
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
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Chapter 4 Educational Strategic Plan

September 25, 2006

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Organization Description

The Bermudian Springs School District encompasses more than 75 square miles of a rapidly growing section of south central Pennsylvania and provides educational services for three townships and two boroughs in Adams County. Once a basically rural area, the district has seen an influx of people who commute to work locations in the Carlisle, Gettysburg, Hanover, Harrisburg, and York areas. While farming, especially fruit growing, is a primary contributor to the local economy, many residents are employed in occupations more closely related to business and industry.

All district facilities are located on one central campus that serves approximately 2,150 students in three schools. The schools consist of an elementary for grades K-4, a middle school for grades 5-8, and a high school for grades 9-12. The high school was originally built in 1959 and was last renovated in 1989, the elementary school was built in 1990, and the middle school was built in 1977 and was last renovated in 1992. The high school is beginning a major expansion and total renovation in the spring of 2006. The district owns additional property adjacent to the campus on which a fourth school might be built in the coming years. The district office administration consists of a superintendent, assistant superintendent, special education coordinator, and business manager. Each of the three buildings has a principal and an assistant principal.

Core Purpose

Mission

The mission of the Bermudian Springs School District, in partnership with all parents, the community, and the Commonwealth of Pennsylvania, is to ensure that each student seeks academic excellence as a self-directed, lifelong learner and personal excellence as a productive, responsible, respectful citizen who is able to contribute successfully in a global society.

Vision

We see a school district where:

- All parents, community members, and school staff form a partnership to provide a comprehensive and challenging educational environment for all students;
- All diverse learning needs are recognized and addressed in a caring, sensitive, and creative student-centered learning environment;
- All students effectively communicate, problem solve, and demonstrate higher-order thinking skills;
- All students develop intellectually, morally, socially, and physically;
- All students succeed in a changing, technological world;
- All students learn to cooperate in a diverse and multi-cultural world;
- All parents, community members, and school personnel model the learning processes and behaviors expected of students;

All staff is committed to and involved in personal and professional growth.

Shared Values

We believe that:

- Research-based programs should be used whenever possible.
- Decisions should be based upon data obtained from student responses and assessments.
- Staff should make every effort to meet student needs.
- Technology should be incorporated into daily instruction and used by staff and students to accomplish school-wide and individual student academic goals.
- Learning should be supported by school personnel and parents to achieve to the best of their ability.
- Efforts should be made to help all students feel safe, secure and comfortable in the school community.
- Student effort should be encouraged and promoted.

Goals

The following goals for the Bermudian Springs School District were arrived at by examining a number of data sources and agreed upon by the Strategic Planning Committee.

Goal: FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)

Description: Graduate rate will meet or exceed a 90% threshold (NCLB requires 80% threshold).

Goal: MATHEMATICS

Description: All students will either meet or exceed the math thresholds as defined in NCLB Act of 2001.

Goal: POSITIVE AND INCLUSIVE SCHOOL CLIMATE

Description: The Bermudian Springs School District will continue to enrich and expand a positive and inclusive school climate.

Goal: PROFESSIONAL LEARNING COMMUNITIES

Description: The District will implement Professional Learning Communities in all school buildings by the end of the 2007-08 school year.

Goal: READING

Description: All students will either meet or exceed the Reading thresholds as defined in NCLB Act of 2001.

Goal: STUDENT ATTENDANCE (any school that does not graduate seniors)

Description: Student attendance will meet a 90% threshold and/or show growth.

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

Description: BSSD will assure that at least 95% of its students participate in State assessments.

Goal: TECHNOLOGY

Description: Utilize technology to improve our curriculum offerings, instruction, and to streamline our organizational processes.

Goal: UTILIZE DATA TO DRIVE INSTRUCTION

Description: The District will utilize benchmark testing, PSSA results, and other locally administered assessments in order to make informed decisions about instruction. By knowing each student's strengths and weaknesses, teachers will be able to use data to differentiate instruction for all students.

Academic Standards

The educational and organizational goals, related to student achievement and graduation, are in accordance with state curriculum regulations. The organizational goals were decided through a consensus building process with the strategic planning steering committee.

Both the learning goals and the organizational goals were identified after a careful need assessment process involving an analysis of district, state, and national data regarding the present status of our students and their future needs in our society. The organizational goals for professional development, assessment, improvement of student achievement and provision of additional instructional opportunities were selected due to the strategic planning guidelines.

Together with parents, families and community members, Bermudian Springs School District will provide opportunities for students to:

- (1) Acquire knowledge and skills
- (2) Develop integrity
- (3) Process information
- (4) Think critically
- (5) Work independently
- (6) Collaborate with others
- (7) Adapt to change

The Bermudian Springs School District will provide instruction throughout the curriculum so that students may develop knowledge and skills in pursuit of the following academic goals:

ACADEMIC STANDARDS – shall be defined as what a student should know and be able to do at a specified grade level; they shall describe the knowledge and skills students will be expected to demonstrate in order to graduate.

READING, WRITING, SPEAKING, LISTENING, AND RESEARCH – Each student shall demonstrate competency in learning to read independently; reading critically in all content areas; reading, analyzing, and interpreting literature; writing in narrative, informative, and persuasive modes; writing using elements of quality writing; speaking and listening; understanding the characteristics and functions of the English language; and conducting research.

MATHEMATICS – Each student shall demonstrate competency in the following areas: numbers, number systems, and number relationships; computation and estimation; measurement and estimation; mathematical reasoning and connections; mathematical problem solving and communication; statistics and data analysis, probability and predictions; algebra and functions; geometry; trigonometry; and concepts of calculus.

SCIENCE AND TECHNOLOGY – Each student shall understand the natural world and facts, principles, theories, and laws in the areas of biology, chemistry, physics, and earth sciences. Each student shall understand that technology is the application of science to enable societal development including food and fiber production, manufacturing, building, transportation, and communication. Each student shall understand that science and technology share the use of senses, science processes, inquiry, investigation, analysis, and problem-solving strategies.

ENVIRONMENT AND ECOLOGY – Each student shall understand the components of ecological systems and their interrelationships with social systems and technologies. Each student shall understand that these components incorporate the disciplines of resource management, agricultural diversity, government, and the impact of human actions on natural systems. Each student shall understand that this interaction leads to the study of watersheds, threatened and endangered species, pest management and the development of laws and regulations.

SOCIAL STUDIES – To include:

HISTORY – Each student shall understand the record of human experience including important events; interactions of culture, race and ideas; the nature of prejudice; change and continuity in political systems; effects of technology; importance of global-international perspectives; and the integration of geography, economics and civics studies on major developments in the history of the Commonwealth, the United States and the world.

GEOGRAPHY – Each student shall understand the relationships among people, places, and environments, of geographic tools and methods, characteristics of place, concept of region and physical processes.

CIVICS AND GOVERNMENT – Each student shall understand the United States constitutional democracy, its values and principles, study of the Constitution of the Commonwealth and government including the study of principles, operations and documents of government, the rights and responsibilities of citizenship, how governments work and international relations.

ECONOMICS – Each student shall understand how individuals and societies choose to use resources to produce, distribute and consume goods and services. Each student shall understand how economies work, economic reasoning and basic economic concepts, economic decision making, economic systems, the Commonwealth and the United States economy and international trade.

ARTS AND HUMANITIES – Each student shall understand dance, theater, music, visual arts, language and literature including forms of expression, historical and cultural context, critical and aesthetic judgement and production, performance or exhibition of work.

CAREER EDUCATION AND WORK – Each student shall understand career options in relationship to individual interests, aptitudes and skills including the relationship between changes in society, technology, government and economy and their effect on individuals and careers. Each student shall understand the development of knowledge and skill in job-seeking and job-retaining skills and, for students completing vocational-technical programs, the skills to succeed in the occupation for which they are prepared.

HEALTH, SAFETY AND PHYSICAL EDUCATION – Each student shall understand the concepts and skills which affect personal, family and community health and safety, nutrition, physical fitness, movement concepts and strategies, safety in physical activity settings, and leadership and cooperation in physical activities.

FAMILY AND CONSUMER SCIENCE – Each student shall understand the role of consumers as a foundation for managing available resources to provide for personal and family needs and to provide basic knowledge of child health and child care skills.

WORLD LANGUAGES – Each student shall have the opportunity to communicate in a language other than English, including the ability to understand and interpret written and spoken language on a variety of topics and to develop knowledge and understanding of other cultures.

Graduation Requirements

CURRICULA - Bermudian Springs is a comprehensive high school with many course offerings available in four curriculum areas. Students must give careful consideration to the curricular path they choose and the proper sequence of courses to be followed from grade to grade to insure success in high school. Curriculum choices are made with input from the student, parents, guidance counselors and teacher.

College Preparatory

The courses in this curriculum are designed primarily to prepare the student for matriculation into higher education institutions of learning. Grades, course selection, and class standing will be very important in this program.

Business Education

The courses in this curriculum are designed primarily to prepare the student for post high school employment in entry-level office positions and/or entry into business schools and colleges. These courses can also provide valuable personal-use skills.

Agriculture Education

The courses in this curriculum are designed to compliment each other in a sequential manner over a four year period. Careful selection of agriculture courses and electives will enable a student to meet college admission requirements. Students are encouraged to follow the suggested sequence of courses outlined later for each grade, as well as becoming active participants in the FFA.

Academic Education

The courses in this curriculum are designed to prepare the student for post high school employment or short term trade/technical training. The student will be exposed to different subject areas as he/she elects, while meeting graduation requirements.

Graduation Requirements

Students must accumulate a minimum of 27 credits earned in grades 9 through 12, achieve proficiency on the PSSA test, and successfully complete a graduation project in order to graduate.

Successful completion of the following credits is required:

English - 4 credits

Math - 3 credits

Science - 3 credits

Social Studies - 4 credits

Health – 1 credit (grades 9 & 11)

Physical Education - 2 credits (grades 9, 10, 11, & 12)

Computer - 1/2 credit (grade 9)

Driver Theory - 1/2 credit (grade 10)

Electives - 9 credits

NOTES: Two (2) of the elective credits must be in the Arts and/or Humanities.

All students will also need to complete a graduation project.

All students must achieve proficiency on the PSSA test.

Arts/Humanities

The 2 credit requirements in the Arts and/or Humanities may be fulfilled by electing courses in Art, Music, Agriculture Education, Shop Electives, Foreign Languages, Consumer Science Electives, Sociology, Journalism, Psychology, and Speech and Drama.

Subject Requirements

Grade 9 English 1 Credit/Cycle

Pennsylvania History 1 Credit /Cycle

Science 1 Credit /Cycle

Math 1 Credit /Cycle

Physical Education Credit /Cycle

Health Credit /Cycle

Computer Credit /Cycle

Grade 10 English 1 Credit /Cycle

World Cultures 1 Credit /Cycle

Science 1 Credit /Cycle

Math 1 Credit /Cycle

Physical Education Credit /Cycle

Driver Theory Credit /Cycle

Grade 11 English 1 Credit /Cycle

American History 1 Credit /Cycle

Science 1 Credit /Cycle

Math 1 Credit /Cycle

Health Credit /Cycle

Physical Education Credit /Cycle

Grade 12 English 1 Credit /Cycle

Govt/Economics 1 Credit /Cycle

Physical Education Credit/Cycle

Course Credits

Classes that meet 6 periods per cycle receive a full credit. Any course that meets less than 6 periods per cycle receives 1/2 credit.

Course Weighting Values

Some courses have a weighted value of greater than 1 when determining the student's grade point average. Subjects are weighted according to their difficulty, and the added value is a reward to those students who elect the more difficult subjects. A higher grade point average improves one's class rank but does not affect credits.

All grades will have a GPA computed based on % grade.

Honors courses are given a weight of 1.05 and Advanced Placement (A.P.) and College in the High School (CHS) courses are weighted at 1.1.

Marking and Grading System

100-92 "A" Excellent

91-81 "B" Good

80-70 "C" Average

69-60 "D" Danger

59-Below "F" Failing

Honor Roll

At the end of each marking period, the academic achievement of students will be recognized with the publication of two honor rolls. The "Distinguished Honor Roll" will include all students who have attained a 92% and above grade point average for the grading period. No full credit course grade lower than an 80. The "Honor Roll" will include those students who have attained an 84% to 91.9999% grade point average for the grading period. No full credit course grade lower than an 80. In addition to the above requirements, a student must have a 70% or better in all courses not configured into the Honor Roll. Courses where a 70% or better is needed are Physical Education, Health, Computer Applications, Driver Theory, Band, Chorus, Yearbook, and independent courses.

Course Difficulty Level

There are four levels of difficulty attached to the courses that are offered. The most difficult courses are those prefixed with "AP" (Advanced Placement) or "CHS" (College in the High School). The 2nd most difficult level are those courses prefixed with "Honors". The 3rd most difficult level are those courses prefixed with "CP" (College Prep).

Advanced Placement (AP)

A.P. courses are extremely difficult and require a greater commitment of time and effort than do other courses. Teacher recommendation required. A standardized Advanced Placement examination is also required which costs each student approximately \$75.00. This fee should be paid by September 1. Checks are payable to

Bermudian Springs High School. Taking the A.P. courses and passing the examinations can bring many benefits to the student such as:

1. Exemption from college courses
2. College credit for the A.P. course
3. College acceptance
4. Advanced standing in college

College in the High School (CHS)

The College in the High School program enables qualified high school seniors to enroll in college level courses at their high school during the regular school day. CHS students earn concurrent high school and college credit. Course offerings are suggested by the high school and selected from HACC's required courses or core curriculum. Courses are taught by experienced high school instructors who are recommended for teaching excellence and qualified as HACC adjunct instructors. CHS courses are offered to high students at a reduced tuition rate of \$50.00 per course. (Students will also pay a one-time non-refundable HACC application/student ID fee of \$35.00) To qualify, a high school senior must meet HACC's Early Admit requirements with a 3.0 GPA and SAT combined score of 1100 or be recommended for college level work by a teacher or counselor with approval of the principal.

Students may choose AP or CHS when enrolling. Students who enroll as CHS and do not meet HACC's requirements may still take the course by meeting requirements established by Bermudian Springs High School for AP enrollment. Students may also enroll for both AP and CHS provided all requirements are met and all fees are paid. Additional information about the Advanced Placement and College in the High School program may be obtained from the guidance office. Financial aid is available based on need.

Honors

The honors courses, while not as demanding as the A.P. courses, require rigorous and in-depth study of additional topics than would be expected of others. The classes also move at an accelerated pace. Teacher recommendation required.

College Preparatory (C.P.)

The C.P. courses are not as demanding as the A.P. and Honors sections. However, teacher expectations of students in C.P. courses are high, and the requirements are greater than for students in the academic level courses. Self-motivation and hard work are expected.

Academic

The courses are designed to prepare students for post high school employment or short term trade/technical training. Students will be exposed to different subject areas as he/she elects, meeting graduation requirements.

Diversified Occupations

The diversified occupations program is for seniors who are planning to enter the workforce upon graduation. This program will attempt to find employment for those students in areas of interest and/or possible life vocations. The program is divided into two sections. First, is the classroom portion. Students will study a variety of topics needed for being a productive part of the company that employs them. The second portion is a work release program.

Students will be scheduled so they can leave school to go to the work site. Students will be given training-on site and be supervised by the diversified occupations coordinator.

Independent Study

The independent study program is for students who have demonstrated a high degree of motivation and the ability to work independently. Generally, a student will request independent study because of difficulty in scheduling a course. To be considered for the independent study program, a student must make a written request on the scheduling form. If the request for independent study is approved, the principal will assign a faculty adviser to work with the student. Independent study requests should be made before June of the previous school year.

Student Load

All students in grades 9 and 10 must schedule and carry a minimum of 7 credits per year. Students in grade 11 must schedule a minimum of 7 credits per year, and students in grade 12 must schedule a minimum of 6 credits per year.

Failed Courses

Any student who fails a course that is required for graduation should request the guidance office to add the course to his/her schedule for the next school year. Failed courses may also be made up in an approved summer school program. Contact the guidance office for information about approved summer school programs. Registration for these courses, in many cases, needs to be completed by the first week in June. Correspondence courses can be approved, but must include 30 hours of tutoring from a certified teacher.

Schedule Changes

All students will be given the opportunity to make schedule changes at specified times during the month of August. All schedule change requests made beyond the designated time must be approved by the high school principal and will be granted only in the case of an emergency. Important considerations for any schedule changes are class size, graduation requirements, and the number of study halls on the student's schedule. No courses will be dropped after the end of the first marking period except under extreme circumstances. All schedule changes will require parental permission.

Course Sequences

The following pages provide a suggested sequence of courses to be taken in each curricular area at each grade level. While it is not absolutely necessary to follow our suggested sequence or remain in one track, it should be remembered that in a relatively small comprehensive high school with many course offerings, scheduling conflicts will arise which may preclude a student from having all of his/her course requests met.

When a curricular path is chosen, and the suggested sequence of courses followed, a student will not only meet graduation requirements but will encounter fewer scheduling conflicts.

We ask that on the Course Selection Worksheet you indicate which curriculum you have chosen so that our guidance counselors can help as much as possible in the scheduling process.

HONORS/COLLEGE PREPARATORY CURRICULUM

Any student who is looking forward to formal post high school education should carefully consider the level of the courses chosen, i.e. Advanced Placement, College in the High School, Honors, College Preparatory or Academic.

Whatever level of study chosen, it is extremely important that necessary math and science courses have been taken to meet college admission requirements.

Therefore, in addition to the English, Social Studies, and the other required courses such as Health and Physical Education, it is highly recommended that you take and successfully complete the following Math and Science courses:

Math Science

Algebra IA/B Earth & Space Science

Algebra II Biology

Geometry Chemistry

Pre-Calculus with Trigonometry Physics

Statistics AP Chemistry

AP/CHS Calculus H-CHS Advanced Biology

In addition, the following elective courses are recommended:

1. Foreign Language
2. Computer Applications
3. Sociology – seniors only
4. Advanced Biology
5. Physics II
6. AP/CHS United States History
7. Psychology – seniors only

BUSINESS EDUCATION CURRICULUM

Any student who is planning to further his/her education after graduation at a business college or wishes to attain marketable business knowledge and skills should consider following the business education curriculum. Careful consideration should be given to the level of the required courses chosen, i.e. Advanced Placement, College in the High School, Honors, and College Preparatory or Academic. In addition to the English, Social Studies, Math, Science, and other required courses such as Health and Physical Education, it is highly recommended that the following business-related courses are completed at the grade levels indicated below:

Grade 9

1. Business Survey – students taking Business Survey do not need to schedule

Computer Applications

Grade 10

1. Word Processing

Grade 11

1. Business Communications for Employment (satisfies English 11 requirement)
2. Microsoft Office XP
3. Accounting I

Grade 12

1. Multimedia
2. Accounting II

AGRICULTURE EDUCATION CURRICULUM

Any student who enters the agriculture education curriculum should very carefully consider his or her post high school plans and choose the level of courses that will best meet the needs for college/technical school entrance or for employment in an agriculturally related field. Students may choose from the Advanced Placement, College in the High School, Honors, College Preparatory or Academic course levels. The following is a list of recommended electives:

Grade 9 Grade 10

1. Ag/Environmental Awareness 1. Plant Science
2. Ag Mechanics & Technology I 2. Ag Mechanics & Technology II

Grade 11 Grade 12

1. Animal Science 1. Agribusiness Management
2. Ag Mechanics & Technology II

The following elective courses are also recommended:

1. Greenhouse Production
2. Construction Technology

ACADEMIC CURRICULUM

The academic curriculum is designed primarily for those students who plan to enter the workforce immediately following graduation. However, a student may choose the level of courses at which he/she feels most confident of completing successfully, ie, Advanced Placement, College in the High School, Honors, College Preparatory or Academic. All students must complete the required number of courses in English, Social Studies, Math, Science, Health, and Physical Education. In addition, each student should give careful consideration to the types of skills

and knowledge he/she would like to acquire for employment purposes and choose from the electives that best meet those needs.

The following is a list of all courses, both required and elective, that are offered during the school year. The courses are arranged by subject area.

ENGLISH

English 9 (001)

Grade 9 1 credit 6 pds. per cycle

The general English course is designed to teach students the elements of effective communication, with an emphasis on writing. Students apply grammar and mechanics to the basic styles of writing, developing paragraphs into essays, narratives, and minor research projects. A portion of this course studies the various elements of literature, using the short story as the primary genre.

C.P. English 9 (002)

Grade 9 1 credit 6 pds. per cycle

The college prep English 9 is structured to provide emphasis on the grammatical aspects of writing, as well as the various types of writing. Students will also use research techniques. The literature study is more detailed, focusing on various forms, as well as elements of literature.

Honors English 9 (003)

Grade 9 1 credit 6 pds. per cycle

The Honors English will focus on an accelerated grammar study which will be applied to the various types of writing studied this year. A formal research project will also be completed. Literature will include the study of literary elements, short stories, at least one novel, and a play. At least two independent creative writing pieces will be assigned. Teacher recommendation required.

English 10 (004)

Grade 10 1 credit 6 pds. per cycle

The general English 10 course is designed to give students a well-rounded background in various disciplines. Content is varied, with units on short stories, novels, non-fiction, drama, grammar, and vocabulary. The course provides many opportunities to improve written and oral communication skills in order to succeed in a challenging, contemporary society.

C.P. English 10 (005)

Grade 10 1 credit 6 pds. per cycle

The college prep English 10 course is designed to teach students reading, writing, organizational, and communication skills they will find useful in college level studies of all kinds. These skills are taught in connection with a study of American literature. Authors such as Emerson, Melville, and Twain are analyzed thoroughly. The college prep and honors English 10 courses utilize the same textbook.

Honors English 10 (006)

Grade 10 1 credit 6 pds. per cycle

The Honors English 10 course is designed to allow students independent study and analysis. Intense examination of American literature is supplemented with written and oral projects, paperback texts, and handouts. Required work includes reading and analyzing one novel or non-fiction book each marking period. Teacher recommendation required.

English 11 (007)

Grade 11 1 credit 6 pds. per cycle

This academic English course provides students with essential writing and speaking skills enhanced by units in usage, mechanics, and vocabulary. Compositions from single paragraphs to essays, to reports, and to a research paper are taught. Various literature elements are discussed through short stories, plays, and novels.

C.P. English 11 (008)

Grade 11 1 credit 6 pds. per cycle

English literature will be studied through various short stories, plays, essays, and poems. In addition to class assignments, students will read and analyze works of literature through written and oral presentations. Students will study skills including a myriad of communication and writing skills through the study of mechanics and vocabulary.

Honors English 11 (009)

Grade 11 1 credit 6 pds. per cycle

Students survey English literature from the Anglo Saxon period through the Victorian Age. Two Shakespearean plays are studied, discussed, and written about during the Renaissance unit. Students learn techniques for writing about literature and for using M.L.A. documentation. Many opportunities for a variety of writing are provided through weekly typed essays and revisions, and an independent writing portfolio (including independent reading projects). Students also complete a unit of formal speech delivery. Students are responsible for weekly vocabulary assessments and are required to keep a writing journal. This course requires the students to do extensive reading and homework. Teacher recommendation required.

English 12 (010)

Grade 12 1 credit 6 pds. per cycle

Students learn to determine the definitions of vocabulary words by examining the context in which they are used and are able to identify and create correct usage of words. Students learn about Greek mythology and study the aspects of oral history, vocabulary, and the use of mythical allusions in today's world. Students read Brave New World and study the aspects of the anti-utopian novel and plot, characterization, satire, and vocabulary. Students will also study Shakespeare's Hamlet and discuss and write about plot, characterizations, and theme. A business writing unit is included which explores the techniques for writing various business letters and for completing resumes and employment applications. Students are also required to keep a writing journal.

C.P. English 12 (011)

Grade 12 1 credit 6 pds. per cycle

Students study Shakespeare's play, Hamlet, and discuss and write about plot, characterization, conflict, theme, and symbolism. A study of essay writing including completion of prewriting strategies, outlines, rough drafts, and peer editing is completed. A comparative analysis of the anti-utopian novel genre is explored through reading the novels, Brave New World and 1984. Students learn techniques for writing about literature and for using M.L.A. documentation through weekly typed essays and revisions. Many opportunities for a variety of writing are provided. Students also complete an extensive 7-10 page research project. The students acquire a proficiency in using the M.L.A. style of research writing. Students are responsible for weekly vocabulary assessments. Students are required to keep a writing journal and complete extensive reading and homework.

Honors English 12 (012)

Grade 12 1 credit 6 pds. per cycle

Students study, discuss, and write about Shakespeare's plays, Othello and Hamlet, conflict, theme, and symbolism. A comparative analysis of the uni-utopian novel genre is explored through reading the novels, Brave New World and 1984. Students learn techniques for writing about literature and for using M.L.A. documentation through weekly typed essays. Many opportunities for a variety of writing are provided including an independent writing portfolio. Students also complete an extensive 7-10 page research project. Students are responsible for weekly vocabulary assessments. Students are required to keep a writing journal and complete extensive reading and homework. Students are required to complete a summer reading project and independent reading projects throughout the school year. Teacher recommendation required.

Journalism (013)

Grades 9,10,11,12 1 credit 6 pds. per cycle

Students will study various aspects of journalism through exploring modern techniques in mass media. Students will recognize and write in all areas of the newspaper such as feature writing, news stories, editorials, sports, etc. Additional time will be spent analyzing other types of media such as radio, film, television, and advertising as materials are available.

Drama and Speech (014)

Grades 10, 11, 12 1 credit 6 pds. per cycle

The first half of the year, students will focus on the value of effective communication skills through various types of speeches. Students will study types of speeches and will study different techniques for giving speeches, including the use of Power Point and other visual aids. The second half of the year, students will study the different aspects of drama, including types of theatres, drama and individual and group performances. Grades are derived through class participation and completion of assigned performances. Preparation must be completed both in class and independently.

SOCIAL STUDIES

Pennsylvania History/Civics (100)

Grade 9 1 credit 6 pds. per cycle

This course is designed to make the study of America's political and economic system relevant by approaching it from the point of view that the individual is constantly interacting with and being affected by government. The study of Civics makes it important for students to study Pennsylvania History and understand how their state fits into the development of the national history and government of the United States.

C.P. Pennsylvania History/Civics (101)

Grade 9 1 credit 6 pds. per cycle

This course is designed to permit students to analyze America's political and economic system by approaching it from the point of view that the individual is constantly interacting with and being affected by government. This investigation of Civics makes it important for students to research Pennsylvania's history and understand how their state fits into the development of the national history and government of the U. S. Students should possess above average reading and writing skills for this course.

Honors Pennsylvania History/Civics (102)

Grade 9 1 credit 6 pds. per cycle

This course is designed to permit independent and class research that allows students to analyze America's political and economic system; critical thinking skills will be necessary as students approach the study of citizenship from the point of view that the individual is constantly interacting with and being affected by the government. This investigation of Civics makes it important for students to research Pennsylvania's history and understand how their state fits into the development of the national history and government of the U. S. Students should possess excellent reading and writing skills for this course. Teacher recommendation required.

World History (103)

Grade 10 1 credit 6 pds. per cycle

This course introduces students to world history from 1500 to the present with a cultural view of selected countries. Throughout the course, attention is given to the use of maps and the development of geography skills. The course provides students with a background of world history that will help them understand their own time.

C.P. World History (104)

Grade 10 1 credit 6 pds. per cycle

World Cultures introduces students to world history from 1500 to the present with a cultural view of selected countries. Each culture is examined through many disciplines. Geography, history, sociology, anthropology, economics, political science, and the arts are combined for an interdisciplinary study.

Honors World History (105)

Grade 10 1 credit 6 pds. per cycle

This course includes a more in-depth study of European oriented world history from 1400 to the present. Also studied are cultural views of selected countries. Geography, history, sociology, anthropology, economics, political science, and the arts are combined for an interdisciplinary study. Students will gain a greater sense of the cause/effect cycle of history through the use of historical facts, developing critical reading skills, and writing essays.

Teacher recommendation required.

U.S. History (106)

Grade 11 1 credit 6 pds. per cycle

This course introduces students to the concepts, forces and events that have shaped the American people from 1890 to the present.

C.P. U.S. History (107)

Grade 11 1 credit 6 pds. per cycle

History's decision makers – whether famous or ordinary citizens – never knew how things were going to turn out. The consequences of their decisions; however, helped determine how we arrived where we are today. The purpose of this course is to trace these pathways from 1890 to the present and make students active participants in the unfolding of history. This course is designed to prepare the student for a college level history course.

Honors U.S. History 108

Grade 11 1 credit 6 pds. per cycle

Every historical period is a complex web of events, influences, and relationships. Nevertheless, in each era there is a main trend, a big idea that can be used to help students understand, focus, and master this important subject matter. This honors course is a demanding program of study of American History from 1890 to the present that requires students to construct historical opinions and determine and defend their significance. Teacher recommendation required.

A.P./CHS U.S. History (109)

Grade 12 1 credit 6 pds. per cycle

Part 1 of this course is designed to provide selected students with the analytic skills and factual knowledge necessary to deal critically with crucial problems and materials in American History. Students will learn to assess historical materials – their relevance to a given interpretive problem, their reliability, and their importance – and to weigh the evidence and interpretations presented in historical scholarship. The course reviews American History from the Age of Discovery to 1865. Part 2 of this course is a demanding program of study of American History from 1865 to the present that requires students to construct historical opinions and determine and defend their significance. This course will be taught as part of the "College in the High School" program. College level credit will be offered through HACC. The class will be organized and run according to the time and material commitments required by HACC to give the students the experience of taking a college level course while still in high school. Students must apply for and be accepted into the program subject to the criteria set forth by HACC. There is a fee for this course. See page 6. Teacher recommendation required.

Govt/Economics (110)

Grade 12 1 credit 6 pds. per cycle

The semester of American Government will focus on the Constitution of the United States. Studies will include the tenets of our democracy, and citizens' necessary responses in order to assure that our political system prospers. Students will study the principles of our free enterprise system in the Economics semester. Concepts studied will include the price system, business organizations, competition, banking, and the government's role in our economy.

C.P. Govt/Economics (111)

Grade 12 1 credit 6 pds. per cycle

The semester of American Government will examine the theories of government leading to the development of our political system, the tenets of our democracy as articulated in our constitution, and our necessary responses as citizens to assure the prosperous continuation of our government. Students will study the principles, both in theory and application, of our free enterprise system in the Economics semester. Students should possess extensive writing and reasoning skills for this course.

Honor Govt/Economics (112)

Grade 12 1 credit 6 pds. per cycle

The semester of American Government will examine the theories of government leading to the development of our political system, the tenets of our democracy as articulated in our constitution, and our necessary responses as citizens to assure the prosperous continuation of our government. Students will study the principles, both in theory and application, of our free enterprise system in the Economics semester. Students should possess exceptional writing and reasoning skills for this course. Teacher recommendation required.

Sociology (113)

Grade 12 1 credit 6 pds. per cycle

This course provides students with a comprehensive examination of the basic concepts, principles, and methods central to the scientific study of sociology. Group behavior in the total social environment is emphasized. Students will gain a greater sense of the importance of culture, social institutions, and social diversity in human relationships.

Psychology (114)

Grade 12 1 credit 6 pds. per cycle

Psychology introduces students to new ways of looking at and interpreting their behavior. Students will gain a better understanding of how psychologists study human and animal behavior, and various means to apply practical applications of psychology. The course will give students the chance to know who they are, and what they are, in order to become mature and productive individuals.

SCIENCE

Earth/Space Science (200)

Grade 9 1 credit 6 pds. per cycle

This course includes general study in the areas of geology, oceanography, earth history, astronomy, and meteorology. There will be occasional laboratory work requiring cooperative work with other students which may need to be conducted outside of class time. Students will learn to use the planetarium.

C.P.Earth/Space Science (201)

Grade 9 1 credit 6 pds. per cycle

This course covers the materials in the regular Earth/Space curriculum with additional emphasis and depth. It also requires independent research reports, which are written and/or oral, to be completed by the students on their own time outside of class periods. There will also be certain laboratory experiments requiring cooperative work with other students which may need to be conducted outside of class time. Students will master use of the planetarium.

Honors Earth/Space Science (213)

Grade 9 1 credit 6 pds. per cycle

This course will encompass geology, astronomy, earth history, meteorology, and oceanography. Students will master use of the Planetarium and present shows to elementary classes. This lab-oriented course will be fast-paced and very practical. Lab reports and group projects are a part of this course. Teacher recommendation required.

Biology (202)

Grade 10 1 credit 6 pds. per cycle

This basic course deals with the study of living things. Study of fundamental biological concepts, basic biochemistry, cell biology, mendelian genetics, genetic engineering, and major kingdoms of life. Laboratory investigations, including microscope work, and inquiry activities are part of this course.

C.P. Biology (203)

Grade 10 1 credit 6 pds. per cycle

The study of living things is designed to meet the needs of the college bound student and will be more in depth than the general course. This course will focus on the nature of life, cell structure and function, cellular processes, genetics, ecology, classification, plants and evolution. Laboratory investigations, including microscope work and the dissection of selected animal specimens, are part of the course.

Honors Biology (204)

Grades 9, 10 1 credit 6 pds. per cycle

This course offers a more challenging and comprehensive study of Biology than the college prep or general courses. Included will be the study of fundamental biological concepts, introduction to biochemistry, cell biology, mendelian genetics, genetic engineering, major kingdoms of life, and ecology. Laboratory activities will be an integral part of this course. Must be taking college prep math sequence. Student should have had or be taking Algebra II. Teacher recommendation required.

C. P. Chemistry (205)

Grades 10, 11, 12 1 credit 6 pds. per cycle

The students utilize chemical theories and calculations to explore and predict properties of matter. These properties are investigated on the atomic or molecular scale. Laboratory activities reinforce concepts and introduce the students to basic laboratory techniques. This course is recommended for College Prep students. Students electing this course should have successfully completed Algebra II.

Honors Chemistry (206)

Grades 10, 11,12 1 credit 6 pds. per cycle

The Honors Chemistry class will include all topics of CP Chemistry in addition to several other areas. The use of mathematics will be emphasized. Topics are covered at a faster pace and more in depth than CP Chemistry. Extensive laboratory reports will be required on a regular basis. Teacher recommendation required.

A.P. Chemistry (207)

Grade 12 1 credit 6 pds. per cycle

The Advanced Placement Chemistry course is designed to be the equivalent of the general chemistry course usually taken the first year of college. For some students, this course enables them to undertake, as freshmen, second year work in the chemistry sequence at their institutions or to register in courses in other fields where general chemistry is a prerequisite. For other students, the Advanced Placement Chemistry course prepares them to be successful in college level science and engineering courses. All students are required to take the A. P. Chemistry test. There is a fee for this course. See page 6. Chemistry, Physics, and teacher recommendation required.

Honors Physics I (208)

Grades 11, 12 1 credit 6 pds. per cycle

Physics is a study of matter and energy and the fundamental laws that govern their interactions. Problem solving and concept development through investigations is the basis of the course. Prerequisite: Trigonometry or concurrently taking Trigonometry.

Honors Physics II (214)

Grade 12 1 credit 6 pds. per cycle

This course is a continuation of Physics I which is a prerequisite. It will focus on a study of electricity and magnetism, heat and thermodynamics, wave phenomena, and topics from modern physics such as particle physics and atomic physics. Prerequisite: Honors Physics I.

Science and Technology (211)

Grade 11, 12 1 credit 6 pds. per cycle

This general science course focuses on the use of scientific concepts in our modern society. Topics involving biology, chemistry, environmental science, and physics are explored. Major emphasis placed on the applications of science. This course includes laboratory activities, projects and the use of scientific methods. This course is not intended for students who have successfully completed Chemistry and is intended to fulfill the 3rd year science requirement.

Honors / CHS Advanced Biology (212)

Grade 11, 12 1 credit 6 pds. per cycle

This course includes a more in-depth study of a variety of biological topics while focusing on the molecular aspects of biology. This course is a college level science biology course. Topics to be included in this class are biological organization, basic biochemistry, properties of water, carbon chemistry, macromolecules, introduction of metabolism, cellular anatomy, cellular functions, genetics, ecology and comparative physiology. Laboratory work

includes the detailed dissection of multiple organisms culminating with the detailed dissection of the fetal pig. Weekly scientific writing assignments and group projects are required throughout the year. This course will be taught as part of the "College in the High School" program. College-level credit will be offered through HACC. The class will be organized and run according to the time and material commitments required by HACC to give the students the experience of taking a college level course while still in high school. Students must apply for and be accepted into the program subject to the criteria set forth by HACC. Success in the course will require a large time commitment on the part of the student. There is a fee for this course. See page 6. Teacher recommendation required.

MATHEMATICS

C.P. Algebra IA (300)

Grades 9,10,11,12 1 credit 6 pds. per cycle

This is a first year course in algebraic principles. Topics covered include real numbers, algebraic expressions, writing and solving linear equations, rational expressions, relations and functions.

C.P. Algebra IB (301)

Grades 9, 10, 11, 12 1 credit 6 pds. per cycle

This is a second year course in algebraic principles. Topics covered include systems of equations and inequalities, quadratic equations, exponents and exponential functions, and polynomials Algebra IA is required.

C.P. Algebra II (302)

Grades 9,10,11,12 1 credit 6 pds. per cycle

This course is an extension of and builds upon the topics taught in Algebra IA & B. Additional areas taught include systems of equations, quadratic relations and systems, exponential and logarithmic functions. Algebra IB is required.

Honors Algebra II (303)

Grade 9 1 credit 6 pds. per cycle

The honors section of Algebra II is structured to provide a greater in-depth study of such topics as logarithms, trigonometric functions, progressions, and series. This course will afford the top mathematics students an opportunity to accelerate their math study. Teacher recommendation required.

Informal Geometry (304)

Grade 11 1 credit 6 pds. per cycle

Students learn the basic concepts of Geometry by building definitions, discovering properties of figures and doing constructions. This course requires students to be actively involved in learning and creating Geometry. Algebra IA & B is required.

C.P. Geometry (305)

Grades 10, 11, 12 1 credit 6 pds. per cycle

This course is the classical study of Euclidean Geometry including definitions, postulates, theorems, and applications. Algebra II is required.

Honors Geometry (306)

Grades 10, 11 1 credit 6 pds. per cycle

Honors geometry is the second level course in the honors math sequence. This course, like the honors Algebra II, will provide accelerated study in concepts such as coordinate geometry, inequalities, and space geometry. Teacher recommendation required.

C.P. Pre-Calculus with Trigonometry (307)

Grades 11, 12 1 credit 6 pds. per cycle

This course will provide an advanced study of algebraic and transcendental functions. Instructional approaches will emphasize algebraic and graphical analyses, interpretation, and application to problem solving. Functions studied will include: polynomial, rational, trigonometric, exponential, and logarithmic. A graphing calculator (TI-83 or better) is recommended. Completion of Algebra II and Geometry is required.

Honors Pre-Calculus with Trigonometry (308)

Grades 11, 12 1 credit 6 pds. per cycle

The goal of this course is to prepare the student for the subsequent study of calculus. It will provide an accelerated study of the material in Pre-Calculus with Trigonometry without as much review of algebra II concepts and a greater focus on the theory and abstract concepts behind the functions. Students planning on taking CHS Calculus should take this course as a prerequisite. A graphing calculator (TI-83 or better) is recommended. Completion of Algebra II and Geometry as well as teacher recommendation is required.

A.P./CHS Calculus (309)

Grade 12 1 credit 6 pds. per cycle

Calculus is a college level mathematics course intended for students who have a thorough knowledge of college preparatory mathematics, including algebra, axiomatic geometry, trigonometry, and analytic geometry. This course will be taught as part of the "College in the High School" program. College-level credit will be offered through HACC. The class will be organized and run according to the time and material commitments required by HACC to give the students the experience of taking a college level course while still in high school. Students must apply for and be accepted into the program subject to the criteria set forth by HACC. Success in the course will require a large time commitment on the part of the student. There is a fee for this course. See page 6. Teacher recommendation required.

C.P. Statistics (310)

Grades 11, 12 1 credit 6 pds. per cycle

This is a formal, introductory course to the study of statistics and probability. Included will first be the study of descriptive statistics, probability, and probability distributions. That will be followed by the study of inferential statistics which includes confidence intervals, hypothesis testing, correlation and regression analysis. A graphing calculator (TI-83 or better) is recommended. Completion of Algebra II and Geometry is required.

Honors Statistics (311)

Grades 11, 12 1 credit 6 pds. per cycle

The honors section of statistics is structured to provide a more comprehensive study of the inferential branch of statistics. It will provide a more accelerated study of the basic concepts of descriptive statistics with more a more in-depth study of hypothesis testing and analysis in the second half of the course. A graphing calculator (TI-83 or better) is recommended. Completion of Algebra II and Geometry is required.

Honors Pre-Calculus (312) 2006-2007 Only

Grade 12 1 credit 6 pds. per cycle

The goal of this course is to further prepare the students for the study of calculus. The study of functions is the unifying concept used throughout the course. A study of graphing techniques, transcendental functions, analytic geometry, matrices, and infinite sequences and series are topics covered. Trigonometry/Statistics required.

FOREIGN LANGUAGES

Spanish I (400)

Grades 9,10,11,12 1 credit 6 pds. per cycle

Students speak and maintain basic face to face conversations in Spanish. In addition, they will manipulate the language in order to communicate in basic survival situations. Students will discuss culture and demographics, read for detailed information, create various written works, and listen for information from various listening resources. This course is designed to prepare students for college admissions.

Spanish II (401)

Grades 10, 11, 12 1 credit 6 pds. per cycle

Students speak and maintain face to face conversations in Spanish. In addition, they will manipulate the language in order to communicate in survival situations. Students will discuss culture and demographics, read for detailed information, create various written works, and listen for information from various listening resources. Students should receive a minimum grade of 70% in Spanish I.

Spanish III (402)

Grades 10, 11, 12 1 credit 6 pds. per cycle

Students learn to maintain face to face conversations in Spanish. In addition, they will manipulate the language in order to communicate in complex survival situations. Students will discuss Spanish culture, demographics and historical figures, read for detailed information, create various written works, and listen for information from

various listening resources. Students should receive a minimum grade of 70% in Spanish II. Teacher recommendation required.

Spanish IV (403)

Grades 11, 12 1 credit 6 pds. per cycle

Students learn to maintain face to face conversations in Spanish. In addition, they will manipulate the language in order to communicate in complex survival situations. Students will read for detailed information, create various written works, listen for information from various listening resources, build vocabulary, and examine different aspects of the target culture. Teacher recommendation required.

French I (404)

Grades 9,10,11,12 1 credit 6 pds. per cycle

Students learn to communicate in French through oral, listening, written and reading activities. Students practice with videos and compact disc activities along with group and pair work. Students also learn the customs and lives of French speaking people. This course is designed to prepare students for college admissions.

French II (405)

Grades 9,10,11,12 1 credit 6 pds. per cycle

The students continue to expand their listening, speaking, reading and writing skills. Videos and compact discs are used to increase students' comprehension. Students also learn about various French speaking countries, the people and how they spend their time. Students should receive a minimum grade of 70% in French I.

French III (406)

Grades 10, 11, 12 1 credit 6 pds. per cycle

Students use speaking, reading, and writing skills to express their thoughts, opinions, and ideas. Writing and reading are strongly emphasized. Customs, travel, celebrations, and current developments are discussed. Students should receive a minimum grade of 70% in French II.

French IV (407)

Grades 11, 12 1 credit 6 pds. per cycle

Students increase their reading, writing, listening and speaking ability. Authentic written materials, poetry, literary works and short stories are used. Students will be creating complex dialogs, making presentations and holding classroom discussions. Teacher recommendation required.

BUSINESS

Business Communications for Employment (500)

Grades 11, 12 1 credit 6 pds. per cycle

Students are taught practical English necessary for entry into a business-related occupation. Punctuation, grammar principles, spelling, and vocabulary are reviewed. Students will plan, compose, and type routine

business letters. Special emphasis is given to employment communications--applications, resumes, letters of application, and interviews. This course fulfills one English credit requirement for graduation.

Business Survey (501)

Grades 9, 10, 11, 12 1 credit 6 pds. per cycle

Students will enhance their keyboarding skills through timed drills and learn word processing by creating various business documents such as letters, tables, reports, outlines, etc. Career options will be explored and basic business concepts will be introduced. Banking and checking account maintenance (manually and electronically) is presented. Positive work habits are emphasized as students manage a business by participating in a nine-week business community simulation. Students enrolled in Business Survey do not need to take Computer Applications I.

Word Processing (503)

Grades 10, 11, 12 1 credit 6 pds. per cycle

Students will become proficient in using word processing software and will increase their keyboarding skills. Intermediate word processing concepts will be applied to produce letters, reports, tables, and business forms. Keyboarding simulations that are typical of job assignments in business and professional offices are completed.

Accounting I (505)

Grades 11, 12 1 credit 6 pds. per cycle

This is an elective course where the students learn basic accounting skills and terminology (both manual and computerized) from beginning journal entries to the ending financial statements, while demonstrating accuracy, neatness, and legibility. Business simulations are used. Calculators are recommended.

Accounting II (506)

Grade 12 1 credit 6 pds. per cycle

This is an elective course where the students further develop their basic accounting skills and terminology (both manual and computerized) learned in Accounting I. Additional journals, ledgers, and financial statements introduce new accounting theory pertaining to payroll, accruals, adjustments, depreciation, uncollectibles, petty cash, etc. Business simulations are used. Calculators are required. Accounting I is required.

Multimedia (508)

Grade 11, 12 1 credit 6 pds. per cycle

Students develop desktop publishing skills to produce business cards, fliers, programs, brochures, etc. Internet sites are evaluated and web pages are designed. In addition, students will design their own presentations with animation, sound clips, etc.

Microsoft Office (509)

Grades 11, 12 1 credit 6 pds. per cycle

Students will further develop their keyboarding skills as they use advanced word processing concepts. Intermediate and advanced training in spreadsheet and presentation applications, along with introduction to databases is included as well as integration of these applications.

Business Applications (511)

Grades 10, 11, 12 1 credit 6 pds. per cycle

Meeting specified deadlines in this elective course will produce a quality yearbook. Students will demonstrate an understanding of desktop publishing skills and terminology and will sell advertising space and yearbooks. Teacher approval required.

COMPUTERS

Computer Applications (314)

Grade 9 1/2 credit 2 pds. per cycle

All students in 9th grade are required to take Computer Applications or Business Survey. Students will learn basic fundamental keyboarding and word processing, spreadsheets, presentation software, and other selected applications.

HEALTH AND PHYSICAL EDUCATION

Physical Education (605)

Grades 9, 10 1/2 credit 2 pds. per cycle

Physical Education (606)

Grades 11, 12 1/2 credit 2 pds. per cycle

Physical Education is a requirement each year. Students are expected to come prepared to participate in activities that include team sports, lifetime sports, and other physical activity.

Health (600)

Grade 9 1/2 credit 2 pds. per cycle

Major units of study will include, but not be limited to: Drugs and Alcohol, Human Development, Wellness, Decision-Making Skills, Goal Setting, AIDS, and Stress Management.

Health (602)

Grade 11 1/2 credit 2 pds. per cycle

Major units of study will include, but not be limited to: Nutrition, Fitness, Drug Addiction, Alcoholism, AIDS, Prescription Drugs, and Medicines.

SAFETY EDUCATION

DRIVER EDUCATION

Driver Theory (Classroom Phase) (650)

Grade 10 1/2 credit 2 pds. per cycle

This phase of driver education is scheduled by the students in conjunction with their regular 10th grade class scheduling. The course describes the process of applying for a driving permit and/or license along with the laws, rules, regulations, and methods of driving.

Behind-The-Wheel-Driving

This part of driver education consists of the actual driving with an independent contractor. It is scheduled individually with the driver education teacher when a student obtains his/her permit or license. Students must complete the application, available in the high school office, and pay a \$50.00 fee for this instruction.

Please note that both phases of driver education must be successfully completed in order for a student to apply for a senior license at age seventeen and also to receive an automobile insurance reduction.

DIVERSIFIED OCCUPATIONS

Diversified Occupations Theory (510)

Grade 12 1 credit 6 pds per cycle

This course is only for seniors who are on track to graduate this year. Topics that will be covered include assessing your strengths and weaknesses, steps in preparing yourself for the job market, succeeding on the job, personal resource management, human relations and decision making, and the economics of work. This course coincides with actual work experience.

Diversified Occupations Work Experience (950)

Grade 12 1 credit 6 pds per cycle

This is a work release program. Students will take their required academic courses and the diversified occupations theory course in the morning and then leave to work a minimum of 15 hours per school week. A passing grade in the theory class, and all other courses where the credit is needed for graduation, must be maintained in order to stay in the work release program. Students will be excused during the last two periods as their schedule permits.

FAMILY & CONSUMER SCIENCES

Basic Family & Consumer Science (700)

Grades 9,10,11,12 1 credit 6 pds. per cycle

This course includes clothing construction of a sewing project through the use of a commercial pattern. Personal relationships from friendship to marriage and the responsibilities that accompany each will be discussed. Child development will be studied from conception to birth up through one year of age. Nutrition and basic cooking

techniques are covered through hands-on activities that make them relevant to everyday life situations. Craft projects are completed in relation to the holidays. This course is a pre-requisite for the Intermediate and Advanced Family and Consumer Sciences Courses.

Intermediate Family & Consumer Science (701)

Grades 10, 11, 12 1 credit 6 pds. per cycle

This course is designed to be an extension of the topics studied in Basic Family & Consumer Science. Students will be making a simple child's garment to learn the techniques of working with smaller garments, matching plaids, learning advanced sewing techniques, and using embroidery machines. In the foods unit, food preservation, cake baking, and yeast breads are studied. Students will plan and prepare foods for several school related functions and participate in table decorating and cake decorating activities. The Basic Family and Consumer Science course must have been successfully completed to take this course. This course is a pre-requisite for the Advanced Family and Consumer Sciences Courses.

Advanced Family & Consumer Science (702)

Grades 11, 12 1 credit 6 pds. per cycle

This course includes the study of foods as they pertain to catering, regions of the United States, and entertaining. Units in crafts, parenting, family relations, consumer education, housing and career preparation are also included in this plan of study. Students also will create a sewing project of their choice. This course may be taken two years in a row for credit. Basic Family and Consumer Science, and Intermediate Family and Consumer Science must have been successfully completed to take this course. Teacher signature required for second year students.

Child Care/Nursery School (704)

Grades 11, 12 1 credit 6 pds. per cycle

This course concentrates on children from birth to 6 years of age. Topics include such areas as child abuse, foods for children, choosing a day care facility for a child, children's games and toys, developmental stages of toddlers, planning various types of activities for preschoolers, and career opportunities in the child care field.

A preschool/nursery school is operated by the students during the year. The nursery school simulates a real-life child care facility where students experience dealing with toddlers (ages 3-5) on a one-to-one basis. Students will work in cooperative groups to plan thematic weekly units and prepare lesson plans for the units. Snack preparation is also part of the daily planning and lesson. Journals are kept on a weekly basis to record information regarding the student's actual implementation of their planned lessons, and their observations of the social, emotional, physical, and education development of the toddlers in the program. This course may be taken 2 years in a row for credit. Teacher signature required for second year students.

TECHNOLOGY EDUCATION

Technology Education (800)

Grades 9,10,11,12 1 credit 6 pds. per cycle

This elective course introduces students to the four (4) subject areas that are available in the Technology Education shops. Each student receives instruction during the year in woodworking, graphic arts, drafting, and

construction technologies. The experience gained through completion of this course will help students choose more wisely, the advanced level courses that are offered in these subjects during the 10th, 11th, and 12th grade years.

Advanced Woodworking (801)

Grades 10, 11, 12 1 credit 6 pds. per cycle

This year long elective course is available to students in grades 10-12 who have passed the technology education course and the woodworking section of the technology education course. This course emphasizes shop safety, basic and advanced machine operations, and furniture construction techniques. Each student is required to construct a piece of furniture of his/her choosing. Technology education is a prerequisite for this course.

Computer Aided Drafting (CAD) (802)

Grades 10, 11, 12 1 credit 6 pds. per cycle

Students receive instruction on both the drawing board and the computer. Types of drawings include: orthographic projection, sectioning, dimensioning, oblique, and isometric. Some previous drawing experience is recommended. Technology education is a prerequisite for this course for 10th grade. Maximum enrollment 15.

Architectural Computer Aided Drafting (804)

Grades 10, 11, 12 1 credit 6 pds. per cycle

Students are introduced to various home styles and construction techniques. Each student designs and draws plans for an energy efficient home using CAD. Drawings will include floor plans, details, elevations, and plot plan. Technology education is a prerequisite for this course for 10th grade. Maximum enrollment 15.

Advanced Graphic Arts (806)

Grades 10, 11, 12 1 credit 6 pds. per cycle

This elective course is available to students in grades 10-12 who have passed the basic technology education course and the graphic arts section. Students receive instruction and complete projects in areas such as 35mm photography, process photography, offset lithography, screen printing, and desktop publishing. Technology education is a pre-requisite for this course.

Construction Technology I (807)

Grades 10, 11, 12 1 credit 6 pds. per cycle

The Construction Technology I course will be oriented to all phases of the construction industry. From foundation to roof, residential technologies will be discussed in detail. Tools and equipment use will be emphasized along with safety as related to the work environment. Tools and their uses will be discussed along with estimation of materials for job related assignments. Students will experience the construction industry first hand and will be able to relate learned tasks to every day life. Technology Education is a prerequisite for this course.

Construction Technology II(808)

Grades 11, 12 1 credit 6 pds. per cycle

The Construction Technology II course will be oriented to all phases of the construction industry. From foundation to roof, residential and commercial technologies will be discussed in detail. Safety will be emphasized along with safety as related to the work environment. Tools and their uses will be discussed along with estimation of materials for job related assignments. Students will experience the construction industry first hand and will be able to relate learned tasks to every day life. The second level will also deal with the establishment of a construction company and organization of many construction projects. Construction Technology I is a prerequisite for this course.

AGRICULTURE

Ag and Environmental Awareness (809)

Grades 9,10,11,12 1 credit 6 pds. per cycle

This course is designed for students who wish to explore their knowledge of plants, animals, and the environment. Subject areas taught are soils, plants, wildlife, and the environment. Many types of agriculture will be studied. FFA concepts and principles are taught as part of the instruction. There are many opportunities available through membership in the FFA where skills can be better developed. Students are encouraged to develop a project that will benefit their agriculture experience.

Ag Mechanics and Technology I (810)

Grades 9,10,11,12 1 credit 6 pds. per cycle

This course covers the correct and safe use of common agricultural shop tools and machinery. Students will have hands-on experience in basic welding, woodworking, small gas engine maintenance, and electricity. Project planning including drawing, bill of materials, layout, and agriculture awareness will also be covered. There are many opportunities available through membership in the FFA where skills can be better developed. Students are encouraged to develop a project that will benefit their agricultural experience.

Ag Mechanics and Technology II (811)

Grades 10, 11, 12 1 credit 6 pds. per cycle

This course is built upon skills developed in Ag Mechanics and Technology I. Students will receive instruction in advanced woodworking skills, oxy-acetylene, welding, small gas engine repair, electricity, and agriculture awareness. There are many opportunities available through membership in the FFA where skills can be better developed. Students are encouraged to develop a project that will benefit their agriculture experience. Ag Mechanics and Technology I is a prerequisite.

Ag Mechanics and Technology III (812)

Grades 11, 12 1 credit 6 pds. per cycle

This course continues to build upon the skills learned and developed through the experiences of Ag Mechanics and Technology I & II. Advancement in skills related to plumbing, small gas engines, machine operations and maintenance, and masonry will also be studied. There are many opportunities available through membership in the FFA where skills can be better developed. Students are encouraged to develop a project that will benefit their agriculture experience. Successful of completion of Ag Mechanics and Technology I & II required.

Plant Science (813)

Grades 10, 11, 12 1 credit 6 pds. per cycle

This course deals with the economic importance of raising plants for profit. Major economical plants will be studied with a scientific emphasis on plant nutrition, growth, and reproduction. Plants will be propagated in a greenhouse setting as the relationships between plants, the environment, and how humans are studied. There are many opportunities available through membership in the FFA where skills can be better developed. Students are encouraged to develop a project that will benefit their agriculture experience. Recommended prerequisite is Biology.

Animal Science (814)

Grades 11, 12 1 credit 6 pds. per cycle

This class focuses on the economic importance of raising animals for profit, veterinary science, the pet industry, and alternative animal agriculture. The broad subject content allows students to prepare for a future in animal production, care and/or management, and veterinary science. There are many opportunities available through membership in the FFA where skills can be better developed. Students are encouraged to develop a project that will benefit their agriculture experience. FFA history and opportunities will be studied. Recommended prerequisite is Biology and/or Plant Science.

Agribusiness Management (815)

Grade 12 2 credits 12 pds. per cycle

This is the 4th year finishing course for agriculture education students who are seriously pursuing career preparation in the many areas of agriculture. Students will receive technical instruction in farm management, record keeping, livestock, and crop production. Business management skills are a major component of this class. There are many opportunities available through membership in the FFA where skills can be better developed. Students are encouraged to develop a project which will benefit their agriculture experience.

Greenhouse Production (816)

Grades 10, 11, 12 1 credit 6 pds. per cycle

This course is designed for students who wish to further their knowledge of plants and the environment. Subject areas taught are greenhouse construction, climate control, the environment, soils, water quality, and plant structure. Many types of plants will be propagated in a greenhouse setting. Students nurture the growing of poinsettias, garden mums, flowering plants, and vegetable plants while doing various projects in floriculture, greenhouse design, and landscaping. There are many opportunities available through membership in the FFA where skills can be better developed. Students are encouraged to develop a project which will benefit their agriculture experience. The relationships between plants, the environment, and how humans are involved will be a major component of this class.

MUSIC

Senior Chorus (901)

Grades 9 (males only), 10, 11, 12 1 credit 6 pds. per cycle

This singing ensemble is for students in grades 10 – 12, as well as for ninth grade males. Students will develop their music reading skills, as well as their vocal skills. All students will perform in two concerts during the school year. Students will also have the opportunity to participate in the Spring Musical and/or the spring choir performance tour. Maximum of 125. Teacher approval and signature is required.

Freshman Chorus (905)

Grade 9 (females only) 1 credit 6 pds. per cycle

This course is for any ninth grade female who wishes to be involved in the vocal music program. Students will learn music reading skills, as well as perform in two concerts during the school year. Music performed comes from various time periods. Participation in performances is required. Students also have the opportunity to participate in the Spring Musical. This is a great way to keep singing during your Freshman year. Other opportunities for performance may also occur during the school year. Teacher approval and signature is required.

Concert Band (902)

Grades 9,10,11,12 1 credit 6 pds. per cycle

Band is available to students in grades 9-12. Students in concert band are required to participate in 3-4 public concerts a year. Students that have not had previous band experience should contact the guidance office for more information. Teacher approval is required. Those students who would like to participate in marching band will select it as an extracurricular activity.

Band (Chorus) (906)

Grades 9,10,11,12 1 credit 6 pds. per cycle

Chorus (Band) (907)

Grades 9,10,11,12 1 credit 6 pds. per cycle

Music Theory and Application (904)

Grades 10, 11, 12 1 credit 6 pds. per cycle

This course is designed for students who see music education/performance or elementary education as a possible career. Skills are taught to prepare for a college music department entrance audition. Skills taught will also benefit an elementary education major for their music course work in college. Ear training, music dictation and composition, along with beginning piano skills are some areas covered.

ART

Fundamentals of Art and Design I (910)

Grades 9, 10, 11, 12 1 credit 6 pds. per cycle

This course curriculum is built upon the study of the Elements and Principals of Design. Unit studies will include, but won't be limited to the following topics in art: line, color, value, shape, form, space, texture. Basic clay construction techniques are taught along with instruction on the proper use of select art materials. Artists, Art styles, and Artistic time periods will be explored in a written critique format. Every student will be required to maintain a sketchbook of assigned drawings. This course is a prerequisite for all other art courses in the high school.

This course may NOT be scheduled as an independent course.

Fundamentals of Art and Design II (911)

Grades 10, 11, 12 1 credit 6 pds. per cycle

This course curriculum will be a continuation of FAD1. Basic skills and techniques from FAD1 will be enhanced with units on Calligraphy, Clay construction, and careers in art. Basic computer-generated art will also be introduced. Artists, art styles, and artistic time periods will be explored in a written critique format. Every student will be required to maintain a sketchbook of assigned drawings. A passing grade in FAD1 and teacher signature required. This course may NOT be scheduled as an independent course.

Studio Art (912)

Grades 11, 12 1 credit 6 pds. per cycle

This course curriculum will include the use of a variety of media including, but not limited to: acrylics, pastels, ink, pencil, oil paints, colored pencil, mixed media, and the computer. Students are expected to have a thorough understanding of the basic elements and principles of art to build upon in this course. In-depth assignments will cover a variety of media and subject areas including the use of the computer. Every student will be required to maintain a sketchbook of assigned drawings. Artists, art styles, and artistic time periods will be researched by the students and will also be explored in written critique format. A passing grade of 75% in FAD II and teacher signature required. This course may NOT be scheduled as an independent course.

Advanced Studio Art (912)

Grade 12 1 credit 6 pds. per cycle

This course will cover a multitude of subjects and media in art. Experimental and multi-media projects will be explored. Students are expected to have a thorough understanding of basic art styles and techniques to build upon in creating their own personal style in their work. Research will be required in this course. Every student will maintain a sketchbook of assigned drawings and will complete written critiques of their own work and the work of the masters. A passing grade of 75% in Studio Art and teacher signature required. This course may NOT be scheduled as an independent course.

GRADUATION PROJECT STUDENT EXPECTATIONS

As a sophomore, each student will choose or be assigned a faculty adviser. This adviser will monitor the student's progress and evaluate the various components of the project. The adviser will be accompanied by a fellow faculty adviser to evaluate the final presentation.

In November of the student's junior year, a proposal must be submitted to the faculty adviser. The adviser will assist the student in determining if the proposed project will meet the requirements of the graduation project. Adjustments will be made to assure that the student can successfully accomplish the proposed activity.

Each student must invest an appropriate amount of time in the project. Any activity related to the project should be recorded in the journal/time log. These activities would include writing the proposal, consulting with the adviser, researching, purchasing materials, constructing the project product, etc. The journal/time log should correspond with the time line submitted in January of the student's junior year. The faculty adviser will monitor the student's progress periodically by checking the time line.

Each student will research a topic related to the project and prepare a formal written component that will be evaluated by the adviser in December of the student's senior year.

The culmination of the project will be the project product. This will be that which the student actually produces (a photo display of a community service activity, the depiction of the growth of a dairy cow, an entertainment center, etc.). The product will be presented to the adviser and a faculty partner in May of the student's senior year.

Additionally, the student must deliver a formal speech that discusses the activities involved in this project.

It is recommended that each student generate a file in which to collect all papers related to the project.

GRADUATION PROJECT REQUIREMENT

“In order to graduate from the Bermudian Springs School District, a student shall complete a project in one or more areas of concentrated study while under the guidance of the high school faculty. The purpose of the project, which may include research, writing, or some other appropriate form of demonstration, is to insure that the student is able to apply, analyze, synthesize, and evaluate information and communicate significant knowledge and understanding. Projects may be undertaken by individual students...”

GRADUATION PROJECT OVERVIEW

All projects will contain the following:

1. a completed project proposal
2. a completed time line for the project
3. a written component appropriate to the project: e.g., written research paper, reflective log, portfolio
4. an eight-minute to ten-minute oral presentation
5. a final product

Each of the four required parts will be assessed using the assessment guide. A satisfactory must be received in each of the four components above to complete this project successfully. If a community service project has been approved, a minimum of 50 hours must be completed.

GRADUATION PROJECT CHARACTERISTICS

1. Communication skills
2. Creativity
3. Depth of knowledge
4. Critical thinking
5. Integration of disciplines
6. Curriculum connections
7. Higher order thinking skills
8. Evidence of planning
9. Topic that capitalizes on student strengths
10. Opportunities for research
11. Student self-direction and student reflection

GRADUATION PROJECT GUIDE

I. DEVELOP A PROJECT PROPOSAL

- A. Making a decision on a project proposal
 - 1. Who will you be helping or working with?
 - 2. Who will you need to assist you?
 - 3. What research will be required?
 - 4. What materials will you need?
 - 5. Where will you get your materials?
 - 6. Where will you do your research, and work?
 - 7. When will you work on your project?
 - 8. When will you begin to gather materials?
- B. Due date will be the last Wednesday in November of the student's junior year.
- C. Format will include the following:
 - 1. Cover page - See Exhibit 'A'
 - 2. Description of the project
 - 3. Explanation of the procedure
 - 4. Reason for selecting the project
 - 5. Focus of the written component
 - 6. See Exhibit B for example
- D. Proposal should be 1-2 pages
- E. Proposal should be typed, double-spaced, with 1" margins
- F. One copy of the proposal must be submitted to the adviser, another copy should be kept in the student's personal file

II. CREATE A PROJECT TIME LINE

- A. Due date will be the last school day in January of the student's junior year.
- B. Time line includes due dates, description of activities to be completed, completion dates and the signature of the advisor-See Exhibit C
- C. Advisor will check the time line to determine if the student can successfully complete the activities listed in the time allotted.
- D. Format will include resubmitting the project proposal with the time line.
- E. Submit two copies.
- F. See Exhibit D for an example of a time line

III. COMPLETE A WRITTEN COMPONENT

- A. Due date will be the last school day in December of the student's senior year.
- B. Parts I and II will be resubmitted with written component
- C. Students will utilize the MLA style for the references
- D. Paper must be typed, double-spaced with 1" margins
- E. Paper must be formal, correct grammar and punctuation, appropriate vocabulary no contractions, no first or second person pronouns
- F. Paper must be an objective and accurate presentation of the information
- G. Paper must include a List of Works Consulted
- H. Paper should be an appropriate number of pages
- I. The topic of the paper must be related to the project. For example:
Project Research Topic
Raising a hog Benefits of a Variety of Pig Feed
Community Service at the Brethren Home Geriatric Diseases and Treatments
Building a deck Backyard Landscaping/Plants that Thrive in Adams County
- J. See Exhibit E for Written Component Heading and Title
- K. See Exhibit F for MLA Bibliography examples

IV. PRODUCE A FINAL PRODUCT

- A. The product is due with the oral presentation
- B. All products must include at least one of the following:
 - 1. Video tapes
 - 2. Collections
 - 3. Demonstrations/experiments
 - 4. Visual art projects
 - 5. Public/community service projects
 - 6. Interviews
 - 7. Public performances
 - 8. Published works
 - 9. Composition/performance of songs/music
 - 10. Journals
 - 11. Publications
 - 12. Drama
 - 13. In depth research papers
 - 14. Others approved by advisers
- C. If possible the student should bring the actual project to school rather than merely displaying photographs or video tapes.

V. PRESENT AN ORAL PRESENTATION

- A. All presentations will be scheduled for the March in-service
- B. The speech should be extemporaneous, not read or memorized
- C. The presentation will be assessed based on the following:
 - 1. Organization
 - 2. Content
 - 3. Supporting materials
 - 4. Communication skills
- D. Unacceptable oral presentations become the responsibility of the student to reschedule
- E. Student will also be expected to respond to questions from the advisers

VI. ASSESSMENT OF PROJECT

- A. The District will utilize a rubric to assess the various stipulated components of the graduation project

ASSESSMENTS USED TO DEMONSTRATE PROFICIENCY FOR GRADUATION

The Bermudian Springs School District will utilize an assessment system that includes three assessment levels. The first assessment level is utilization of PSSA data to determine proficiency in reading, writing and mathematics. The second assessment level is the use of 4 Sight assessments in grades 9, 10, and 11 in reading and mathematics. 4 Sight assessments will be used 3-4 times per year in the above mentioned grades. 4 Sight assessments are aligned with Pennsylvania academic standards and assessment anchors and will be used to determine proficiency and to guide remedial efforts to achieve proficiency. The third assessment level is the use of Curriculum Based Assessments (CBAs) which are used in the writing area. Writing CBAs are similar to PSSA writing assessments in format. They use the same modes of writing (e.g.: informational prompts, persuasive prompts) and they use the same rubrics to score the prompts as are used with PSSA writing assessments.

Strategic Planning Process

The Strategic Plan was developed with the assistance of several committees and groups whc. The primary committee was the Strategic Plan Committee which met monthly during the 2005-2006 school year to guide the main concepts presented in the plan. The Curriculum Council met three times and dealt with issues related to curriculum and instruction. The Technology Committee and the Technology Steering Committee met to discuss

plans related to technology. The Professional Development Committee dealt with the Professional Education Plan. The Teacher Induction portion of the plan was dealt with through a consortium of districts in Adams and Franklin Counties and coordinated by the Lincoln Intermediate Unit. The administrative team met to discuss practical methods by which the goals and standards could be achieved over the coming years of the plan. The writers of the plan included the superintendent, the assistant superintendent, and the special education supervisor. The components of the plan were brought together for presentation to the School Board in August, 2006, before submission to the Pennsylvania Department of Education.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Beth Lockhart	BSSD	Elementary School Teacher	Principal
Clifton VanArtsdalen	BSSD	Building Principal	Supt
Dr. William Shoemaker	Bermudian Springs S. D.	School Central Office Administrator	Dr. William Shoemaker
Emily McGlaughlin	BSSD	Other	Principal
Karen Jackson	BSSD	Special Education Representative	Supt.
Kathleen Myers	Bermudian Springs S. D.	Building Principal	Dr. William Shoemaker
Kevin Mauro	BSSD	Building Principal	Supt
Mark Fleming	Bermudian Springs S. D.	Building Principal	Dr. William Shoemaker
Paul Healey	Bermudian Springs SD	School Central Office Administrator	Supt.
Roger Stroup	BSSD	Building Principal	Supt
Russell Greenholt	Bermudian Springs S. D.	Building Principal	Dr. William Shoemaker
Ted Tupper	BSSD	Community Representative	Supt
Jamie Kasper	BSSD	Elementary School Teacher	Principal
Jordan Lehr	BSSD	Board Member	Superintendent
Alicia Llewellyn	BSSD	Elementary School Teacher	Principal
Diane L. Motter	BSSD	Middle School Teacher	Principal
Doug Myers	BSSD	Secondary School Teacher	Principal
Mitchell Nace	BSSD	Secondary School Teacher	Principal
Terry Riley	LIU	Community Representative	Superintendent
James Robinson	BSSD	Middle School Teacher	Principal

Goals, Strategies and Activities

Goal: FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)

Description: Graduate rate will meet or exceed a 90% threshold (NCLB requires 80% threshold).

Strategy: Examine Graduation and Dropout Data

Description: Principals and Counselors will annually examine student graduation and dropout statistics.

Educational Practices: Continuous Learning Ethic, Quality Leadership

Activity	Description	Evaluation Procedure
Chart Trends of Graduation and Dropout Rates	Counselors will chart trends of graduation and dropout rates as compared to past BSSD History as well as State data. Data will be used to develop awareness and to create specific action plans.	Reports issued to Superintendent each year.
Person Responsible	Timeline for Implementation	Resources

William Shoemaker	Start	n/a	Finish	n/a	\$0.00
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Strategy: Interventions

Description: Provide strategies to prevent student dropouts.

Promote post-secondary education options.

Educational Practices: Continuous Learning Ethic, Quality Leadership

Activity	Description	Evaluation Procedure			
Implement interventions to prevent dropouts	Implement interventions to be employed aimed at decreasing student dropouts. Programs may include; advisor/advisee program, mentoring programs, career counseling, apprenticeships, diversified occupations, and exit interviews. Provide staff with ongoing training and resources to implement interventions.	Annual evaluation of programs with charts indicating dropout trends. Information obtained from exit interviews.			
Person Responsible	Timeline for Implementation		Resources		
Paul Healey	Start	7/25/2006	Finish	n/a	\$0.00

Activity	Description	Evaluation Procedure			
Promote post secondary education options	Implement strategies and programs to promote post secondary education options such as; career counseling, Choices software program, visitations to higher education campuses, resource people, career fairs, and parent awareness sessions.	Annual comparison of trends of BSSD students attending post secondary institutions.			
Person Responsible	Timeline for Implementation		Resources		
William Shoemaker	Start	n/a	Finish	n/a	\$0.00

Goal: MATHEMATICS

Description: All students will either meet or exceed the math thresholds as defined in NCLB Act of 2001.

Strategy: Adopt An Anchor

Description: Math anchors previously adopted by departments and/or grade levels will be included in daily lesson plans.

Educational Practices: Quality Teaching

Activity	Description	Evaluation Procedure			
Lesson Plans Will Include Anchors	Each professional staff will reference math anchors in daily lesson plans where applicable. Teachers will be provided with anchor cards as a tool for implementation.	Principals' review of lesson plan.			
Person Responsible	Timeline for Implementation		Resources		
Paul Healey	Start	n/a	Finish	n/a	\$0.00

Strategy: Provide programming options for students

Description: Provide programming options for students not meeting the proficiency levels in math.
Educational Practices: Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	Evaluation Procedure			
Strategies and programs for students	Utilize a variety of strategies and programs to help all students reach Math proficiency levels - programs may include but are not limited to; Everyday Math, Secondary Math Realignment, Plato software, College Prep Math, Tutorial Services, Differentiated Instruction, Flexible Grouping, Blended Schools, Summer School, Special Education services, and Designated Courses.	Each program will be evaluated annually to determine its effectiveness in meeting students' needs.			
Person Responsible	Timeline for Implementation		Resources		
Paul Healey	Start	n/a	Finish	n/a	\$0.00

Strategy: Student Progress and Proficiency

Description: To continue to monitor students' progress and their proficiency levels throughout the span of the Strategic Plan.
Educational Practices: Quality Teaching

Activity	Description	Evaluation Procedure			
Utilize PSSA Data	Utilize PSSA data to identify students who have not met the proficiency levels in Math each year. Provide teachers with ongoing training on how to analyze data, how to use new software programs, and provide data days to examine data on a regular basis.	Examination of PSSA data each year. Use of data by administrators and teachers to identify students.			
Person Responsible	Timeline for Implementation		Resources		
Paul Healey	Start	7/25/2006	Finish	n/a	\$0.00

Goal: READING

Description: All students will either meet or exceed the Reading thresholds as defined in NCLB Act of 2001.

Strategy: Adopt An Anchor

Description: Reading anchors previously adopted by departments and/or grade levels will be included in daily lesson plans.
Educational Practices: Quality Teaching

Activity	Description	Evaluation Procedure			
Lesson Plans will include anchors	Each professional staff will reference reading anchors in daily lesson plans where applicable. Teachers will be provided with anchor cards as a tool for implementation.	Principals' review of lesson plans.			
Person Responsible	Timeline for Implementation		Resources		
Paul Healey	Start	n/a	Finish	n/a	\$0.00

Strategy: Provide programming options for students

Description: Provide programming options for students not meeting the proficiency levels in reading.

Educational Practices: Continuous Learning Ethic, Quality Leadership, Quality Teaching

Activity	Description	Evaluation Procedure
Strategies and Programs for Students	Utilize a variety of strategies and programs to help students reach reading proficiency levels - programs may include but are not limited to; Corrective Reading, Plato software, Differentiated Instruction, Blended Schools, Flexible Grouping, Title 1 services, Special Education services, Tutorial services, Summer School programs, Reading Apprenticeship, and Designated Courses.	Programs will be evaluated annually to determine their effectiveness in meeting students' needs.
Person Responsible	Timeline for Implementation	
Paul Healey	Start n/a	Finish n/a
		Resources \$0.00

Strategy: Student Progress and Proficiency

Description: Continue to monitor students' progress and their proficiency levels throughout the span of the Strategic Plan.

Educational Practices: Quality Teaching

Activity	Description	Evaluation Procedure
Utilize PSSA Data	Utilize PSSA data to identify students who have not met proficiency levels in reading each year. Provide ongoing training for staff on how to analyze data, utilize new software programs, and work with others on using data to drive instruction.	Examination of PSSA data each year. Use of data by administrators and teachers to identify students.
Person Responsible	Timeline for Implementation	
Paul Healey	Start 7/25/2006	Finish n/a
		Resources \$0.00

Goal: STUDENT ATTENDANCE (any school that does not graduate seniors)

Description: Student attendance will meet a 90% threshold and/or show growth.

Strategy: Investigate data to assure attendance rate compliance

Description: The District will examine annual PSSA attendance rates for the District and individual schools.

Educational Practices: Quality Leadership

Activity	Description	Evaluation Procedure
Chart trends in attendance rate	The District will chart trends in PSSA attendance rates at both the District and school levels and will intervene with programs/activities to increase levels if warranted.	Analyze annual attendance rates as compared to State compliances.
Person Responsible	Timeline for Implementation	
Paul Healey	Start n/a	Finish n/a
		Resources \$0.00

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

Description: BSSD will assure that at least 95% of its students participate in State assessments.

Strategy: Investigate data to assure participation compliance

Description: The District will examine annual PSSA participation rates for the District and individual schools.

Educational Practices: Quality Leadership

Activity	Description	Evaluation Procedure			
Chart trends in participation data	The District will chart trends in PSSA participation rates at both the District and school levels and will intervene with programs/activities to increase levels if warranted.	Annual evaluation of participation rates			
Person Responsible	Timeline for Implementation		Resources		
Paul Healey	Start	n/a	Finish	n/a	\$0.00

Goal: UTILIZE DATA TO DRIVE INSTRUCTION

Description: The District will utilize benchmark testing, PSSA results, and other locally administered assessments in order to make informed decisions about instruction. By knowing each student's strengths and weaknesses, teachers will be able to use data to differentiate instruction for all students.

Strategy: B. Implement benchmark testing in the areas of reading and math for grades 3-11

Description: The district will secure online benchmark testing in the areas for reading and math for grades 3-11. After staff development, testing will be implemented for the 06-07 school year and continue for the length of the strategic plan.

Educational Practices: Quality Teaching

Activity	Description	Evaluation Procedure			
Utilize data for instruction	Teachers will utilize the benchmark assessments in reading and math to make instructional decisions for students. Our goal is assess each student in grades 3-11 in the areas of reading and math at least three times per year. Train teachers on how to use this data to drive instruction.	Log of reports generated by teachers. Feedback from teachers about data days.			
Person Responsible	Timeline for Implementation		Resources		
Paul Healey	Start	7/25/2006	Finish	n/a	\$0.00

Strategy: Continue to utilize curriculum-based assessments in grades 1-12

Description: Assessments are presently administered in grades 1-12 in non PSSA assessed areas and we plan to continue to administer and utilize the results throughout the plan.

Educational Practices: Quality Teaching

Activity	Description	Evaluation Procedure	
Utilize data to make instructional decisions	Provide teachers with the data to use for instructional decisions. Provide training opportunities and time to analyze data.	Teacher survey about ease of use of data and principal observation of differentiated instruction.	
Person Responsible	Timeline for Implementation		Resources

Paul Healey	Start	7/25/2006	Finish	n/a	\$0.00
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Measurable Annual Improvement Targets

The Bermudian Springs School District has developed numerous programs to improve student achievement. While many of the following programs have begun, many need to be further refined by researching the most effective methods recommended by educational research and then providing professional development to effectively implement the programs.

READING - Elementary School

Students in the primary grades will be assessed using the Developmental Reading Assessment (DRA) to evaluate student progress in order to assist teachers in making instructional decisions. The assessments also help administration determine progress at the grade and building levels.

Reading specialists are employed to assist with diagnosis and remediation of reading deficiencies at the individual and small group level. Currently 3.5 reading specialists are employed. This number may increase in future years depending upon need and funding.

A literacy coach is employed (half day) to assist with program implementation, to provide professional development for staff in the building, to plan instructional strategies and to assist classroom teachers with strategies in the classroom.

Extended Day Kindergarten (EDK) provides full day K for the 30 students with the lowest literacy skills each year, or about 25% of the K population. In past years, EDK students have achieved equal academic standing with the regular K students on basis literacy assessments when comparing pre and post test data.

Leveled Readers are used within a new research based reading program in all elementary classrooms. Use of leveled readers provides reading instruction at the students' level of ability in order to facilitate growth.

4Sight Benchmark assessments will be used to determine specific Anchor deficiencies to guide instruction in each reading classroom.

After Hours Tutoring is provided before or after school to students able to arrive early or stay after school for instruction. Tutoring is provided by certified teachers.

Summer School is provided for students able to attend for 6 weeks in June-August. Literacy activities are designed for the specific needs of the students.

A 21st Century Program is offered to the Latino population after school three days per week. In addition to social and behavioral programming, students are tutored in reading each day of the program.

READING - Middle School

Two Reading Specialists are employed at the Middle School, one for grades 5 and 6 and one for grades 7 and 8. Reading specialists are employed to assist with diagnosis and remediation of reading deficiencies at the individual and small group level. The number of specialists may increase in future years depending upon need and funding.

A Reading Apprenticeship program will be started in 2006-07. One of the two reading specialists was trained in Reading Apprenticeship in 2005-06 and using a Train the Trainer model, she will assist the 7th grade team using Reading Apprenticeship strategies. This will be expanded to 8th grade in future years.

Corrective Reading is a research-based program used for secondary students who are substantially behind in reading. Reading specialists and special eduction teachers use this program with students reading 2 years below

level or more. Each student enrolled remains in the program for 2-3 years, depending upon the degree of reading deficiency.

Leveled Readers are used within a new research based reading program in grades 5 and 6. Use of leveled readers provides reading instruction at the students' level of ability in order to facilitate growth.

4Sight Benchmark assessments will be used to determine specific Anchor deficiencies to guide instruction in each reading classroom.

After Hours Tutoring is provided to students able to stay after school for instruction. Tutoring is provided by certified teachers.

A 21st Century Program is offered to the Latino population after school three days per week. In addition to social and behavioral programming, students are tutored in reading each day of the program.

Resource Period is used during periods 7 and 8 for students not in band or chorus to receive additional tutoring in reading rather than having a study hall. The reading teacher and reading specialist provide instruction.

READING - High School

Corrective Reading is a research-based program used for secondary students who are substantially behind in reading. Special education teachers (and a future reading specialist) use this program with students reading 2 years below level or more. Each student enrolled remains in the program for 2-3 years, depending upon the degree of reading deficiency.

4Sight Benchmark assessments will be used to determine specific Anchor deficiencies to guide instruction in each reading classroom.

A reading specialist will be hired to work at the High School for assistance with reading in grades 9 and 10 if funds are available.

A Reading Apprenticeship program will be started in the future. The new reading specialist will be trained in Reading Apprenticeship and using a Train the Trainer model, she will assist the 9th and 10th grade teams using Reading Apprenticeship strategies.

Plato Software is used for High School students who have not obtained reading proficiency. Students are removed from study halls to complete work in deficient areas of reading and may be dismissed from the program when mastery of assigned areas are completed.

MATHEMATICS - Elementary School

The Everyday Mathematics program was implemented and will continue in grades K-4.

4Sight Benchmark assessments will be used to determine specific Anchor deficiencies to guide instruction in each math classroom.

After Hours Tutoring is provided to students able to stay after school for instruction. Tutoring is provided by certified teachers.

A 21st Century Program is offered to the Latino population after school three days per week. In addition to social and behavioral programming, students are tutored in reading each day of the program.

MATHEMATICS - Middle School

The Everyday Mathematics program was implemented and will continue in grades 5-8.

Compass Learning is used with students to provide individual instruction in areas of mathematics where each student has deficiencies.

4Sight Benchmark assessments will be used to determine specific Anchor deficiencies to guide instruction in each math classroom.

After Hours Tutoring is provided to students able to stay after school for instruction. Tutoring is provided by certified teachers.

A 21st Century Program is offered to the Latino population after school three days per week. In addition to social and behavioral programming, students are tutored in reading each day of the program.

MATHEMATICS - High School

A new math alignment of courses will begin in 2006-07 to dramatically raise expectations for basic math students to provide high school level algebra and geometry instruction prior to the 11th grade PSSA test, where previously they were given basis level math instruction.

4Sight Benchmark assessments will be used to determine specific Anchor deficiencies to guide instruction in each math classroom.

After Hours Tutoring is provided to students able to stay after school for instruction. Tutoring is provided by certified teachers.

Plato Software is used for High School students who have not obtained mathematics proficiency. Students are removed from study halls to complete work in deficient areas of math and may be dismissed from the program when mastery of assigned areas are completed.

MATHEMATICS - All Levels

The district will investigate the hiring of a mathematics coach who will to provide professional development for staff in the buildings, to plan instructional strategies and to assist classroom teachers with strategies in the classroom.

Curriculum, Instruction and Instructional Materials

Definition of Curriculum

A series of planned instruction that is coordinated and articulated and implemented in a manner designed to result in the achievement by all students of specific knowledge and skills and the application of this knowledge. Chapter 4 – State Board of Education

State Regulations and Curriculum

There are three initiatives from state government that greatly impact school district curriculum and instruction. The first is Chapter 4 which was adopted January 16, 1999, and sets forth requirements for instruction, graduation, strategic planning, and assessments based on academic standards. A second area includes the Academic Standards and corresponding Assessment Anchors. There are 12 sets of academic standards approved in Pennsylvania. A third area that impacts curriculum and instruction is the Pennsylvania System of School Assessment (PSSA). Reading, Writing, and Mathematics have been assessed with the PSSA, in four grade levels. This expanded to grades 3-8 and 11 in April of 2006 for reading and math. Writing was assessed in grades 5, 8, and 11.

Assessment Anchors

The latest refinement of the above process is the establishment of Assessment Anchors in Reading, Mathematics, and Science. The anchors take the very broad set of standards and more precisely inform teachers which of the standards will be tested on the PSSA at each grade level. The anchor document from PDE provides the Assessment Anchor each grade is responsible for, specific eligible content under each anchor, and example test items. Teachers must become very familiar with the anchors for their respective grade level and thoroughly incorporate instruction in anchor areas into their instructional program.

Coordinated and Articulated Curriculum

Coordinated curriculum refers to the curriculum at a given grade level. For example, sixth grade teachers would coordinate their curriculum so they teach the same content and material. Articulated curriculum refers to the development of concepts from kindergarten through grade 12. Articulated curriculum is planned to make certain that all necessary content and skills are covered without duplication from one grade level to the next.

Curriculum Alignment

Good curriculum and instruction is aligned so the written, taught, and tested curriculum flows from one to the other. Teachers in the Bermudian Springs School District work together to write curriculum so that it is coordinated and articulated as described above. It then behooves teachers to teach the curriculum that has been developed. To continue the alignment process, teachers must then develop assessments / tests that align with or follow the curriculum that was written and the instruction that followed. There are many other aspects to alignment of curriculum. In Pennsylvania, the curriculum must align with the standards and the Pennsylvania System of School Assessment (PSSA). This means, for example, that teachers must focus on problem solving in mathematics, written response to literature in reading, and domain scoring in writing development in order to align with Pennsylvania's standards and the PSSA. To assure alignment, teachers would teach and assess in their classrooms in the same manner.

Curriculum Revision Stages

Each stage in the process of curriculum renewal involves different stages of development as illustrated on pages 6 and 7 of the Curriculum Overview document. The following descriptions briefly describe the questions and process necessary for the six stages of development, each of which takes a considerable portion of a school year.

Evaluation

Evaluation is the process used to determine what students should know and be able to do and the effectiveness of the curriculum in accomplishing that goal. There are several key questions that should be asked:

- What content and performance standards should be used?
- Does the current curriculum contain appropriate standards and grade-level benchmarks and where are they in the curriculum?
- What strengths and weaknesses have been identified?

In summary, the purpose here is to identify gaps, redundancies, and unnecessary content in the written curriculum and evaluate student performance to determine where curriculum needs to be strengthened.

Study & Research

This stage is intended to determine what current research and standards say about curriculum, instruction, and assessment and if district priorities and practices are consistent with those trends. Key questions to ask:

- Are the identified state standards currently addressed by the district planned course? Are Assessment Anchors addressed?
- Are the identified benchmarks outlined in state standards part of and aligned with current district assessment procedures?
- Is the scope and sequence of the content taught in district planned courses aligned in grades K – 12?
- What staff development is needed to support these changes?

The process above should result in a matrix document specifying overlapping and/or uncovered content standards (and Assessment Anchors where applicable) as well as a committee report specifying materials, equipment, and staffing necessary to align and coordinate the curriculum before curriculum writing begins.

Write 1

The process used here is to develop a standards-based curriculum that aligns with the state standards and PSSA (Reading, Writing, and Mathematics) where applicable. Key questions include:

- What are the district's content standards?
- What are the performance indicators for each of the content standards?

The writing of curriculum is done using the format seen on the following pages of this document. Summer writing may be necessary after Write

Write 2

Write 2 is the second year of writing the curriculum. Write 2 is a continuation of the process used during Write 1 and summer writing to develop a standards-based curriculum. Key questions include:

- What are the assessments and CBAs used to align with the content standards, Assessment Anchors and performance indicators?
- Are there gaps or redundancies in the completed K-12 draft?
- What questions and data-gathering need to occur during the pilot before moving into full implementation?

During Write 2, the curriculum will begin to be taught in order to allow teachers to determine the areas where the plan is effective or not. District tests may be developed during this stage to determine student remediation needs in core content areas of the curriculum.

Pilot/Revise/Implement

The word pilot refers to the beginning of implementation of the written curriculum. Teachers must try the newly developed techniques, materials, assessments, etc. and revise where necessary. Key questions include:

- Is the curriculum effective as implemented?

- Do teachers need additional training?
- Are additional resources needed for successful implementation?

The result of the pilot year in the process would be to have a revised final draft of the K-12 curriculum. The curriculum will be finalized, published, and approved during the second semester of the Pilot year.

Implementation

The curriculum is fully implemented with revisions and use of assessments. Key questions include:

- Are the students “getting it”?
- Are the assessments accurately measuring the instruction and are they successful?
- How can the curriculum be presented in different forms with different instructional techniques to facilitate higher levels of learning for those who are not succeeding?

The process is then begun anew.

Planned Courses of Instruction

Planned courses of instruction follow the following format for all courses in the Bermudian Springs School District.

BERMUDIAN SPRINGS SCHOOL DISTRICT		
Subject:	Course Title:	Instructional Time:
State Standard:	Grade: Level:	Number of Days:
DISTRICT CONTENT STANDARDS	INDICATORS	DISTRICT PERFORMANCE TASKS
<p>(Numbers on left reference state standards and benchmarks.)</p> <p>2.3.8 - This number would indicate content standards in mathematics (2 – the second content area in the standards), measurement and estimation (3 - the third standard area in mathematics), and eighth grade (8 - the last number references grade level).</p> <p>District Content Standards (DCS) express what students should know and be able to do by the end of the course.</p> <p>DCS must be clearly written so all interested groups are able to read and understand them.</p> <p>DCS must be written according to what the student should know and be able to do, not what the teacher will</p>	<p>Indicators are specific, discrete descriptions of knowledge and skills necessary for attaining each DCS by all students.</p> <p>Although the DCS are written clearly and in measurable terms, there is often a need to specify terms, concepts, and other content to be learned. These lists help establish the depth and breadth to which students must achieve the DCS. For example, here is where one would find the lists of high frequency words for reading and writing at each of the primary level grades.</p> <p>Indicators may include the incremental steps leading to achieving the DCS.</p>	<p>Student assessments include those tasks in which all students must participate to determine their achievement of DCS.</p> <p>These district-wide assessments help to ensure that the curriculum is being implemented and serve to identify the strengths and weaknesses of the educational program.</p> <p>Common, required assessment tasks help fulfill Title I mandates, Chapter 4 regulations, and district guidelines for delivering the educational program equitably across the district.</p> <p>Common scoring tools are used as much as possible (e.g., the Scoring Guide for Writing, state rubric). The scoring tools reinforce the DCS and the Indicators and provide a framework for instruction. Students receive copies of the scoring tools, where appropriate, prior to both</p>

<p>do.</p> <p>DCS must be written in measurable terms. Specific verbs such as list, explain, apply, compare, evaluate, etc. are to be used. There should be a way to determine whether or not a student has achieved the DCS.</p> <p>Because the DCS should state what is to be achieved by the end of the course, every incremental step toward that DCS need not be included in this column.</p>		<p>instruction and assessment.</p>
<p>INTERDISCIPLINARY CONNECTIONS</p> <p>(Note connections to other disciplines where applicable)</p>	<p>INDICATORS CONTENT: MATERIALS AND ACTIVITIES</p>	<p>PERFORMANCE TASK CONTENT: MATERIALS AND ACTIVITIES</p>
<p>Where there are established or planned connections with other subject areas, list them here as a way of alerting staff to the existence of these connections.</p> <p>Also list areas where overlapping content standards are covered by another content area.</p> <p>(Example: math, 2.3.8, content covered in science content standard, 3.4.6)</p>	<p>The materials most critical to the instruction of the indicators above are to be listed and briefly explained (where necessary) in this section. Each new standard would require a new content section to be completed.</p> <p>The activities most critical to instruction of the indicators above are to be listed and briefly explained (where necessary) in this section.</p>	<p>Materials necessary to assess students would be listed and briefly explained in this section.</p> <p>Activities necessary to assess students would be listed here. An example of an activity would be a performance assessment where students are to perform a task that will be assessed with a rubric.</p>

Assessments and Public Reporting

The District will utilize local and state assessments to monitor student performance on academic standards. This information will be used to make instructional decisions for all learners. Presently, the following list highlights the assessments being used at the various levels:

Kindergarten:

- integrated theme tests (phonemic awareness, phonics, comprehension)
- running records (fluency)
- DRA

First Grade:

- integrated theme tests (phonemic awareness, phonics, comprehension)
- running records (fluency)
- DRA
- Words Their Way Spelling Inventory

Second Grade:

- integrated theme tests (phonemic awareness, phonics, comprehension)
- running records (fluency)
- DRA

- Terra Nova
- Words Their Way Spelling Inventory

Third Grade:

- integrated theme tests in Reading
- DRA
- PSSA Reading and Math
- Curriculum Based Assessments in Writing, Science and Social Studies
- 4Sight Benchmark assessments in Reading and Math
- Words Their Way Spelling Inventory

Fourth Grade:

- integrated theme tests in Reading
- PSSA Reading and Math, Science in 2008
- Curriculum Based Assessments in Writing, Science and Social Studies
- 4Sight Benchmark assessments in Reading and Math
- Words Their Way Spelling Inventory

Fifth Grade:

- integrated theme tests in Reading
- PSSA Reading and Math and Writing
- Curriculum Based Assessments in Writing and Science
- 4Sight Benchmark assessments in Reading and Math

Sixth Grade:

- integrated theme tests in Reading
- PSSA Reading and Math
- Curriculum Based Assessments in Writing and Science
- 4Sight Benchmark assessments in Reading and Math

Seventh Grade:

- PSSA Reading and Math
- Curriculum Based Assessments in Writing and Science
- 4Sight Benchmark assessments in Reading and Math

Eighth Grade:

- PSSA Reading and Math and Writing and Science 2008
- Curriculum Based Assessments in Writing and Science
- 4Sight Benchmark assessments in Reading and Math

Ninth Grade:

- Curriculum Based Assessments in Writing and Science
- 4Sight Benchmark assessments in Reading and Math

Tenth Grade:

- Curriculum Based Assessments in Writing and Science
- 4Sight Benchmark assessments in Reading and Math

Eleventh Grade:

- PSSA Reading and Math and Writing and Science 2008
- Curriculum Based Assessments in Writing and Science
- 4Sight Benchmark assessments in Reading and Math

Twelfth Grade:

- PSSA Reading and Math and Writing Retest
- Curriculum Based Assessments in Writing and Science

Use of Data and Reporting:

Assessment information is reviewed on an annual basis and the results are used to place students in specific courses and to offer them extended learning activities such as; tutoring assistance, summer school, compass learning, flexible grouping, Title 1 services, Special Education services, and differentiated instruction.

Results of standardized assessments are made public through the dissemination of an Annual Student Progress Report. We utilize our District newsletter and website to publish assessment data. Individual student progress is reported to parents via parent teacher conferences and the Grow Report for Parents.

Targeted Assistance For Struggling Students

Through the examination of our local and state assessments, students not meeting proficiency levels will be identified. The District will rely on several software programs to analyze student data such as Performance Tracker and PVAAS to make instructional decisions for targeted assistance.

Extended learning opportunities will be provided in the forms of but not limited to; flexible grouping, differentiated instruction, summer school, extended day kindergarten, Title I services, Special Education services, tutoring assistance, Plato software, Compass Learning software and designated courses.

Support for Struggling Schools

If the need warrants, the BSSD will utilize the PDE Framework for School Improvement known as "Getting Results." Although this framework is not mandatory, the District believes that this process covers all areas from data review to implementation of improvement plans.

Currently, no district building is in either the Warning, School Improvement or Corrective Action stages.

Qualified, Effective Teachers and Capable Instructional Leaders

BSSD is proud to report that 97% of its professional staff are Highly Qualified as defined under the NCLB Act of 2001. The remaining staff members are currently working on acquiring the additional professional qualifications to attain highly qualified status and are working under a State approved emergency certificate.

Therefore, staff are employed to instruct students at all levels in their certified areas of instruction.

Administrators in the District are also Highly Qualified and assure that instruction in their buildings follow State standards and Chapter 4 and 12 guidelines.

Parent and Community Participation

The BSSD's approaches for involving:

- (i) Parents or guardians, including those of children with disabilities - Involvement begins with ongoing communication with parents. The District communicates with parents via website, District newsletter, building newsletters, parent-teacher conferences in grades K-8 (Fall and Spring), parent volunteer programs, Back to School Nights, student orientation sessions at transition grades (K, 5 and 9), District committees, Course selection meetings at the secondary level, School Improvement Teams, Title I Parent Meetings, social gatherings, etc.
- (ii) Community groups - the following groups meet on a regular basis and advise the educators on issues, trends, and recommendations

- Elementary PTO
- Middle School PTO
- School Improvement Teams at all buildings
- Band Boosters
- Sports Boosters
- Strategic Planning Committee
- Professional Development Committee
- Safe and Drug Free School Committee
- Technology Committee
- Environmental Education Committee
- School Health Council
- Young Farmers

(iii) Representatives of infants and toddlers, early intervention preschool programs and early childhood education, prekindergarten programs and early childhood researchers

- Lincoln Intermediate Unit
- Zwingli Preschool Program

(iv) Business

- Business Education Partnership

(v) Institutions of Higher Education

- Harrisburg Area Community College - College in High School Program
- York College - Professional Development assistance, student teachers
- Messiah College - student teachers
- Shippensburg - student teachers
- Gettysburg College - Advancing Science, student teachers, professional development assistance

(vi) Other - Agencies

- Hempfield Associates - 21st Century Program (after school program)
- Lincoln Intermediate Unit - Migrant Program
- Big Brothers, Big Sisters - SMART Program
- Rotary Club - Interact Club
- Adams County Literacy Council
- York/Adams Mental Health - SAP Program
- Drug/Alcohol Commission - SAP Program
- Adams County Library - Bookmobile

Pre-Kindergarten Transition

No Pre-K Offered

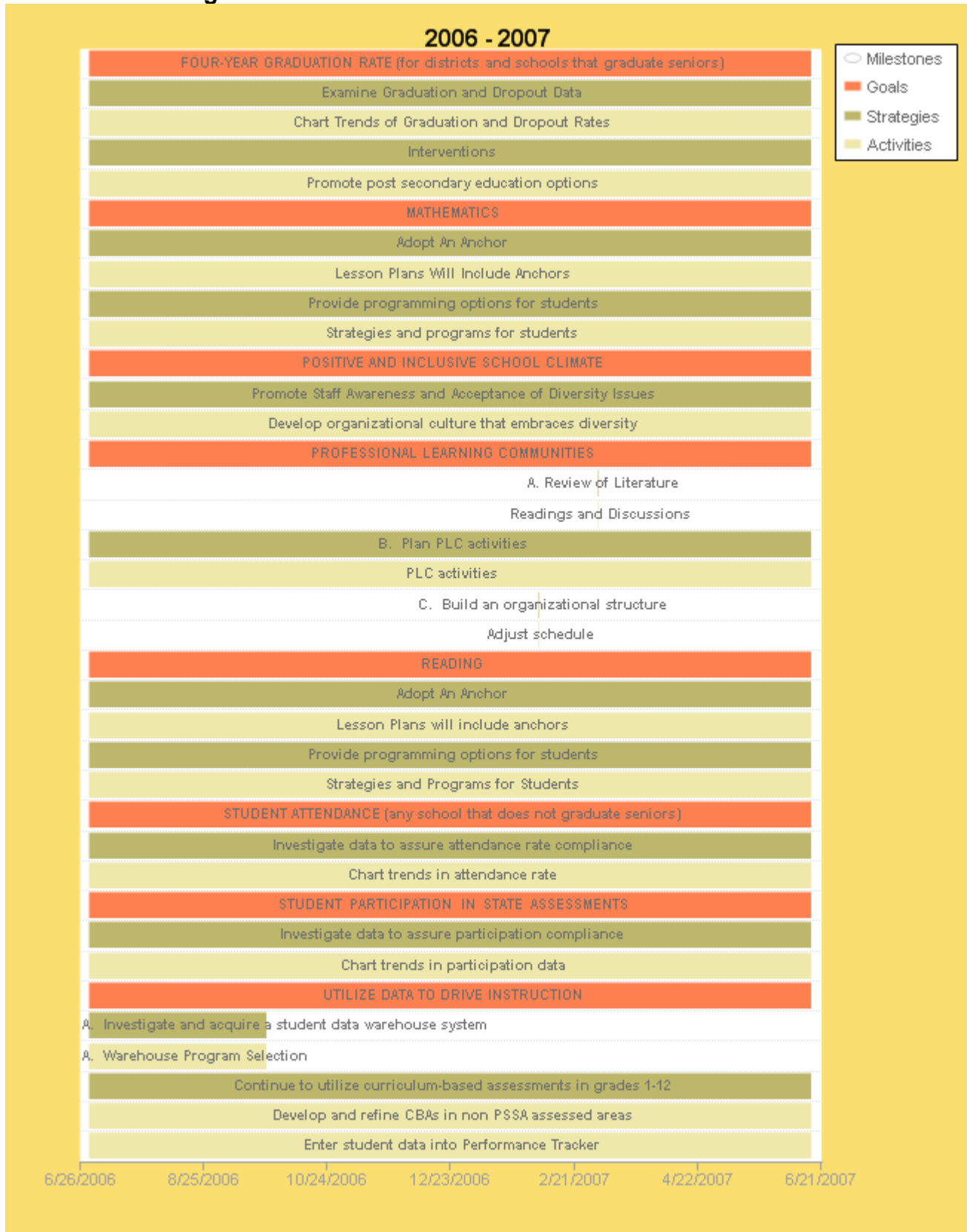
Utilization of Resources and Coordination of Services

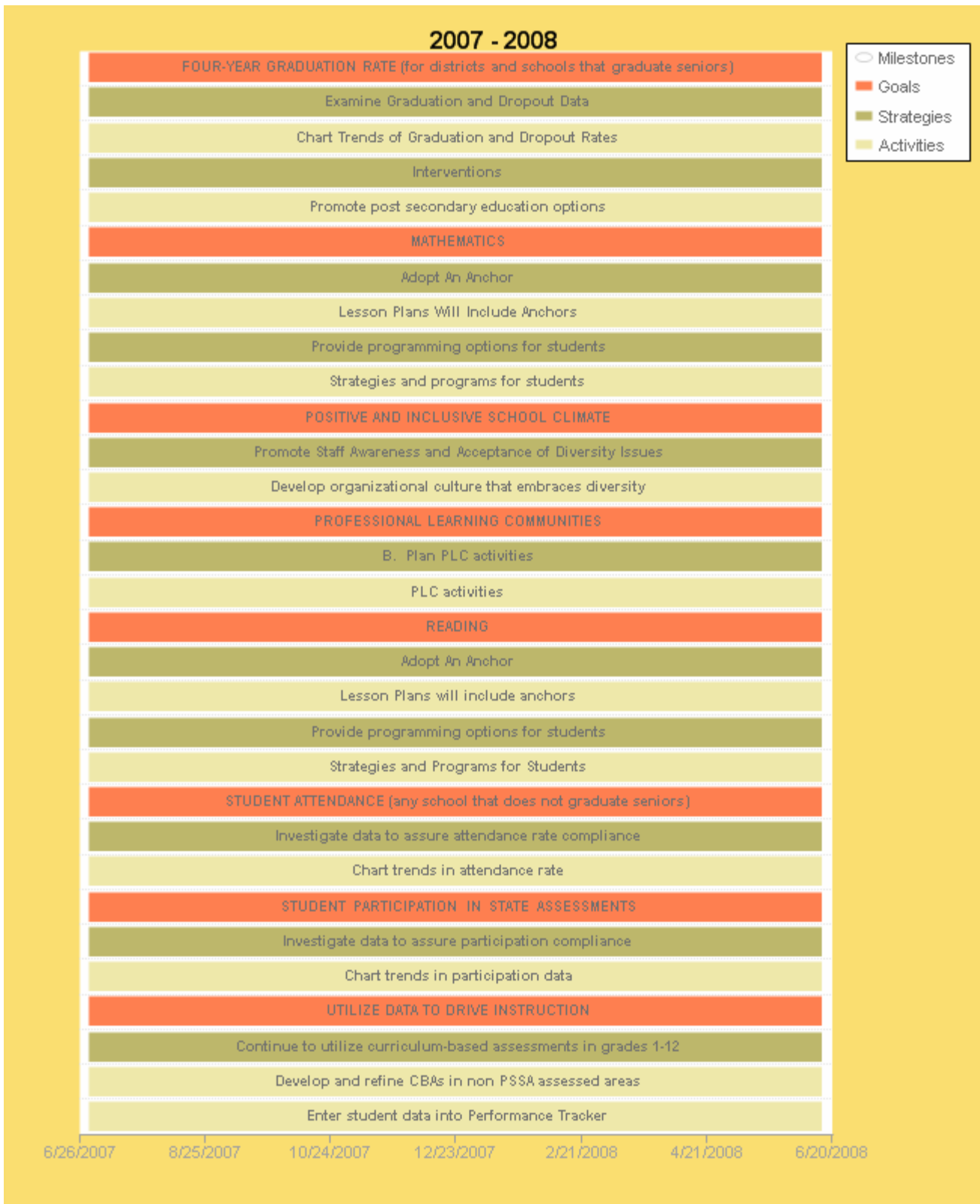
Service or Resource	Comment or Reflection
Health Services	Health services are provided to the entire school population. Student health services include sports physical examinations, vision, hearing, and scoliosis screening, and tuberculin screening as well as measuring growth patterns.
Transportation Services	The BSSD will at minimum, operate a student transportation system for elementary residents living more than 1.5 miles from the school, and to secondary residents living more than 2 miles from the schools.
Breakfast/Lunch Programs	<p>Our cafeterias offer nutritional meals that qualify under the U.S. Department of Agriculture recommended guidelines for federal subsidy/reimbursement.</p> <p>The District will be implementing a point of sale program in each school starting in 06-07 whereby parents can send money in for a child's account.</p> <p>Students whose parents qualify based on federal income guidelines, are eligible for free or reduced priced meals.</p>
Guidance Services	<p>Counselors work with students, parents, and teachers in a variety of ways to help students develop self-esteem, adjust to school setting, develop healthy life skills, and make post-high school career plans.</p> <p>Individual counseling sessions, small groups, and classroom guidance programs assist students directly while parent conferences and parenting programs help parents better understand students' individual and educational needs.</p>
Elementary and Middle School PTOs	The PTO organizations are active and very supportive of the schools. Funds raised are directed back to the schools to benefit the students in the form of equipment, assemblies, special events, etc.
Lincoln Intermediate Unit	Our local IU is a very good partner and assists our district in a variety of ways. They support our professional development initiatives and offer a migrant program to name just a few.
Big Brothers, Big Sisters	This organization offers the SMART program in our schools.
Adams County Literacy Council	Support literacy efforts for both students and parents.
Drug/Alcohol Commission	Supports the Student Assistance Program.
York/Adams Mental Health	Supports the Student Assistance Program.
Adams County Library	Provides a bookmobile service to the schools whereby students can borrow books to take home and return.

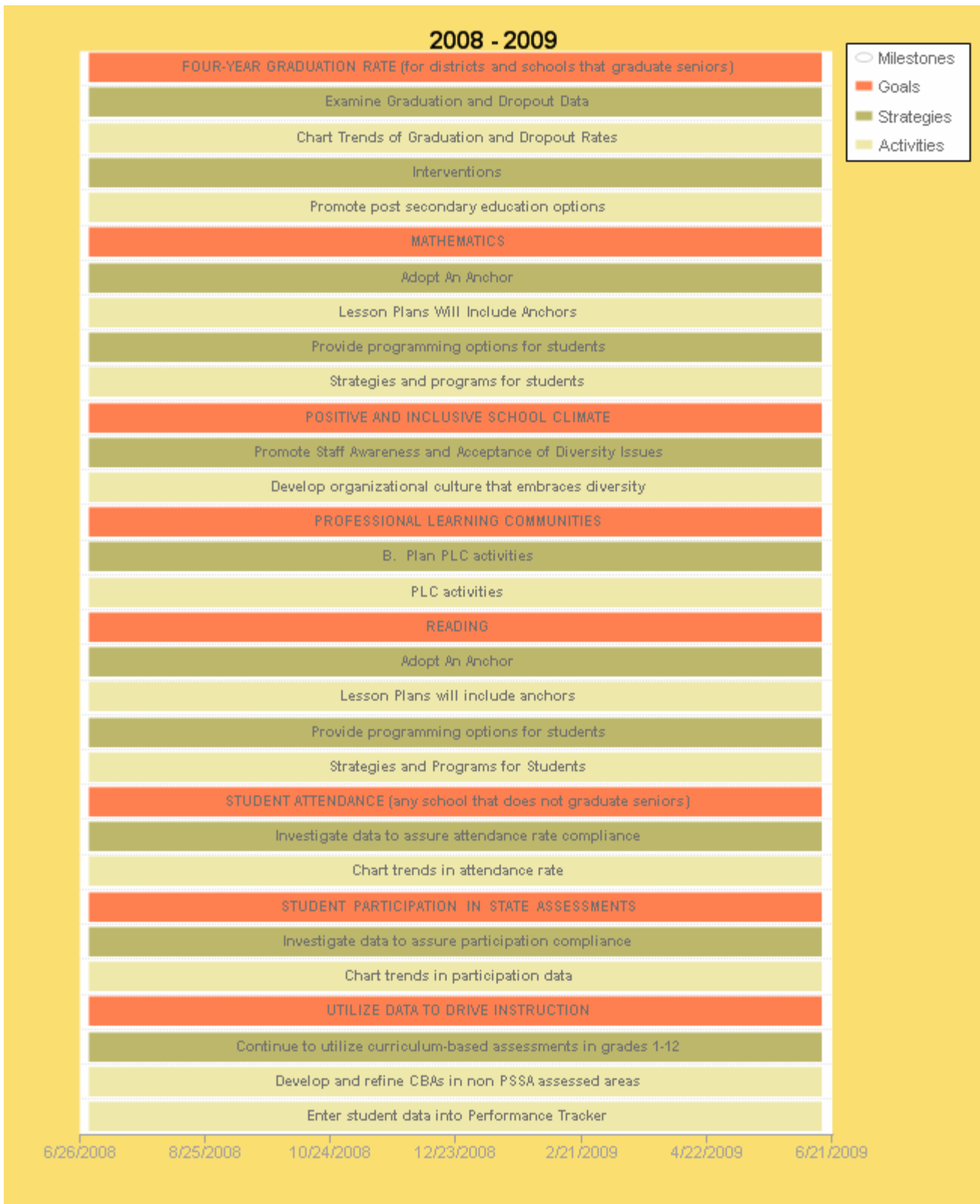
Hempfield Associates	Offers the 21st Century Program which is an after school program for students.
Rotary Club	Supports the Interact Club.
Harrisburg Area Community College	Operates the College in the High School Program in conjunction with our High School .
York College	Provides professional development assistance and places student teachers within the district.
Messiah College	Places field experience students as well as student teachers within the district.
Shippensburg University	The District accepts student teachers from this institution.
Gettysburg College	Provides Advancing Science services thru their mobile lab. Assists with professional development offerings and we accept student teachers from this institution as well.
Student Assistance Program	The Student Assistance Program (SAP) is a program for the identification, intervention, and referral of adolescents who are believed to be at risk of suicide, show signs of extreme depression, or who are having school-related problems because of alcohol and/or drug use. Using a systematic process of referrals and general assignments, the teams determine which students are having problems and direct them to community organizations for help. The District complies with all aspects of the SAP requirements which includes training, meetings, and agency support.
Title I Services	The BSSD offers Title I reading services to identified students on an annual basis. All guidelines are followed in relation to the identification of students and the implementation of services.
Extended Day Kindergarten	The BSSA offers an extended day kindergarten program for the most needy of students as identified by the District process. Approximately 30 students are served in this program each year.
Before and After School Tutoring	Tutoring services are offered to students in need of remediation throughout the school year.
Summer School	A summer school program is offered within the school district for secondary students who have failed a course.
21st Century Program	An after school program for elementary and middle school hispanic students. Designed to provide academic support and social skill development.
Student Services	Our student services plan is an integral part of our BSSD program. Our trained and licensed staff consistently identify and employ services to meet all student needs. These services are communicated to parents on a regular basis and parents are encouraged to access these services. As students matriculate through the program, career information and exploration

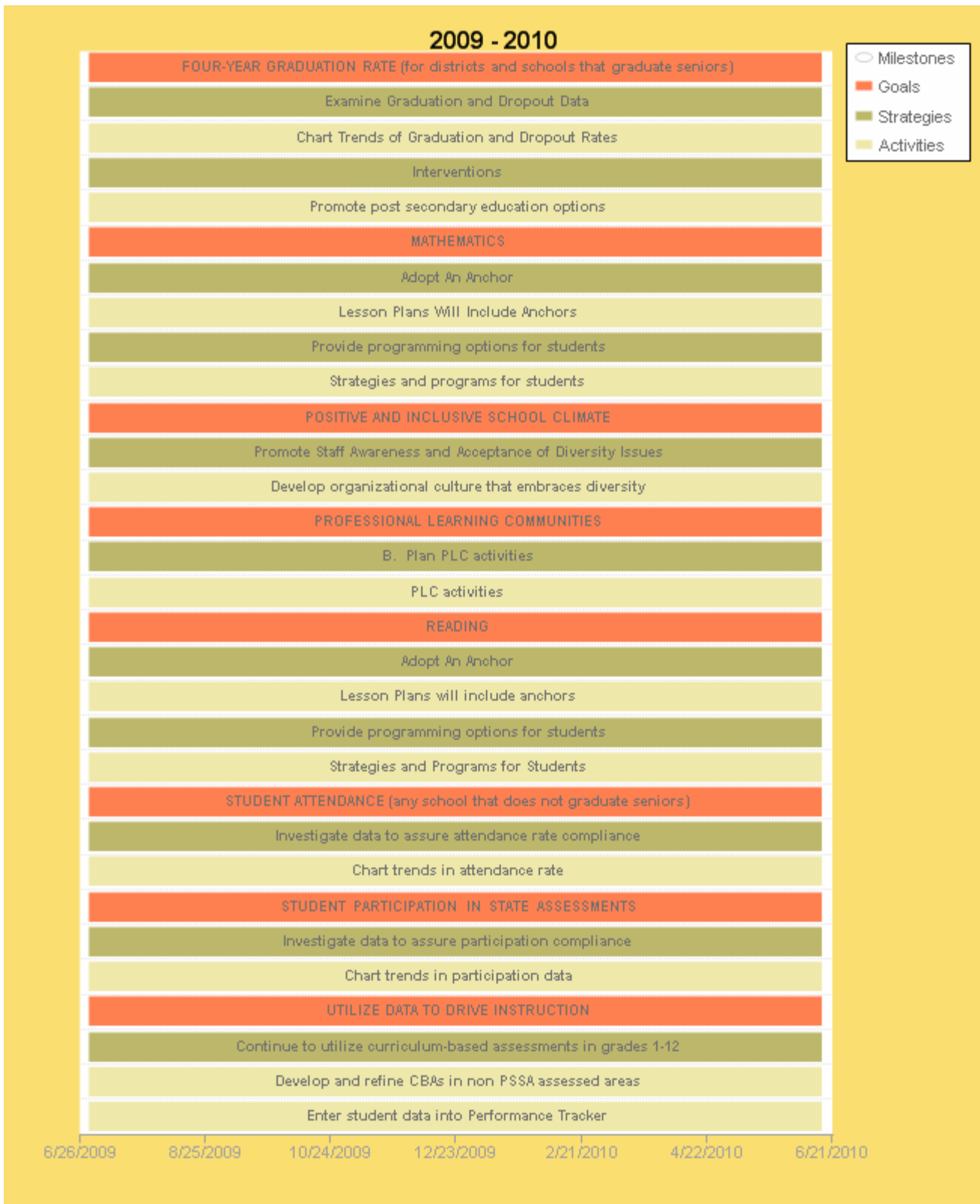
	<p>opportunities are implemented. Students are exposed to the world of work, college life, and other services via speakers, curriculum, guidance counselors, visitations, internships, etc.</p>
<p>Special Education and Related Services</p>	<p>The BSSD conducts ongoing identification activities as a part of its school program for the purpose of identifying students who may be in need of special education and related services.</p> <p>In compliance with state and federal law, the BSSD will provide, without discrimination, to each protected handicapped student, special education services, aides and accommodations, which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities.</p>

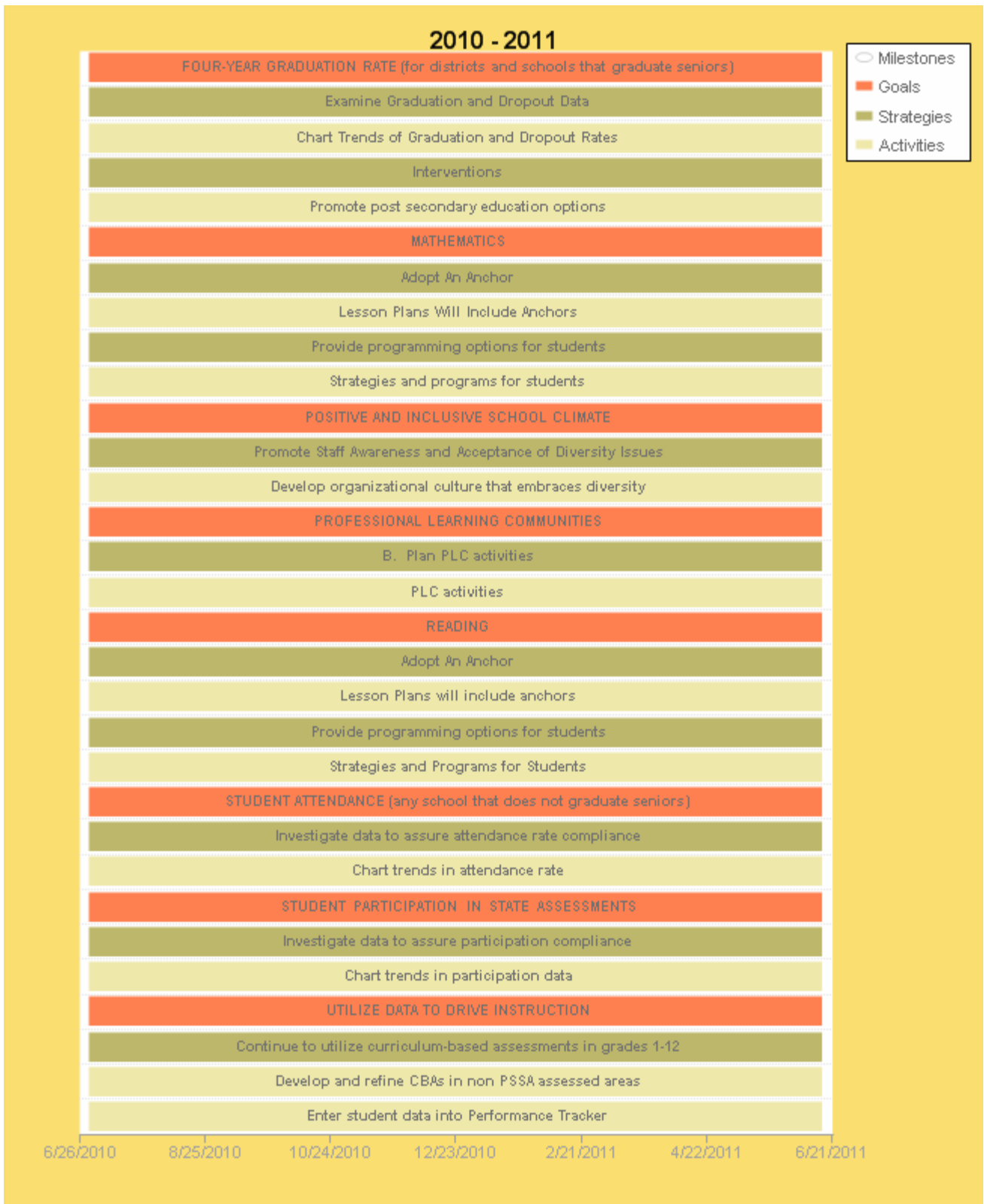
Milestones of Progress

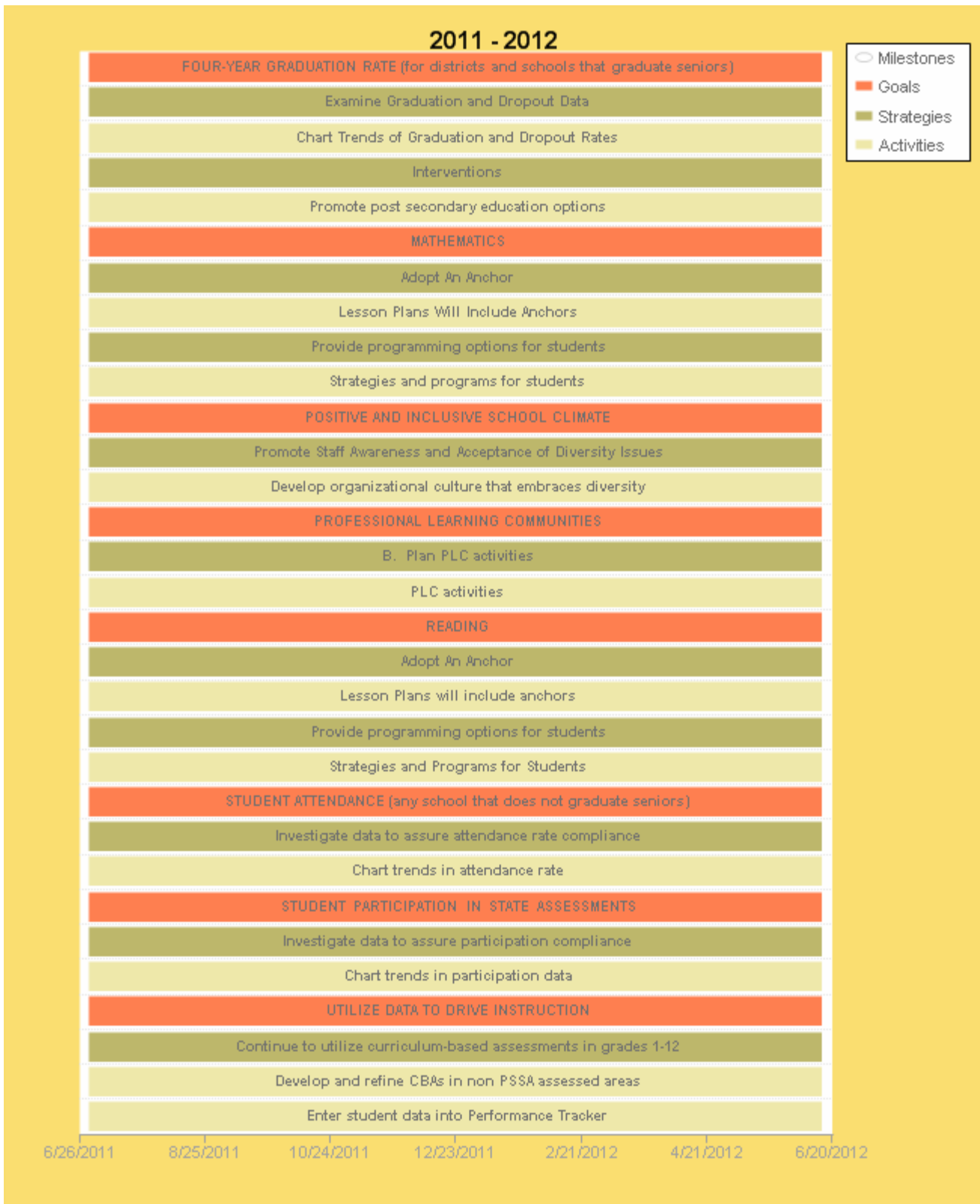












Date Submitted to PDE _____

School District/AVTS/Charter School

Name: _____

Address: _____

_____ Zip Code: _____

IU#: _____

Chief School Administrator: _____

Telephone: (area code): _____ # _____

We affirm that this strategic plan was developed in accordance with State Board of Education Chapter 4 Regulations. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the school district/AVTS/Charter School offices and in the nearest public library until the next regularly scheduled meeting of the board or a minimum of 28 days whichever comes first.

Signature
School Board Secretary

Date

Signature
School Board President

Date

Signature
Chief School Administrator

Date