

## ACTION PLANNING PRIORITIES

During the winter of 2004, the Program of Instruction, Professional Education, Personnel and Operations, Academic Interventions, Graduation Requirements, and Technology subcommittees met to generate action plans designed to address the goals established by the Strategic Planning Steering Committee. The Action Planning Priorities subcommittee provided each of the other subcommittees with criteria that were used to determine priorities. When this exercise was completed, the Action Planning Priorities subcommittee used the same criteria to rank all the action plans again. The criteria used by the Action Planning subcommittee to rank the action plans is as follows:

- Level of Importance
  - supports the BASD mission and associated goals
  - addresses significantly the objectives of more than one strategic plan goal
  - satisfies a Federal and/or State mandate
- Measurable Impact on Students' Academic and Social Performance
  - supports Pennsylvania academic standards
  - addresses the needs of diverse student populations
  - fosters personal responsibility, e.g. attendance, behavior
  - conforms to specific timelines to demonstrate results
- Ease of Implementation
  - consider facilities implications (current facilities adequate)
  - consider staff development requirements (current staff development structure adequate e.g. inservice days, flex option, induction, graduate courses)
  - consider timeline (completed by June 2008)
  - consider logistical considerations, e.g. certification, scheduling, transportation, contractual issues

The 79 prioritized action plans were submitted to the Strategic Planning Steering Committee for further review. In early April 2004, the superintendent of schools led the discussion of the steering committee about the recommended action plan priorities. During this steering committee meeting, of teachers, administrators, parents, community representatives and school board directors, the seventy-nine action plans were arranged into six categories, with Category I being the highest and Category VI being the lowest. One action plan was incorporated into the District Capital Improvement Plan.

In late April 2004, the revised document containing the six categories was submitted to the Board of School Directors for their consideration. As the Board of School Directors deliberated, they considered cost, in addition to the level of importance, measurable impact on students' academic and social performance, and ease of implementation.

As a result, the final ranking of action plans was established. All items within each category are in alphabetical order and are of equal priority. These 78 action plans follow in order of importance, with Category I being the highest, and Category VI being the lowest:

At least one of the district's goals has been identified in each plan. These goals are as follows:

**Organizational Goals** (referred to as "O" Goals on the district action plans)

1. The district will foster the concept of being a culturally diverse learning organization where staff is encouraged and opportunities are provided to gain professional growth and development.
2. The district will develop, implement, and maintain programs and facilities, which ensure the health, safety, and welfare of each student.
3. The district will provide an atmosphere where students have the opportunity to graduate, grow, and pursue productive life choices, through technology utilization, college level education, vocational-technical education, military, and other career pathways.
4. The district will foster collaborative partnerships and communications among schools, families, universities, businesses, and communities.
5. The district will maintain an environment where students acquire recognition of the rights of others, identify societal needs, participate as responsible citizens, and gain insight into the value of diversity.

**Educational Goals** (referred to as "E" Goals on the district action plans)

1. Students will experience an articulated K-12 curriculum in all subject areas which reflects local, state, and national standards and provides opportunities for students to cultivate higher order thinking, creativity, and analysis skills.
2. Students will evidence an increase in indicators of success including academic performance, attendance, graduation rates, college and workplace placements, while becoming true life-long learners.
3. Students will learn critical contemporary skills, such as visualization, communication, technology, collaboration, problem solving, initiative, and persistence through authentic inquiry and discovery-based learning activities.
4. The district will provide a positive learning environment, which fosters the development of a healthy, happy, and resilient student and permits all students to reach his/her personal best and full potential.

5. Students will experience a variety of programs in both academics and extracurriculars, which will lead to the development of a confident individual who possesses character and ethics.

