

**2007 – 2013 BASD STRATEGIC PLAN
Implementation Update
June 2009**

Goals for 2007 — 2008 School Year

1. More than 56% of all students enrolled in the Bellefonte Area School District will reach the proficient or advanced level in mathematics.
2. More than 65% of the students enrolled in the Bellefonte Area School District will reach the proficient or advanced level in reading.
3. More than 60% of all students enrolled in the Bellefonte Area School District will demonstrate proficiency in writing, science and all other curricular areas.

Goals for 2008 — 2009 School Year

1. More than 63% of all students enrolled in the Bellefonte Area School District will reach the proficient or advanced level in mathematics.
2. More than 70% of the students enrolled in the Bellefonte Area School District will reach the proficient or advanced level in reading.
3. More than 70% of all students enrolled in the Bellefonte Area School District will demonstrate proficiency in writing, science and all other curricular areas.

Goal #1: CURRICULUM, INSTRUCTION, AND ASSESSMENT

By 2013 at least 90% of all students will achieve proficiency in all curricular areas, as measured by District assessments aligned with state or national standards in all curricular areas.

Strategy 1.1: Systems Alignment

Design systems to support a standards-aligned instructional system.

Activity 1.1a	Description
District Structure for Developing, Implementing and Monitoring a Standards-Aligned System	Develop a District structure for the development, implementation, and monitoring of a standards-aligned curriculum.
Date	Implementation Activity
May 2008	Staff member attends PDE's roll-out of the Standards-Aligned Systems Initiative.
2008 –2009	<ul style="list-style-type: none"> • Standards-Aligned System presentation to new professional staff at induction orientation • Sherry Yontosh, Elaine Cutler, Connie Puckett, Kris Vancas and Cathy Brachbill met on a monthly basis to study the standards-aligned systems research

Activity 1.1b	Description
Curriculum Leadership Structure	Analyze current curriculum leadership structure and realign, if needed, in order to implement a systematic process for developing a standards-aligned system.
Date	Implementation Activity

Activity 1.1c	Description
Curriculum Renewal Process	Develop and implement a standards-aligned curriculum renewal process that can be generalized across content areas and incorporates district benchmarks, assessments, and instructional best practices. (Implement a continuous model for curriculum renewal, integrate literacy across all content areas, and incorporate math assessment anchors across the content areas).
Date	Implementation Activity
2007 – 2009	<ul style="list-style-type: none"> • HS – Content Literacy Continuum integrates literacy across all content areas.
2008 – 2009	<ul style="list-style-type: none"> • MS – Develop of KUDs in all content areas identifying what a student should know, understand, and be able to do after completing each course
2008 – 2009	<ul style="list-style-type: none"> • Elementary HPE, music, art, library – Develop of KUDs in all content areas identifying what a student should know, understand, and be able to do after completing each course

Strategy 1.2: Curriculum Alignment

Build and implement standards-aligned K – 12 curricula that are rigorous, integrated, and aligned both horizontally and vertically. Develop a system of local assessment to determine the degree to which individual students are attaining proficiency in the academic standards in all content areas at each grade level and provide targeted assistance for non-proficient students and enriched learning experiences for those demonstrating proficiency.

Activity 1.2a	Description
Curriculum Alignment Initiative	Map the current taught curriculum in order to examine the degree to which it is aligned to state and national standards and is consistent across grade levels/courses and articulated between grade levels (eliminate gaps and redundancies). Establish in each content area core content and skills (what students should know and be able to do).
Date	Implementation Activity
2007 – 2008	<ul style="list-style-type: none"> • HS – Course and Unit Organizers, Pyramid lesson planning format • Elem – Language Arts curriculum documents drafted • MS – Curriculum mapping activities
2008 – 2009	<ul style="list-style-type: none"> • Elementary Specialists - All special curricular areas (health, physical education, art, music, library, guidance) identifying what students should know, understand, and be able to do at the end of each course at each grade level • MS – All curricular areas identifying what students should know, understand, and be able to do at the end of each course at each grade level

Activity 1.2b	Description
District Benchmarks and Core Assessments	Identify district benchmarks for each grade level and course and develop core assessments to measure student attainment of identified benchmarks.
Date	Implementation Activity
2007 – 2008	<ul style="list-style-type: none"> • HS – Developing common assessments with core content • Elementary music, art, library science, guidance, health, and physical education teachers started identifying benchmarks for grade 5
2008 – 2009	<ul style="list-style-type: none"> • Elementary music, art, library science, guidance, health, and physical education teachers continued their work to identify benchmarks (what students should know, understand, and do)for grades K - 5. • MS – All content areas developing benchmarks (what students should know, understand, and do) for each grade level

Activity 1.2c	Description
Designate “Sacred Time” for Collaboration	Designate “Sacred Time” for sharing and advancing standards-aligned curriculum ideas, vertical and horizontal curriculum alignment, best practices, research, resources, and collective experiences throughout the district (K-12 collaboration meetings, grade level meetings).
Date	Implementation Activity
2007 – 2009	<ul style="list-style-type: none"> • HS – Time allotted during each in-service day for sharing • District – Some “Extended Tuesdays” used for sharing • Elementary – Time allotted during Grade Level Meetings for sharing

Strategy 1.3: Data

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

Activity 1.3a	Description
Administrative Walk-Throughs	Implement administrative walk-throughs (“Learning Walks”) to collect data on the taught curriculum, instructional and assessment practices, and instructional technology being utilized in classrooms. <ol style="list-style-type: none"> 1. Develop a district model for Learning Walks/Administrative Walk-Throughs that aligns with district and building goals. 2. Develop rubrics to be used to focus “Learning Walks” based on “Core Competencies” and disseminate to professional staff. 3. Provide training in the “Learning Walks” process for district administrators. 4. Implement “Learning Walks” by administration to collect data on the taught curriculum, instructional and assessment practices, and instructional technology being utilized in classrooms. 5. Develop and publish “Learning Walks” procedures to be implemented on a District-wide basis and a schedule for implementation. 6. Provide information sessions for professional staff on the district’s Learning Walk model.
Date	Implementation Activity
2007 – 2008	<ul style="list-style-type: none"> • District model for administrative walk-throughs developed • Walk-Through checklist developed, presented to administrative team and modified based on feedback. • Introductory training held for building administrators • Q&A document developed to explain Walk-Through process to professional staff. • Administrative training sessions held • Administrative Walk-Through model presented to BAEA Co-Presidents

	<ul style="list-style-type: none"> • Power Point presentation and Q & A document shared with professional staff at April faculty meetings • One round of “practice walk throughs” occurred in all buildings
2008 – 2009	<ul style="list-style-type: none"> • Memo sent to all professional staff informing them of the walk-through process • Monthly administrative walk-throughs • Ongoing analysis of walk-through data by administrators involved in walk-throughs • Ongoing discussions by administrative team of walk through process • PDE Reading First walk-through training attended by Cathy Brachbill, Gina MacFalls, Kris Vancas, Sherry Yontosh, Elaine Cutler, Connie Puckett

Activity 1.3b	Description
Student Data Management System	Update student data management system. Establish a committee made up of district Technology Committee members, administrators, and appropriate support staff to evaluate various student management software applications with data analysis capabilities and to recommend updated software, if appropriate.
Date	Implementation Activity
2007 – 2008	<ul style="list-style-type: none"> • PowerSchool student data management system purchased • Plan for PowerSchool implementation developed • Training for MIS, administrators, professional staff, and support staff planned occurred in August.
2008 – 2009	<ul style="list-style-type: none"> • PowerSchool software installed across district and used as student information management system • All schools using PowerSchool for attendance purposes

Activity 1.3c	Description
Data Analysis Teams	Develop and implement a system/structure for the operation of district, building, team, department, and grade level data analysis teams.
Date	Implementation Activity
2008 – 2009	<ul style="list-style-type: none"> • Data Team analysis conducted at monthly Administrative Team meetings • 2008 PSSA/AYP Update at September 9th School Board Meeting • District model for data analysis teams developed • Team protocols and procedures developed for elementary and middle levels and used during data team meetings held throughout the school year • Training in use of data analysis model held for elementary and middle school administrators • Elementary data analysis team meetings occurred in each elementary building and at the MS during the school year • Performance Tracker training provided for teachers at PG, MW, MS and those new to the district at Benner, BE and the HS • PVAAS informational session provided at March 10, 2009 School Board meeting • Gina MacFalls, Becky Rock, George Stone, and Cathy Brachbill attend a PVAAS for Board Members training at IU 10

Strategy 1.4: Effective and Engaging Instruction

Provide effective and engaging instruction utilizing research-based "best practices" and the integration of instructional technology.

Activity 1.4a	Description
Professional Staff Core Competencies	<ol style="list-style-type: none"> 1. Identify core competencies expected of all staff to insure alignment with a standards-aligned system (including instructional technology competencies). 2. Provide professional development and instructional coaching to facilitate implementation of core instructional competencies and "best practices" across the district. 3. Strengthen the degree to which instructional competencies and best practices are practiced and standards drive instruction by implementing administrative walk-throughs and requiring weekly submission of lesson plans by all instructional staff. 4. Align district's Induction Program, Professional Education Plan, Technology Plan, and Supervision/Evaluation Plan with implementation of core instructional competencies (including instructional technology competencies) and with the goals, strategies, and activities outlined in the 2007 – 2013 Strategic Plan.
Date	Implementation Activity
2007 – 2008	<ul style="list-style-type: none"> • Core Teaching Competencies developed and incorporated into 2008 revision of Professional Staff Supervision/Evaluation Plan • Core Competencies developed for Instructional staff, nursing, guidance counselors, and school psychologists. • Core competencies integrated into Induction Program and Professional Supervision/Evaluation Plan.
2008 – 2009	<ul style="list-style-type: none"> • Core competencies drafted for Speech and Language specialists
2008 - 2009	<ul style="list-style-type: none"> • HS - Classrooms for the Future (CFF) coach received instructional coaching training and provided professional development to CFF teachers and others

	<ul style="list-style-type: none"> • Elem/MS – Administration and teachers attend Governor’s Institute for Instructional Coaching • MS – Three teachers received coaching training and provided coaching to teachers who expressed an interest (volunteers) • Elem – Shari Reed, Math Specialist, provided coaching for teachers implementing new math materials and new instructional strategies
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Activity 1.4b	Description
Differentiated Instruction	<ol style="list-style-type: none"> 1. Develop the knowledge and skills needed to implement differentiated instructional strategies across the district to ensure a rigorous curriculum for all learners at all levels. 2. Increase the collection and use of data by all staff to inform daily instruction in order to differentiate by student need (e.g. English language proficiency, learning style, multiple intelligences, and implementation of IEP’s, students in need of remediation and student in need of enrichment). 3. Ensure all diverse learners (IEP/LEP/non-proficient students, etc.) make progress in the “core” curriculum by having classes organized using flexible grouping for instruction and by providing additional learning time during the school day for those students needing “extra” time or more “focused” instruction.
Date	Implementation Activity
2007 – 2008	<ul style="list-style-type: none"> • HS – Constant reminders to teachers about adapting content to meet the needs of groups of students • HS – Adaptations promoted in 2008 School Improvement Plan
2008 – 2009	<ul style="list-style-type: none"> • Team attends training at national ASCD summer conference – Tammie Burnaford, Sherry Yontosh, Cathy Brachbill, Karen Krisch, Jennifer Hoover, Brenda Rodgers • MS – Working to identify “core curriculum” • Kindergarten & Grade 1 implementation of Everyday Mathematics includes DI in its correct implementation • Elementary – Correct implementation of comprehensive balanced literacy includes DI • Evidence of DI observed during administrative walk-throughs • Elementary grade level meetings include topics on DI

Activity 1.4c	Description
Increase Instructional Time	<ol style="list-style-type: none"> 1. Establish a committee to analyze the current use of time in the district with regards to: instructional time, prioritizing time, building schedules, district calendar, teaching schedules, Tuesday schedules, field trip schedules, etc. and to suggest recommendations for increasing instructional time. 2. Create the expectation across the district that instructional time should be maximized in every class. 3. Examine the instructional day and school year to provide non-proficient students with additional time (instructional support/intensive remediation relevant to individual student need). 4. Create “Collaborative Tuesday” time each month on the Tuesday schedule for faculty sharing of intervention strategies, and techniques (groups to be organized by department, grade-level teams, student group, or co-teaching partners).
Date	Implementation Activity
2007 – 2009	<ul style="list-style-type: none"> • “Extended Tuesday” time is set aside for faculty sharing.
2008 – 2009	<ul style="list-style-type: none"> • MS – Committee meets to explore options for middle school scheduling and results in a revised schedule for the 2009 – 2010 school year that provides for 1 hour blocks of instructional time for the core subjects (language arts, mathematics, science, social studies) and time for remediation/enrichment
2008 – 2009	<ul style="list-style-type: none"> • MS – Karen Krisch established Professional Learning Community (PLC) groups. All teachers placed into small groups of 5 – 7 members that met one time per six day cycle to discuss building issues and develop professional knowledge and skills. PLC group meetings focused on increasing student achievement for all students.
2008 – 2009	<ul style="list-style-type: none"> • Elementary – All building schedules permit a 90 minute literacy block focused on reading instruction and to permit time for co-planning among grade-level teams.

Activity 1.4d	Description
Instructional Materials	<ol style="list-style-type: none"> 1. Conduct an inventory of district purchased instructional materials/resources in current use across the district. 2. Identify core materials/resources that should be “standard” across the district. 3. Develop a plan for establishing equity of instructional materials cross the district. 4. Revise budgeting guidelines to ensure that equity of materials is maintained.
Date	Implementation Activity
2007 – 2008	<ul style="list-style-type: none"> • Hands-on science materials (“Electric Circuits”) for all 4th grade classrooms purchased and all 4th grade teachers trained as a result of Pleasant Gap Elementary’s participation in the Science It’s Elementary grant program
2008 – 2009	<ul style="list-style-type: none"> • One elementary science module has been implemented in all buildings (grades 2 – 5) • Comparable materials for elementary core literacy program in grades 3 – 5 distributed across district

- Comparable materials for grades K & 1 Everyday Mathematics program distributed across district

Strategy 1.5: Alternative Education Options

Identify and develop a range of educational options pre-k through grade 12 to better meet the needs of all children (intellectually, socially, emotionally, culturally, and physically).

Activity 1.5a	Description
Dual Enrollment Opportunities	Explore the possibility of offering dual enrollment courses at the High School.
Date	Implementation Activity
2008	<ul style="list-style-type: none"> • Dual Enrollment Committee established. • Grant application submitted to PDE. • District notified by PDE that it will receive a Dual Enrollment Grant for the 08-09 school year
2008 – 2009	<ul style="list-style-type: none"> • 4 students take classes at PSU during Fall 2008 semester • District notified by PDE of the amount of Dual Enrollment funds it will receive • 4 students take classes at PSU during Spring 2009 semester • Dual enrollment agreements negotiated with Clarion University and Lock Haven University for the 2009 – 2010 school year

Activity 1.5b	Description
Expand Alternative Education Options Available in the District	Establish a committee to study and develop a plan to expand Alternative Education programming in the District at all levels (including on-line learning, distance learning, cyber charter school, etc.)
Date	Implementation Activity
2008 - 2009	<ul style="list-style-type: none"> • Exploring Educational Options Committee begins meeting chaired by Cathy Brachbill, Gina MacFalls, Karen Krisch, and Elaine Cutler • Exploring Educational Options Committee drafts two actions plans; (1) to develop K-12 Technology Competencies and (2) to develop Cyberlearning Opportunities for students • Cyber academy approved to be implemented during the 2009 – 2010 school year

Strategy 1.6: Student and Parent Involvement

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

Activity 1.6a	Description
Educate Parents with Regards to District and State Expectations	Educate parents with regards to state, district, and building student and parent expectations.
Date	Implementation Activity
2008	<ul style="list-style-type: none"> • Title I Parent Meetings at each elementary building. • Strategic Plan, Renovation Projects, and Budget presentations at all four elementary school PTO meetings.
2008 – 2009	<ul style="list-style-type: none"> • Student – Parent Handbooks distributed to all parents • District newsletters sent home quarterly • Postings on district website • PSSA testing information sheets sent home prior to assessments • Bellefonte Elementary provided a PSSA training/information session to parents

Activity 1.6b	Description
Parent Access to Instructional Materials	Provide parents with access to instructional materials that they can use at home to support their children's learning.
Date	Implementation Activity
2008	<ul style="list-style-type: none"> • Title I Parent Meetings at each elementary building. Materials provided so that parents are able to help their children read at home.
2008 – 2009	<ul style="list-style-type: none"> • Teacher, Building, District webpages • Some textbooks are available on-line • Title I parents provided with materials • Parents attending Everyday Math programs in Fall 2008 received materials to use at home

Activity 1.6c	Description
Student Accountability Contract	Increase student accountability and engagement in their educational program. Develop a "Student Accountability Contract" based on core curriculum standards and socially acceptable behaviors that describes District & Building expectations.

Date	Implementation Activity
2008 – 2009	<ul style="list-style-type: none"> Title I parents, students, classroom teachers, reading specialists sign a Title I compact HS – Students participating in on-line learning opportunities sign a contract Truancy Elimination Contracts signed by students identified as having chronic attendance issues

Activity 1.6d	Description
Students Monitoring Their Own Academic Progress	Provide opportunities for students to monitor their own progress with regards to attainment of core curriculum benchmarks.
Date	Implementation Activity
2008 – 2009	<ul style="list-style-type: none"> MS – Students graph their results on quarterly 4Sight assessments to monitor their growth Special education students graph their progress Monitoring of classroom-based assessments

Goal #2: MATHEMATICS

By 2013 at least 89% of all students will achieve proficiency in mathematics, as measured by state and local assessments.

Strategy 2.1: Curriculum Alignment

Develop a K – 12 standards-aligned mathematics curriculum that: is aligned to PA Academic Mathematics Standards and Assessment Anchors, includes fair formative and summative assessments, identifies strategic interventions, includes effective instructional strategies, is articulated K-12, and includes aligned resources and materials.

Activity 2.1a	Description
Curriculum Alignment Initiative	Map the current taught mathematics curriculum in order to examine the degree to which it is aligned to state standards and assessment anchors and is consistent across grade levels/courses and articulated between grade levels (eliminated gaps and redundancies). Identify the core mathematics content and skills (what students should know and be able to do).
Date	Implementation Activity
2008 - 2009	<ul style="list-style-type: none"> Kindergarten and Grade 1 implementation of Everyday Mathematics MS – Mathematics curriculum identifying what students should know, understand, and be able to do at the end of each mathematics course

Activity 2.1b	Description
Designate “Sacred Time” for Collaboration	Designate “Sacred Time” for sharing and advancing standards-aligned curriculum ideas, vertical and horizontal curriculum alignment, best practices, research, resources, and collective experiences throughout the district (K-12 collaboration meetings, grade level meetings).
Date	Implementation Activity
2008 – 2009	<ul style="list-style-type: none"> Extended Tuesday meeting time Secondary department meetings In-Service days Grade level meetings for Everyday Mathematics implementation in grades K and 1 EDM support meetings for Grade 2 “early implementers”

Activity 2.1c	Description
District Benchmarks and Core Assessments	<ol style="list-style-type: none"> Identify district mathematics benchmarks for each grade level and course and develop core assessments to measure student attainment of identified benchmarks. Develop and implement a system for teachers and students to document student progress towards mastery of benchmarks and standards for each grade level and course. Standardize data collection procedures for identifying students in need of mathematics interventions and enrichment in order to ensure continuous growth and achievement by all students.
Date	Implementation Activity
2008 – 2009	<ul style="list-style-type: none"> MS – Math educators identifying what students should know, understand, and be able to do at the end of each course at each grade level Grades 3 – 8 using 4-Sight data to identify student mastery of grade level assessment anchors

Strategy: 2.2 Effective and Engaging Mathematics Instruction

Provide effective and engaging mathematics instruction utilizing research-based “best practices” and the integration of instructional technology.

Activity 2.2a	Description
Course Sequencing	Analyze current high school mathematics course sequencing and recommend changes, if indicated.
Date	Implementation Activity
October 2008	<ul style="list-style-type: none"> HS – Mathematics department determines that current course sequencing is appropriate

Activity 2.2b	Description
Math Applications	Provide local field trips where students can practice mathematics in the workplace or in the community and bring community/business members into the classroom to provide real-life applications of mathematics.
Date	Implementation Activity

Strategy 2.3: Meeting the Needs of Diverse Learners

Ensure continuous growth and achievement in mathematics by providing additional learning opportunities to remediate non-proficient students and to provide enrichment for those demonstrating proficiency.

Activity 2.3a	Description
Blended Services	Create increased remedial opportunities for non-proficient students by blending Title I, Title III, tutoring, etc. programs and services.
Date	Implementation Activity
2007 - 2008	<ul style="list-style-type: none"> • HS – Met to define how to determine and deliver blended services • Elem – Principals developed schedules to facilitate the blending of services • MS – Scheduling for 2008 – 09 school year will facilitate the blending of services
2007 - 2009	<ul style="list-style-type: none"> • Title I funded tutoring available for students who are not able to demonstrate proficiency in reading and math for grades K – 8

Activity 2.3b	Description
Extended Instructional Time	Increase the availability of summer, before school, and after school learning experiences where research-based programs are employed.
Date	Implementation Activity
2008 - 2009	<ul style="list-style-type: none"> • Elem – Students identified as needing “intensive” services qualify for summer school, those identified as “strategic” qualify for summer tutoring.

Activity 2.3c	Description
Mandatory Remediation	Make participation in remedial courses mandatory for students in grades 4 – 12 who do not score at proficient levels on PSSA mathematics assessments.
Date	Implementation Activity
2007 – 2008	<ul style="list-style-type: none"> • HS – Remediation program in place • HS – After school program for special education students
2007 – 2009	<ul style="list-style-type: none"> • MS – Students who are not able to demonstrate proficiency in math are required to participate in remediation program held during the school day

Goal #3: READING

By 2013 at least 91% of all students will achieve proficiency in reading and 90% will achieve proficiency in writing, as measured by state and local assessments.

Strategy 3.1: Curriculum Alignment

Develop a K – 12 standards-aligned language arts curriculum that: is aligned to the PA Academic Reading, Writing, Listening, and Speaking Standards and Reading Assessment Anchors, includes fair summative and formative assessments, identifies strategic interventions, includes effective instructional strategies, is articulated K-12 and includes aligned resources and materials.

Activity 3.1a	Description
Curriculum Alignment Initiative	Map the current taught language arts curriculum in order to examine the degree to which it is aligned to state standards and assessment anchors and is consistent across grade levels/courses and articulated between grade levels (eliminated gaps and redundancies). Establish language arts core content and skills (what students should know and be able to do).
Date	Implementation Activity
2007 - 2009	<ul style="list-style-type: none"> • Elem – Grade 3, 4, & 5 implementation of Trophies materials
2008 - 2009	<ul style="list-style-type: none"> • MS – Language Arts curriculum work to identify what students should know, understand, and be able to do at the end of each language arts course

Activity 3.1b	Description
Designate "Sacred Time" for Collaboration	Designate "Sacred Time" for sharing and advancing standards-aligned curriculum ideas, vertical and horizontal curriculum alignment, best practices, research, resources, and collective experiences throughout the district (K-12 collaboration meetings, grade level meetings).
Date	Implementation Activity
2008 - 2009	<ul style="list-style-type: none"> Extended Tuesday meeting time Secondary department meetings In-Service days Grade level meetings focused on the effective implementation of a comprehensive balanced literacy program grades K - 6

Activity 3.1c	Description
District Benchmarks and Core Assessments	<ol style="list-style-type: none"> Identify district language arts benchmarks for each grade level and course and develop core assessments to measure student attainment of identified benchmarks. Develop and implement a system for teachers and students to document student progress towards mastery of benchmarks and standards for each grade level. Standardize data collection procedures for identifying students in need of reading interventions and enrichment in order to ensure continuous growth and achievement by all students.
Date	Implementation Activity
2008 - 2009	<ul style="list-style-type: none"> MS – Language educators identifying what students should know, understand, and be able to do at the end of each course at each grade level Grades K, 1, 2, 3 using DIBELS data to identify students who are meeting (or not meeting) literacy benchmarks Grades 3 – 8 using 4-Sight data to identify student mastery of grade level assessment anchors Elementary – Reading section of report card reviewed and assessment practices identified

Strategy 3.2: Effective, Evidence-Based Language Arts Instruction

Provide effective and engaging language arts instruction utilizing research-based "best practices" and the integration of instructional technology.

Activity 3.2a	Description
Comprehensive Balanced Literacy Initiative	Continue district implementation of a K – 5 comprehensive balanced literacy program by implementing differentiated instructional strategies to ensure a developmentally and academically appropriate curriculum for all learners.
Date	Implementation Activity
2007 - 2008	<ul style="list-style-type: none"> K-6 Grade level meetings focused on implementation of balanced literacy Benchmarks, assessments, and reporting of specific skills expanded.
2008 – 2009	<ul style="list-style-type: none"> Elementary – Grade level meetings providing professional development in the implementation of a comprehensive balanced literacy program

Activity 3.2b	Description
Implementation of Best Practices for Teaching Language Arts Grades 6 – 12	Expand the use of evidence-based "best" researched instructional practices for teaching language arts at the secondary level (grades 6 – 12).
Date	Implementation Activity
2007 - 2008	<ul style="list-style-type: none"> 6th grade Language Arts team meetings facilitated by Mrs. Yontosh MS – Reading Apprenticeship professional development for all staff HS – Content Enhancement Routines, Marzano, Tovani professional development for teachers
2008 - 2009	<ul style="list-style-type: none"> MS – 6th grade continues to implement Trophies literacy series with fidelity MS – 7th and 8th grade began implementation of new materials that includes suggestions for implementing "best practices"

Activity 3.2c	Description
Literacy Coaches	<ol style="list-style-type: none"> Provide Literacy Coach training to the reading specialists, learning support teachers, gifted support teachers, and ESL teachers to develop their capacity to provide support to Language Arts teachers who are learning new teaching practices. Construct building schedules to support the collaboration between literacy coaches and classroom teachers.
Date	Implementation Activity
2008 - 2009	<ul style="list-style-type: none"> MS – Three teachers with flexible scheduling offer coaching services to their peers in use of "best practices" HS – Classrooms for the Future coach supports one English teacher in the program and several others not formally identified as CFF teachers

Strategy 3.3: Meeting the Needs of Diverse Learners

Ensure continuous growth and achievement in literacy/language arts by providing additional learning opportunities to remediate non-proficient students and to provide enrichment for those demonstrating proficiency.

Activity 3.3a	Description
Blended Services	Create increased remedial opportunities for non-proficient students by blending Title I, Title III, tutoring, etc. programs and services.
Date	Implementation Activity
2007 – 2008	<ul style="list-style-type: none"> • HS – Met to define how to determine and deliver blended services • Elem – Principals developed schedules to facilitate the blending of services • MS – Scheduling for 2008 – 09 school year will facilitate the blending of services
2007 - 2009	<ul style="list-style-type: none"> • Title I funded tutoring available for students who are not able to demonstrate proficiency in reading and math for grades K – 8

Activity 3.3b	Description
Mandatory Remediation	Make participation in remedial courses mandatory for students in grades 4 – 12 who do not score at proficient levels on PSSA reading assessments.
Date	Implementation Activity
2007 – 2008	<ul style="list-style-type: none"> • HS – Remediation program in place • HS – After school program for special education students
2007 – 2009	<ul style="list-style-type: none"> • MS – Students who are not able to demonstrate proficiency in reading are required to participate in remediation program held during the school day

Activity 3.3c	Description
Response to Intervention Model for Literacy	Establish a committee to develop a Response to Intervention model for literacy along with an implementation plan.
Date	Implementation Activity
2007 – 2008	<ul style="list-style-type: none"> • Research conducted to learn more about current Response to Intervention models • Administrative team (Elaine Cutler, Cathy Brachbill, Gina MacFalls, Sherry Yontosh) attend Response to Intervention training session at CIU 10 • Gina MacFalls and Cathy Brachbill attend a Secondary Response to Intervention subgroup planning session at PATTAN in Harrisburg • Six staff members attend a Response to Intervention training session at PATTAN in Harrisburg. An implementation plan is drafted
2008 – 2009	<ul style="list-style-type: none"> • Elementary teachers trained in the use of intervention materials • A district team attends training in Rtl held by PDE (Sherry Yontosh, Gina MacFalls, Connie Puckett, Cathy Brachbill, Tammie Burnaford)

Goal #4: SCIENCE

By 2013 at least 90% of all students will achieve proficiency in science, as measured by state and local assessments.

Strategy 4.1: Curriculum Alignment

Build and implement standards-aligned K – 12 science curricula that are rigorous, integrated, and aligned both horizontally and vertically. Develop a system of local assessment to determine the degree to which individual students are attaining proficiency in the science and technology academic standards at each grade level and provide targeted assistance for non-proficient students and enriched learning experiences for those demonstrating proficiency.

Activity 4.1a	Description
Curriculum Alignment Initiative	Map the current taught science curriculum in order to examine the degree to which it is aligned to state standards and assessment anchors and is consistent across grade levels/courses and articulated between grade levels (eliminated gaps and redundancies). Establish core science content and skills (what students should know and be able to do) for each grade level/science course.
Date	Implementation Activity
2008 – 2009	<ul style="list-style-type: none"> • Elementary – Science It's Elementary module trainings for grade 2, 3, 4 & 5 classroom teachers • MS – Science curriculum work to identify what students should know, understand, and be able to do at the end of each language arts course

Activity 4.1b	Description
Designate "Sacred" Time for Collaboration	Designate "Sacred Time" for sharing and advancing standards-aligned curriculum ideas, vertical and horizontal curriculum alignment, best practices, research, resources, and collective experiences throughout the district (K-12 collaboration meetings, grade level meetings).
Date	Implementation Activity
2007 – 2009	<ul style="list-style-type: none"> Extended Tuesday meeting time Secondary department meetings In-Service days Grade level meetings focused on the effective implementation of inquiry-based science modules grades K - 5

Activity 4.1c	Description
District Benchmarks and Core Assessments	<ol style="list-style-type: none"> 1. Identify district science benchmarks for each grade level and course and develop core assessments to measure student attainment of identified benchmarks. 2. Develop and implement a system for teachers and students to document student progress towards mastery of science benchmarks and standards for each grade level and course.
Date	Implementation Activity
2008 – 2009	<ul style="list-style-type: none"> MS – Science educators identifying what students should know, understand, and be able to do at the end of each course at each grade level

Activity 4.1d	Description
Incorporate Literacy and Mathematics into Science Curriculum	Identify literacy and mathematics incorporated into science instruction in curriculum maps and expand as needed.
Date	Implementation Activity
2007 – 2008	<ul style="list-style-type: none"> PG – Science notebooking as a part of Science It's Elementary program. MS – Implementation of Reading Apprenticeship strategies in science classrooms. HS - Content Enhancement Routines implemented in most science courses.
2008 - 2009	<ul style="list-style-type: none"> Elem – Literacy materials that compliment new science modules purchased

Strategy 4.2: Effective and Engaging Science Instruction

Provide effective and engaging science instruction utilizing research-based "best practices" and the integration of instructional technology.

Activity 4.2a	Description
Establish Training Cadre	Develop a cadre of teacher leaders to facilitate the implementation of "best practices" for science education with regards to instruction and assessment.
Date	Implementation Activity
2007 – 2008	<ul style="list-style-type: none"> Two grade 4 teachers from PG provided training in hands-on science to rest of 4th grade teachers.
2008 – 2009	<ul style="list-style-type: none"> Elem – Science Committee provides direction for elementary professional development Elem/MS – Cadre trained in science notebooking Elem – SIE cadre provides professional development for teachers across the district in new science modules

Activity 4.2b	Description
Inquiry-Based and Differentiated Instructional Practices	Implement inquiry-based, "hands-on" and differentiated instructional practices in all science courses, at all levels.
Date	Implementation Activity
2007 – 2008	<ul style="list-style-type: none"> PG – Science It's Elementary implementation of hands-on science modules. MS/HS – Implementation of new science materials that stress inquiry-based instructional practices.
2008 – 2009	<ul style="list-style-type: none"> Elementary – Science It's Elementary module trainings for grade 2, 3, 4 & 5 classroom teachers

Activity 4.2c	Description
Science Notebooking	Implement science "notebooking" as a standard instructional practice in all science classrooms (K-12).
Date	Implementation Activity
2007 – 2008	<ul style="list-style-type: none"> PG – Science notebooking as a part of Science It's Elementary program. Elem – 4th grade Electric Circuits unit
2008 – 2009	<ul style="list-style-type: none"> Science Notebooking professional development for teachers grades 2 - 8

Activity 4.2d	Description
Science Outreach	Establish a science outreach program where secondary students promote "hands-on" science to younger students in the district.
Date	Implementation Activity
2008 – 2009	<ul style="list-style-type: none"> Science Night at the Middle School – November 2008 Chemistry Night at the Middle School – March 2009 Exploration Day at PSU booth/demonstration by MS science teachers and students – April 2009

Goal #5: WRITING

By 2013 at least 90% of all students will achieve proficiency in writing, as measured by state and local assessments.

Strategy 5.1: Curriculum Alignment

Build and implement standards-aligned K - 12 writing curricula that are rigorous, integrated, and aligned both horizontally and vertically. Develop a system of local assessment to determine the degree to which individual students are attaining proficiency in the writing academic standards at each grade level and provide targeted assistance for non-proficient students and enriched learning experiences for those demonstrating proficiency.

Activity 5.1a	Description
Curriculum Alignment Initiative	Map the current taught language arts writing curriculum in order to examine the degree to which it is aligned to state standards and is consistent across grade levels/courses and articulated between grade levels (eliminated gaps and redundancies). Establish language arts writing core content and skills (what students should know and be able to do).
Date	Implementation Activity
2008 – 2009	<ul style="list-style-type: none"> K – 5 assessments, rubrics, benchmarks linked to report card 6 – 8 KUDs developed

Activity 5.1b	Description
District Benchmarks and Core Assessments	<ol style="list-style-type: none"> 1. Identify district language arts writing benchmarks for each grade level and course and develop core writing assessments to measure student attainment of identified benchmarks. 2. Develop and implement a system for teachers and students to document student progress towards mastery of writing benchmarks and standards for each grade level. 3. Standardize data collection procedures for identifying students in need of writing interventions and enrichment in order to ensure continuous growth and achievement by all students.
Date	Implementation Activity
2008 – 2009	<ul style="list-style-type: none"> K -5 assessments, rubrics, benchmarks linked to report card

Strategy 5.2: Effective, Evidence-Based Language Arts Instruction

Provide effective and engaging language arts writing instruction utilizing research-based "best practices" and the integration of instructional technology.

Activity 5.2a	Description
Continue Implementation of Four-Square Writing Initiative	Continue district-wide implementation of Four-Square Writing Initiative.
Date	Implementation Activity
2007 – 2008	<ul style="list-style-type: none"> HS – 11th grade English teachers receive refresher in the 4-Square writing strategies. HS – The FRAME Routine used as alternative to or in conjunction with the 4-Square writing strategy.
2008 – 2009	<ul style="list-style-type: none"> K – 12 continued implementation

Goal #6: POSITIVE SCHOOL CLIMATE

By the end of 2013, Bellefonte Area School District will achieve a positive school climate that focuses on student learning in an environment where students, staff, and the community are respected, trusted, heard, and valued.

Strategy 6.1: Academic Success/Comprehensive System of Student Support

Students in the Bellefonte Area School District will have access to a system of supports that will enable them to achieve at high levels.

Activity 6.1a	Description
Provide Safety Nets that Help Students to Focus on Learning	<ol style="list-style-type: none"> 1. Provide a continuum of instructional supports that align with student needs (environments where students are well accepted and receive personalized attention from caring adults, consistently implemented student support processes, extended learning opportunities, alternative education programs). 2. Provide a continuum of services, including community services that address the physical, mental,

	<p>emotional, and social needs of students.</p> <p>3. Identify, implement, and monitor programs, strategies, and structures that create inclusive learning environments that accept and embrace the diversity of each individual, and include culturally responsive teaching and a greater K-12 emphasis on anti-bullying initiatives.</p> <p>4. Develop a system for student advocacy to ensure that every student has access to an "advocate" to help them navigate district systems or personal issues.</p>
Date	Implementation Activity
2008 – 2009	<ul style="list-style-type: none"> MS – established Professional Learning Communities (PLC's) in order to focus professional staff discussions on and commit to the learning of each student BE – Implementation of a partial program, "STARS" for elementary students in the district BE – SWEBS (School-wide Positive Behavioral Support) training and ESAP (Elementary Student Assistance Program) implementation MS – Olweus training HS – CHAMPS training MS – Officer Brower provided Internet safety and harassment awareness sessions to students Marion Walker & Pleasant Gap – DARE Program MW and PG – Olweus training Elem – National Character Education Foundation assembly

Activity 6.1b	Description
Student Recognition	Adopt and implement programs throughout the district to recognize students for academic achievements, as well as others.
Date	Implementation Activity
2007 - 2008	<ul style="list-style-type: none"> Monthly reports by student board members that recognize student achievements BE – "Caught Being Kind" program MS – Shoot for the Moon Program HS – Renaissance Program
2008 – 2009	<ul style="list-style-type: none"> Elementary – Monthly assemblies to recognize attendance, Reading Counts participation, and birthdays Monthly presentations at Board meetings to recognize student achievements BE – Implementation of Caught Being Kind continues with a large increase in the number of students recognized MS – Shoot for the Moon Program HS – Renaissance Program

Activity 6.1c	Description
Transitions - Preparing Students for Success at the Next Level	<p>1. Examine key transition points and identify student needs (PreK to Kindergarten; Grade 5 to Grade 6; Grade 8 to Grade 9; Grade 12 to graduate).</p> <p>2. Review and revise current transition programs in order to more effectively aid students in successfully moving from one level to the next.</p>
Date	Implementation Activity
2007 – 2008	<ul style="list-style-type: none"> Elaine Cutler, Sue Seely, & Maria DiFuccia represented BASD at the Smart Start – Centre County's "Kickoff to Kindergarten 2008 – 2009" at the Nittany Mall. Packets were distributed with information on Kindergarten Registration along with educational information for parents. Ten families registered for Kindergarten Registration times. Ms. Cutler engaged in 27 fairly detailed discussions with parents of incoming kindergarten students. HS – Guidance meetings with incoming 9th graders and their parents. MS – Meetings with incoming 6th graders and their parents. MS – Development of informative DVD by ESL students. Elem – Redesign of kindergarten registration to make it more "parent friendly". HS – Student Perceptions Survey conducted.
2008 – 2009	<ul style="list-style-type: none"> District participated in "Countdown to Kindergarten" event held at Nittany Mall DVD produced, "A Day in the Life of a Kindergartener" MS – Analyzed current schedule and identified changes to aid in 5th graders transitioning to grade 6

Strategy 6.2: Staff/Teacher/Administrator Recognition

Recognize staff/teachers/administrators for their achievements.

Activity 6.2a	Description
Staff/Teacher/Administrator Recognition	Recognize staff/teachers/administrators for their successful efforts at helping students to be successful both inside and outside of the classroom.
Date	Implementation Activity
2007 – 2008	<ul style="list-style-type: none"> MS – Champion Recognition HS – Anne Awards

2008 - 2009	<ul style="list-style-type: none"> Teacher/Staff appreciation tokens (umbrellas)
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Activity 6.2b	Description
School Board Socials	Provide at least two School Board Socials per year as opportunities for board members, administrators, and staff members to meet in an informal environment.
Date	Implementation Activity
2008 - 2009	<ul style="list-style-type: none"> Teacher Appreciation reception

Strategy 6.3: Student Discipline

Student discipline will focus on assigning appropriate consequences for inappropriate behavior in order to teach students to make appropriate decisions.

Activity 6.3a	Description
Discipline Administration	<ol style="list-style-type: none"> 1. Implement a fair and consistent system of discipline across the district that is clearly communicated to students, parents and teachers. 2. Assign logical consequences to students for inappropriate behavior with the ultimate goal to help students learn to make good decisions.
Date	Implementation Activity
2007 – 2008	<ul style="list-style-type: none"> HS – Committee looked specifically at cell phone use
2008 - 2009	<ul style="list-style-type: none"> Annual review by administration Discipline matrix in parent handbook

Goal #7: COMMUNICATIONS

Develop and implement a comprehensive communications plan, both internal and external, for keeping all district and community stakeholders informed and involved.

Strategy 7.1: Communicate Strategic Plan

Communicate the goals, strategies, and action plans of the 2007 – 2013 Strategic Plan to all district employees in order to ensure the successful implementation of the plan.

Activity 7.1a	Description
Administrative Team Strategic Plan Implementation Discussions	Schedule monthly meetings of the district's administrative team to discuss implementation of the 2007 – 2013 Strategic Plan.
Date	Implementation Activity
2007 - 2008	<ul style="list-style-type: none"> Meetings of the district's Strategic Plan Leadership Team are held on a monthly basis
2008 - 2009	<ul style="list-style-type: none"> Meetings of the district's Strategic Plan Leadership Team are held on a monthly basis

Activity 7.1b	Description
Building Level Strategic Plan Implementation Discussions	Place "Strategic Plan" as an ongoing agenda item for building level faculty meetings.
Date	Implementation Activity
2007 - 2008	<ul style="list-style-type: none"> "Strategic Plan" is a faculty meeting agenda item for each building.
2008 - 2009	<ul style="list-style-type: none"> "Strategic Plan" is a faculty meeting agenda item for each building.

Activity 7.1c	Description
Departmental and Grade Level Strategic Plan Implementation Discussions	Appropriate elements of the 2007 – 2013 Strategic Plan are ongoing discussions during scheduled departmental and grade level meetings.
Date	Implementation Activity
2007 – 2008	<ul style="list-style-type: none"> Strategic Plan placed on district website. Posters and brochures printed and distributed. Discussions with department chairs. Awareness sessions at faculty meetings. Awareness sessions at Induction meetings. Awareness sessions at K-5 grade level meetings. Awareness sessions with elementary specialists. Teachers directed to use goals of the strategic plan when developing their professional growth goals (district supervision plan).
2008 - 2009	<ul style="list-style-type: none"> Awareness sessions at new employee induction orientation

	<ul style="list-style-type: none"> Teachers directed to use goals of the strategic plan when developing their professional growth goals Specific elements of plan are addressed at departmental and grade level meetings
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Activity 7.1d	Description
Strategic Plan on District Website	Strategic Plan documents placed on the district website.
Date	Implementation Activity
2007 - 2009	<ul style="list-style-type: none"> Strategic Plan documents are posted on the district's website

Activity 7.1e	Description
Strategic Plan Overview on Opening Day	Present an overview of the goals of the Strategic Plan during opening day activities to all district employees in order to ensure the successful implementation of the Strategic Plan goals.
Date	Implementation Activity
August 2008	<ul style="list-style-type: none"> Overview of Strategic Plan presented on opening day to all staff

Activity 7.1f	Description
Strategic Plan Updates – School Board	Place “Strategic Plan” as a monthly agenda item for School Board of Directors meetings.
Date	Implementation Activity
2007 - 2009	<ul style="list-style-type: none"> Strategic Plan implementation updates provided on a monthly basis during Board Meetings

Strategy 7.2: Parent Communications

Improve parent communication via technology.

Activity 7.2a	Description
District Portal for Parent Access	Establish a committee made up of District Technology Committee members and parents to explore options for improving parent communication through technologies initiatives (i.e. parental access to progress reports and grades via district website). Establish a portal on district website so that parents can access information about their children (grades, attendance, discipline records, etc.)
Date	Implementation Activity
2008 – 2009	<ul style="list-style-type: none"> Planning for parent access to PowerSchool by Technology Committee Parent Access pilot program Coaches/Advisors pilot program

Activity 7.2b	Description
Email Subscriber Campaign	Initiate and promote an email subscriber campaign.
Date	Implementation Activity
2008 – 2009	<ul style="list-style-type: none"> Parent Access pilot program

Strategy 7.3: Promote and Market District

Promote and market the district by: developing marketing/promotion skills in all staff members, providing a complete and up-to-date on-line calendar, developing promotional videos, installing an electronic billboard and by providing parents with informational videos.

Activity 7.3a	Description
Promote District to the Public	Enlist the help of all district personnel in the promotion and marketing of the district and district programs by providing training on the importance of promoting and marketing the district.
Date	Implementation Activity
2007 - 2008	<ul style="list-style-type: none"> 2007 – 2008 District Calendar published and distributed District Newsletters published and distributed on a quarterly basis MS – Connected Math Night to educate parents on new math program Board meetings available to public as “streaming video” on BASD.net Information page included in “2008 Official Guide to Centre County” (page 61) Presentations at all four elementary school PTO meetings by Superintendent, Board President, Board members, Business manager
2008 – 2009	<ul style="list-style-type: none"> 2008 – 2009 District Calendar published and distributed District Newsletters published and distributed on a quarterly basis Elem –Everyday Mathematics Nights held t to educate parents on new math program Board meetings available to public as “streaming video” on BASD.net Hosted visitors from Leadership Centre County Hosted CIU 10 Reading Competition Hosted state gymnastics meet

Activity 7.3b	Description
District Promotional DVD's	Produce a promotional DVD through the collaborative efforts of the Technology Department, High School, and Middle School Video Production Teachers, and High School/Middle School Video Productions students and distribute to area realty companies and for use as Public Service Announcements.
Date	Implementation Activity
2007 – 2008	<ul style="list-style-type: none"> Development of process to be followed for the development of promotional DVD's
2008 – 2009	<ul style="list-style-type: none"> "A Day in the Life of A Kindergartener" filmed and DVD developed.

Activity 7.3c	Description
Informational and Transition Videos	Produce informative videos that focus on transitions within the district (prek to K – "A Day in the Life of a Kindergartener"; grade 5 to grade 6 – "A Day in the Life of a 6 th Grader"; grade 8 to grade 9 – "A Day in the Life of a High School Student"; and high school to adult). Provide parents with a DVD when their children approach "transitions" within the district or when they enroll their children in the district. Place videos as streaming video on district website.
Date	Implementation Activity
2007 – 2008	<ul style="list-style-type: none"> MS – ESL students develop informative DVD in multiple languages.
2008 –2009	<ul style="list-style-type: none"> "A Day in the Life of A Kindergartener" filmed and DVD developed.

Activity 7.3d	Description
District Events Calendar	Develop an expanded District Information/Announcements/Calendar of Events on the district website through a collaborative effort among the Technology Department, Human Resources, WebMaster, Athletic Director, Director of Buildings and Grounds, and Building Principals.
Date	Implementation Activity
2007 – 2009	<ul style="list-style-type: none"> District events calendar posted on the district's website

Activity 7.3e	Description
Electronic Billboard at High School	Explore the possibility of installing an electronic billboard at the High School to replace the current billboard on East Bishop Street through community fundraising efforts.
Date	Implementation Activity
2008 - 2009	<ul style="list-style-type: none"> Ken Bean explored options for signage in front of HS Board approves purchase with Reliance Bank funding the project

Goal #8: PROFESSIONAL EDUCATOR ATTENDANCE

Average daily attendance by professional educators shall be 90% or higher through the 2013 school year.

Strategy 8.1: Professional Educator Attendance Committee

Establish a district-wide Professional Educator Attendance Committee to review staff absenteeism issues, attendance data and current staff attendance policies.

Activity 8.1a	Description
Professional Educator Attendance Committee	<ol style="list-style-type: none"> Identify key personnel to comprise the Professional Educator Attendance Committee made up of Board Members, Administrators, BAEA members, and professional staff members. Establish regular meeting times. Review district-wide staff attendance data and other data to identify root causes. Update school board and administrative team periodically of attendance issues and root causes of poor attendance and provide recommendations for consideration.
Date	Implementation Activity
2007 – 2008	<ul style="list-style-type: none"> District-Wide Attendance Committee established, data analyzed, issues discussed, and recommendations made

Activity 8.1b	Description
Attendance Policy Reforms	Analyze current attendance policies and procedures and their implementation across the district and make recommendations to school board.
Date	Implementation Activity
2007 - 2008	<ul style="list-style-type: none"> Policies discussed at Attendance Committee and Parent Council meetings. Comprehensive Staff Attendance Plan presented to the Board for discussion on July 15, 2008

Strategy 8.2: Address Root Causes for Poor Attendance

Communicate root causes of poor attendance to all stakeholders and utilize district resources to address chronic attendance problems.

Activity 8.2a	Description
Chronic Attendance Problems	Place professional staff members with chronic attendance problems in "Corrective Assistance" mode of the district's professional employee supervision/evaluation plan.
Date	Implementation Activity
2008 - 2009	<ul style="list-style-type: none"> Monthly meetings with association

Activity 8.2b	Description
District and Association Collaborative	Set up meetings with BAEA to develop a plan for addressing professional staff members with chronic attendance problems.
Date	Implementation Activity
2008 - 2009	<ul style="list-style-type: none"> Monthly meetings with association

Activity 8.2c	Description
Publish Professional Staff Attendance Data	Publish professional staff attendance data on district website and in district/building newsletters on a monthly basis.
Date	Implementation Activity
2008 - 2009	<ul style="list-style-type: none"> Website link created and updated monthly Attendance data published on district website

Strategy 8.3: Educate Staff

Educate staff about the district's attendance policies and expectations for professional educators.

Activity 8.3a	Description
Develop a Plan for Educating Staff	Develop a plan for educating staff and implementing policies and expectations consistently across the district with regards to attendance and professional behavior.
Date	Implementation Activity
2007 – 2008	<ul style="list-style-type: none"> Comprehensive Staff Attendance Plan presented to the Board for discussion on July 15, 2008
2008 – 2009	<ul style="list-style-type: none"> Discussions at staff meetings Building principals monitor staff attendance

Activity 8.3b	Description
Examine Current Practices	Examine how the district currently educates staff with regards to attendance policies and expectations for professional educators.
Date	Implementation Activity
2007 – 2008	<ul style="list-style-type: none"> Comprehensive Staff Attendance Plan presented to the Board for discussion on July 15, 2008
2008 – 2009	<ul style="list-style-type: none"> Discussions at staff meetings Building principals monitor staff attendance Topic with new employees at mandatory Induction Program and with meeting with Superintendent

Strategy 8.4: Incentives and Recognition

The Board will provide incentives and recognition for staff members exhibiting excellent attendance.

Activity 8.4a	Description
Identify Incentives	Identify incentives for recognizing and promoting good attendance.
Date	Implementation Activity
2007 – 2008	<ul style="list-style-type: none"> Comprehensive Staff Attendance Plan presented to the Board for discussion on July 15, 2008

Goal #9: STUDENT ATTENDANCE

Average daily attendance at all district schools shall be 95% or higher through the 2013 school year.

Strategy 9.1 : Attendance Policy Reforms

Analyze current attendance policies and procedures and their implementation across the district and make recommendations to administration.

Activity 9.1a	Description
District-Wide Student Attendance Committee	<ol style="list-style-type: none"> 1. Identify key attendance personnel to comprise the attendance committee 2. Establish regular meeting times. 3. Review district-wide attendance data and other data to identify root causes.

	4. Coordinate administrative procedures and policies between district and community stakeholders to tighten or close attendance law loopholes. 5. Update school board and administrative team periodically of attendance issues and root causes of poor attendance and provide recommendations for consideration.
Date	Implementation Activity
2007 – 2008	<ul style="list-style-type: none"> District-Wide Attendance Committee established, data analyzed, issues discussed, and recommendations made

Activity 9.1b	Description
Analyze Current Attendance Policies	<ol style="list-style-type: none"> Analyze current attendance policies and procedures and their implementation across the district and make recommendations to administration. Shorten or eliminated the “grace period” permitted for submitting excuses after three illegal absences.
Date	Implementation Activity
2007 – 2008	<ul style="list-style-type: none"> New Field Trip/Educational Trip policies implemented
2008 – 2009	<ul style="list-style-type: none"> Pupil attendance policy revised and approved by board Several issues brought to attention of administration during 2008 – 2009 school year Policy will be reviewed during summer 2009 by administrative team

Strategy 9.2: Educate Parents

Educate parents about the district’s attendance policies and procedures.

Activity 9.2a	Description
Examine Current Practices for Educating Parents	<ol style="list-style-type: none"> Examine how the district currently educates parents with regards to attendance policies and procedures. Examine how the district currently educates parents with regards to attendance policies and procedures. Develop a plan for educating parents and implement consistently across the district. (Especially the current parent contact procedures for checking on the submission of written excuses for absences and suggest improved practices, if needed.)
Date	Implementation Activity
2007 – 2008	<ul style="list-style-type: none"> Comprehensive Student Attendance Plan presented to the Board for discussion on July 15, 2008

Activity 9.2b	Description
Develop a Plan for Educating Parents	Develop a plan for educating parents and implement consistently across the district.
Date	Implementation Activity
2007 – 2008	<ul style="list-style-type: none"> MS – Principal attends “Attendance Court” at the district magistrate’s office when students are scheduled to appear. Comprehensive Student Attendance Plan presented to the Board for discussion on July 15, 2008
2008 – 2009	<ul style="list-style-type: none"> Kris Vancas develops plan for informing parents of new attendance policy Attendance Policy presentations by Kris Vancas at “Back to School Nights”, PTO meetings and ESL parent night Attendance article included in the Fall 2008 edition of “Focusing on Students” district newsletter 5 & 10 day excused absence and illegal day letters sent to parents when indicated Handbooks, newsletters, parent meetings, truancy elimination plans Implementation of Truancy Elimination Plans across the district Reduction in the number of students referred to district magistrate for truancy issues

Activity 9.2c	Description
Publish Student Attendance Data	Publish student attendance data on district website and in district/building newsletters on a monthly basis.
Date	Implementation Activity
2008 – 2009	<ul style="list-style-type: none"> Attendance data published on district website

Strategy 9.3: Incentives and Recognition

Coordinate with local businesses and community stakeholders to jointly provide incentives and recognition for excellent attendance.

Activity 9.3a	Description
Incentives	<ol style="list-style-type: none"> Identify attractive incentives for students at all levels. Solicit businesses and community groups to sponsor incentives (with publicity). Promote incentives at school and with parents.
Date	Implementation Activity

2008 – 2009	<ul style="list-style-type: none"> Elementary – Monthly assemblies to recognize attendance, Reading Counts participation, and birthdays High School Renaissance program – building level recognition
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Strategy 9.4: Utilize Community Resources

Communicate root causes to all stakeholders and utilize community resources to address chronic attendance problems.

Activity 9.4a	Description
Chronic Attendance Problems	<ol style="list-style-type: none"> Set up meetings with CYS and/or other social services agencies to establish agreed upon interagency benchmarks for reporting and responding to referrals made by the district. Make referrals to CYS and other social services agencies for chronic cases reaching established benchmarks. Establish a District-Judiciary connection when a truancy case reaches the adjudication level. Participate in magisterial and judicial proceedings to share attendance data.
Date	Implementation Activity
2008 – 2009	<ul style="list-style-type: none"> Truancy Elimination Plans developed for students displaying chronic problems Kris Vancas scheduled meetings with District Justice to address specific students who display attendance problems A comparison: September 2007 – April 2008: 155 TEP letters sent and 210 Arrest letters sent September 2008 – April 2009: 100 TEP letters sent and 71 Arrest letters sent Attendance Officer regularly involved. Meeting to be set up summer 2009 when all parties are available.

Goal #10: PARENT AND COMMUNITY INVOLVEMENT

Develop and maintain partnerships with parents, businesses, government, and community organizations to enhance educational opportunities, maximize and create new resources, and integrate services for all students in a fiscally responsible manner.

Strategy 10.1: Business and Community Involvement

Establish new and strengthen existing business and community relationships through consistent communication and the development of collaborative partnerships. Utilize the District website, local education access channel, and local media to improve communication within the community with the goal of educating and informing others of District and School activities, programs, and accomplishments.

Activity 10.1a	Description
Information Initiative	1. Create "Community/Business Information Initiative" to recognize and promote successes of BASD and to promote relations with community organizations and civic and business leaders.
Date	Implementation Activity
Information Initiative	2. Broadcast/webcast a yearly "State of the District" address by the Superintendent and School Board President.
Information Initiative	3. Include local government officials, community organizations, and business leaders in mailings of District newsletters and provide with invitations to District events.
2008 – 2009	<ul style="list-style-type: none"> All community stakeholders receive quarterly district newsletters
Information Initiative	4. Sponsor public events to be held using district buildings/facilities to increase the public's knowledge of district facilities.
2008 - 2009	<ul style="list-style-type: none"> Leadership Centre County visitors CIU Reading Competition District Band State gymnastics meet MS – County Chorus MS – Science Night Elementary – Parent Math Nights

Strategy 10.2: Parent Involvement

Strengthen parental relationships through consistent communication and the promotion of active parental engagement in the educational process. Communicate community services and alliances available to families by updating and publishing on district website a listing of Bellefonte area community services and alliances. Communicate Services and Alliances by updating and publishing on district website a listing of Bellefonte area community services and alliances.

Activity 10.2a	Description
Community Services and Alliances	<ol style="list-style-type: none"> Send current Bellefonte Area Community Service, Alliances, and Involvement list to building principals, Director of Special Education, and Chair of Guidance Department and request each to update. Place updated list on District website. Place a link on the District website to the Bellefonte Family Resource Center website.

	4. Establish a means for keeping the list current.
Date	Implementation Activity

Goal #11: FACILITIES

All District facilities will be analyzed for needed renovations, improvement, accessibility and safety on an annual basis.

Strategy 11.1: Facilities Committee

Set up a committee to develop a Master Plan for recommendation to the Board of Education.

Activity 11.1a	Description
Deferred Maintenance	Propose and prioritize maintenance projects.
Date	Implementation Activity
2008 – 2009	<ul style="list-style-type: none"> Updated list prepared A total of 5 projects approved from district maintenance plan to be addressed during summer of 2008
2008 – 2009	<ul style="list-style-type: none"> Benner store front replacement approved by board Feasibility Study initiated

Activity 11.1b	Description
Facilities Assessment	Conduct assessment of facilities periodically and keep listing of facility status updated.
Date	Implementation Activity
2007 - 2009	Mr. Barto maintains list on an ongoing basis.
June 2009	Feasibility Study initiated

Activity 11.1c	Description
Demographics	Study projected enrollments and demographics of the district for redistricting if needed on an annual basis.
Date	Implementation Activity
June 2009	Feasibility Study initiated

Strategy 11.2: Outside Facilities

Resolve and update outside facilities for athletics, extra-curricular, and community use.

Activity 11.2a	Description
Feasibility study Analysis	Review Study by ELA Associates to determine how stated needs can fit property.
Date	Implementation Activity

Activity 11.2b	Description
Land Acquisition	Determine land needs and execute purchase.
Date	Implementation Activity
2007 - 2009	Ongoing discussions at the Board level regarding land acquisition for athletic facilities

Activity 11.2c	Description
Capital Campaign	Conduct a capital campaign for acquiring funds.
Date	Implementation Activity

Strategy 11.3: Safety

Continually address safety and security needs of the district.

Activity 11.3a	Description
Incident Response	Analyze aspects/limitations for emergency preparedness on an ongoing basis. Safety included as a standing agenda item for building faculty meetings
Date	Implementation Activity
2007 – 2008	<ul style="list-style-type: none"> School Resource Officer hired
2007 – 2009	<ul style="list-style-type: none"> Centre County Crisis Committee meetings attended quarterly by Aaron Barto Ongoing conversations with Centre County Emergency Management Agency Ongoing conversations with building principals

	<ul style="list-style-type: none"> • Discussions regarding use of outside entities as evacuation sites
2008 – 2009	<ul style="list-style-type: none"> • Randy Rockey, Director of Centre County EMS and Aaron Barto presented information to the Administrative Team on helping district buildings be more prepared for emergencies. • Crisis Response Teams established at MS, MW, BE • Installation of security system at Pleasant Gap • Building level planning and trainings

Activity 11.3b	Description
Safety Training Schedule	Develop a training schedule for district Emergency Procedures Plan.
Date	Implementation Activity
2007 - 2008	<ul style="list-style-type: none"> • MS - Table-top emergency drill • MW – Table-top emergency drill • Benner – Table-top emergency drill
2008 - 2009	<ul style="list-style-type: none"> • MS – Table-top emergency drill • MW – Table-top emergency drill • MS – Planning a functional exercise to occur in October 2009 and March 2010

Activity 11.3c	Description
Technology Protocols Review	Annually review available technology for safety and security.
Date	Implementation Activity
2007 – 2008	<ul style="list-style-type: none"> • MS – InterLink software in use/board presentation • MS – New entrance installed • Security systems in 6 of 8 district buildings • HS – Video surveillance system installed and functioning • MS – Core video surveillance system purchased and will be installed summer 2008 • PG – Handicap accessible • PG – Meeting with state and local police for a risk analysis • Benner – Risk analysis findings shared/Handicap accessible entrance to be installed summer 2008
2008 – 2009	<ul style="list-style-type: none"> • Interlink software in use in four borough buildings • PG security system installed • Camera system at MS installed • Benner store front security vestibule

Goal #12: FISCAL RESOURCES

The district will establish funding resources that will support strategic planning goals on an annual basis

Strategy 12.1: Appropriations

The district will appropriate funds annually.

Activity 12.1a	Description
Capital Reserve Fund	Dedicate an average of .5 mills to the Capital Reserve Fund should the fund become depleted.
Date	Implementation Activity
January 2008	2.5 million dollars in capital reserve fund
June 2009	2.2 million dollars in capital reserve fund

Activity 12.1b	Description
Curriculum Funds	Appropriate an average of .25 mills annually to support the Chapter 4 - Curriculum Strategic Plan.
Date	Implementation Activity
February 2008	\$45,000 placed in curriculum development budget for 2008 – 2009 New instructional support position recommended for 2008 - 2009
February 2009	Instructional technology budget line items established