
Pennsylvania Department of Education



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

Academic Standards and Assessment Report **Monday, June 09, 2008**

Entity: Sayre Area SD
Address: Intersection of State Rte 1056 and 1067
Sayre, PA 18840
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Organization Description

District Information

The Sayre Area School District is comprised of Sayre Borough, South Waverly Borough and Litchfield Township. The district is located on the Pennsylvania — New York State border midway between Towanda, Pennsylvania and Elmira, New York. It is generally considered to be an industrial-business area within a rural county.

Originally inhabited by Connecticut Yankees, the area retains much of the New England flavor. Architecture varies from colonial to modern. Homes are available in all settings — somewhat urban, suburban and rural. Within the area are churches of many denominations, which offer various religious activities. The schools provide a focal point for community activity and recreation. Situated near the Finger Lakes region of New York and the scenic Endless Mountains of northeastern Pennsylvania, the Sayre area offers innumerable opportunities for recreation, family relaxation and travel.

Guthrie Healthcare System, which combines Robert Packer Hospital and Guthrie Clinic Ltd. into a single medical facility, is one of the most renowned medical facilities in the Continental United States.

More than 150 persons are employed by the district with two thirds of them being professional staff members. The district budget is approximately \$14,000,000 based on real estate taxes, wage tax, and an occupation tax. The estimated market value of the district is about \$247,000,000.

Some 7,888 persons reside in the district and two elementary buildings and one junior-senior high school serve approximately 1200 pupils.

Elementary

Litchfield Township (K-4)

Constructed: 1967

Enrollment: 95

The Litchfield Elementary building is a traditional architectural configuration with emphasis on both group and individualized instruction.

H. Austin Snyder (K-6)

Constructed: 1973

Enrollment: 557

The Snyder Elementary facility represents a cooperative teaching concept in open space classrooms.

The Sayre Area School District offers Title I services in both of its elementary schools. An early childhood program is offered at the K-4 program and targeted assistance is offered for grades Kindergarten to grade 5 in reading and language arts.

Secondary

Junior-Senior High School (7-12)

Constructed: 1928 Remodeled: 1970

Enrollment: 555

The Junior-Senior High School is administered by a full-time Principal and Assistant Principal.

High school students who wish to take vocational training may enroll in the Northern Tier Career Center which is located in North Towanda. The Career Center offers a variety of training

programs which focus on job readiness and training. Their programs include auto body, auto mechanics, building construction, cosmetology, health assistant, medical office assistant and precision machining. The Center also offers a highly reputable LPN program as well as some other evening adult courses.

The central office staff includes the Superintendent, School Psychologist, Business Manager and various secretaries/clerks.

Sayre Jr.-Sr. High School

Sayre Area School District and Sayre Area High School have a rich history. The present high school building was erected in 1928 and 1929 with additions and remodeling completed in the late 1960s and early 1970s. The community gave its swimming pool to the Sayre Area School District in 1951. The first high school building was actually constructed in 1891 and 1892 and renovated with an annex in 1897. It was a recreation center and later became a 4-6 Elementary School.

Although Sayre Area High School is steeped in tradition as the architecture of its building indicates, the exterior quality of its facilities and the instruction that are and have been provided inside its walls are always state-of-the-art and uncommonly innovative. In fact, even the method of financing the construction of the present high school was so unusual at the time that it needed to receive court approval.

As you might expect from the above, Sayre Area High School features education that is a blend of the traditional secondary program and cutting edge instructional practices. Sayre High School is a small 7-12 high school which operates much like an extended family for its students and focuses on both academic and social development.

Graduates of Sayre Area High School are expected to successfully complete 24-1/4 credits of study and a senior project. These 24-1/4 credits must include the following:

English - 4 credits
Social Studies - 4 credits
Mathematics - 3 credits
Science - 4 credits
Health and Physical Education - 2-1/2 credits
Driver Education - 1/4 credits
Arts and Humanities - 2 credits
Electives - 4 credits
Microsoft Office - 1/2 credits

Technology is a critical part of secondary education and is provided through six computer labs and a computer in each classroom for teacher use. A student grade report and lesson program is maintained for parent electronic access to their child (ren)'s school work and academic progress. In addition, Sayre Area High School incorporates a tutorial period in its schedule to assist struggling students and transports them home on a separate bus run.

In addition to the standard honors, college preparatory, and general programs, Sayre Area High School offers accelerated college education (ACE) courses and advance placement (AP) courses as well as a vocational-technical curriculum. Students can receive college credit for ACE and AP courses. For students interested in engineering, Sayre Area High School offers a pre-engineering and engineering technology program jointly with a neighboring school district. A limited business education program is also offered, and students may mix and match courses to their needs as long as they meet the graduation requirements specified above. Because Sayre Area High

School is a small secondary school, students can easily become involved in multiple co-curricular and extra-curricular activities at all grade levels (7-12).

H. Austin Snyder Elementary

H. Austin Snyder Elementary School is the creation of its namesake, the beloved former Superintendent, H. Austin Snyder, who served Sayre Area School District from 1946 to 1976. The building was constructed in 1973 to consolidate the numerous small elementary schools within Sayre and to provide the most flexible classroom environment for implementing a variety of effective instructional techniques used at the time and those yet to be discovered. H. Austin Snyder is a flexible or open space school with grade level pods arranged around a central library/media center. Each pod supports four classes at the same grade level except for kindergarten and the pre-kindergarten Ready 4 classes. Kindergarten is divided into two pods with two classes in each pod and the Ready 4 class is self-contained in its own classroom.

Approximately 557 students are enrolled in a complete all-day kindergarten through sixth grade (K-6) program. The Ready 4 program is federally funded and services a number of our district's four year olds based needs.

Programs in art, music, physical education, learning support, enrichment, library, speech, computers, Title 1 Reading, and an after-school tutorial session are provided in addition to our general academic program. H. Austin Snyder Elementary School also contains an outdoor environmental center constructed by students, staff, and volunteers.

H. Austin Snyder Elementary School is a close-knit, family-oriented school known for its positive, friendly atmosphere and the caring concern of the faculty and staff. Teachers welcome parent participation and encourage parents to keep the lines of communication open at all times in order to promote a positive working relationship between home and the school. The parents of the community are actively involved in supporting their children through a classroom volunteer program and through the Parent Teacher Group. Together, the students, parents, and staff of the H. Austin Snyder Elementary School work as a team to maximize wholesome development and success which is supported by its flexible space design.

H. Austin Snyder Elementary School has been touted by valley residents as one of the bright jewels of Sayre Area School District where the goal of a sound mind in a sound body is met with a healthy dose of learning can be fun. In addition, H. Austin Snyder Elementary School has served the valley for many years as a community resource with its winter walking program and its David Port Community Room. Nonetheless, H. Austin Snyder is secured electronically before, during, and after school hours.

The School Bell Memorial at H. Austin Snyder Elementary School was dedicated on June 29, 1991 to remember the various elementary schools which contribute to H. Austin Snyder Elementary School. (Courtesy of Carl Shay)

Litchfield Elementary

Litchfield Elementary is a small rural school in Litchfield Township. It is located in Bradford County, Pennsylvania, south of the New York border, and across the Susquehanna River from the borough of Sayre. The school is situated on about 100 acres of former farmland with a wooded area that became the Satterlee Creek Environmental Center in 1998.

Originally, Litchfield had a number of one-room schools located throughout the township. In 1926, they were closed and consolidated into one school built in Litchfield Center. This school was for children in grades 1-8. By 1967, the township had become a part of the Sayre Area School District. A new school was built in the township on the Cotton Hollow Road near the intersection with Hill Road. It is a one-story, red brick building with K-6 classrooms, cafeteria/gym, library,

health room and office. In 1986, the administration moved grades 5 & 6 to the Snyder Elementary School on Keystone Avenue in Sayre. Children from Litchfield Township, along with some children from Sayre Borough, continue to be taught in the K-4 self-contained classrooms.

Approximately 95 students are enrolled in a complete all-day kindergarten through fourth grade (K-4) program. The educational opportunities at Litchfield mirror those at the Snyder School. Both have special classes of Art, Library, Music, Physical Education, and a computer lab. Speech and Enrichment classes are provided for children with needs as well as an after-school tutorial program. A breakfast and lunch program is also offered at the elementary schools.

Students and teachers value the academic environment provided by the Sayre Elementary Schools. Litchfield students have two outdoor recesses a day on a large playground. There are a number of pieces of playground equipment, plus large fields for baseball, kickball, and just plain fun. In the winter, the small hill next to the school is used for sledding. The parents of the community are actively involved in supporting their children through a classroom volunteer program and through the Parent Teacher Group. The students may also participate in the school district elementary recreation program which includes cheering, soccer, volleyball, basketball, wrestling, softball, punt-pass-kick as well as many clubs. The elementary recreation program utilizes the facilities at the H. Austin Snyder School.

Litchfield School takes pride in creating a memorable learning experience for all students.

Core Purpose

Mission

(One of these statements will be chosen for our mission statement.)

1. Building a foundation of excellence, one student at a time.
2. Inspiring today's learners for tomorrow's challenges.
3. Educating today's student for tomorrow's world.

Vision

Working collaboratively, we inspire a passion for learning, a commitment to excellence, and a respect for individuals as we prepare our students to face ever-changing global demands.

OUR:

- schools are student-centered, research and data driven, and future focused.
- challenges and successes are used as a catalyst for future growth, improvement and change.
- schools focus on all students.
- district utilizes state of the art technology.
- curriculum, instruction, and assessment are continually evolving to ensure alignment with academic standards.
- schools use best instructional and assessment practices.
- district provides schools and resources that support proper programming, pre-K through adult.

- schools, parents, and community work together to provide well rounded educational opportunities.

Shared Values

The following shared values are built around the concept that all students can reach proficiency with support.

- The District is committed to providing a safe and respectful environment for all.
- All staff will work cooperatively with parents, students and community in a combined effort to increase and support student learning.
- Differentiated instruction will be based on on-going assessment data and the application of research-based instructional strategies to meet the needs of every learner.
- District decisions will be based on student performance data to ensure that students demonstrate their highest levels of proficiency.
- All students bring diverse backgrounds requiring differentiated approaches to teaching and learning.
- Classroom instruction must be engaging, purposeful, and relevant.
- Effective educators employ best practices and nurture a culture conducive to student learning and continuous professional growth.
- Education is enhanced when there is collaboration, open communication, and shared responsibility among stakeholders; students, parents, faculty, staff, administrators, school board, and community members.

Goals

Goal: Communications

Description: To continue to increase communications/responsiveness/sensitivity in all aspects of district operations

Goal: Curriculum, Instruction, Assessment, and Reporting

Description: By 2013 the Sayre Area School District will meet or exceed the AYP required proficiency levels as set by PDE and NCLB in all curricular areas.

Goal: Four Year Graduation Rate (for districts and schools that graduate seniors)

Description: The Sayre Area School District's Graduation Rate will meet the 80% threshold set by NCLB and/or show growth.

Goal: Mathematics

Description: By the year 2013 the Sayre Area School District will meet or exceed the AYP required proficiency levels as set by PDE and NCLB.

Goal: Parent and Community Relations

Description: The Sayre Area School District's community relations mission is to create and nurture a quality, working, school-parent-community partnership that encompasses: communication, accessibility, participation, pride.

Goal: Pupil Personnel

Description: Increase student attendance

Goal: Reading

Description: By 2013 the Sayre Area School District will meet or exceed the AYP required proficiency levels as set by PDE and NCLB.

Goal: Science

Description: By 2013 the Sayre Area School District will meet or exceed the required proficiency levels as measured by state and local assessments.

Goal: Writing

Description: By 2013 the Sayre Area School District will meet or exceed the required proficiency levels as measured by state and local assessments.

Academic Standards

The Sayre Area School District will comply with Section 4.12 of 22 Pa. Code by providing instruction that is standards-based for student achievement including the following areas:

Reading, Writing, Speaking and Listening: Students will become proficient in reading, writing, speaking and listening, understanding, interpreting, analyzing, and synthesizing information as set forth in the Pennsylvania Academic Standards.

Mathematics: Students shall become proficient in the use of varied mathematical processes and applications to solve challenging problems and to create new ways of understanding information as set forth in the Pennsylvania Academic Standards.

Science and Technology: Students shall become proficient in applying the processes of analysis, synthesis, and evaluation to the solutions of challenging scientific problems and in the application and understanding of technology in society as set forth in the Pennsylvania Academic Standards.

Environment and Ecology: Students shall understand the environment and the student's ecological relationship with it in order to recognize the importance of the quality of life in a healthy and balanced environment as set forth by the Pennsylvania Academic Standards.

Citizenship: Students shall understand local, state and United States history, geography, economics, and systems of government and their relationship to the history, geography, economics, and systems of government of other countries in the world and shall acquire and have opportunities to practice, in the school and the community, the skills necessary for active participation in civic life, as set forth by the Pennsylvania Academic Standards for Civics and Government, Economics, Geography, and History.

Arts and Humanities: Students shall understand and appreciate the breadth of human accomplishment through the arts and humanities and shall have opportunities to practice creativity of thought and action and to demonstrate talent in the arts as set forth by the Pennsylvania Academic Standards.

Career Education and Work: Students shall explore varied career options and develop the skills and work habits needed to be a productive, contributing member of society and the understanding that lifelong learning is necessary to maintain those behaviors, skills and attitudes as set forth by the Pennsylvania Academic Standards.

Family and Consumer Sciences: Students shall understand and apply principles of money management, consumer behavior and child health to provide for personal and family needs as set forth by the Pennsylvania Academic Standards.

Health, Safety, and Physical Education: Students shall acquire and use the knowledge and skills necessary to promote individual and family health, wellness, and safety as set forth by the Pennsylvania Academic Standards.

Graduation Requirements

The Sayre Area School District requires a minimum of 24 credits for graduation. The following credits are required by the State of Pennsylvania and Sayre Area High School:

English	4	credits
Social Studies	4	credits
Mathematics	3	credits
Science	4	credits
Physical Education	2	credits
Health	.5	credits
Driver Education	.25	credits
SAT/ACT or PSSA Prep.	.25	credits
MS Office	.5	credits
Electives	5.5	credits

Total Credits Required 24

All students must carry a minimum of 6.5 credits per year. Any exceptions must be approved by the Principal.

To be promoted to the next grade, students must have successfully completed the following number of credits each year:

9th grade	-	6 credits
10th grade	-	12 credits
11th grade	-	18 credits
12th grade	-	24 credits

In addition, a graduation project must be completed during the senior year.

All courses must be successfully completed to receive credit. A course may be dropped during the add/drop period at the beginning of the school year but after that time only for unusual circumstances with the approval of the Principal. Any course dropped after the add/drop deadline will be designated with a WP (withdrew passing) or WF (withdrew failing) designation. No credit will be given for the course and the designation will be recorded on the student's permanent record.

GRADING SYSTEM

The grading system for all Sayre High School students is as follows:

A	93	-	100%
B	85	-	92%
C	77	-	84%
D	70	-	76%
F	Below		70%

Honor Roll: At the conclusion of each nine week grading period, grades are converted to a grade point value using a weighted 4.0 scale and students are recognized using the following criteria:

Principal's Honor Roll - grades or incompletes,	weighted average equal to or above 3.72 with no failing
Honor Roll - failing grades or incompletes,	weighted average equal to 3.52 but less than 3.72 with no
Honorable Mention - failing grades or incompletes.	weighted average equal to 3.4 but less than 3.52 with no

All planned courses with percentage grades will be included for honor roll.

Strategic Planning Process

The Sayre Area School District has incorporated the following stages into their Strategic Planning process:

- Assess or Determine Readiness to Begin Process
- Collect, Sort and Select Data
- Build and Analyze the District Profile
- Set Goals
- Study and Select Research-based Practices
- Craft Action Plans
- Implement and Monitor Plan
- Evaluate Plan's Impact on Student Achievement

These particular stages were used to develop each section of our Strategic Plan that includes Chapter 4, Technology, Professional Education, Special Education, and Teacher Induction. Committees comprised of various stakeholders developed the Strategic Planning process as outlined by the Pennsylvania Department of Education over an eight month period that began in the Fall of 2007. The stakeholders included the following individuals:

- Teachers
- Department Chairs
- Community Members
- Board Members
- Local Business Representatives
- Parents
- Administrators
- Staff Members
- Students

The initial work by each committee was completed in (to be filled in) and submitted to our Chapter 4 Strategic Plan Oversight Committee for review, refinement and submission to the eStrategic Plan Tool.

The Sayre Area School District Strategic Plan was available for public review either in person at the district's Administration Office or online via the district's web site. On (to be filled in), the Board of School Directors will vote to approve the Strategic Plan.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Eric Knolles	High School	Regular Education Teacher	Elected by Peers
Dean Hosterman	Superintendent	Administrator	Elected by Peers/Board of School Directors
Debra Moore	School Psychologist	Ed Specialist - School Psychologist	Elected by Ed. Specialists
Karen Rockwell	Parent	Parent	Elected by Peers
Mary Cole	High School	Regular Education Teacher	Elected by Peers
Michelle Murrelle	Elementary School Administrator	Administrator	Elected by Peers
Paul Stropko	Elementary School	Special Education Teacher	Elected by Peers
Samuel Cessna	Secondary School Administrator	Administrator	Elected by Peers
Shirley Allis	High School	Special Education Teacher	Elected by Peers
Sue Hawthorne	Community Member	Other	District
Rick Rava	Director of Technology	Administrator	District

Goals, Strategies and Activities

Goal: Communications

Description: To continue to increase communications/responsiveness/sensitivity in all aspects of district operations

Strategy: Communicate Strategic Plan

Description: Communicate the goals, strategies, and action plans for the 2009-2014 Strategic Plan to ensure the successful implementation of the plan.

Activities:

Activity	Description	
Administrative Team Strategic Plan Implementation Discussions	Schedule monthly meetings of the district's administrative team to discuss implementation of the 2009-2014 Strategic Plan.	
Person Responsible	Timeline for Implementation	Resources
Dean Hosterman	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Building Level Strategic Plan Implementation Discussions	During building level faculty meetings the Strategic Plan is an ongoing agenda item.	
Person Responsible	Timeline for Implementation	Resources
Dean Hosterman	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Departmental and Grade Level Strategic Plan Implementation	Ongoing discussions during scheduled departmental and grade level meetings pertaining to the 2008-2014 Strategic Plan.	
Person Responsible	Timeline for Implementation	Resources
Dean Hosterman	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Strategic Plan on District Website, Opening Day, and School Board Updates	1. Strategic plan documents placed on the district website. 2. An overview of the Strategic Plan goals will be presented during opening day events to all district employees in order to ensure the successful implementation of the Strategic Plan goals. 3. Place "Strategic Plan" as a monthly agenda item for School Board of Directors meetings.	
Person Responsible	Timeline for Implementation	Resources
Dean Hosterman	Start: N/A Finish: N/A	\$0.00

Strategy: Parent Communications

Description: Promote and establish ongoing communications between the school district and parents.

Activities:

Activity	Description	
District Portal for Parent Access (Edline)	The District Technology Committee will explore options for improving parent communication through technology (i.e. Edline) Explore options for improving the portal on the district website so that parents can access information about their children (assignments, discipline records, etc.)	
Person Responsible	Timeline for Implementation	Resources
Dean Hosterman	Start: N/A Finish: N/A	\$0.00

Activity	Description	
ParentLink	The District Technology Committee will explore options for improving parent communication through technology and the use of ParentLink. ParentLink has been setup and went live on March 5, 2008.	
Person Responsible	Timeline for Implementation	Resources
Dean Hosterman	Start: N/A Finish: N/A	\$20,400.00

Strategy: Promote and Market District

Description: Promote and market the district by providing an up-to-date calendar using multi-media sources (i.e. on-line, local radio and television stations, newspaper, Schedule Star, Parent Link) and collaboration with the district's community relation committee and PTG.

Activities:

Activity	Description	
District Events Calendar	Develop and maintain a District Information/Announcements/Calendar of Events through collaboration between the Technology Department, WebMaster, Athletic director, Schedule Star Referencing, Director of Building and Grounds, and Building Principals.	
Person Responsible	Timeline for Implementation	Resources
Dean Hosterman	Start: N/A Finish: N/A	\$6,000.00

Activity	Description	
Promote District to Public	Initiate the help of all district personnel in the promotion and marketing of the district and district programs by providing information on the importance of promoting and marketing the district.	
Person Responsible	Timeline for Implementation	Resources
Dean Hosterman	Start: N/A Finish: N/A	\$0.00

Goal: Curriculum, Instruction, Assessment, and Reporting

Description: By 2013 the Sayre Area School District will meet or exceed the AYP required proficiency levels as set by PDE and NCLB in all curricular areas.

Strategy: Alternative Education Opportunities

Description: Identify and develop a range of educational options pre-k through grade 12.

Activities:

Activity	Description	
Dual Enrollment Opportunities	Provide opportunities for students seeking dual enrollment at the High School level (i.e. college courses, inclusion of home school students as requested).	
Person Responsible	Timeline for Implementation	Resources
Dean Hosterman	Start: N/A Finish: N/A	\$0.00

Activity	Description
Expand Alternative Education Options	Establish a committee to explore a plan to expand Alternative Education programs in the District at all levels (including on-line

Available to the District	learning, distance learning, cyber charter school -VLINC, etc.)	
Person Responsible	Timeline for Implementation	Resources
Dean Hosterman	Start: N/A Finish: N/A	\$0.00

Strategy: Curriculum Alignment

Description: Build and implement standards-aligned Pre k - 12 curricula. Develop a system of local assessment to determine which individual students are attaining proficiency in the academic standards in all content areas and at each grade level. Provide assistance for non-proficient students and enriched learning experiences for those demonstrating proficiency.

Activities:

Activity	Description	
Curriculum Alignment Initiative	Map the current curriculum in order to examine the degree to which it aligns to state and national standards and the consistency across grade levels/courses and between grade levels (eliminate redundancies and gaps). In each content area, establish core content and skills (what students should know and be able to do).	
Person Responsible	Timeline for Implementation	Resources
Dean Hosterman	Start: N/A Finish: N/A	\$0.00

Strategy: Data

Description: Utilize data and research to assess and evaluate student performance to improve overall student achievement.

Activities:

Activity	Description	
Data Analysis Teams	Explore the development and implementation of a structure for operation of district, building, team, department, and grade level data analysis teams.	
Person Responsible	Timeline for Implementation	Resources
Dean Hosterman	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Student Data Management System	Continuously monitor both local and state assessment results to determine targets for improvement of student achievement of the academic standards.	
Person Responsible	Timeline for Implementation	Resources
Dean Hosterman	Start: N/A Finish: N/A	\$0.00

Strategy: Effective and Engaging Instruction

Description: Provide effective and engaging instruction that utilizes "best practices" and the integration of instructional technology.

Activities:

Activity	Description	
Increase Instructional Time	1. Continue to monitor, analyze, and revise the current use of time in the district: instructional time, building schedules, district calendar, teaching schedules, field trip schedules, etc. and to suggest recommendations for increasing instructional time. 2. Provide non-proficient students with extended instructional time through an after school tutorial program, summer school at the secondary level and EYS for qualifying students.	
Person Responsible	Timeline for Implementation	Resources
Dean Hosterman	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Instructional Materials	1. Update inventories of district purchased instructional materials/resources in current use throughout the district. 2. Identify material/resources that are "standard" across the district.	
Person Responsible	Timeline for Implementation	Resources
Dean Hosterman	Start: N/A Finish: N/A	\$6,000.00

Activity	Description	
Research Based "Best Practices"	Continued implementation of "Best Practices" across the curriculum in pre-k - grade 12.	
Person Responsible	Timeline for Implementation	Resources
Dean Hosterman	Start: N/A Finish: N/A	\$0.00

Strategy: Student and Parent Involvement

Description: Increase student accountability and engagement in their educational program. Increase parent involvement in their children's education.

Activities:

Activity	Description	
Educate Parents with Regards to District and State Expectations	Educate parents with regards to state, district, and building expectations.	
Person Responsible	Timeline for Implementation	Resources
Dean Hosterman	Start: N/A Finish: N/A	\$18,000.00

Activity	Description	
Parent Access to Instructional Materials	Provide parents with access to instructional materials to support their children's learning.	
Person Responsible	Timeline for Implementation	Resources
Dean Hosterman	Start: N/A Finish: N/A	\$0.00

Strategy: Systems Alignment

Description: Develop systems to support a standards-aligned instructional system.

Activities:

Activity	Description	
Curriculum Leadership Structure	Examine current curriculum leadership structure and update, if needed, in order to maintain a systematic process for developing a standards-aligned system.	
Person Responsible	Timeline for Implementation	Resources
Dean Hosterman	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Curriculum Renewal Process	Review, revise, and modify district curriculum to address those academic standards appropriate to the curriculum.	
Person Responsible	Timeline for Implementation	Resources
Dean Hosterman	Start: N/A Finish: N/A	\$0.00

Goal: Four Year Graduation Rate (for districts and schools that graduate seniors)

Description: The Sayre Area School District's Graduation Rate will meet the 80% threshold set by NCLB and/or show growth.

Strategy: Blended Schools

Description: Students may be enrolled part or full time through Blended Schools or may work on credit recovery of failed courses in order to remain in high school and to complete high school requirements.

Activities:

Activity	Description	
Enrollment	Qualifying students may be evaluated to determine the need for enrollment into the Blended Schools Program. An individualized student plan will be developed and monitored. The goal is to keep students in high school by using a nontraditional method which doesn't require regular school attendance but rather the attainment of goals and completion of high school coursework.	
Person	Timeline for Implementation	Resources

Responsible		
Dean Hosterman	Start: N/A Finish: N/A	\$0.00

Strategy: College/Career Education

Description: Students will be given opportunities to research and experience college/career options.

Activities:

Activity	Description	
College Visitation	All 11 grade students will visit Mansfield University to explore possible courses of study.	
Person Responsible	Timeline for Implementation	Resources
Dean Hosterman	Start: N/A Finish: N/A	\$3,000.00

Activity	Description	
Research Career Opportunities	Guidance Counselors and School Officials will be available for all students to aid in the development of a career plan.	
Person Responsible	Timeline for Implementation	Resources
Dean Hosterman	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Scheduled Visits from Institutions of Higher Education, Vocational, Science and Technology Centers and Military Representatives	Individuals come to the Sayre Area School District on a regular basis to discuss programs, financial aid, and entrance requirements.	
Person Responsible	Timeline for Implementation	Resources
Dean Hosterman	Start: N/A Finish: N/A	\$0.00

Goal: Mathematics

Description: By the year 2013 the Sayre Area School District will meet or exceed the AYP required proficiency levels as set by PDE and NCLB.

Strategy: Assessment of Math Data, Adaptation of Instruction and Progress Monitoring in All Grades

Description: A team will continue to analyze Math data for every grade from 3 through 12 using the PSSA and local standardized assessment/test. The team will complete a data review and set Math goals for grades from 3 through 12. This plan will be part of the first and second years of the Strategic Plan.

Activities:

Activity	Description	
Administrative leadership role in analyzing student achievement data in Math	The Inspired Leader Program	
Person Responsible	Timeline for Implementation	Resources
Dean Hosterman	Start: 4/16/2008 Finish: N/A	\$100.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
5	6	5
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Intermediate Unit #17	<ul style="list-style-type: none"> • Intermediate Unit 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>The administrators will learn how to analyze data to improve student achievement on PSSA tests. The team will learn to create a plan for sharing the district and building level data with others and will build an annual district-wide data analysis plan tailored to individual district needs.</p>	<p>The course objective is to help administrative teams to development structures to support ongoing analysis of grade/content specific data directly impacting classroom instruction.</p>	<p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. • Instructs the leader in <u>managing resources</u> for effective results.
Educator Groups Which Will Participate in this Activity		
Role		Subject Area

<ul style="list-style-type: none"> Principals / asst. principals 		<ul style="list-style-type: none"> Reading, Writing, Speaking & Listening Mathematics
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers 	<ul style="list-style-type: none"> Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of written reports summarizing instructional activity 	

Activity	Description	
Data Retreat for District Administrators	The administrative team comprised of 5 staff will attend a two day data retreat to learn effective practices of data analysis which will lead to improved student achievement in Math	
Person Responsible	Timeline for Implementation	Resources
Dean Hosterman	Start: 4/16/2008 Finish: N/A	\$100.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4	2	5
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Intermediate Unit #17 and PDE	<ul style="list-style-type: none"> Intermediate Unit 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
The administrators will learn how to analyze data to improve student achievement on PSSA tests. The team will learn to create a plan for sharing the district and building level data with others and will build an annual district-wide data analysis plan tailored to individual district needs.	The course intends to help administrative teams to develop structures to support ongoing analysis of grade/content specific data directly impacting classroom instructions.	<i>For school and district administrators, and other educators seeking leadership roles:</i> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments,

		<p>curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <ul style="list-style-type: none"> • Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. • Instructs the leader in <u>managing resources</u> for effective results.
Educator Groups Which Will Participate in this Activity		
Role		Subject Area
<ul style="list-style-type: none"> • Principals / asst. principals • Superintendent / asst. superintendents 		<ul style="list-style-type: none"> • Mathematics
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data 	

Strategy: Curriculum Alignment

Description: Review, revise, and modify district mathematics curriculum that: is aligned to PA Academic Mathematics Standards and Assessment Anchors, includes formative and summative

assessments, includes effective instructional strategies, and includes aligned resources and materials.

Activities:

Activity	Description	
Curriculum Alignment Initiative	Use district in-services to map, analyze, and revise as necessary the current mathematics curriculum to determine the degree to which it aligns to state standards and assessment anchors and its consistency across grade levels/courses. Identify content and skills (what students should know and be able to do) and eliminate gaps and redundancies in course content.	
Person Responsible	Timeline for Implementation	Resources
Dean Hosterman	Start: N/A Finish: N/A	\$0.00

Activity	Description	
State Standards and Assessment Anchors	1. Compare local and state assessment results to expectation levels/standards set by the state for NCLB and AYP. 2. Continuously monitor both local and state assessment results to determine targets for improvement of student achievement (students in need of mathematics interventions and enrichment) of the academic standards.	
Person Responsible	Timeline for Implementation	Resources
Dean Hosterman	Start: N/A Finish: N/A	\$0.00

Strategy: Engaging and Effective Mathematics Instruction

Description: Provide engaging and effective mathematics instruction based on research based “best practices” and instructional technology integration.

Activities:

Activity	Description	
Course Sequencing	Analyze current mathematics course sequence and recommend changes if needed.	
Person Responsible	Timeline for Implementation	Resources
Dean Hosterman	Start: N/A Finish: N/A	\$0.00

Strategy: Meeting the Needs of Diverse Learners

Description: Promote continuous growth and achievement in mathematics by providing additional remediation opportunities for non-proficient students and to provide enrichment for those demonstrating levels of proficiency.

Activities:

Activity	Description
Blended	Investigate research based and proven program and practice alternatives which

Services	improve student achievement of standards for target groups.	
Person Responsible	Timeline for Implementation	Resources
Dean Hosterman	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Extended Instructional Time	Increase the availability of summer and after school learning experiences.	
Person Responsible	Timeline for Implementation	Resources
Dean Hosterman	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Remediation Services	1. Modify district curriculum programs and practices as needed to improve student achievement of the academic standards and to meet the requirements of NCLB. 2. Explore the use of remedial courses for students in grades 4-12 who do not score at levels of proficiency on PSSA mathematics assessments.	
Person Responsible	Timeline for Implementation	Resources
Dean Hosterman	Start: N/A Finish: N/A	\$0.00

Strategy: Remedial Instruction in Math

Description: Students will be provided with remedial opportunities to improve their Math scores to proficient or advanced on the PSSA

Activities:

Activity	Description	
Advanced college level coursework will be approved in specific areas that will affect student achievement in Math	Coursework at higher educational institutions will be approved for reimbursement in the following specific areas: meeting the diversified needs of learners, skills that promote high quality instruction based on the goals outlined in Chapter 4, data analysis, enhancement of content in the area of certification or math, how to access and use data, parents as community partners, curriculum alignment with the PA standards, building literacy or math specific content and other courses in areas specifically noted in the PDE Act 48 Guidelines.	
Person Responsible	Timeline for Implementation	Resources
Dean Hosterman	Start: 4/16/2008 Finish: N/A	\$0.00

Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
36	15	25
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Elmira College, Lock Haven University, Mansfield University, Penn State University, Wilkes University and any other higher education institutions that offer courses outlined in this section. They will all require approval of the superintendent.	<ul style="list-style-type: none"> College 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
The skills as outlined as allowable professional development activities and courses in the Act 48 Guidelines.	Research indicates that high quality education requires quality teachers and teaching skills in all classrooms.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that

		<p>assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <ul style="list-style-type: none"> • Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. • Instructs the leader in <u>managing resources</u> for effective results.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Mathematics
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring • Journaling and reflecting 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of participant lesson plans • Review of written reports summarizing instructional activity 	

Goal: Parent and Community Relations

Description: The Sayre Area School District's community relations mission is to create and nurture a quality, working, school-parent-community partnership that encompasses: communication, accessibility, participation, pride.

Strategy: Community and Business Involvement

Description: Establish new and strengthen existing business and community relationships by engaging in consistent communication and the continued development of collaborative partnerships.

Activities:

Activity	Description	
Community and Business Involvement in Schools	Increase Business and Community involvement in our District and Schools. 1. Invitation to District and School Events 2. Maintain a school volunteer program for community members 3. Expand community education opportunities 4. Offer and expand opportunities for community members to utilize District and School facilities (indoor walking program, water aerobics, environmental center, Open Forest) 5. Recognize all community and business participant members (certificates of appreciation, Redskin Spotlight Award, appreciation dinner).	
Person Responsible	Timeline for Implementation	Resources
Dean Hosterman	Start: N/A Finish: N/A	\$0.00

Activity	Description	
District, School, Student Involvement in Area Businesses	1. Provide support for students to participate in local field trips to area businesses. 2. Explore the development of listing ways businesses can support education programs based on academic standards.	
Person Responsible	Timeline for Implementation	Resources
Dean Hosterman	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Establish New Community and Business Partnerships	Continue to expand District/Business Partnerships and collaboratives.	
Person Responsible	Timeline for Implementation	Resources
Dean Hosterman	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Foster Existing Community and Business Partnerships	1. Identify existing District/Community partnerships. 2. Publish District/Community partnerships on District Website.	
Person Responsible	Timeline for Implementation	Resources
Dean Hosterman	Start: N/A Finish: N/A	\$0.00

Strategy: Parent Involvement

Description: Strengthen and maintain parental relationships through consistent communication and the encouragement of active engagement in the educational process.

Activities:

Activity	Description	
Increase Parent Participation Opportunities	Hold a variety of district and building functions so parents have opportunities to participate.	
Person Responsible	Timeline for Implementation	Resources
Dean Hosterman	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Parent Handbook	Update the parent handbook for each level and make recommendations for improvement.	
Person Responsible	Timeline for Implementation	Resources
Dean Hosterman	Start: N/A Finish: N/A	\$6,000.00

Strategy: Volunteer Program

Description: Maintain and/or increase the number of parent and community volunteers in the district.

Activities:

Activity	Description	
Parent and Community Volunteers	Ask district parent groups to promote the District's volunteer program, and recognize parent and community volunteers on a yearly basis.	
Person Responsible	Timeline for Implementation	Resources
Dean Hosterman	Start: N/A Finish: N/A	\$6,000.00

Activity	Description
Volunteer Policies	Examine and update current volunteer policies and practices to encourage participation in the volunteer program.

Person Responsible	Timeline for Implementation	Resources
Dean Hosterman	Start: N/A Finish: N/A	\$0.00

Goal: Pupil Personnel

Description: Increase student attendance

Strategy: Educate Parents

Description: Continue current practices of educating parents on attendance policy.

Activities:

Activity	Description	
Communication	Update and inform parents of student attendance and policy through a variety of media: phone calls, Edline, student handbook, newsletters, newspapers, district website.	
Person Responsible	Timeline for Implementation	Resources
Dean Hosterman	Start: N/A Finish: N/A	\$0.00

Strategy: Student Attendance

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

Activities:

Activity	Description	
Wellness Activities	Student wellness activities promote increased attendance of students in school. Ongoing inservice will be offered to faculty and support staff to promote healthy lifestyle and increased exercise among students to combat childhood obesity and promote better attendance as well as academic performance. Student lifestyle, academic performance and attendance are all related.	
Person Responsible	Timeline for Implementation	Resources
Dean Hosterman	Start: 4/16/2008 Finish: N/A	\$2,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2	1	100
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Sayre Area School District	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
To reinforce the Sayre Area	Healthy students perform	<i>For classroom teachers, school</i>

<p>School District Wellness Policy, the Wellness Committee will promote the following:</p> <ul style="list-style-type: none"> - increase in school attendance rate at all levels - increase in physical activity among student population - increase healthy lifestyle choices - combat student obesity 	<p>better academically and behaviorally.</p>	<p><i>counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Instructs the leader in <u>managing resources</u> for effective results.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Health, Safety and Physical Education • Family and Consumer Sciences
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> • Creating lessons to meet varied student learning styles • Lesson modeling with mentoring • Journaling and reflecting 	<ul style="list-style-type: none"> • Attendance Data (Data is readily available at the end of each year) • Student Obesity Rate (Data is readily available each year through the school health offices) 	

Goal: Reading

Description: By 2013 the Sayre Area School District will meet or exceed the AYP required proficiency levels as set by PDE and NCLB.

Strategy: Curriculum Alignment

Description: Review, revise, and modify district reading curriculum that: is aligned to PA Academic Reading Standards and Assessment Anchors, includes formative and summative assessments, includes effective instructional strategies, and includes aligned resources and materials.

Activities:

Activity	Description
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Curriculum Alignment Initiative	Use district in-services to map, analyze, and revise the current reading curriculum to determine the degree to which it aligns to state standards and assessment anchors and its consistency across grade levels/courses. Identify content and skills (what students should know and be able to do) and eliminate gaps and redundancies in course content.	
Person Responsible	Timeline for Implementation	Resources
Dean Hosterman	Start: N/A Finish: N/A	\$0.00

Activity	Description	
State Standards and Assessment Anchors	1. Compare local and state assessment results to expectation levels/standards set by the state for NCLB and AYP. 2. Continuously monitor both local and state assessment results to determine targets for improvement of student achievement (students in need of reading interventions and enrichment) of the academic standards.	
Person Responsible	Timeline for Implementation	Resources
Dean Hosterman	Start: N/A Finish: N/A	\$0.00

Strategy: Engaging and Effective Reading Instruction

Description: Provide engaging and effective reading instruction that incorporates research-based "best practices" and the integration of instructional technology.

Activities:

Activity	Description	
Balanced Literacy Curriculum	Continue the implementation of a comprehensive balanced literacy program by incorporating instructional strategies that ensure both an academically and developmentally appropriate curriculum for all learners.	
Person Responsible	Timeline for Implementation	Resources
Dean Hosterman	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Implementation of Best Practices for Grades Pre K- 12	Continue to incorporate the use of evidence-based and researched "best practices" for teaching reading.	
Person Responsible	Timeline for Implementation	Resources
Dean Hosterman	Start: N/A Finish: N/A	\$0.00

Strategy: Meeting the Needs of Diverse Learners

Description: Promote continuous growth and achievement in reading by providing additional remediation opportunities for non-proficient students and to provide enrichment for those

demonstrating levels of proficiency.

Activities:

Activity	Description	
Blended Services	Investigate research based and proven program and practice alternatives which improve student achievement of standards for target groups.	
Person Responsible	Timeline for Implementation	Resources
Dean Hosterman	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Extended Instructional Time	Increase the availability of summer and after school learning experiences.	
Person Responsible	Timeline for Implementation	Resources
Dean Hosterman	Start: N/A Finish: N/A	\$0.00

Strategy: Remedial Instruction in Reading

Description: Teachers will learn to implement research based strategies and to adopt instruction in order to improve reading skills.

Activities:

Activity	Description	
Pilot: Team meetings and AIMSWEB training for primary elementary reading and language arts	Primary level teachers will be trained to use this data assessment and data management system to improve student achievement in reading and language arts.	
Person Responsible	Timeline for Implementation	Resources
Michelle Murrelle	Start: 4/16/2008 Finish: N/A	\$0.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1	8	25
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Sayre Area School District	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will learn to collect and analyze reading and language	The research indicates that schools	<i>For classroom teachers, school counselors and education specialists:</i>

<p>arts data on an ongoing basis. They will also increase skill in the area of adapting instruction and progress monitoring for optimal student achievement.</p>	<p>need to become data driven.</p>	<ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. • Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. • Instructs the leader in <u>managing resources</u> for effective results.
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Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Kindergarten Early Learning Standards

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of written reports summarizing instructional activity

Activity	Description	
Study Island	Study Island is a web-based state assessment preparation program that is based on academic standards. This program is used as a supplementary program to the regular curriculum. The staff that use these intervention programs will be trained in the most effective use of the programs to promote student achievement in reading and language arts.	
Person Responsible	Timeline for Implementation	Resources
Michelle Murrelle	Start: 4/16/2008 Finish: N/A	\$5,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1	2	20
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Sayre Area School District	<ul style="list-style-type: none"> • School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
The teachers will need to learn how to use the technology and data applications of the software to best benefit student achievement in reading and language arts.	Extended classroom and school day opportunities for learning have proved beneficial to increased student learning.	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Provides educators with a variety of classroom-based

		<p><u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</p> <ul style="list-style-type: none"> • Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. • Empowers leaders to create a culture of <u>teaching and learning</u>, with an emphasis on learning. • Instructs the leader in <u>managing resources</u> for effective results.
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Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Elementary (grades 2-5) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles 	<ul style="list-style-type: none"> • Student PSSA data • Standardized student assessment data other than the PSSA

Activity	Description	
Wilson Reading Program	Special Education teachers will be trained in the use of the Wilson Reading Program to improve student achievement in reading.	
Person Responsible	Timeline for Implementation	Resources
Debra Moore	Start: 4/16/2008 Finish: N/A	\$2,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4	2	5
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Sayre Area School District	<ul style="list-style-type: none"> • School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
A research based strategy that is recommended for teachers working with students who have IEP's.	A research based comprehension program that improves student achievement in reading.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. • Instructs the leader in <u>managing resources</u> for effective results.

Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) 	<ul style="list-style-type: none"> Reading, Writing, Speaking & Listening
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles 	<ul style="list-style-type: none"> Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Standardized student assessment data other than the PSSA Classroom student assessment data 	

Goal: Science

Description: By 2013 the Sayre Area School District will meet or exceed the required proficiency levels as measured by state and local assessments.

Strategy: Curriculum Alignment

Description: Review, revise, and modify district science curriculum that: is aligned to PA Academic Science Standards and Assessment Anchors, includes formative and summative assessments, includes effective instructional strategies, and includes aligned resources and materials.

Activities:

Activity	Description	
Curriculum Alignment Initiative	Use district in-services to map and analyze the current reading curriculum to determine the degree to which it aligns to state standards and assessment anchors and its consistency across grade levels/courses. Identify content and skills (what students should know and be able to do) and eliminate gaps and redundancies in course content.	
Person Responsible	Timeline for Implementation	Resources
Dean Hosterman	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Link Literacy and Mathematics into Science Curriculum	Continue to identify and utilize literacy and mathematics components that are incorporated into science instruction.	
Person Responsible	Timeline for Implementation	Resources

Dean Hosterman	Start: N/A Finish: N/A	\$0.00
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Activity	Description	
State Standards and Assessment Anchors	1. Compare local and state assessment results to expectation levels/standards set by the state for NCLB and AYP. 2. Continuously monitor both local and state assessment results to determine targets for improvement of student achievement (students in need of reading interventions and enrichment) of the academic standards.	
Person Responsible	Timeline for Implementation	Resources
Dean Hosterman	Start: N/A Finish: N/A	\$0.00

Strategy: Effective and Engaging Science Instruction

Description: Provide engaging and effective science instruction that incorporates research-based "best practices" and the integration of instructional technology.

Activities:

Activity	Description	
Differentiated and Inquiry-Based Instruction	Incorporate differentiated and inquiry-based instruction that utilizes a "hands on" approach to science.	
Person Responsible	Timeline for Implementation	Resources
Dean Hosterman	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Science Applications	Encourage field trips where students can practice science in a local workplace or in the community and bring business/community members into classrooms to provide real-life science applications. Maintain and utilize the district's environmental centers for the enhancement of students' science applications.	
Person Responsible	Timeline for Implementation	Resources
Dean Hosterman	Start: N/A Finish: N/A	\$18,000.00

Goal: Writing

Description: By 2013 the Sayre Area School District will meet or exceed the required proficiency levels as measured by state and local assessments.

Strategy: Curriculum Alignment

Description: Review, revise, and modify district writing curriculum that: is aligned to PA Academic Writing Standards and Assessment Anchors, includes formative and summative assessments, includes effective instructional strategies, and includes aligned resources and materials.

Activities:

Activity	Description	
Curriculum Alignment Initiative	Use district in-services to map and analyze the current writing curriculum to determine the degree to which it aligns to state standards and assessment anchors and its consistency across grade levels/courses. Identify content and skills (what students should know and be able to do) and eliminate gaps and redundancies in course content.	
Person Responsible	Timeline for Implementation	Resources
Dean Hosterman	Start: N/A Finish: N/A	\$0.00

Activity	Description	
State Standards and Assessment Anchors	1. Compare local and state assessment results to expectation levels/standards set by the state for NCLB and AYP. 2. Continuously monitor both local and state assessment results to determine targets for improvement of student achievement (students in need of writing interventions and enrichment) of the academic standards.	
Person Responsible	Timeline for Implementation	Resources
Dean Hosterman	Start: N/A Finish: N/A	\$0.00

Strategy: Effective and Engaging Writing Instruction

Description: Provide engaging and effective writing instruction that incorporates research-based "best practices" and the integration of instructional technology.

Activities:

Activity	Description	
District Wide Writing Initiative	Explore the implementation of a district-wide writing program which is aligned to state standards and is consistent across grade levels/courses and between grade levels (eliminate gaps and redundancies).	
Person Responsible	Timeline for Implementation	Resources
Michelle Murrelle	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Establish Training Cadre	Develop a cadre of teacher leaders to facilitate the possible implementation of a district-wide writing program.	
Person Responsible	Timeline for Implementation	Resources
Michelle Murrelle	Start: N/A Finish: N/A	\$0.00

Measurable Annual Improvement Targets

The Sayre Area School District's goal for improving student achievement is to meet the required Pennsylvania Department of Education and No Child Left Behind targeted levels of proficiency on the PSSA in reading, math, writing and Science. The district's teachers and administration will continuously monitor the PSSA and other standardized test scores and provide additional support for struggling students as necessary students. The school district has a critical initiative well underway to align, and modify as necessary, the district's curriculum with the Pennsylvania State Standards. As part of this process, on-going professional development activities will continue to occur with regard to data tools and an analysis of the district's tests results and data driven decision making. This professional development will continue indefinitely as the school district continues to explore value added systems, data collection and analysis in order to meet the required AYP benchmarks.

The district will continue to set high standards for students who are currently proficient and/or advanced through gifted, enrichment, AP courses as well as a curriculum that is satisfactorily aligned to PDE's requirements. Math and Science initiatives are designed to support underachieving students as well as challenge and enrich students of proficiency. PVASS data will provide targets and predicted levels of student performance to measure growth in each reporting levels of below basic, basic, proficient and advanced.

Curriculum, Instruction and Instructional Materials

The Sayre Area School District has made a commitment to providing its administration, teachers and students with the necessary tools in order to provide the necessary resources and training to deliver a rigorous educational program that meets the needs of all of its students. The Sayre Area School District offers planned courses of instruction in Grades Pre-Kindergarten through 12 in core subject areas and electives. The program of instruction includes a curriculum that is aligned to the Pennsylvania Academic Standards. All planned courses of instruction are periodically reviewed, revised and modified when necessary and include instructional practice and materials that provide for the attainment of academic goals that are aligned to the required State Academic Standards and high school graduation requirements. At the beginning of each school year and on scheduled in-service days, the district's teachers continue to review the curriculum. The district will continuously monitor both local and state assessment results to determine targets for improvement of student achievement of the academic standards. This monitoring activity will also include a concentration on not only the aggregated data, but also the various subgroup categories that are provided for in the disaggregated data. After reviewing the testing data, the district will then develop and set targets for improvement. During the monitoring activity, the district will investigate research based and proven program and practice alternatives which improve achievement of standards for target groups. In-service instruction will continue to be provided for in a variety of topics, including data analysis, which enables the district's teachers to search for areas of both strengths and weaknesses with regard to the district's PSSA results. As the teachers continue to analyze and interpret the PSSA results using a variety of data tools, including PVAAS, revisions will be made to the district's curriculum when necessary.

Assessments and Public Reporting

The Sayre Area School District uses several different measures of achievement in order to gain an accurate picture of each student within the district. These assessments include formative and summative measures that are used to determine student's progress on state standards. Such measures may include, value-added assessment data, Terra-Nova tests, Gates McGinite reading test, online commercial computer programs, state assessment tools, anchors, teacher-created assessments, project-based assessments, and building level and intermediate unit level developed assessments. As part of a teacher's classroom instruction preparation, all teachers will incorporate assessment anchors into their lesson plans and utilize them on a regular basis. This will occur in the curriculum areas in which the anchors have been developed and provided by PDE.

The Superintendent and building level administrators analyze the assessment data as soon as it

becomes available in order to determine which grade levels and students are performing at the proficient level. Those not meeting proficiency are then further analyzed by the guidance staff and the instructional staff to determine additional resources that may be needed in the form of remediation to assist students in gaining proficiency. At the beginning of every school year, teachers in the district are presented with PSSA results as well as individual students' results. Teachers will use PSSA data to modify, when necessary, their classroom curriculum to address student achievement in reading, math and writing.

The results from the PSSA are reported at board meetings, on the school's website, and in the district newsletter. PSSA results are sent home to parents and a copy is also kept on file in the student's folder. Results are discussed with the students and their parents during Parent Teacher Conferences. Parents are also encouraged to schedule a meeting to discuss their child's testing results with the respective guidance officers. At the high school level, parents have access to their child's grades via the district's online grading system.

Targeted Assistance For Struggling Students

The goal of the Sayre Area School District is for all students to attain proficient or advanced levels in reading and math for all students within the school district. Emphasis is also placed on student attendance in all grades and the NCLB required graduation rate. PSSA, Terra-Nova and Gates McGinite Reading test scores are analyzed at the elementary level in the summer, fall and spring to determine achievement levels, classroom placement, and remediation strategies. The high school administers the required PSSA and ACT Plan to determine academic placements and provide career insight for its students. The district uses this information to revise the district's curriculum as necessary.

However, the Sayre Area School District also recognizes that there are students who are struggling to reach their academic potential in order to attain the required PSSA thresholds that are mandated by PDE and NCLB. Sayre Area School District has strategies in place to address and assist struggling students in order for them to become successful in the educational setting. In the event that a student experiences difficulty in demonstrating achievement of the benchmark academic standards and/or the NCLB thresholds, the school district will make available the following instructional adaptations/assistance:

Elementary Level:

- Instructional Support
- Title I Reading
- Peer and/or Cross-Peer Tutoring
- Adult Volunteers
- Before, During and/or After School Tutoring by Educators
- Guidance Counseling Regarding Study Skills
- Learning Support
- Migrant Education Program
- Computer Assisted Instruction
- Assistive Devices for Identified Disabled Students
- Retention/Request of Below Basic Work
- STAR Program

Secondary Level:

- Special Grouping
- Developmental/Remedial Reading
- Peer Tutoring
- Before, During and/or After School Tutoring by Educators
- Tutors from Bradford County Action
- Learning Support
- Guidance Counseling Regarding Study Skills
- Computer Assisted Instruction
- Psychological Evaluation Requests
- Seventh and Eighth Grade Teams Dealing with At-Risk Students
- Student Assistance Program
- Mental Health Counselor and/or Drug and Alcohol Counselor
- Independent Study Courses
- Community Service
- Correspondence Study Courses Through the Learning and Evaluation Center
- Summer School is Available at a Local School District for a Nominal Fee
- Failing Grade Improvement Plan
- Retention/Repeat of Below Basic Work
- Math Labs
- 7th, 8th, and 10th Grade PSSA Class
- Classrooms for the Future
- STAR Program

Support for Struggling Schools

The Sayre Area School District does not have any of its three buildings where students are tested using the PSSA grade level assessments in the school improvement category. Obviously, the most important factor in improving and maintaining student achievement of the academic standards is to align the district's curriculum/instructional programming with those standards. The school district has been engaged in and will continue to review and modify, when necessary, the core academic subject areas in an ongoing manner and will expand this to the remaining academic standards. Another important factor in improving student achievement with regard to the academic standards is to use assessment results as appropriate to modify instruction and programming to target deficiency patterns. The teachers, guidance personnel, Title I teachers, special area teachers, and administrators analyze and interpret the results of the PSSA tests every school year for every grade level where the PSSA tests are mandated. The school district will also analyze results of district administered assessments, and classroom assessments as well as the senior graduation project. In addition, individualized assessment results will be used, as necessary, in order to modify the instruction and programming for those students who have difficulty achieving the standards. Direct instructional time and program design will correspond with the level of students' proficiency. As a result of the need to dissect and interpret the above data tools, the school district has devoted the majority of its district-wide in-service time to trainings on data analysis tools, such as PVASS and the Grownetwork, curriculum alignment and assessment analysis, and the school district will continue to maintain its focus on the student achievement of the academic standards. In addition, the school district will continue to use the NCLB standards on Adequate Yearly Progress as defined by PDE to monitor the effectiveness of its efforts to improve student achievement of the standards. The school district will use the procedures outlined in the act to rectify compliance deficiencies, as necessary.

Qualified, Effective Teachers and Capable Instructional Leaders

The Sayre Area School District is committed to hiring only Highly Qualified teachers as per the NCLB regulations. All teachers in the Sayre Area School District are highly-qualified and work with all students to attain proficiency in the Pennsylvania State Standards.

Professional development opportunities are provided for all staff members. The Act 48 Committee plans for our professional in-service days. Teachers and administrators are

encouraged to attend conferences, seminars and workshops related to their assigned responsibilities. Central Office Administrators work directly with building level principals to plan the necessary funding to be allocated through the budget process.

Parent and Community Participation

The total community — parents, community leaders, business leaders, students, educators and school officials - were involved in the crucial work of developing the Estrategic plan. With this involvement, each district/school charted a course of action that will ensure that adequate and appropriate consideration is given to the educational needs of every student in the district/school. Upon completion of the locally approved Estrategic plan, it will be filed with the Department of Education.

The Sayre Area School District has opened its facilities to the public with an indoor walking program during the fall and winter seasons and continues the program at the Sayre Area High School track during the spring and summer seasons. Senior citizens within the surrounding communities have availed themselves to this program which offers an intergenerational opportunity for fitness and wellness. In addition, the swimming pool at the High School is made available during the school year for water aerobics programs for adults within the community, the weight room is available for all age groups, and the auditorium, classrooms, and gym are available as well. During the summer months, the District hosts a summer recreation program that is attended by hundreds of students from throughout the entire Valley area and our football field is utilized by our local youth football program for its competitions during the fall season.

The Sayre Area School District Foundation was created and incorporated in September, 2003. The Foundation was established to help develop, promote, and finance special educational programs, activities, and projects through tax deductible contributions made by individuals, businesses, and community organizations. The Foundation is a 501 (c) (3) tax exempt organization which operates separately from the school district under the authority of its own seven member board of directors composed of community members, school board members, and the superintendent of schools.

The main goal of the Foundation is to encourage worthwhile educational initiatives through tax exempt donations from individuals/families, estates, small businesses, corporations, and community organizations. These tax deductible donations can be contributed to the Foundation as gifts in the form of cash and checks, bequests, and other types of planned giving via trusts, funds, annuities, insurance, etc. Monies from these contributions are targeted to a variety of initiatives including but not limited to the following:

- Student loans and scholarships for post secondary education
- Grants for innovative, instructional initiatives
- Grants for senior/graduation projects
- Establishment of an alumni association
- Expansion and maintenance of Sayre Area School District archives
- Reconstruction/renovation of the Lockhart Street Bowl (new concession stand and refurbishing of bleachers)
- Replacement of cinder track with a rubberized track (Track Forward Project)
- Development of a volunteer drug testing program
- Grants for specialized needs in athletics, recreation, and the arts

Foundation monies must be used for initiatives approved by the Foundation Board such as those above and not for general operating expenses of the school district. A three member allocations committee makes recommendations to the Foundation Board on how the monies are to be

distributed. Although the Foundation encourages contributions to be made to the Foundation for all of its initiatives, approved initiatives (for example-Track Forward Project). Contributors may also become annual sponsors of the Foundation.

Parent and community involvement is encouraged through a variety of activities, including parent-teacher conferences, Open Houses, parent workshops, informational meetings, and volunteering. The PTG programs at both elementary schools are very strong, supportive and are an integral part of the district's parental involvement activities. Title I parent awareness meetings are hosted by the district in order to inform parents of the available reading resources that exist within the district.

During the Sayre Area School District's participation in the Arts in the Park, the school district is well represented by board members, teachers, and administrators in order to provide a variety of information to the community members, including sports passes, school calendars containing pertinent informational dates with regard to daily events that occur in the district, and other documentation that provides update information with regard to the district.

Sayre Area School District provides a wealth of educational technology for their students. Within the district, a total of 492 computer devices are available for students to use. Our Litchfield elementary school has 1 general purpose lab with a computer projector, 1 library lab, and one to four PCs in each classroom. Our Snyder elementary school has 2 general purpose labs with computer projectors, 6 student POD areas, 1 library lab, and 1 or more PCs in the non-POD classrooms. Approximately 90% of all POD teachers have a computer projector and a Numonics smart tablet/smart board used to deliver visual and interactive instruction. Litchfield and Snyder elementary schools provide access to such software as, Nettleker, Education City, MS Office, United Streaming, Study Island, PA Power Library, Vision Classroom Computer Management Software, and much more. Each elementary student has access to their own network storage and filtered internet access. Our High School has 1 CAD/CAM lab, 1 Learning Support Resource Room lab, 1 Library lab, 1 Computer Graphics / Art lab, 1 Business / Technology lab, 4 general purpose labs, 5 Classroom for the Future Laptop Carts accessible from 24 different wireless classrooms, and 1 or more PCs in many of the classrooms. Approximately 90% of all POD teachers have a computer projector to deliver visually stimulating instruction. High School students have access to such programs as Virtual Business, Adobe Creative Web Suite, MS Office, United Streaming, Kurzweil, Nettleker, PA Power Library, Vision Classroom Computer Management Software, and much more. Each High School student has access to their own email account, network storage, and filtered internet access.

Pre-Kindergarten Transition

The Sayre Area School District operates a four-year-old half-day pre-kindergarten program to select qualifying students. This Pre-Kindergarten Program is aligned to the Pennsylvania Department of Education Early Learning Standards for Pre-Kindergarten. Our Pre-Kindergarten program coordinates with other agencies to provide the qualifying children with special needs and their parents/guardians a smooth transition to our district's Pre-Kindergarten program. This Pre-Kindergarten transition team, which consists of the Highly Qualified pre-school teacher, a Highly Qualified teacher's paraprofessional, Head Start, BlaST IU 17, Northern Tier Counseling, Children and Youth Services, parents and other appropriate personnel are invited to participate in transition planning meeting(s) before the child enters the District's Pre-Kindergarten program. When necessary, the team reconvenes throughout the school year to discuss the child's progress, strengths and weaknesses. After the team collaborates, the Pre-Kindergarten teacher, when necessary, makes modifications to the child's learning plan. At the end of the school year, a placement recommendation is made by the transition team, if necessary, in order to ensure educational continuity and a smooth transition to the kindergarten community. The Sayre Area School District also participates in the Bradford-Sullivan Child Care Network through the Penn State Cooperative Extension Program.

The Pre-Kindergarten Program screening process includes a Dial-R screening assessment to determine those students eligible to attend the program. This screening tool includes evaluation of a student's skills in language, motor and concept areas. Self-help and social skills are evaluated as part of the total Dial-R test. The parents of children being tested are given the opportunity to note behavioral, health and emotional issues that may influence the child's learning. The Dial-R screening results are then rank ordered to determine student eligibility for the Pre-Kindergarten classroom. Those parents of qualifying students are then notified that their child has qualified to participate in the Pre-Kindergarten for the following school year. Parents then attend a Pre-Kindergarten enrollment program. During the enrollment process, information with regard to bussing, cafeteria services and readiness information is disseminated to parents/guardians.

Utilization of Resources and Coordination of Services

Service or Resource	Comment or Reflection
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Signatures

Date Submitted to PDE _____

School District/AVTS/Charter School

Name: _____

Address: _____

_____ Zip Code: _____

IU#: _____

Chief School Administrator: _____

Telephone (area code): _____ # _____

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

Signature Date
School Board Secretary

Signature Date
School Board President

Signature Date
Chief School Administrator