational Tech Plan
 Professional Ed Plan
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 Special Education

ACTION PLAN

Date: April 2, 2007

Goal: 78% of students will achieve proficiency/advanced level in math on the PSSA by 2012.

Specific Objective 2 of 10: Provide professional development so teachers will differentiate instruction for students according to need, based on PSSA and other assessments.

STEP NO.	ACTION STEP	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED
1.	Outside approved provider will provide professional development to teachers and administrators.	Principals	Sept. 2007 and annually	June, 2008	
2.	District staff will provide professional development to other teachers.	Principals Academic Coaches Teachers	September, 2007 and annually	June, 2008	

- Goal: Graduation Requirements
 Math
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 Attendance
 Participation

- Action Plan: Chapter 4
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 Special Education

ACTION PLAN

Date: April 2, 2007

Goal: 81% of students will achieve proficiency/advanced level in reading on the PSSA by 2012.

Specific Objective 4 of 9: Provide professional development enabling teachers to adopt reading anchors across curriculum areas.

STEP NO.	ACTION STEP	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED
1.	Provide professional development to teachers in grades 7-12 on adopting an anchor: <div style="padding-left: 40px;">Social Studies, Science, Health</div> <div style="padding-left: 40px;">Other areas</div>	SHS and WAMS Principals	September, 2007 September, 2008	June, 2008 June, 2009	

- Goal: Graduation Requirements
 Math
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- Action Plan: Chapter 4
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ACTION PLAN

Date: April 2, 2007

Goal: 78% of students will achieve proficiency/advanced level in math on the PSSA by 2012.

Specific Objective 5 of 10: Provide professional development enabling teachers to adopt math anchors across curriculum areas.

STEP NO.	ACTION STEP	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED
1.	Provide professional development to teachers in grades 7-12 on adopting an anchor: <div style="margin-left: 40px;">Social Studies, Science, Health</div> <div style="margin-left: 40px;">Other areas</div>	SHS and WAMS Building Principals	<div style="margin-left: 40px;">September, 2007</div> <div style="margin-left: 40px;">September, 2008</div>	<div style="margin-left: 40px;">June, 2008</div> <div style="margin-left: 40px;">June, 2009</div>	

- Goal: Graduation Requirements
 Math
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- Action Plan: Chapter 4
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ACTION PLAN

Date: April 2, 2007

Goal: 81% of students will achieve proficiency/advanced level in reading on the PSSA by 2012.

Specific Objective 6 of 9: Provide the groundwork to allow time for technology integrator and teachers to design lesson plans to implement strategies for technology infused differentiated instruction.

STEP NO.	ACTION STEP	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED
1.	Provide co-teaching opportunities.	Technology Integrator	October, 2008 – SHS Ongoing	June, 2009 Ongoing	
2.	Provide teaching with professional development opportunities.	Technology Integrator	October, 2009 SHS and WAMS	June, 2010	
3.	Provide professional development for Technology Integrator (topics: coaching, assessments, curriculum)	Principals WAEC Coaches WAMS Team Leaders SHS Dept. Heads	October, 2010 SHS, WAMS, and WAEC	June, 2011	
4.	Provide administrators with professional development opportunities.	Technology Integrator	SHS – Sept. 2008 WAMS – Sept. 2009 WAEC – Sept. 2010	June, 2011 Ongoing	

- Goal: Graduation Requirements
 Math
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- Action Plan: Chapter 4
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 Special Education

ACTION PLAN

Date: April 2, 2007

Goal: 78% of students will achieve proficiency/advanced level in math on the PSSA by 2012.

Specific Objective 7 of 10: Provide groundwork to allow time for technology integrator and teachers to design lesson plans to implement strategies for technology infused differentiated instruction.

STEP NO.	ACTION STEP	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED
1.	Provide co-teaching opportunities.	Technology Integrator	October, 2008 – SHS Ongoing	June, 2009 Ongoing	
2.	Provide teaching with professional development opportunities.	Technology Integrator	October, 2009 SHS & WAMS	June, 2010	
3.	Provide professional development for technology integrator (topics: coaching, assessment, curriculum).	Principals WAEC Coaches WAMS Team Leaders SHS Dept. Heads	October, 2010 SHS, WAMS and WAEC	June, 2011	
4.	Provide administrators with professional development opportunities.	Technology Integrator	SHS – Sept. 2008 WAMS – Sept. 2009 WAEC – Sept. 2010	June, 2011 Ongoing	

- Goal: Graduation Requirements
 Math
 Reading
 Attendance
 Participation

- Action Plan: Chapter 4
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 Teacher Induction
 Special Education

ACTION PLAN

Date: March 14, 2007

Goal: 81% of students will achieve proficiency/advanced level in reading on the PSSA by 2012.

Specific Objective 7 of 9: Provide professional development to all pertinent staff in methods to adapt and/or modify instruction and assessments for special needs students and low achievers.

STEP NO.	ACTION STEP	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED
1.	Provide professional development through teacher in-service days	Administration Director of Special Ed.	September, 2007	June, 2008 Updated annually	
2.	Provide written materials to demonstrate adaptations and modifications.	Director of Special Ed.	September, 2007	June, 2008 Updated annually	
3.	Provide follow up voluntary ACT 48 after-school workshops to allow for collaboration/discussion/sharing of ideas.	Director of Special Ed.	September, 2007	June, 2008 Updated annually	

- Goal: Graduation Requirements
 Math
 Reading
 Attendance
 Participation

- Action Plan: Chapter 4
 Educational Tech Plan
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 Teacher Induction
 Special Education

ACTION PLAN

Date: March 27, 2007

Goal: 81% of students will achieve proficiency/advanced level in reading on the PSSA by 2012.

Specific Objective 8 of 9: To provide education for professionals to recognize the characteristics of special needs students and children who are low achievers.

STEP NO.	ACTION STEP	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED
1.	Provide professional development to staff about identification of characteristics of special needs students.	School Psychologist Special Ed. Supervisor	October, 2007	Update yearly Each fall June, 2008	
2.	Provide professional development to staff about Evaluation Report process.	School Psychologist Special Ed. Supervisor	October, 2007	Update yearly Each fall June, 2008	
3.	Provide professional development to staff about Individual Education Plan process.	School Psychologist Special Ed. Supervisor	October, 2007	Update yearly Each fall June, 2008	
4.	Provide professional development to staff on implementation of Individual Education Plan in regular education.	School Psychologist Special Ed. Supervisor	October, 2007	Update yearly Each fall June, 2008	

- Goal: Graduation Requirements
 Math
 Reading
 Attendance
 Participation

- Action Plan: Chapter 4
 Educational Tech Plan
 Professional Ed Plan
 Teacher Induction
 Special Education

ACTION PLAN

Date: March 14, 2007

Goal: 78% of students will achieve proficiency/advanced level in math on the PSSA by 2012.

Specific Objective 8 of 10: To provide staff development to all pertinent staff in methods to adapt and/or modify instruction and assessments for special need students and low achievers.

STEP NO.	ACTION STEP	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED
1.	Provide professional development through teacher in-service days.	Administration Director of Special Ed.	September, 2007	June, 2008 Updated annually	
2.	Provide written materials to demonstrate adaptations and modifications.	Director of Special Ed.	September, 2007	June, 2008 Updated annually	
3.	Provide follow-up voluntary ACT 48 after-school workshops to allow for collaboration/discussion/sharing of ideas.	Director of Special Ed.	September, 2007	June, 2008 Updated annually	

- Goal: Graduation Requirements
 Math
 Reading
 Attendance
 Participation

- Action Plan: Chapter 4
 Educational Tech Plan
 Professional Ed Plan
 Teacher Induction
 Special Education

ACTION PLAN

Date: March 27, 2007

Goal: 78% of students will achieve proficiency/advanced level in math on the PSSA by 2012.

Specific Objective 9 of 10: To provide education for professionals to recognize the characteristics of special needs students and children who are low achievers.

STEP NO.	ACTION STEP	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED
1.	Provide professional development to staff about identification of Learning Support/Multi-discipline Team process.	School Psychologist Special Ed. Supervisor	October, 2007	Update yearly each fall and June, 2008	
2.	Provide professional development to staff about Evaluation Report process.	School Psychologist Special Ed. Supervisor	October, 2007	Update yearly each fall and June, 2008	
3.	Provide professional development to staff about Individualized Education Plan process.	School Psychologist Special Ed. Supervisor	October, 2007	Update yearly each fall and June, 2008	
4.	Provide professional development to staff on implementation of Individualized Education Plan in regular education.	School Psychologist Special Ed. Supervisor	October, 2007	Update yearly each fall and June, 2008	

- Goal: Graduation Requirements
 Math
 Reading
 Attendance
 Participation

- Action Plan: Chapter 4
 Educational Tech Plan
 Professional Ed Plan
 Teacher Induction
 Special Education

ACTION PLAN

Date: March 14, 2007

Goal: 81% of students will achieve proficiency/advanced level in reading on the PSSA by 2012.

Specific Objective 9 of 9: To provide information on the supports available for inclusion and how to best access and utilize these supports for all pertinent staff.

STEP NO.	ACTION STEP	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED
1.	Utilize faculty meetings to provide speakers to inform pertinent staff at each level.	Building Level Administrators	September, 2007	June, 2008 (Update annually)	
2.	Create a booklet of this information on services available to be given to pertinent staff and included in the staff handbook. (Updated as new information becomes available.)	Administrators at each building level set up a committee to include (administrator, guidance, regular education teacher, nurse, special education teacher)	September, 2007	June, 2008	

- Goal: Graduation Requirements
 Math
 Reading
 Attendance
 Participation

- Action Plan: Chapter 4
 Educational Tech Plan
 Professional Ed Plan
 Teacher Induction
 Special Education

ACTION PLAN

Date: March 14, 2007

Goal: 78% of students will achieve proficiency/advanced level in math on the PSSA by 2012.

Specific Objective 10 of 10: To provide information to all pertinent staff on the supports available for inclusion and how to best access and utilize these supports.

STEP NO.	ACTION STEP	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED
1.	Utilize faculty meetings to provide speakers to inform pertinent staff at each level.	Building Level Administrators	September 2007	June, 2008 (Update annually)	
2.	Create a booklet of this information on services available to be given to pertinent staff and included in the staff handbook. (Updated as new information becomes available).	Administrators at each building level set up a committee to include (administrator, guidance, regular education teacher, nurse, special education teacher)	September, 2007	June, 2008	

4.	Provide professional development to staff about the implementation of the Individualized Education Plan process.	School Psychologist Special Ed. Supervisor	October, 2007	Update yearly each fall and June, 2008	
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- Goal: Graduation Requirements
 Math
 Reading
 Attendance
 Participation

- Action Plan: Chapter 4
 Educational Tech Plan
 Professional Ed Plan
 Teacher Induction
 Special Education

ACTION PLAN

Date: April 15, 2007

Goal: 78% of students will be proficient in math on the PSSA by 2012.

Specific Objective 4 of 7: Utilize math skills checklists in K-8 to identify individual student weaknesses and remediate in the subsequent year.

STEP NO.	ACTION STEP	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED
1.	Create math skills checklists K-8.	Principals Teacher	September, 2007	May, 2008	
2.	Faculty uses checklists K-8 to identify individual student weaknesses.	Faculty	September, 2008 (Ongoing)	June, 2009 (Ongoing)	
3.	Checklists are sent home to parents and given to each student's teacher for the following year.	Principals	June, 2009 (Yearly)	June, 2009 (Yearly)	
4.	Faculty remediates students to address weaknesses and to bring them to grade level.	Faculty	September, 2009 (Ongoing)	September, 2009 (Ongoing)	
5.	Evaluate checklists and refine process.	Faculty	Annually	Annually	

- Goal: Graduation Requirements
 Math
 Reading
 Attendance
 Participation

- Action Plan: Chapter 4
 Educational Tech Plan
 Professional Ed Plan
 Teacher Induction
 Special Education

ACTION PLAN

Date: April 2, 2007

Goal: 78% of students will achieve proficiency/advanced level in math on the PSSA by 2012.

Specific Objective 4 of 10: Provide professional development to teachers on how to use math checklists (K-8) to identify individual student weaknesses and to individualize planning for students

STEP NO.	ACTION STEP	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED
1.	Provide professional development to teachers for the utilization of math checklists.	Building Principals	September, 2007	October, 2007	
2.	Evaluate program.	Building Principals	May, 2008 Ongoing	June 2008 Ongoing	

- Goal: Graduation Requirements
 Math
 Reading
 Attendance
 Participation

- Action Plan: Chapter 4
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 Special Education

ACTION PLAN

Date: April 11, 2007

Goal: 90% of students will graduate from Seneca High School.

Specific Objective 1 of 1: To educate new professional staff on graduate rate AYP requirements.

STEP NO.	ACTION STEP	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED
1.	Provide new staff with material on graduate rate AYP information at: <ol style="list-style-type: none"> 1. New Teacher Induction Day and/or 2. WAVE and/or 3. Mentor-Inductee monthly meetings 	Induction Committee	August, 2007	June, 2008 (Updated annually)	

- Goal: Graduation Requirements
 Math
 Reading
 Attendance
 Participation

- Action Plan: Chapter 4
 Educational Tech Plan
 Professional Ed Plan
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 Special Education

ACTION PLAN

Date: April 15, 2007

Goal: All graduating seniors will be proficient in reading, writing and math.

Specific Objective 1 of 1: Seniors not proficient on the PSSA in reading, writing or math will be required to pass a standardized, norm-referenced assessment in that area during their senior year.

STEP NO.	ACTION STEP	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED
1.	Research norm-referenced assessments in reading, writing and math	Asst. High School Principal and High School Staff	September, 2007	May, 2008	
2.	Present new Graduation Requirements to Board for approval.	Superintendent	May, 2008	June, 2008	
3.	Place information regarding this requirement in the student handbook	Asst. High School Principal	June, 2008	July, 2008	
4.	Implement the requirement starting with the graduating class of 2012	Senior Class Guidance Counselor and High School Staff	September, 2011	May, 2012	

- Goal: Graduation Requirements
 Math
 Reading
 Attendance
 Participation

- Action Plan: Chapter 4
 Educational Tech Plan
 Professional Ed Plan
 Teacher Induction
 Special Education

ACTION PLAN

Date: April 11, 2007

Goal: The annual attendance rate for the Wattsburg Area School District will be at least 90% through 2012.

Specific Objective 1 of 1: To educate new professional staff on attendance AYP requirements.

STEP NO.	ACTION STEP	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED
1.	Provide new staff with material on attendance AYP information at: <ol style="list-style-type: none"> 1. New Teacher Induction Day and/or 2. WAVE and/or 3. Mentor-Inductee monthly meetings 	Induction Committee	August, 2007	June, 2008 (Updated annually)	

- Goal: Graduation Requirements
 Math
 Reading
 Attendance
 Participation

- Action Plan: Chapter 4
 Educational Tech Plan
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 Special Education

ACTION PLAN

Date: March 26, 2007

Goal: The annual attendance rate for Wattsburg Area School District will be at least 90% through 2012.

Specific Objective 1 of 1: Maintain accurate records through existing student information system.

STEP NO.	ACTION STEP	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED
1.	Review attendance process with each building attendance clerk.	Information Technology Manager	September, 2007	September, 2007 Annually	
2.	Examine the effectiveness of the attendance software to ensure it meets the needs of the district.	Information Technology Manager	September, 2007	September, 2007 Annually	

- Goal: Graduation Requirements
 Math
 Reading
 Attendance
 Participation

- Action Plan: Chapter 4
 Educational Tech Plan
 Professional Ed Plan
 Teacher Induction
 Special Education

ACTION PLAN

Date: April 11, 2007

Goal: 95% of students will participate in the PSSA testing.

Specific Objective 1 of 1: To educate new professional staff on participation rate AYP requirements.

STEP NO.	ACTION STEP	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED
1.	Provide new staff with material on participation rate AYP information at: <ol style="list-style-type: none"> 1. New Teacher Induction Day and/or 2. WAVE and/or 3. Mentor-Inductee monthly meetings 	Induction Committee	August, 2007	June, 2008 (Updated annually)	

- Goal: Graduation Requirements
 Math
 Reading
 Attendance
 Participation

- Action Plan: Chapter 4
 Educational Tech Plan
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 Teacher Induction
 Special Education

ACTION PLAN

Date: April 15, 2007

Goal: 81% of students will achieve proficiency in reading on the PSSA by 2012.

Specific Objective 5 of 9: Integrate PA reading anchors in science, social studies, ROTC and health curricula into daily objectives, activities and assessments.

STEP NO.	ACTION STEP	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED
1.	Identify relevant reading anchors for courses taught in grades 9-12 science, social studies, ROTC, and health.	Appropriate teaching staff	September, 2007	May, 2008	
2.	Implement relevant anchors in objectives and activities.	Appropriate teaching staff	September, 2008 (Yearly)	May, 2009 (Yearly)	
3.	Create PSSA style reading assessment items and integrate into unit and summative assessments.	Appropriate teaching staff	September, 2008 (Yearly)	May, 2009 (Yearly)	

- Goal: Graduation Requirements
 Math
 Reading
 Attendance
 Participation

- Action Plan: Chapter 4
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 Professional Ed Plan
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 Special Education

ACTION PLAN

Date: April 15, 2007

Goal: 81% of students will achieve proficiency in reading on the PSSA by 2012.

Specific Objective 6 of 9: Integrate PA reading anchors in computer classes, foreign languages and family and consumer science classes.

STEP NO.	ACTION STEP	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED
1.	Identify relevant reading anchors for courses taught in grades 9-12 in computer classes, foreign languages, and family and consumer science.	Appropriate teaching staff	September, 2008	May, 2009	
2.	Implement relevant anchors in objectives and activities.	Appropriate teaching staff	September, 2009 (Yearly)	May, 2010 (Yearly)	
3.	Create PSSA style reading assessment items and integrate into unit and summative assessments.	Appropriate teaching staff	September, 2009 (Yearly)	May 2010 (Yearly)	

- Goal: Graduation Requirements
 Math
 Reading
 Attendance
 Participation

- Action Plan: Chapter 4
 Educational Tech Plan
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 Special Education

ACTION PLAN

Date: April 15, 2007

Goal: 81% of students will achieve proficiency in reading on the PSSA by 2012.

Specific Objective 7 of 9: Implement summer reading assignments for students entering 7th and 8th grades.

STEP NO.	ACTION STEP	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED
1.	Implement summer reading assignments.	Middle School Principal	June, 2007 (Yearly)	July, 2007	

- Goal: Graduation Requirements
 Math
 Reading
 Attendance
 Participation

- Action Plan: Chapter 4
 Educational Tech Plan
 Professional Ed Plan
 Teacher Induction
 Special Education

ACTION PLAN

Date: April 2, 2007

Goal: 81% of students will achieve proficiency/advanced level in reading on the PSSA by 2012.

Specific Objective 2 of 9: Provide professional development to teachers in order for them to differentiate instruction based on student needs.

STEP NO.	ACTION STEP	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED
1.	Outside approved provider will provide professional development to teachers and administrators.	Principals	September, 2007 and annually	June, 2008 and annually	
2.	District staff will provide professional development to other teachers.	Principals	September, 2007 and annually	June, 2008 and annually	

- Goal: Graduation Requirements
 Math
 Reading
 Attendance
 Participation

- Action Plan: Chapter 4
 Educational Tech Plan
 Professional Ed Plan
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 Special Education

ACTION PLAN

Date: April 2, 2007

Goal: 81% of students will achieve proficiency/advanced level in reading on the PSSA by 2012.

Specific Objective 5 of 9: Provide software that supports differentiated instruction and provides individualized assessment data in reading.

STEP NO.	ACTION STEP	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED
1.	Provide professional development for teachers on new reading software that supports differentiated instruction and individualized assessment.	Information Technology Manager and Software Representatives	August, 2008 and annually	June, 2009 Ongoing	
2.	Provide ongoing software support (How-to manuals).	Information Technology Manager and Software Representatives	August, 2008 and semi-annually	June, 2009 Ongoing	
3.	Provide professional development to promote differentiated instruction using interactive input devices.	Information Technology Manager and Software Representatives	October, 2007	September, 2008	
4.	Provide training to administrators and teachers to access real time integrated assessment data in order to strategize.	Information Technology Manager and Software Representatives	November, 2007	June, 2009 Ongoing	

- Goal: Graduation Requirements
 Math
 Reading
 Attendance
 Participation

- Action Plan: Chapter 4
 Educational Tech Plan
 Professional Ed Plan
 Teacher Induction
 Special Education

ACTION PLAN

Date: March 28, 2007

Goal: 78% of students will achieve proficiency/advanced level in math on the PSSA by 2012.

Specific Objective 1 of 10: To educate professionals about types and use of data to improve instruction.

STEP NO.	ACTION STEP	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED
1.	Provide professional development about content, purpose, results, and use of assessments to improve instruction.	Principals	September, 2007 and annually	June, 2008 and annually	
2.	Provide longitudinal data	Principals	September, 2007 and annually	June, 2008 and annually	
3.	Determine success of objective through teacher feedback and student assessment results.	Principals	September, 2007 and annually	June, 2008 and annually	

- Goal: Graduation Requirements
 Math
 Reading
 Attendance
 Participation

- Action Plan: Chapter 4
 Educational Tech Plan
 Professional Ed Plan
 Teacher Induction
 Special Education

ACTION PLAN

Date: April 2, 2007

Goal: 78% of students will achieve proficiency/advanced level in math on the PSSA by 2012.

Specific Objective 6 of 10: Provide software that supports differentiated instruction and provides individualized assessment data in math.

STEP NO.	ACTION STEP	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED
1.	Provide professional development for teachers on a new math software that supports differentiated instruction and individualized assessment.	Information Technology Manager and Software Reps.	August, 2008	June, 2009	
2.	Provide ongoing software support (How-to manuals).	Information Technology Manager and Software Reps.	August, 2008 and semi-annually	June, 2009	
3.	Provide professional development to promote differentiated instruction using interactive input devices.	Information Technology Manager and Software Reps.	October, 2007	September, 2008	
4.	Provide training to administrators and teachers to access real time integrated assessment data.	Information Technology Manager and Software Reps.	November, 2007	June, 2008	

- Goal: Graduation Requirements
 Math
 Reading
 Attendance
 Participation

- Action Plan: Chapter 4
 Educational Tech Plan
 Professional Ed Plan
 Teacher Induction
 Special Education

ACTION PLAN

Date: April 15, 2007

Goal: 78% of students will be proficient in math on the PSSA by 2012.

Specific Objective 6 of 7: Utilize math software to support the math curriculum.

STEP NO.	ACTION STEP	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED
1.	Review the effectiveness of current math software.	Building Principals Teacher Committee	September, 2007	December, 2007	
2.	Make recommendations for software K-12 and place estimated cost in preliminary district budget.	Building Principals Teacher Committee	January, 2008	January, 2008	
3.	Purchase software K-12.	Building Principals Teacher Committee	July, 2008	July, 2008	
4.	In-service staff on software.	Building Principals Teacher Committee	September, 2008	September, 2008	
5.	Implement the programs.	Building Principals Teacher Committee	Ongoing	Ongoing	
6.	Track data for ongoing effectiveness.	Building Principals Teacher Committee	Ongoing	Ongoing	

- Goal: Graduation Requirements
 Math
 Reading
 Attendance
 Participation

- Action Plan: Chapter 4
 Educational Tech Plan
 Professional Ed Plan
 Teacher Induction
 Special Education

ACTION PLAN

Date: April 15, 2007

Goal: 81% of students will be proficient in reading on the PSSA by 2012.

Specific Objective 2 of 9: Obtain grade level books using digital media for students who struggle in reading and will learn better using such materials.

STEP NO.	ACTION STEP	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED
1.	Determine students who would benefit from digital media books.	Building Principals Teachers Special Ed. Supervisor	November, 2007 (Yearly as needed)	December, 2007	
2.	Purchase digital media as needed.	Building Principals	January, 2007	Yearly as needed	
3.	Evaluate student progress and program.	Building Principals	May, 2007 (Yearly)	Yearly	

- Goal: Graduation Requirements
 Math
 Reading
 Attendance
 Participation

- Action Plan: Chapter 4
 Educational Tech Plan
 Professional Ed Plan
 Teacher Induction
 Special Education

ACTION PLAN

Date: March 26, 2007

Goal: 81% of students will achieve the proficiency/advanced level in reading on the PSSA by 2012.

Specific Objective 2 of 3: Provide 24/7 access to all district approved reading software.

STEP NO.	ACTION STEP	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED
1.	Allow students access to Academy of Reading via the Internet.	Information Technology Manager	August, 2007	September, 2007	
2.	Transition A+ LS to web based version.	Information Technology Manager	October, 2007	September, 2008	
3.	Provide students the opportunity outside the normal school day to access district computers.	Building Principals	September, 2007	June, 2008	
4.	Expand the usage of Study Island.	Building Principals	September, 2007	June, 2008	

- Goal: Graduation Requirements
 Math
 Reading
 Attendance
 Participation

- Action Plan: Chapter 4
 Educational Tech Plan
 Professional Ed Plan
 Teacher Induction
 Special Education

ACTION PLAN

Date: March 26, 2007

Goal: 78% of students will achieve proficiency/advanced level in math on the PSSA by 2012.

Specific Objective 2 of 3: Provide 24/7 access to all district approved existing and new software throughout the school year.

STEP NO.	ACTION STEP	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED
1.	Transition A+ LS to web based version	Information Technology Manager	October, 2007	September, 2008	
2.	Expand the usage of Study Island	Building Principals	September, 2007	June, 2008	
3.	Provide students the opportunity outside the normal school day to access district computers. <ul style="list-style-type: none"> - One building year one - Two buildings year two - Three buildings year 3 through 5. 	Building Principals	September, 2007	June, 2008	

**PERCEPTION – PERCEIVED STRENGTHS AND WEAKNESSES OF THE
WATTSBURG AREA SCHOOL DISTRICT**

Strengths	Weaknesses
Positive feeling from parents	Many things are not followed through
Mutual respect	Lack of communication
Good, consistent communication	Things are on a need-to-know basis
School binds community together	Discipline
Economically diverse	Lack of time to perform required duties
Quality extra-curricular programs	Things are often forgotten
Freedom of decision making	Lack of support from leaders
Risk-taking allowed (encouraged)	Inadequate salary for responsibility
Class size	Communication problems
Mental health and counseling opportunities	Things are left until almost too late (to complete)
School size	"Blue Time" – too many things to do during Blue Time
Contemporary facilities	Mathematics curriculum (High School especially)
Great students	Tech staff doesn't understand or care about educational needs
Well-blended, diversified staff	Leadership from wrong areas of expertise
Quality staff	Fewer students in class (Elementary School)
Cutting edge technology	Lack of prep time vs. instructional requirements
Safe environment	Making decisions based on the "now" rather than planning for future
Wide variety of programs	Workmanship in new school
Commitment to professional development	Classroom-to-classroom inconsistencies
Well-balanced, nutritionally sound menus	Lack of labor contract
Excitement	Limited tax base
Innovative programs	Influx of high-need children (Foster care)
Stable community	Need to look at updated budgets to fit curriculum
Great support staff and organizations	Promoting district's strengths
Research-based curriculum	Transition between schools
Principals as instructional leaders	Opportunity for parent-teacher contact
	Students leaving for other educational opportunities
	Physical Education/Athletics
	Preparation (for children) for all-day kindergarten
	Lack of in-house alternative education
	Size of district

EXTERNAL ANALYSIS

External, or environmental, changes may present significant opportunities if they are appropriately anticipated and structured into programs to capitalize on them, or, they may present a threat, making it necessary to alter products or modify methods of doing business. By identifying political, technological, and socioeconomic changes, isolating the significant factors, and determining their probable impact, either offensive or defensive programs can be structured to exploit the potential offered or to soften the total impact.

Pages 54-59 illustrate the Planners' Environmental Scan of external change in the Wattsburg Area School District.

Environmental Scan
Economic
 (Formed by perceptions)

FACTORS	ASSUMPTIONS	IMPACTS
Corporate and "upper" residential development	Growth	More tax base
School District budget	Less local control Fewer funds available	Cuts in programs academic extra-curricular professional development Larger class size
Change in funding structure	Less money from real estate tax	More funding for academic, extra-curricular, and professional development
Largest busing district	Rising costs	More money spent on fuel and transportation costs Less money for educational programs

**Environmental Scan
Demographic**
(Formed by perceptions)

FACTORS	ASSUMPTIONS	IMPACTS
1. Population	1. Increase in population 2. Possible non-public school closing 3. Casino opening	1. A more mixed community (economically)
2. Race	2. Won't change 2a. Will increase	2. Lack of exposure to social/racial differences 2a. Direct teaching of tolerance/staff training in diversity.
3. Family structure	3. More divorce <ul style="list-style-type: none"> • weaker family structures • blended families <ul style="list-style-type: none"> – generations (grandparents) 	3. Need to supplement/programs in place of family (medical, meals before/after-school care, character ed. programs)
4. Language	4. Won't change	4. Train/support staff if number of ESL students increases.
5. Special needs	5. Increase	5. More funding needed

Environmental Scan
Political
(Formed by perceptions)

FACTORS	ASSUMPTIONS	IMPACTS
1. Election (change in leadership)	1. Increase in funding for education. 2. NCLB will change: <ul style="list-style-type: none"> • AYP challenged 	1. – Can fund more programs 2. – Cohorts of students who show growth
2. Change in School Board	1a. Diverse Board 1b. Not so diverse 2. Aware/educated about schools' programs/needs	1. – Balanced decision-making – More parents serving more parent-centered decisions 2. – Board matches funding with those needs
3. Law changes	1. Dictated state-wide curriculum 2. Freedoms (speech, pledge, dress codes)	1. – Plan to adapt to given curriculum – Plan for resources/supports/money to match curriculum – Additional staff development 2. – Safety will be improved – loss of creativity/personal expression

Environmental Scan
Social
 (Formed by perceptions)

FACTORS	ASSUMPTIONS	IMPACTS
Parental involvement	Decrease Kids surpass parents' abilities	School curriculum expands More parent workshops, classes, homework aid
Family size	Decrease	More support from school to parents
More dysfunctional families Negative risk-taking student behavior	Increase in number and severity of children with mental health needs Increase	Increase in integrated mental health, social, emotional services More staff development
Cyber school participation	Rise in student involvement	Increase in participation in extra- curricular activities More isolated students Provide social guidance

**Environmental Scan
Technology**
(Formed by perceptions)

FACTORS	ASSUMPTIONS	IMPACTS
1. Faster computer speed (hardware)	<ol style="list-style-type: none"> 1. Continual re-investment of money 2. Do not re-invest money 	<ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> – More funding out of district money – Cost absorbed by taxpayers – Faster results – Less frustration for users – Can run newer software 2. <ul style="list-style-type: none"> – Lose students?
2. Natural to students	<ol style="list-style-type: none"> 1. More tech savvy 2. Greater divide between haves and have-nots 	<ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> – Education will have to move tech down in grade levels – Increased professional development for staff 2. <ul style="list-style-type: none"> – More diverse approaches in school
3. More software available	<ol style="list-style-type: none"> 1. District purchases it. 2. Do not spend money 	<ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> – More funding out of district money – More professional development – Improve student knowledge 2. <ul style="list-style-type: none"> – Fall behind others using it.
4. Laptops in every class (core)	<ol style="list-style-type: none"> 1. Greater student tech literacy 	<ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> – Public school remains competitive (Prep) – Upkeep of computer costs
5. Accessibility to a variety of technologies	<ol style="list-style-type: none"> 1. Money – money – money 2. Will make education better 	<ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> – How to spend money – Impact of Act I 2. <ul style="list-style-type: none"> – Less personal – Decrease in teaching approaches?

**Environmental Scan
Education**
(Formed by perceptions)

FACTORS	ASSUMPTIONS	IMPACTS
1. Mandated pre-school	<ol style="list-style-type: none"> 1. Better for students 2. Decrease "childhood" with parents and parental influence 	<ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> - More classrooms/supplies - Better educated students - More competitive - Increased cost - Increased staff 2. <ul style="list-style-type: none"> - Less playing - Increase social aptitudes - Pick up bad habits
2. More rigorous test standards	<ol style="list-style-type: none"> 1. More pressure on students, teacher, principals. 2. More focused approach to teaching 	<ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> - More failures/higher drop-out rate - Better education - More counseling 2. <ul style="list-style-type: none"> - Better education
3. More students from dysfunctional families	<ol style="list-style-type: none"> 1. More challenges 	<ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> - More interventions necessary - More money and staff
4. Higher population due to sewer/water within 5 years (1,000 houses)	<ol style="list-style-type: none"> 1. Increased enrollment 2. Increased tax base 3. More competitive schools/activities 	<ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> - Diversity? - Space problems? - More costs - Need for more programs 2. <ul style="list-style-type: none"> - More money - More input from taxpayers 3. <ul style="list-style-type: none"> - Perceptions improve - Retain more percentage of students
5. Lots of retirements	<ol style="list-style-type: none"> 1. Replace teachers 2. New ideas 	<ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> - Lose experienced staff - Gain ideas 2. <ul style="list-style-type: none"> - Same

CRITIQUE OF WATTSBURG AREA SCHOOL DISTRICT AND ITS COMPETITORS

A careful analysis of competition is quite often the most productive way of analyzing the planning organization. Dominant characteristics are both contrasted and compared in order to determine the competition's points of vulnerability.

Home School	More one-on-one Hands-on Know what child is learning Controlled environment Protecting Religion Some disenchanted with WASD
Private School	Teach religion Methodology Prestige Academics Discipline
Other Public Schools	Academics not offered by WASD Athletics Separated
Parochial	Teach religion Methodology Prestige Academics Discipline
Cyber School	Fewer rules Flexible hours Less stringent Flexible program
G.E.D.	
Jobs	
Tech School	
Internet	
Higher Education	

Greatest Opportunity (by consensus)

Promote district's strengths and accomplishments

Greatest Threat (by consensus)

Escalating costs and limited resources