

ACADEMIC INTERVENTIONS

Academic Interventions For Student Achievement

The Bethlehem Area School District incorporates academic interventions for all students who demonstrate need based upon their performance. The district uses both the Pennsylvania Standards and the New Standards, developed by the National Center for Education and the Economy, as benchmarks for student achievement.

Planning To Improve Student Performance

Improving student performance requires focusing on a plan to provide additional instructional opportunities for students not achieving at the proficient level. Objectives are developed and action plans are established to support the goals adopted by the Bethlehem Area School District's Strategic Planning Steering Committee.

Each building principal develops an annual action plan, based upon student performance from the previous year, and based on numerous measures of academic performance. As student performance targets and other goals are measured, selected strategies are chosen to improve student performance. Teams from all school buildings develop implementation plans to improve student performance, monitor the implementation, and evaluate the results.

Academic intervention planning incorporates input and support from various sources to achieve the objective of improving student performance. Those sources include students, teachers, principals, parents, the Board of School Directors, the Pennsylvania Department of Education (PDE), cabinet-level administrators, local colleges, the business community as well as the general public.

ACADEMIC INTERVENTIONS

Goal Number(s): E-1, E-4, E-5

Objective Statement: The BASD will develop a comprehensive intervention plan that students will be able to read on grade level by the end of grade three.

Action Plan Statement: The BASD will provide full coverage of Reading Recovery® (RR) in all elementary schools.

Activity Steps	<ol style="list-style-type: none"> 1. Identify elementary schools in need of additional RR staffing 2. Hire teacher to staff additional positions 3. Train future RR teachers 4. Provide ongoing staff development for trained RR teachers 5. Train additional teacher leader
Person/Group Responsible	<ol style="list-style-type: none"> 1. Assistant superintendent for curriculum and instruction 2. Coordinator of minority affairs/state and federal projects 3. Building principals
Timelines for Completion	<ol style="list-style-type: none"> 1. Review process completed by December 2004 2. Train teacher leader 2004-05 3. Final decision on number of RR teachers needed for full coverage, February 2005 4. Train new RR teachers 2005-06 5. RR professional development ongoing
Resources Needed	<ol style="list-style-type: none"> 1. Funds to train teacher leader (possible grant money) 2. Funds to purchase necessary instruction materials and professional texts 3. Teacher salaries for additional Reading Recovery positions – Title I, grants, district dollars <p style="margin-left: 40px;">Estimated cost of training a teacher leader: training (\$35,000) and salary (\$50,000)</p> <p style="margin-left: 40px;">Estimated cost of training teachers: Four .5 positions at \$25,000 each = \$100,000</p> <p style="margin-left: 40px;">Costs for materials: \$35,000 First Year Cost: \$220,000</p>
Evaluation/ Indicators of Success	<ol style="list-style-type: none"> 1. Acceleration of student achievement in student reading and writing to enable them to meet district standards 2. Children identify themselves as readers and writers
Date Completed	2005-06 with professional development ongoing

ACADEMIC INTERVENTIONS

Goal Number(s): E-2, E-4, E-5

Objective Statement: The BASD will develop a comprehensive intervention plan that students will be able to read on grade level by the end of grade three.

Action Plan Statement: The BASD will increase the number of reading specialists for all students in all elementary schools assessed as needing reading support.

Activity Steps	<ol style="list-style-type: none"> 1. Develop a needs assessment for identifying those schools in needs of additional reading support 2. Analysis of results and implementation of additional reading support based on the needs assessment
Person/Group Responsible	<ol style="list-style-type: none"> 1. Assistant superintendent for curriculum and instruction 2. Coordinator of literacy 3. Building principals
Timelines for Completion	<ol style="list-style-type: none"> 1. Develop, distribute and analyze needs assessments, 2004-05 2. Develop a plan for full coverage based on budgetary considerations, 2005-06 3. Staff accordingly, 2006-07
Resources Needed	<p>District and/or Title I money to pay for additional salaries</p> <p>Projected cost: 5 additional reading specialists for all non-Title I elementary schools, Thomas Jefferson and William Penn at \$50,000 each - \$250,000</p> <p>\$50,000 each - \$250,000</p>
Evaluation/ Indicators of Success	<ol style="list-style-type: none"> 1. Student assessment and use of data-driven instruction based on curriculum-based assessments given to the students 2. Reduction in number of children needing retention, special education services, or other interventions 3. Increase in number of children reading at or above grade level by the end of grade three
Date Completed	Fully implemented by 2007-08 school year

ACADEMIC INTERVENTIONS

Goal Number(s): E-2, 0-4

Objective Statement: The BASD will develop a comprehensive intervention plan that students will be able to read on grade level by the end of grade three.

Action Plan Statement: The BASD will create or adopt a program which will assist parents in becoming active participants in their children's reading.

Activity Steps	<ol style="list-style-type: none"> 1. Research possible models 2. Select program that meets the needs of diverse families 3. Recruit and train lead district personnel to take leadership role 4. Teacher in leadership role will work with designated building coordinators to implement the program in all elementary schools
Person/Group Responsible	<ol style="list-style-type: none"> 1. Assistant superintendent in charge of curriculum and instruction 2. Coordinator of literacy 3. Elementary principals
Timelines for Completion	<p>Phased in over a two-year period</p> <p>Year 1 – Research possible programs or develop one</p> <p>Year 2 – Train and Implementation</p>
Resources Needed	<ol style="list-style-type: none"> 1. Financial support or grants for staff development and implementation of program 2. Training: 16 teachers (1 per elementary school) x 10 hours x \$26.00 per hour or \$4,160
Evaluation/ Indicators of Success	<ol style="list-style-type: none"> 1. Increased parent involvement in school programs and activities 2. Regular attendance by parents at sessions 3. Parent evaluation 4. Classroom teacher survey
Date Completed	<ol style="list-style-type: none"> 1. 2004-05 research possible programs or develop one 2. Recruit and train teachers; implement program in selected buildings as a phase-in the following years: 2004-05 2005-06 2006-07

ACADEMIC INTERVENTIONS

Goal Number(s): E-2, E-4, E-5

Objective Statement: The BASD will develop a comprehensive intervention plan that students will be able to read on grade level by the end of grade three.

Action Plan Statement: The BASD will hire two English/language arts coaches who will work with teachers districtwide to work with and help teachers develop and refine best teaching practices in reading and language arts.

Activity Steps	<ol style="list-style-type: none"> 1. Analysis of district-wide assessments, student on-demand and overtime assessments to identify areas of weaknesses 2. Use of data and principals' input to inform decisions on the need for literacy coach support in individual schools 3. Hire and provide training for literacy coaches 4. Provide ongoing staff development for literacy coaches
Person/Group Responsible	<ol style="list-style-type: none"> 1. Assistant superintendent for curriculum and instruction 2. Coordinator of literacy 3. Building principals 4. Coordinator of English language arts
Timelines for Completion	<ol style="list-style-type: none"> 1. Gather district data, 2004-05 2. Analyze data, summer 2005 3. Budgetary considerations, 2005-06 4. Hire and train literacy coaches, summer of 2006
Resources Needed	<ol style="list-style-type: none"> 1. District and/or Title I money to pay for additional salaries 2. Grants <p>Estimated cost: 2 teachers at \$50,000 each = \$100,000</p>
Evaluation/ Indicators of Success	<ol style="list-style-type: none"> 1. Student assessment and using data-driven instruction based on curriculum-based assessments given to the students 2. Administrative observation of the use of best practices in literacy instruction 3. Formative evaluations by teachers 4. Increase in number of children reading at or above grade level by end of grade three
Date Completed	<ol style="list-style-type: none"> 1. Hiring and training completed by fall 2006 2. First year of implementation 2006-07 school year 3. Ongoing professional development and implementation

ACADEMIC INTERVENTIONS

Goal Number(s): E-2, 0-4, 0-5

Objective Statement: The BASD will develop a comprehensive intervention plan that students will be able to read on grade level by the end of grade three.

Action Plan Statement: The BASD will develop and expand partnerships with parents, community organizations, local business, and universities to serve as volunteers, mentors, and role models.

Activity Steps	<ol style="list-style-type: none"> 1. Solicit interested parties 2. Make contacts 3. Develop a plan and a schedule 4. Train volunteers 5. Put into action
Person/Group Responsible	<ol style="list-style-type: none"> 1. Superintendent 2. Elementary and secondary principals
Timelines for Completion	Ongoing - to be completed by 2007-08
Resources Needed	Material costs not to exceed \$1,000
Evaluation/ Indicators of Success	<ol style="list-style-type: none"> 1. Regular attendance by volunteers at sessions 2. Volunteer evaluations 3. Classroom teacher survey
Date Completed	<ol style="list-style-type: none"> 1. 2004-05: begin project 2. 2007-08: end project

ACADEMIC INTERVENTIONS

Goal Number(s): E-2, E-4, E-5

Objective Statement: The BASD will develop a comprehensive intervention plan that students will be able to read on grade level by the end of grade three.

Action Plan Statement: The BASD will allocate and increase funding for reading and writing interventions for students in grades kindergarten through grade three who need additional support.

Activity Steps	<ol style="list-style-type: none"> 1. Conduct a needs assessment 2. Review current instructional strategies for struggling readers and writers and select the most successful instructional strategies for individual schools to implement and replicate 3. Recruit staff according to need at individual schools 4. Provide the time and resources needed to train teachers and implement the recommended strategies
Person/Group Responsible	<ol style="list-style-type: none"> 1. Assistant superintendent for curriculum and instruction 2. Coordinator of literacy 3. Elementary principals 4. Coordinator of English language arts
Timelines for Completion	<p>Phased in over a two-year period</p> <p>Year 1 – review successful instructional strategies</p> <p>Year 2 – implementation of successful instructional strategies, beginning in October 2006</p>
Resources Needed	<ol style="list-style-type: none"> 1. Financial support for staffing and instructional resources 2. Projected cost analysis: 100 children per grade = 400 children at 5 per group=80 teachers working one hour per day, 4 days a week, for 32 weeks = 10,240 hours at \$25/hour = \$266,240
Evaluation/ Indicators of Success	<ol style="list-style-type: none"> 1. Student assessment and using data driven instruction based on curriculum based assessments given to the students 2. Reduction in the number of students retained and/or needing special education services 3. Increase in number of children reading on grade level by end of grade three
Date Completed	<ol style="list-style-type: none"> 1. 2005-06 review and select successful instructional strategies 2. 2006-07 recruit teachers and implement before, during, and/or after school interventions

ACADEMIC INTERVENTIONS

Goal Number(S): E-2, E-4, E-5

Objective Statement: The BASD will develop a comprehensive intervention plan that students will be able to read on grade level by the end of grade three.

Action Plan Statement: The BASD will allocate and increase funding for implementing successful instructional methods in site-based summer school, targeting students in grade kindergarten through grade three.

Activity Steps	<ol style="list-style-type: none"> 1. Conduct a needs assessment 2. Review current instructional strategies for struggling readers and writers and select the most successful instructional strategies for individual school to implement and replicate 3. Recruit the time and resources needed to train teachers and implement the recommended strategies 4. Provide the time and resources needed to train teachers and implement the recommended strategies
Person/Group Responsible	<ol style="list-style-type: none"> 1. Assistant superintendent for curriculum and instruction 2. Coordinator of literacy 3. Supervisor of mathematics 4. Elementary principals 5. Coordinator of English language arts
Timelines for Completion	<p>Phased in over a two-year period</p> <p>Year 1 – Review successful instructional strategies</p> <p>Year 2 – Implementation of successful instructional strategies in summer school program beginning summer 2005</p>
Resources Needed	<p>Financial support for staffing and instructional resources</p> <p>Estimated cost: 800 children in each grade level, 80 teachers x 20 days (4 hours per day) at \$25 per hour = \$160,000</p> <p>Note: This cost will be defrayed by current, already existing, local, state, and federal funds</p>
Evaluation/ Indicators of Success	<ol style="list-style-type: none"> 1. Student assessment and using data-driven instruction based on curriculum based assessments given to the students 2. Reduction in retention and special education referrals and placements 3. Increase in number of children reading at or above grade level by the end of grade three
Date Completed	Phased in by summer of 2005

ACADEMIC INTERVENTIONS

Goal Number(s): E-4, E-5, 0-4
Objective Statement: The BASD will coordinate tutoring opportunities in English/language arts and mathematics curriculum areas.
Action Plan Statement: The BASD will expand tutoring programs in English/language arts and mathematics.

Activity Steps	<ol style="list-style-type: none"> 1. Compile a list of students in need of tutoring opportunities at each school 2. Form committees at each school to meet with members of already established ASPIRE tutoring programs to assist with the development and implementation of tutoring opportunities district-wide
Person/Group Responsible	<ol style="list-style-type: none"> 1. Elementary and secondary principals to coordinate with other resources, such as: Reading Recovery, English for Speakers of Other Languages tutors, Big Brothers & Big Sisters, Just Born, parent volunteers, high school community service, high school honor students, local colleges/universities, IST school teams, senior citizens, high school student service centers, and as-assigned teachers 2. Coordinator of English Acquisition 3. Assistant superintendent for curriculum and instruction 4. Coordinator of literacy 5. Coordinator of English/language arts 6. Supervisor of mathematics
Timelines for Completion	<ol style="list-style-type: none"> 1. Summer 2004 Review report cards/assessments to identify students in need Consult Title I testing results to identify students below proficiency 2. September 2004 Test students new to the district 3. October 2004 Begin tutoring opportunities
Resources Needed	<p>Financial, faculty, and parent/community support needed for development and implementation, Academic Intervention Funds, 21st Century Learning Grant for ASPIRE schools, federal funds, district contributions, state funds, private funds, grants</p> <p>Title I and ASPIRE total \$230,000 – district contribution is \$350,000</p>
Evaluation/ Indicators of Success	<ol style="list-style-type: none"> 1. Student assessments of academic achievement: 2. Standardized testing, Title I testing, BASD English/language arts & mathematics portfolio assessments, report cards, curriculum-based measurements
Date Completed	Beginning 2004-05 school year

ACADEMIC INTERVENTIONS

Goal Number(s): E-4, E-5
Objective Statement: The BASD will provide increased time and opportunities for students with special needs who require reading, writing, and mathematics interventions.
Action Plan Statement: The BASD will allocate and increase funding for reading, writing, and mathematics interventions.

Activity Steps	<ol style="list-style-type: none"> 1. Conduct needs assessment 2. Review current instructional strategies that best meet special needs of students and implement 3. Recruit staff according to needs of individual schools 4. Provide time and resources needed to train teachers and implement strategies 		
Person/Group Responsible	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ol style="list-style-type: none"> 1. Assistant superintendent for curriculum and instruction 2. Supervisor for curriculum and instruction 3. Coordinator of literacy 4. Elementary and secondary principals 5. Director of special education 6. Coordinator of English acquisition </td> <td style="width: 50%; vertical-align: top;"> <ol style="list-style-type: none"> 7. Special education supervisors 8. Coordinator of English language arts 9. Supervisor of mathematics 10. Principal of SPARK Prekindergarten Program </td> </tr> </table>	<ol style="list-style-type: none"> 1. Assistant superintendent for curriculum and instruction 2. Supervisor for curriculum and instruction 3. Coordinator of literacy 4. Elementary and secondary principals 5. Director of special education 6. Coordinator of English acquisition 	<ol style="list-style-type: none"> 7. Special education supervisors 8. Coordinator of English language arts 9. Supervisor of mathematics 10. Principal of SPARK Prekindergarten Program
<ol style="list-style-type: none"> 1. Assistant superintendent for curriculum and instruction 2. Supervisor for curriculum and instruction 3. Coordinator of literacy 4. Elementary and secondary principals 5. Director of special education 6. Coordinator of English acquisition 	<ol style="list-style-type: none"> 7. Special education supervisors 8. Coordinator of English language arts 9. Supervisor of mathematics 10. Principal of SPARK Prekindergarten Program 		
Timelines for Completion	<ol style="list-style-type: none"> 1. Phased in over a two-year period Year 1 – review successful instructional strategies: 2005-06 Year 2 – implementation to begin by October 1, 2006 2. To take place before, during, or after the school day for students with special needs in grade kindergarten through twelfth grade by October 1 of each year 		
Resources Needed	<ol style="list-style-type: none"> 1. Year 1 – needs assessment and demographic review - minimal dollars needed - administrative 2. Year 2 – curriculum and assessment training for teachers 120 teachers x 2 hours of training = \$6000 - existing dollars classroom assignment 120 teachers x \$50 per teacher weekly x 32 weeks = 192,000 - existing dollars 		
Evaluation/ Indicators of Success	<ol style="list-style-type: none"> 1. Student assessment and data-driven instruction based on curriculum-based assessments given to the students 2. Report cards and quarterly progress reports 		
Date Completed	According to projected timeline, full implementation is expected by spring 2007		

ACADEMIC INTERVENTIONS

Goal Number(s): E-4, E-2, E-3
Objective Statement: The BASD will increase mathematics support by implementing additional mathematics coaches in all buildings.
Action Plan Statement: The BASD will increase availability, as needed, of mathematics coaches in all grade levels.

Activity Steps	<ol style="list-style-type: none"> 1. Develop a needs assessment for identifying those schools in need of additional mathematics support 2. Analysis of results and implementation of additional mathematics support based on needs assessment
Person/Group Responsible	<ol style="list-style-type: none"> 1. Assistant superintendent for curriculum and instruction 2. Supervisor for curriculum and instruction – middle schools only 3. Supervisor of mathematics 4. Elementary and secondary principals
Timelines for Completion	<ol style="list-style-type: none"> 1. Develop, distribute, and analyze needs assessments, 2004-05 2. Staff according to needs
Resources Needed	<ol style="list-style-type: none"> 1. Year 1 - study needs: assessment and demographic review (minimal dollars needed - administrative) 2. Year 2 - implementation needs: 5 teachers x \$50,000 per teacher = 250,000
Evaluation/ Indicators of Success	<ol style="list-style-type: none"> 1. Student Assessment and data–driven instruction based on curriculum–based assessments given to the students 2. Report cards 3. Number of retentions
Date Completed	According to projected timeline, full implementation is expected by fall of 2006

ACADEMIC INTERVENTIONS

Goal Number(s): 0-2, E-2
Objective Statement: The BASD will increase their ability to manage health–related services for physical and mental wellness through county and hospital–related partnerships.
Action Plan Statement: The BASD will identify a community/school liaison to coordinate local agencies involvement.

Activity Steps	<ol style="list-style-type: none"> 1. Form a committee to assess area of needs and develop a job description 2. Interview and hire a liaison
Person/Group Responsible	<ol style="list-style-type: none"> 1. Associate superintendent 2. Supervisor of family centers/ASPIRE 3. Elementary and secondary principals 4. Director of student services 5. Director of special education 6. Intervention staff
Timelines for Completion	<p>Phase in over one–year period</p> <ol style="list-style-type: none"> 1. Review job description 2. Hire personnel
Resources Needed	<ol style="list-style-type: none"> 1. Year 1 – assessment, develop job description, hire personnel (minimal dollars needed - administrative) 2. Personnel – 1 liaison x \$50,000 = \$50,000
Evaluation/ Indicators of Success	<ol style="list-style-type: none"> 1. Student attendance 2. Child Study referrals 3. IST referrals 4. Discipline referrals
Date Completed	According to projected timeline, full implementation is expected by fall of 2005

ACADEMIC INTERVENTIONS

Goal Number(s): E-2, E-4, E-5

Objective Statement: The BASD will develop academic programs which are designated to challenge each student to meet his/her fullest potential.

Action Plan Statement: The BASD will increase the extended kindergarten option for students that demonstrate at-risk behaviors or academic deficits.

Activity Steps	<ol style="list-style-type: none"> 1. Adopt an extended kindergarten model which best meets the needs of the targeted students. (review current models and elect most replicable, successful model to be implemented across all 16 elementary schools) 2. Hire/assign staff according to need 3. Garner space, resources, and materials necessary to implement the extended kindergarten option
Person/Group Responsible	<ol style="list-style-type: none"> 1. Assistant superintendent for curriculum and instruction 2. Elementary principals
Timelines for Completion	<p>Phased in over a two-year period.</p> <p>Year 1 – Study current extended kindergarten models and decide which model would be best to replicate. Review of the demographics and academic functioning of the current kindergarten school population in order to propose model utilization</p> <p>Year 2 – implementation of extended kindergarten options according to priorities discovered in year one study and based within budgetary considerations (e.g., does a school need both sessions extended, etc.)</p>
Resources Needed	<ol style="list-style-type: none"> 1. Year 1 – study of current extended kindergarten models along with demographic review (minimal dollars needed - administrative) 2. Years 2 – implementation needs: curriculum and assessment training for all kindergarten teachers 35 Teachers x 2 hours of Training - \$1,750 classroom assignment 16 Teachers x 25 per day x 180 days - \$72,000
Evaluation/ Indicators of Success	<ol style="list-style-type: none"> 1. Student Assessment and data-driven instruction based on curriculum-based assessments given to the students 2. Potential Savings realized through a reduction of monies required for Reading Recovery efforts
Date Completed	According to projected timeline, full implementation is expected by fall of 2005

ACADEMIC INTERVENTIONS

Goal Number(s): E-2, E-4, E-5

Objective Statement: The BASD will develop an academic program which is designated to challenge each student to meet his/her fullest potential.

Action Plan Statement: The BASD will increase the “Welcome Classroom” concept to other elementary schools, middle schools, and high schools with specific references to assessment and academic placement data and decisions.

Activity Steps	<ol style="list-style-type: none"> 1. Review current demographics of the district 2. Conduct a needs assessment of priorities to establish a timeline for implementation of regionalized welcome centers 3. Develop a model which best meets the needs of the targeted students. (age, demographics, etc.) 4. Hire staff according to need 5. Gather resources and materials necessary to implement the “Welcome Classrooms”
Person/Group Responsible	<ol style="list-style-type: none"> 1. Supervisor for curriculum and instruction, middle school only 2. Coordinator of literacy 3. Coordinator of English language arts 4. Supervisor of mathematics 5. Elementary and secondary principals
Timelines for Completion	<p>Phased in over a four-year period</p> <p>Year 1 – study priorities for Secondary implementation and demographics of elementary population</p> <p>Years 2-4 – implementation of sites according to priorities and within budgetary consideration</p>
Resources Needed	<ol style="list-style-type: none"> 1. Year 1 – needs assessment and demographic review (minimal dollars needed – administrative) 2. Years 2-4 – curriculum and assessment training for teachers assigned to “Welcome Classrooms” 8 teachers - elementary - 4 middle and 4 high school x 6 hours of training - \$7,200 classroom assignment 8 teachers - elementary - 4 middle and 4 high School x \$50,000 per teacher - \$800,000
Evaluation/ Indicators of Success	Student assessment and data–driven instruction based on curriculum–based assessments given to the students as well as disaggregated PSSA data for those grade levels tested
Date Completed	According to projected timeline, full implementation is expected by fall of 2008

ACADEMIC INTERVENTIONS

Goal Number(s): E-2, E-4, E-5

Objective Statement: The BASD will develop academic programs which are designed to challenge each student to meet his/her fullest potential.

Action Plan Statement: The BASD will implement a selective full-day kindergarten option for students that demonstrate at-risk behaviors or academic deficits.

Activity Steps	<ol style="list-style-type: none"> 1. Review current demographics of the district 2. Conduct a needs assessment of priorities to establish a timeline for implementation based on needs of a full-day program 3. Adopt the model which best meets the needs of the targeted students. (current Fountain Hill Elementary School model or a national curriculum, etc.) 4. Hire/Reassign staff according to need 5. Garner space, resources, and materials necessary to implement the “regional” full-day kindergarten option
Person/Group Responsible	<ol style="list-style-type: none"> 1. Assistant superintendent in charge of curriculum 2. Coordinator of literacy 3. Coordinator of English language arts 4. Supervisor of mathematics 5. Elementary principals
Timelines for Completion	<p>Phased in over a four-year period</p> <p>Year 1 – study priorities for implementation decisions based on a review of the demographics and academic functioning of the current kindergarten school population</p> <p>Years 2-4 – implementation of regional kindergarten sites according to priorities discovered in year one study and based within budgetary considerations</p>
Resources Needed	<ol style="list-style-type: none"> 1. Year 1 – needs assessment and demographic review (minimal dollars needed - administrative) 2. Years 2-4 curriculum and assessment training for teachers assigned to “full-day” kindergarten 8 teachers x 6 hours of training = \$3,600 classroom assignment 8 teachers x \$50,000 per teacher = \$400,000
Evaluation/ Indicators of Success	<ol style="list-style-type: none"> 1. Student assessment and data-driven instruction based on curriculum-based assessments given to the students 2. Potential savings realized through a reduction of monies required for Reading Recovery efforts
Date Completed	According to projected timeline, full implementation is expected by fall of 2008

