
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
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Chapter 4 Educational Strategic Plan **2006-2012**

Entity: Redbank Valley SD
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Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Angie Truitt	Aide (Elementary)	Other	support personnel
Cindy White	Secretary (High School)	Other	support personnel
Danielle McCauley	Student (High School)	Student	student
Dave Cherby	Cafeteria Manager	Community Representative	administration
Debbie Boozer	Guidance (High School)	Secondary School Teacher	teachers
Ed Wasilowski	Teacher (High School)	Business Representative	teachers
Geri Griglak	IU 6	Special Education Representative	administration
Jason Knisely	Elementary Principal	Building Principal	administration
Joe Harmon	Teacher (High School)	Secondary School Teacher	teachers
John Cornish	Superintendent	School Central Office Administrator	administration
Kathy Sturgeon	Secretary (Dir of Ed)	Community Representative	support personnel
Kevin Watkins	IU 6	Community Representative	administration
Kim Walls	Parent, Board Member	Board Member	school board
Lou Ann Williams	Parent, Board Member	Board Member	school board
Louise Clemens	Parent, Board Member	Board Member	school board
Mary Wolf	Director of Education	School Central Office Administrator	administration
Melissa Blose	Parent	Parent	parent
Rhonda McMillen-Toth	Parent (Hawthorn)	Parent	parent
Steve Dobransky	Secondary Principal	Building Principal	administration

Strategic Planning Process

CHAPTER 4 PLAN:

January 12, 2006- First Strategic Planning Committee meeting held in the library at the high school at 3:30 PM.
February 2, 2006- Second general meeting. Formed sub-committees.
February 16, 2006- Third general meeting, split into sub-committees to begin framing sub-committee work.
February 27, 2006- Sub-Committee Meeting: Additional Instructional Opportunities
February 22, 2006- Sub-Committee Meeting: Achievement Improvement & Assessment (2 committees combined)
March 1, 2006- Sub-Committee Meeting: Facilities
March 2, 2006- Sub-Committee Meeting: Graduation Requirements
March 2, 2006- Fourth General Meeting- Developed shared values, reviewed implications for future activity done by teachers
March 6, 2006- Sub-Committee Meeting: Instruction & Assessment
March 10, 2006- Sub-Committee Meeting: Achievement
March 16, 2006- Sub-Committee Meeting: Instruction & Assessment
March 16, 2006- Sub-Committee Meeting: Achievement
March 23, 2006- Fifth General Meeting
April 6, 2006- Sixth General Meeting
April 20, 2006- Seventh General Meeting
May 4, 2006- Eighth General Meeting
May 18, 2006- Ninth General Meeting
June 22, 2006- Tenth General Meeting
July 10- August 11- Plan on public display in the New Bethlehem Public Library and Superintendent's Office
September 5, 2006- Plan approved by school board

INDUCTION PLAN:

April 20, 2006- General Meeting
September 5, 2006- Plan approved by school board

TECHNOLOGY PLAN:

March 7, 2006- First Technology Planning Committee meeting held in the library at the high school at 3:00 PM.
March 13, 2006- Second General Meeting
April 10, 2006- Third General Meeting
April 24, 2006- Fourth General Meeting
May 10, 2006- Fifth General Meeting
May 17, 2006- Sixth General Meeting
May 25, 2006- Seventh General Meeting
September 5, 2006- Plan approved by school board

PROFESSIONAL EDUCATION PLAN:

May 9, 2006- Professional Education Planning Committee meeting held all day at the high school.
September 5, 2006- Plan approved by school board

Core Purpose

Mission

The mission of the Redbank Valley School District community is to instill the knowledge, attitudes, and skills needed for each student to become a productive member of society and achieve at his or her highest potential while providing a safe, disciplined, and inviting environment.

Vision

All students will be productive citizens in a technologically advanced global society.

Shared Values

The Redbank Valley School District community believes that people of character consistently demonstrate and act on the following values:

- *Trustworthiness* – They keep promises, fulfill commitments, and abide by the spirit as well as the letter of an agreement.
- *Loyalty* – They support friends and their profession in good times and bad times on the basis of positive values.
- *Respect* – They treat other people fairly, with tolerance, acceptance, and equity.
- *Compassion* – They show compassion for the well being of others and their environment through acts of caring, generosity, kindness, and service.
- *Citizenship* – They contribute to the well being of their communities (both locally and globally) as responsible citizens acting in positive and creative ways.
- *Work Ethic* – They strive for excellence, taking pride in their work, always giving their best efforts, persevering in spite of adversities, reflecting on the results of their efforts and applying what they've learned to new endeavors.
- *Integrity* – They understand, consider, and accept the impact and consequences of personal actions and decisions.

(A modification of the "Universal Values" first identified by the University of Michigan School of Law)

EDUCATIONAL BELIEFS

About Students and Learning, we believe that:

- All students have the ability to learn.
- All students learn at different rates.
- All students have the ability to become life-long learners.

About Educators and Teaching, we believe that:

- Teachers are life-long learners, able to adapt to an ever-changing world.
- Clear communication, support, and enthusiasm amongst all stakeholders (teachers, parents, students and community members) should accommodate the success of education.
- Teachers are willing to model high expectations they have of their students.

About Learning Communities, we believe that:

- Communication is important among all stakeholders (teachers, parents, students and community members)
- Parental support is basic to student achievement.
- Everyone (teachers, parents, students and community members) needs to value and reinforce learning.

TECHNOLOGY BELIEFS

About Technology and Student Learning, we believe that:

- All students can achieve success when provided with appropriate technology equipment and instruction.
- Technology can enhance student learning and achievement.
- Technology will help to motivate and encourage student learning.

About Technology and Teaching, we believe that:

- The integration of technology into our current curriculum will engage our students in the learning process and provide them with the skills necessary to transition into an ever evolving technological society.
- Teachers will embrace technological advances and incorporate them into their teaching strategies.
- The district will provide continued support and professional development for those technological advances.
- With accessible and reliable technology, teachers will be able to use it as a viable teaching resource to enhance our students' learning.

About Technology Communities, we believe that:

- Technology will improve student learning and enhance students' ability to become contributing member of society.
- Skills acquired through technology will continue to be applied in local and global societies.

Organization Description

The Redbank Valley School District strives to recognize the worth and dignity of each individual student. The district, after careful deliberation has taken steps to provide facilities that support children becoming all that they can be. The Redbank Valley School Board of Education has committed to providing an organizational structure designed to meet the needs of children. The Redbank Valley School District serves children in grades kindergarten through twelve from Clarion and Armstrong Counties. A total of 1346 children (third day enrollment 2005-2006) are enrolled in these grades.

Elementary education in the Redbank Valley Schools is provided through three facilities. There are 671 children in the three elementary schools. Each serves children in grades kindergarten through grade six.

The Mahoning Elementary School currently has an enrollment of 164 students. Mahoning is located in Armstrong County and draws all of its population from that county.

The New Bethlehem-South Bethlehem Elementary School currently has an enrollment of 264. New Bethlehem-South Bethlehem Elementary is located in Clarion County and serves children from both Clarion and Armstrong Counties.

The Redbank-Hawthorn Elementary School currently has an enrollment of 243. Redbank-Hawthorn Elementary is located in Clarion County and serves children from both Clarion and Armstrong Counties.

Secondary education in the Redbank Valley School District is provided in one facility located in Clarion County. There are 675 students in grades 7 – 12 at Redbank Valley High School.

Physical Plant

In the early 1980's the Board of Directors of the Redbank Valley School District embarked on a thorough review of the conditions of its various school buildings. After considerable study and deliberation, the Board of Directors determined that consolidation and similar educational facilities would help adhere many of their future objectives. This decision was further based on the Board's desire to provide quality education and provide facilities that would enable its students to face the twenty-first century.

Over the next five years, consolidation and renovation were the key words for the district. The elementary schools went through extensive transformation as far as upgrading the facilities in terms of major maintenance and energy conservation measures. Instructional areas were added to enhance the art and music program as well as small individual practice areas. Learning Support classrooms were added in order to make mainstreaming more feasible. New library facilities were made available and a computerized circulation system was put into place. In order to provide stage production facilities, a portable stage and lighting and speaking system were made available where they were non-existent. Seminar rooms were added to the building.

Redbank Valley Junior-Senior High School has renovated, updated, and modernized the entire building in order to be in compliance with all laws, rules, and regulations from the Department of Education and the Department of Labor and Industry. The work on Redbank Valley Junior-Senior High School began in May 1994 and was completed in September 1995. The renovation-modernization included building six additional classrooms, updating all science laboratories, expanding the library, expanding the band room and choral rooms, refurbishing the gymnasium, removing all asbestos floor tile and replacement with new surface, and moving the art room into the industrial arts complex.

Currently, the elementary and secondary facilities and grounds are well maintained by a support staff, and all students and staff take pride in the appearance and attractiveness of their respective areas. The buildings are now well cared for and in very good condition.

In spite of the on-going maintenance and the appealing appearance, the age of the facilities is a factor. Plans are underway to repair, replace or renovate all four facilities. The areas of consideration are the boilers, the roofs, the windows, the exterior building surfaces and the parking lots.

Two additional classrooms were constructed in 2005 to accommodate the newly added full day kindergarten program.

Discussion regarding a project to replace renovate and add to the high school continue. The district's declining enrollment is a great concern regarding any facilities renovation projects with an elementary consolidation being an option.

Academic Standards

All students will demonstrate mastery of the Pennsylvania academic standards either on the Pennsylvania State System of Assessment (PSSA) or the local system of assessment. The PSSA measurement is used for determining performance based on scores earned by students in grades 3, 4, 5, 6, 7, 8 and 11 in reading and mathematics and grades 5, 8 and 11 in writing. Local assessments are provided in all grades K-12 to determine proficiency.

Aligning assessments with the standards is an ongoing process. Lesson plans are aligned with the standards, and standards-based instruction is required by all teachers. Student progress is measured by the achievement of standards. The district has aligned the curriculum with the PA academic standards. During the strategic planning process, it was identified that we need to continue with the alignment process by developing benchmarks at each grade level to insure students are working toward meeting the standards.

Graduation Requirements

The requirements for graduation include course completion, grades, and graduation project requirements. In order to graduate, students are expected to demonstrate proficiency in reading, writing and mathematics on the state assessment or alternative local assessment administered in grade 11 or 12.

Proficiency can be demonstrated by the following methods: proficient or advanced scores on the PSSA reading, writing and mathematics test administered in 11th grade; proficient or advanced scores on the PSSA retest in reading, writing and mathematics administered in 12th grade for students who were basic or below basic on the 11th grade PSSA; or a local assessment portfolio demonstrating proficiency in reading, writing, and/or mathematics.

Planned Instruction Requirements

The following grades are used at Redbank Valley High School:

- "A" Outstanding, shows excellence in meeting all course requirements;
- "B" Clearly surpasses stated standards and shows above average success;
- "C" Meets stated requirements with average success;
- "D" Achieves minimum standards;
- "E" Fails to achieve minimum standards and
- "I" Incomplete Grade

An "I" grade may only be given when a student has failed to complete work due to legitimate reasons. An "I" must be made up within two weeks from the end of the marking period. Failure to submit missed work within two weeks will result in the missing work being graded as 0% by the teacher before calculating the letter grade for the marking period.

For each course, the final grade is calculated as follows: 25% for each of the four marking periods.

The letter grade is determined by calculating the grade percentage using the following scale:

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 0-59%

Required Credits for Graduation

A total of 23¼ credits are required for graduation from Redbank Valley. These credits must be earned in grades 9, 10, 11 & 12 and in the following curriculum areas:

English	4 credits
Social Studies	4 credits
Science	3 credits
Math	3 credits
Health	½ credit (½ credit in Grade 11)
Physical Ed	2 credits (½ credit annually)
Driver Theory	¼ credit (Grade 10)
Microsoft Office	½ credit (Grade 9)
Arts/Humanities	1 credit selected from Fine Arts (Art or Music), Business, Consumer & Family
Science, World Language, English Electives, or Tech. Ed.	
Electives:	4 credits
Graduation Project:	1 credit

* = Students must demonstrate proficiency in order to graduate. Proficiency can be demonstrated on the PSSA exams given in Grade 11, the retests given in Grade 12, or the student portfolios in Grade 12.

The following grades are used at Redbank Valley Elementary Schools:

- “A” Outstanding, shows excellence in meeting all course requirements;
- “B” Clearly surpasses stated standards and shows above average success;
- “C” Meets stated requirements with average success;
- “D” Achieves minimum standards;
- “E” Fails to achieve minimum standards

The letter grade is determined by calculating the grade percentage using the following scale:

- A = 93-100%
- B = 85-92%
- C = 75-84%
- D = 68-74%
- E = 0-67%

Graduation Project

The purpose of Redbank Valley School District’s graduation project is to allow our students to apply fundamental skills gained during their education and to demonstrate independently the application of these skills. The graduation project will enhance the transition from high school to a productive and satisfying life in the community of their choice.

Students completing the graduation project will demonstrate the following:

- Communication skills
- Creativity
- Depth of knowledge
- Critical thinking skills
- Integration of several disciplines
- Goal setting: long-term and short-term
- Research skills
- Planning skills
- Career exploration
- Self-direction and reflection
- Budgeting skills

Each student will be provided with a mentor who is responsible for providing guidance and feedback as the student progresses in the completion of the graduation project according to the school district's established deadlines. Students will meet with mentors once a month.

Students are introduced to the graduation project components during their freshman year. During the sophomore year, an orientation for parents is held, mentors are established and students are required to submit their proposal, including final design and development of the project. Students are required to begin a journal. In the junior year, the information gathering is completed, the project activity is conducted, and the written portion is drafted. All components are due in the senior year: portfolio components, written component, and oral presentation.

A committee of four professional educators is responsible for scoring each component. A rubric exists for the oral component, portfolio component, and written component. The average score of the three components constitutes the final grade for the graduation project

Measurable Annual Improvement Targets

Achievement of the academic standards will be monitored at the classroom and district level. At the classroom level, achievement will be monitored by ongoing assessments. The district administration, including the director of education, secondary principal and elementary principal, is responsible for monitoring and analyzing student achievement data to determine instructional program strengths and weaknesses. Using the results of local and state assessments, administrators will work to insure that instruction is focused on students achieving the standards.

The district will use the following assessments to determine benchmark proficiency:

Grade K- DIBELS, Imagination Station

Grade 1- DIBELS

Grade 2- DIBELS

Grade 3- 4Sight Reading & Math

Grade 4- 4Sight Reading & Math

Grade 5- 4Sight Reading & Math

Grade 6- 4Sight Reading & Math

Grade 7- 4Sight Reading & Math

Grade 8- 4Sight Reading & Math

Grade 9- 4Sight Reading & Math

Grade 10- 4Sight Reading & Math

Grade 11- 4Sight Reading & Math

Grade 12- Grades & Graduation Requirements

Curriculum, Instruction and Instructional Materials

Redbank Valley School District curriculum is aligned to the PA Standards. Curriculum is mapped and reviewed annually for revisions. Instruction is focused on teaching so that students achieve the standards. Assessment Anchors and Eligible Content are used as guides to target instruction toward successful mastery of the PSSA. Instructional materials are assessed and updated annually.

The school board approved the following textbook cycle:

Content Area	Year of Review	Year of Implementation
Business/Computer Science Foreign Language Technology (K-6) English (4-6)	2005-2006	2006-2007
Agricultural Science Science (see notes) (7-12) Science/Health/Aides Ed. (K-6) Family & Consumer Science	2006-2007	2007-2008
Industrial Technologies Music (K-6)	2007-2008	2008-2009
Drivers Education Math (K-12)	2008-2009	2009-2010
Language Arts (K-12)	2009-2010	2010-2011
Social Studies (K-12)	2010-2011	2011-2012

Assessments and Public Reporting

Redbank Valley School District uses the following criterion-referenced assessments:

- Grade 2- Otis Lennon
- Grade 3- PSSA Reading & Mathematics
- Grade 4- PSSA Reading & Mathematics
- Grade 5- PSSA Reading & Mathematics & Writing
- Grade 6- PSSA Reading & Mathematics
- Grade 7- PSSA Reading & Mathematics
- Grade 8- PSSA Reading & Mathematics & Writing
- Grade 11- PSSA Reading & Mathematics & Writing

PSSA Reading, Mathematics and Writing scores are reported to the public in newsletters and through the District Report Card every fall. Specific information can be viewed at www.schoolmatters.com and www.paayp.com.

Targeted Assistance for Struggling Students

The district offers various programs for students who are not achieving.

- Special Education (K-12)
- Title I (K-6)
- Before/After School Tutoring (K-12)
- Summer School (K-12)
- Peer Tutoring (7-12)
- Reading Support Class (7-12)
- Upward Bound (7-12)
- Educational Talent Search (7-12)
- PSSA Remediation (7-12)

Support for Struggling Schools

Redbank Valley School District assesses the progress of individual schools based on PSSA scores, surveys, etc. If a school is in need of assistance, resources are directed toward that school and its programs. At this point, all schools have made AYP through 2006.

Qualified, Effective Teachers and Capable Instructional Leaders

100% of our professional staff are highly qualified, and all are certified. All professional employees are evaluated using the PDE 426, 427, and 428 to ensure satisfactory teaching.

The district believes that ongoing professional development is necessary to ensure that teachers understand and utilize best practices to increase student achievement and administrators utilize best leadership practices.

Parent and Community Participation

The Redbank Valley School District's parents and community are involved in the educational process. In the strategic planning process, many parents and community members were involved. Parents also participate through PTO meetings and volunteerism in both classrooms and field trips. The community is involved and informed through written and verbal communications (newsletter, radio, newspaper), school events, school board meetings, and informational open forum meetings.