

CURRICULUM AND INSTRUCTION

Academic Standards for Student Achievement

The Bethlehem Area School District uses the Pennsylvania Standards and the New Standards developed by the National Center for Education and the Economy as benchmarks for student achievement. These standards reflect and support the standards of national professional associations, such as the National Council of Teachers of English and the National Council of Teachers of Mathematics.

Planned Instruction and Instructional Practices

Planned instruction is provided as outlined by the Pennsylvania Department of Education Chapter 4 regulations. The focus is on a standards and skills-based curriculum where emphasis is placed on critical thinking and problem-solving skills. Students are given rubrics that clearly define the expectations for each task. Teachers are encouraged to create extended student work units that generate projects that draw on a variety of skills.

The district has created a planned course template that correlates with Chapter 4 regulations. The template organizes each course into its component units or areas of focus, indicates estimated instructional time and states which Pennsylvania Academic Standards and New Standards Performance Standards are addressed in the unit. Each unit also contains objectives, activities, materials and assessments. In addition, units contain both extension and remediation activities.

Assessment Practices

Students are assessed by teacher-prepared materials as well as standardized tests. In addition, the Bethlehem Area School District maintains student portfolios that focus on authentic assessment. These portfolios contain both “over-time” and “on-demand” pieces. Over-time assessments offer a degree of choice for both teacher and student. They are created by the student over a period of time and may be revised and edited more than once. On-demand pieces are standard at grades one through ten in the district. These are administered consistently district wide with all students receiving the same amount of time to complete the task, the same directions, and materials. Writing assessments are scored by teams of teachers on a district-wide basis. Math assessments are scored by individual teachers. All assessments used appear in the On-Demand Assessment Calendar and the Over-Time Assessment Calendar.

The portfolio system has evolved over a period of years and has grown to include both mandatory and optional entries in mathematics, English, science and social studies, as well as optional entries in elective or minor subjects. (See Appendix B for additional information.)

Current Procedures for Educating All Gifted Students

The Bethlehem Area School District incorporates procedures for identification of students thought-to-be gifted. Identification may occur at any grade level. Screening practices are incorporated into the entire process. Referrals are generated from either teacher/staff recommendations or parent request.

To demonstrate a need for gifted support, a student must meet multiple criteria. Multiple criteria include an overall cognitive ability score of 130 or higher and other data that strongly indicate outstanding intellectual and creative ability. Gifted student educational programs are defined in Gifted Individual Education Plans (GIEP) that are revised annually.

Elementary Gifted

In the elementary school, 120 minutes of weekly instruction is delivered in a pullout program, which often requires cross-grade grouping. A few schools provide a classroom, while many gifted support classes use the library or other available spaces in the school. The gifted support curriculum consists of a set of ten thematic units written by district staff to meet these specialized gifted curriculum criteria which are to:

- Present content that is related to broad-based issues, themes, or problems
- Integrate multiple disciplines into the study area
- Present comprehensive, related, and mutually reinforcing experiences within an area of study
- Allow for in-depth learning of a self-selected topic within the area of study
- Develop independent or self-directed study skills
- Develop productive, complex, and /or higher level thinking skills
- Focus on open-ended tasks
- Develop research skills and methods
- Integrate basic skills and higher level thinking skills into the curriculum
- Encourage the development of self-understanding, i.e., recognizing and using one's abilities, becoming self-directed, appreciating likenesses and differences between oneself and others
- Evaluate student outcomes by using appropriate and specific criteria through self-appraisal, criterion referenced, and/or standardized instruments

The ten units comprise a five-year cycle of curricula accommodating students from grade kindergarten through grade five. Fall semester units are based on an ill-defined problem supplemented with challenging mathematical and technology strands:

- *Mysteries of the Millenniums* (ancient mysteries)...Fibonacci/Pascal, discrete mathematical activities...Internet research, multimedia presentation
- *Communication: Murmurs from Earth* (communication)...Ancient number systems...digital archiving

- *New City Cartographer* (design)...multidimensional mapping...computer simulations/timelines
- *Survival: New Atlantis* (oceanography/shelter design)...Tessellations... computer drawing, spreadsheet, tessellation software
- *Extinct...Endangered...Threatened...Safe* (environmental science)... mathamagic (science/measurement)...digital video editing/presentation

The five-second semester units are based on the multicultural art print series developed by the Getty Center for Education in the Arts. In each unit students examine art from four perspectives: aesthetics, art criticism, art history, and art production. The five art units are:

- *African American Art*
- *American Indian Artifacts*
- *Women Artists of the Americas*
- *Pacific Asian Art*
- *20th Century American Art*

The correlation of the ten units with both Pennsylvania and New Standards is reflected in the biannual Student Progress Report and the GIEP.

Middle School Gifted

At the middle school level, the gifted support program is delivered as a scheduled seminar class attended for three periods in a six-day cycle (65 hours per year). The program was adapted from the Enrichment Triad Model developed at the University of Connecticut. This model advocates providing gifted students with enrichment experiences or activities that are above or beyond the regular curriculum. It is not expected, or possible, for one student to complete all activities. Instead, students and teachers select activities based on needs and interests. The three types of activities are:

Type I -

Experiences and activities that are purposefully designed to expose students to a wide variety of disciplines, fields of study, visual and performing arts, topics, issues, occupations, hobbies, persons, places and events that are not ordinarily covered in the regular curriculum.

- To enrich the lives of all students by expanding the scope of experiences provided by the school.
- To stimulate new interests that might lead to more intensive follow-up (Type III) activity on the parts of individuals or small groups of students.
- To give teachers direction in making meaningful decisions about the kinds of Type II enrichment activities that should be selected for particular groups of students.

Type II -

Instructional methods and materials that are purposefully designed to promote the development of thinking and feeling processes to assist the students to deal more effectively with content.

- To develop general skills in creative thinking and problem-solving, critical thinking, and effective processes, such as sensing, appreciating, and valuing.
- To develop a wide variety of specific learning how-to-learn skills, such as note-taking, interviewing, classifying and analyzing data, drawing conclusions, etc.
- To develop written, oral, and visual communication skills that are primarily directed toward maximizing the impact of students' products upon appropriate audience.

Type III -

Investigative activities and artistic productions in which the learner assumes the role of a first-hand inquirer; the student thinking, feeling, and acting like a practicing professional.

- To provide opportunities in which students can apply their interests, knowledge, creative ideas, and task commitment to a self-selected problem or area of study.
- To acquire advanced level understanding of the knowledge (content) and methodology (process) that are used within particular disciplines, artistic areas of expression, and interdisciplinary studies.
- To develop authentic products that are primarily directed toward bringing about a desired impact upon a specified audience.
- To develop self-directed skills in the areas of planning, organization, resource utilization, time management, decision-making, and self-evaluation.
- To develop task commitment, self-confidence, feelings of creative accomplishment, and the ability to interact effectively with other students, teachers, and expertise in a common area of involvement.

Activity content in most topics is multidisciplinary, with English language arts, mathematics, social studies, science, and related arts components. Topics vary by grade level:

Grade 6 -

Archeological dig, Mars IU, flight, computer applications (robotics, Hyper Studio), Think Tank, Communication, iMovie, writing samples, SOI testing

Grade 7

Video Production, Mars IU, Cryptography, Ocean system rescue, computer applications (robotics, programming), critical thinking, problem-solving, deductive reasoning, writing samples, SOI testing

Grade 8

Junior Craftsmen, Mars IU, Egg drop, Probability, Type III Research, Mousetrap Cars, writing samples

High School Gifted

At the high school level, identified gifted support students have the opportunity to elect from a large number of honors and advanced placement courses, which include the following:

- Honors English (9)
- Honors English (10)
- Honors English (11)
- AP English (12)
- Honors West Civilization (9)
- Honors U.S. History (10)
- Honors U.S. History (11)
- AP U.S. History (11)
- Honors Government/Economics
- AP Government
- Honors IAGS 2
- Honors Geometry
- Honors IAGS 3
- Honors Algebra 2
- Honors IAGS 4
- Honors Pre-Calculus
- AP Calculus
- AP Statistics
- Honors Statistics
- Honors ICP
- Honors Biology
- Honors Chemistry
- Honors Anatomy
- AP Physics
- Honors Spanish Advanced (12)
- Honors Spanish 5
- Honors French 5
- Honors German 5

CURRICULUM AND INSTRUCTION

Goal Number(s):

E-1

Objective Statement:

The BASD will continue to align and assess the written, taught, and tested curriculum and uniformly measure students in regard to the acquisition of standards.

Action Plan Statement:

The BASD will establish grade level/departmental curriculum committees to determine the necessary revisions pertaining to the alignment of district curriculum to state regulations and standards in all major subject areas.

Activity Steps	Curriculum committees will be formulated to review and revise all curriculum using the newly developed curriculum template, which will be web-based and provide the opportunity to share all district curriculum with parents and community through the district's Web site
Person/Group Responsible	<ol style="list-style-type: none"> 1. Assistant superintendent for curriculum and instruction 2. Curriculum supervisors 3. Elementary and secondary principals
Timelines for Completion	Refer to the district's Five-Year Curriculum Revision Plan
Resources Needed	Financial support to pay teachers to revise curriculum after school and during the summer months (\$90,000 annually)
Evaluation/ Indicators of Success	Successful revision and implementation of the curriculum
Date Completed	Spring 2007

CURRICULUM AND INSTRUCTION

Goal Number(s):

E-1

Objective Statement:

The BASD will continue to align and assess the written, taught and tested curriculum and uniformly measure students in regard to the acquisition of standards.

Action Plan Statement:

The BASD will continue development and refinement of alternative assessment tools, such as authentic assessment, self-assessment, teacher observation, performance assessment, and portfolios for use with all students.

Activity Steps	Grade level/subject area committees continue to refine and develop district-wide alternative assessments						
Person/Group Responsible	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. Curriculum supervisors</td> <td style="width: 50%;">4. Elementary principals</td> </tr> <tr> <td>2. High school department chairpersons</td> <td>5. Teachers</td> </tr> <tr> <td>3. Middle school team leaders</td> <td></td> </tr> </table>	1. Curriculum supervisors	4. Elementary principals	2. High school department chairpersons	5. Teachers	3. Middle school team leaders	
1. Curriculum supervisors	4. Elementary principals						
2. High school department chairpersons	5. Teachers						
3. Middle school team leaders							
Timelines for Completion	On going						
Resources Needed	Curriculum writing hours as per contract - \$10,000						
Evaluation/ Indicators of Success	<ol style="list-style-type: none"> 1. Improved assessment tools utilized by teaching staff across the district 2. Increased usage of alternative forms of assessment 						
Date Completed	On going						

CURRICULUM AND INSTRUCTION

Goal Number(s):

E-1

Objective Statement:

The BASD will develop an academic program utilizing differentiated and individualized instruction designed to challenge each child to meet their fullest potential.

Action Plan Statement:

The BASD will continue to develop a district-wide philosophy of grouping that provides for a combination of heterogeneous and homogeneous grouping, and encourages children of all abilities to strive for excellence.

Activity Steps	Establish district-wide philosophy on grouping across the district
Person/Group Responsible	<ol style="list-style-type: none"> 1. Superintendent 2. Assistant superintendent for curriculum and instruction 3. Curriculum supervisors 4. Elementary and secondary principals
Timelines for Completion	Establish study group to evaluate various grouping strategies as well as differentiated instruction
Resources Needed	Professional development for administrators, teachers, or study groups (estimate: \$2,500)
Evaluation/ Indicators of Success	<p>Observation of differentiated lessons</p> <p>Plan for revision of curriculum guides that reflect differentiation</p> <p>Provide plans for grouping across all levels in the district</p>
Date Completed	2006

CURRICULUM AND INSTRUCTION

Goal Number(s):

E-1

Objective Statement:

The BASD will develop an academic program with the use of differentiated instruction designed to challenge each student to meet his/her fullest potential

Action Plan Statement:

The BASD will continue efforts to promote lower class size ratios in all grade levels at the elementary level.

Activity Steps	<ol style="list-style-type: none"> 1. Committee will provide research on benefits of class size reduction 2. Committee will share research with the district cabinet and building administrators
Person/Group Responsible	<ol style="list-style-type: none"> 1. Assistant superintendent for curriculum and instruction 2. Elementary principals
Timelines for Completion	Study to be conducted during 2004-05 school year
Resources Needed	\$2,500 to conduct research
Evaluation/ Indicators of Success	Continue efforts to lower class sizes at all levels
Date Completed	Spring 2007

CURRICULUM AND INSTRUCTION

Goal Number(s):

E-1

Objective Statement:

The BASD will develop an academic program with the use of differentiated instruction designed to challenge each student to meet his/her fullest potential.

Action Plan Statement:

The BASD will convene a committee of representatives from gifted support teachers, administrators, regular education teachers, and child study personnel to study the gifted program at all levels.

Activity Steps	<ol style="list-style-type: none"> 1. The committee will explore adding academically talented students, allowing enrichment to be available to more economically and ethnically diverse groups, focusing on the schools that do not have three percent of their student population designated as identified gifted 2. The committee will explore the implementation of collaboratively instructed activities that will be enhanced with groups of six to twelve students instead of the current system of one to three students
Person/Group Responsible	Director of special education
Timelines for Completion	Prior to staffing for 2005-06 school year
Resources Needed	<ol style="list-style-type: none"> 1. Committee members and data 2. Minimal impact of staff requirements
Evaluation/ Indicators of Success	Completed study that reflects a plan for greater inclusion of talented students
Date Completed	2006

CURRICULUM AND INSTRUCTION

Goal Number(s):

E-1

Objective Statement:

The BASD will develop an academic program with the use of differentiated instruction designed to challenge each student to meet his/her fullest potential.

Action Plan Statement:

The BASD will promote “looping” as an educational strategy so that there is immediate on-task time at the start of each school year; providing more time for students to meet standards.

Activity Steps	Building principals ascertain and implement working as a grade level “looping” partners in their building (K-1), (2-3), (4-5), (7-8)
Person/Group Responsible	<ol style="list-style-type: none"> 1. Elementary and secondary principals 2. Staff
Timelines for Completion	Prior to staffing for 2004-05 school year
Resources Needed	<ol style="list-style-type: none"> 1. Professional resources on the benefits of looping 2. Temporary Duty Assignments (TDAs) for interested staff to visit schools where looping is occurring
Evaluation/ Indicators of Success	Tracking the students’ standards achievements in looping classes
Date Completed	End of 2006 school year would see first set of students who completed the loop program

CURRICULUM AND INSTRUCTION

Goal Number(s):

E-1

Objective Statement:

The BASD will develop an academic program with the use of differentiated instruction designed to challenge each student to meet his/her fullest potential.

Action Plan Statement:

The BASD will investigate the feasibility of expanding the concept of magnet/thematic schools at the middle school level.

Activity Steps	Form committee comprised of middle school administrators, teachers, guidance as well as central office curriculum administrators
Person/Group Responsible	<ol style="list-style-type: none"> 1. Assistant superintendent for curriculum and instruction 2. Secondary principals
Timelines for Completion	<ol style="list-style-type: none"> 1. Formulate committee: fall 2004 2. Conduct study: 2004-05 school year 3. Present study: fall 2005
Resources Needed	<ol style="list-style-type: none"> 1. Funds to pay teachers involved in development of study (\$2,500) 2. Travel/visitation to magnet/thematic school sites (\$5,000)
Evaluation/ Indicators of Success	Completed feasibility study presented to superintendent and Board of School Directors
Date Completed	Fall 2005

CURRICULUM AND INSTRUCTION

Goal Number(s):

E-2

Objective Statement:

The BASD will develop and continue to implement a balanced assessment system and an effective system for reporting student progress to students, parents, and the community in general.

Action Plan Statement:

The BASD will develop a district-wide student profile, which tracks student performance in terms of grades, assessments, both on-demand and performance, attendance, discipline, etc.

Activity Steps	Continue the work of district-wide committee to develop the district-wide on-line profile
Person/Group Responsible	<ol style="list-style-type: none"> 1. Assistant superintendent for curriculum and instruction 2. Data Processing Department
Timelines for Completion	<ol style="list-style-type: none"> 1. December 2004 – decision will be made as to which student management system the district will purchase 2. December 2004–December 2005 – implementation of student management system will occur 3. December 2005 – student management system goes on-line for use by the high schools beginning January 2006 4. May 2006 – middle and elementary schools go on-line with the student management system 5. September 2006 – full utilization of student management system by all levels
Resources Needed	<ol style="list-style-type: none"> 1. Software/hardware necessary to complete the profile (software costs presently unknown) 2. On going maintenance costs for profile implementation
Evaluation/ Indicators of Success	Used by teachers, parents, and students as an informational tool to track student performance
Date Completed	2005-06 school year

CURRICULUM AND INSTRUCTION

Goal Number(s):

E-2:

Objective Statement:

The BASD will develop and continue to implement a balanced assessment system and an effective system for reporting student progress to students, parents, and the community in general.

Action Plan Statement:

The BASD will provide a yearly review/evaluation of the effectiveness of the Regional Academic Standards Academy.

Activity Steps	Establish parameters that will be measured on a yearly basis, as to the effectiveness of the Regional Academic Standards Academy
Person/Group Responsible	<ol style="list-style-type: none"> 1. Principal of the Regional Academic Standards Academy 2. Teaching staff 3. Outside evaluator
Timelines for Completion	Yearly
Resources Needed	\$5,000 annually paid to outside consultant for evaluating services
Evaluation/ Indicators of Success	Improved scores and achievement of students attending the Regional Academic Standards Academy
Date Completed	Annual basis

CURRICULUM AND INSTRUCTION

Goal Number(s):

E-2:

Objective Statement:

The BASD will develop and implement career exploration opportunities at appropriate grade levels, as well as appropriate vocational-technical training programs.

Action Plan Statement:

The BASD will develop a district-wide K-12, career education curriculum that: (a) is integrated into the current curricula, (b) includes active participation from local businesses, and (c) is funded by an appropriate annual budget.

Activity Steps	<ol style="list-style-type: none"> 1. Examine current curricula for all content areas to determine appropriate opportunities to incorporate career education 2. Seek out support of local businesses for the new curriculum through such organizations as the Lehigh Valley Chamber of Commerce and the Lehigh Valley Business Education Partnership 3. Establish required budget for program and gain Board of School Directors' approval
Person/Group Responsible	<ol style="list-style-type: none"> 1. Superintendent 2. Assistant superintendent for curriculum and instruction 3. Curriculum supervisors 4. High school community service coordinators 5. Elementary and secondary principals 6. Guidance staff
Timelines for Completion	<ol style="list-style-type: none"> 1. Initiate curriculum review in fall 2005 2. Establish curriculum committee to look at the integration of career education into all areas
Resources Needed	Career-oriented professional development for administrators and teachers (approximately \$20,000)
Evaluation/ Indicators of Success	Students at all grade levels are given age-appropriate career exploration opportunities through classroom lectures and discussions, field trips to local businesses, classroom visits by people engaged in various careers, job shadowing opportunities, and organized career days
Date Completed	Beginning fall 2006

CURRICULUM AND INSTRUCTION

Goal Number(s):

E-3

Objective Statement:

The BASD will develop and maintain programs that integrate and promote an understanding of and respect for cultural diversity and multicultural issues within the school community.

Action Plan Statement:

The BASD will provide opportunities for the integration of various cultural perspectives into the curriculum.

Activity Steps	<ol style="list-style-type: none"> 1. Examine written curricula for all content areas to ascertain whether or not cultural perspectives are included 2. Examine where it is appropriate to infuse cultural perspectives in each curriculum 3. Include notation in written curriculum
Person/Group Responsible	<ol style="list-style-type: none"> 1. Assistant superintendent for curriculum and instruction 2. Curriculum supervisors
Timelines for Completion	Per five-year curriculum revision cycle
Resources Needed	Superintendent's Advisory Committee for Diversity
Evaluation/ Indicators of Success	Teachers integrate multicultural activities and use materials showing diversity on a regular basis
Date Completed	Beginning spring 2005, then as curricula are revised

CURRICULUM AND INSTRUCTION

Goal Number(s):

E-3

Objective Statement:

The BASD will develop and maintain programs that integrate and promote an understanding of and respect for cultural diversity and multicultural issues within the school community.

Action Plan Statement:

The BASD will provide for on going staff development on diversity issues.

Activity Steps	Continue the work of the Superintendent's Advisory Committee on Diversity to develop opportunities for staff training on cultural diversity; for example, provide observation day of best practices guest speakers, Act 48, conferences
Person/Group Responsible	<ol style="list-style-type: none"> 1. Coordinator of minority affairs/state and federal programs 2. Principal of Freemansburg Elementary School 3. Associate superintendent 4. Assistant superintendent for curriculum and instruction
Timelines for Completion	On going
Resources Needed	<ol style="list-style-type: none"> 1. Information needs to be disseminated to all teachers in a timely manner 2. Consultants/educational resource materials - \$5,000 annually
Evaluation/ Indicators of Success	<ol style="list-style-type: none"> 1. Number of staff development opportunities offered to staff 2. Integrated diversity activities as a part of curriculum 3. Increased number of teachers trained in diversity issues
Date Completed	Ongoing

CURRICULUM AND INSTRUCTION

Goal Number(s):

E-4

Objective Statement:

The BASD will continue to develop and maintain programs to meet the needs of students whose educational performance is impeded by the lack of mental or physical well-being, substance abuse, absenteeism, and/or problems of dysfunctional families by the 2006–07 school year.

Action Plan Statement:

The BASD will expand the present SAP/IST programming at all levels.

Activity Steps	<ol style="list-style-type: none"> 1. Form committee to ascertain expansion needs of SAP/IST program 2. Train additional staff members for SAP/IST programs 3. Provide for additional time for program expansion
Person/Group Responsible	<ol style="list-style-type: none"> 1. Director of student services 2. Elementary and secondary principals
Timelines for Completion	<ol style="list-style-type: none"> 1. Form committee: fall 2004 2. Train teachers: 2004–05 school year 3. Implement expanded program: 2005–06 school year
Resources Needed	<ol style="list-style-type: none"> 1. Training cost: \$75,000 2. Additional time: cost undetermined
Evaluation/ Indicators of Success	Expanded implementation of SAP/IST
Date Completed	Fall 2006

CURRICULUM AND INSTRUCTION

Goal Number(s):

E-4

Objective Statement:

The BASD will continue to develop and maintain programs to meet the needs of students whose educational performance is impeded by the lack of mental or physical well-being, substance abuse, absenteeism, and/or problems of dysfunctional families by the 2006–07 school year.

Action Plan Statement:

The BASD will implement a selective full-day kindergarten option at the elementary level for students that demonstrate at-risk behaviors or academic deficits, with possible expansion to all elementary schools as funds become available.

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 the needs of a full-day program 3. Adopt the model that best meets the needs of the targeted students (current Fountain Hill Elementary School model or national curricular model) 4. Hire/reassign staff according to need 5. Garner space, resources and materials necessary to implement a full-day kindergarten across the entire district
Person/Group Responsible	<ol style="list-style-type: none"> 1. Assistant superintendent for curriculum and instruction 2. Coordinators of English language arts and literacy 3. Supervisor of mathematics 4. 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 school-based or regional kindergarten sites according to the priorities of year one study and budgetary considerations</p>
Resources Needed	<ol style="list-style-type: none"> 1. Year 1 study – needs assessment and demographic review – minimal dollars – administrative planning 2. Years 2-4 – curriculum and assessment training for teachers – eight teachers x six hours = \$3,600 3. Additional classroom teachers (regional based) – eight teachers x \$50,000 = \$400,000 4. Additional teachers for district-wide implementation – seventeen teachers x \$50,000 = \$850,000
Evaluation/ Indicators of Success	<ol style="list-style-type: none"> 1. Student assessment and data-driven instruction based on curriculum-based assessments given to students 2. Potential savings of funds realized through a reduction of monies required for Reading Recovery effort
Date Completed	<ol style="list-style-type: none"> 1. Depending on the status of state funding: partial implementation – fall of 2006 2. Full implementation by fall of 2008

CURRICULUM AND INSTRUCTION

Goal Number(s):

E-4

Objective Statement:

The BASD will continue to develop and maintain programs to meet the needs of students whose educational performance is impeded by the lack of mental or physical well-being, substance abuse, absenteeism, and/or problems of dysfunctional families by the 2006–07 school year.

Action Plan Statement:

The BASD will evaluate the effects of the family center concept and explore ways of expanding the services to other elementary schools in the district.

Activity Steps	<ol style="list-style-type: none"> 1. Form a committee to study and evaluate the success of present family centers within the district 2. Identify best practices for replication at new sites 3. Investigate avenues of funding for further expansion to other school sites 4. Establish a timeline for expansion of centers
Person/Group Responsible	<ol style="list-style-type: none"> 1. Supervisor of family centers/ASPIRE 2. Elementary principals 3. Director of student services
Timelines for Completion	2004–05 school year
Resources Needed	<ol style="list-style-type: none"> 1. Family center site coordinators 2. Seek additional grant opportunities for funding
Evaluation/ Indicators of Success	Expanded family center services at other school district building sites
Date Completed	2006–07

CURRICULUM AND INSTRUCTION

Goal Number(s):

E-4

Objective Statement:

The BASD will develop and refine a comprehensive proactive guidance program, K-12, by the 2005–06 school year.

Action Plan Statement:

The BASD will hire additional counselors at all levels of the district in order to establish a counselor/student ratio of 250:1 and revise the present program to provide more proactive services to all students.

Activity Steps	<ol style="list-style-type: none"> 1. Establish counselor needs based on present ratios 2. Develop implementation plan to phase in additional counselors over time 3. Hire additional counselors as funds become available 4. Establish committee of administrators and counselors to revise and/or develop proactive guidance program
Person/Group Responsible	<ol style="list-style-type: none"> 1. Director of student services 2. Associate superintendent 3. Elementary and secondary principals 4. Selected guidance counselors
Timelines for Completion	<ol style="list-style-type: none"> 1. 2004–05 – hire 1.5 additional counselors 2. 2005–06 – hire four additional counselors 3. 2006–07 – hire remaining counselors needed 4. 2004–05 – establish committee comprised of administrators and present counselors to develop the curricular framework for the guidance program K-12 to reflect a lower student–counselor ratio
Resources Needed	Number of counselors needed at \$50,000 per counselor (\$800,000 – to provide at least one guidance counselor full-time at every school in the district)
Evaluation/ Indicators of Success	<ol style="list-style-type: none"> 1. Lower student–counselor ratios established 2. More guidance services provided to students
Date Completed	<ol style="list-style-type: none"> 1. Revised curriculum by 2005–06 2. Hire additional counselors by 2008

CURRICULUM AND INSTRUCTION

Goal Number(s):

E-4

Objective Statement:

The BASD will develop and implement programs which help to eliminate violence in the school environment by the 2005–06 school year.

Action Plan Statement:

The BASD will establish a district-wide K-12 program in conflict resolution and bullying in order to provide nonviolent solutions as acceptable alternatives to solving problems.

Activity Steps	<ol style="list-style-type: none"> 1. Administrators who have started initiatives should continue their efforts 2. Successful programs should be shared with other building administrators
Person/Group Responsible	The first steps in this action plan require administrators to share existing programming and plan additional initiatives
Timelines for Completion	<ol style="list-style-type: none"> 1. By May 2005, each building should have an initiative in place that addresses conflict resolution and bullying containment 2. Inservice staff at the building level as appropriate 3. Evaluate effectiveness in 2006
Resources Needed	<ol style="list-style-type: none"> 1. Research–based information regarding effective programs 2. Meeting time for administrators to discuss, plan, and implement initiatives
Evaluation/ Indicators of Success	<ol style="list-style-type: none"> 1. Building level evaluation of the impact of programming 2. Surveys or other data gathering instruments might be implemented
Date Completed	June 2006

CURRICULUM AND INSTRUCTION

Goal Number(s): E-4
Objective Statement: The BASD will develop and implement programs which help to eliminate violence in the school environment by the 2005–06 school year.
Action Plan Statement: The BASD will review and revise the present Student Code of Conduct and Character Education Program.

Activity Steps	<ol style="list-style-type: none"> 1. Form a committee comprised of administrators, teachers, students, and parents to review the Student Code of Conduct 2. Form a committee of teachers to review the Character Education Program
Person/Group Responsible	Director of operations, planning, and special projects
Timelines for Completion	2004–05 school year
Resources Needed	Minimal – some curricular writing hours – \$1,000
Evaluation/ Indicators of Success	Updated/revised Student Code of Conduct in place
Date Completed	End of 2005 school year

CURRICULUM AND INSTRUCTION

Goal Number(s):

E-5

Objective Statement:

The BASD will continue to emphasize the importance of civic responsibility and community involvement through expanded opportunities for service learning at all grade levels by the 2005–06 school year.

Action Plan Statement:

The BASD will develop opportunities for service-learning projects at all grade levels, K-12.

Activity Steps	<ol style="list-style-type: none"> 1. Examine written curricula for all content areas to determine appropriate opportunities to incorporate service-learning projects 2. Initiate discussions with organizations that provide community service opportunities for district high school students and local community service groups (e.g., Lion's Clubs, Rotary Clubs) to identify projects suitable for various grade levels
Person/Group Responsible	<ol style="list-style-type: none"> 1. Assistant superintendent for curriculum and instruction 2. Curriculum supervisors 3. High school community service coordinators
Timelines for Completion	<ol style="list-style-type: none"> 1. Initiate curriculum review, fall 2004 2. Identify initial service learning projects in spring 2005 3. Initiate first service learning projects, fall 2005
Resources Needed	<ol style="list-style-type: none"> 1. Additional staff time to identify and coordinate service-learning projects of K-8 grade levels 2. Professional development for K-12 teachers to assist in identifying and implementing service-learning projects into their classrooms
Evaluation/ Indicators of Success	Teachers at all grade levels incorporate service-learning projects into their classroom curricula on a regular basis
Date Completed	Beginning fall 2005, then as curricula are revised