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# Pennsylvania Department of Education

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Commonwealth of Pennsylvania  
**Department of Education**  
333 Market Street  
Harrisburg, PA 17126-0333

## **Academic Standards and Assessment Midpoint Review**

**Monday, October 05, 2009**

**(Last Receipt Acknowledged: Wednesday, September 23, 2009)**

**Entity:** Bradford Area SD  
**Address:** 150 Lorana Ave  
Bradford, PA 16701-0375

## **Educational Community**

The Bradford Area School District is the largest school district in the Seneca Highlands Intermediate Unit #9 employing some 474 staff members. The district spans approximately 252 square miles within the Allegheny Mountains and is bordered by the Allegheny National Forest.

The district's physical plant consists of four buildings: one Comprehensive High School (grades 9-12), one Middle School (grades 6-8), one Intermediate school (grades 3-5), and one primary school (grades Pre-K-2). The Administrative offices reside in an addition constructed at the rear of the Floyd Fretz Middle School.

The BASD provides indirect educational services for approximately 21,000 residents and provides direct educational services to approximately 2,800 students in grades Pre-kindergarten-12. Approximately fifty percent of the students served within the district are economically disadvantaged, a sign of the current economic status of the community.

Industry within the community consists of oil production, forestry, and manufacturing. Bradford is notably the home of the Zippo lighter and Case Knives and these manufacturers have contributed much to the local economy. Although these industries still exist, recent years have shown a decrease in the availability of local jobs and a decline in overall population.

Despite these circumstances, the community works closely with the district to establish partnerships to benefit our youth, some recent examples of this effort are: The University of Pittsburgh at Bradford allows our students to dually enroll and provides students with the opportunity to receive college credits while in High School. Numerous sponsors assisted the district in acquiring a new multi-purpose field at the Bradford High School to support local health initiatives and to provide all sporting and physical education classes the opportunity to expand their playing times. Complementing the High School's Career and Technical program, the oil industry is working to provide students with a working oil well dug on school property to allow them hands-on experiences. Numerous instructors from the community assist the district in providing Adult Education classes in the evenings to support community needs.

## **Mission**

Our mission is to work together to provide a learning environment in which all students will be successful.

## **Vision**

By 2012, the BASD will be a standard of excellence in education.

## **Shared Values**

We believe all children can learn.

We believe in high expectations for all.

We believe working together provides a safe, quality education.

We believe children learn differently.

We believe it is our role to prepare children for the future.

We believe in creating a positive learning environment.

We believe in life-long learning.

We believe in accountability.

We believe in the value of diversity.

## **Academic Standards**

The Bradford Area School District accepts and shall provide for attainment of the academic standards as per Chapter 4, Section 4.12. The PA academic standards shall guide the educational programs in the district and curricular materials will be aligned and taught to benchmarks given at each grade level. The Bradford Area School district provides instruction through the curriculum so that students may develop knowledge and skills in the following areas:

(1) **Reading, Writing, Speaking, and Listening**

- Learning to read independently
- Reading Critically in all content areas
- Reading, analyzing, and interpreting literature
- Types of writing
- Quality of writing
- Speaking and listening
- Characteristics and functions of the English language
- Research

(2) **Mathematics**

- Numbers, Numbering Systems and Number Relationships
- Computation and Estimation
- Measurement and Estimation
- Mathematical Problem Solving and Communication
- Statistics and Data Analysis
- Probability and Predictions
- Algebra and Functions
- Geometry
- Trigonometry
- Concepts of Calculus

(3) **Science**

Study of the natural world and facts, principles, theories and laws in the areas of biology, chemistry, physics, and earth sciences. Technology is the application of science to enable societal development including food production, manufacturing, build, transportation, and communication. Science and technology share the use of the senses, science processes, inquiry, investigation, analysis, and problem solving strategies.

(4) **Environment and ecology**

Understanding the components of ecological systems and their interrelationships with social systems and technologies. These components incorporate the disciplines of resource management, agricultural diversity, government and the impact of human actions on natural systems. This interaction leads to the study of watersheds, threatened and endangered species, pest management, and the development of laws and regulations.

(5) **Social studies (civics and government, geography, economics, and history)**

(a) History: Study of 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 development in the history of PA, the United States and the world.

(b) Geography: Study of relationships among people, places, and environments, of geographic tools and methods, characteristics of place, concept of region and physical processes.

(c) Civics and Government: Study of United States constitutional democracy, its values and principles, study of the PA Constitution and government including the study of principles, operations, and documents of government, rights and responsibilities of citizenship, how governments work, and international relationships.

(d) Economics: Study of how individuals and societies choose to use resources to produce, distribute, and consume goods and services. Knowledge of how economies work, economic reasoning and basic economic concepts, economic decision-making, economic systems, PA and the U.S. economy, and international trade.

**(6) Arts and humanities.**

Study of 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.

**(7) Career education and work.**

Understanding 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. 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.

**(8) Health, safety, and physical fitness.**

Study of concepts, skills, and societal factors 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.

**(9) Family and consumer science.**

Understanding 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.

**(10) World Languages.**

Ability 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.

## Strategic Planning Process

The Bradford School District has undertaken a thorough process to complete and revise our six-year strategic plan. Our focus has been to improve our present educational system and to set high expectations of achievement for all of our students. To accomplish this end, we have examined data, planned modifications for our curriculum and the manner in which it is delivered, and updated our assessment procedures to provide our students with ongoing success. The strategic planning committee is made up of students, parents, community members, business leaders, teachers, administrators, students, and board members. Teachers and administrators nominated themselves or others and all were approved by their peers. The School Board of the BASD approved their own membership as well as that of the community and business members. High School administrators selected the students from among those who demonstrated interest.

Because the overall strategic plan consists of five interrelated plans, subcommittees were formed to work on each section of the plan with a coordinator designated by the Superintendent. The coordinators of each plan participated in meetings with the steering committee during the 2005-06 school year to examine data, share progress, and gather responses to the strategic planning items. The overall strategic planning committee met together to draft the district mission, goals, and belief statements. These meeting dates, persons present, and agendas are on file in the district office.

Monthly updates were provided to the Board of Directors during the planning process and members of the Board sat on the steering committee and assisted in the drafting and revision of the overall plan. The strategic plan was presented in total form to the Board of Directors in July 2006. It was made available for public review and comment for a period of 30 days.

In revising the plan for the midpoint review, Coordinators again met with individual committee members to share ongoing data, state and federal changes in the law, programming needs, and to update goals and objectives.

## Strategic Planning Committee

<b>Name</b>	<b>Affiliation</b>	<b>Membership Category</b>	<b>Appointed By</b>
Aimee Emerson	Bradford Area School District	Middle School Teacher	Teachers
Ann Fesenmyer	Bradford Area School District	Elementary School Teacher	Teachers
Bill Leven	Futures Rehabilitation	Business Representative	Administration
David Emerson	Bradford Area School District	Ed Specialist - School Counselor	Teachers
David Ray	Bradford Area School District	Administrator	Administration
Denise Borland	Community Member	Parent	Board
Dr. Livingston Alexander	University of Pittsburgh at Bradford	Business Representative	Administration
Heidi Blatchley	Bradford Area School District	Elementary School Teacher	Teachers
Julie Speaker	Bradford Area School District	Elementary School Teacher	Teachers
Katharine Pude	Bradford Area School District	Administrator	Superintendent
Kelly Compton	Bradford Area School District	Middle School Teacher	Teachers
Kenneth Coffman	Bradford Area School District	Administrator	Administration

Keri Baldwin	Bradford Area School District	Elementary School Teacher	Teachers
Kimberly Swanson	Bradford Area School District	Elementary School Teacher	Teachers
Kriner, Dr. John	Bradford Area High School	Secondary School Teacher	Teachers
Peter Eckstrom	Bradford Area School District	Secondary School Teacher	Teachers
Reverend Arthur Cox	Bradford Area School District	Board Member	Board
Samuel Johnson	Bradford Area School District	Administrator	Superintendent
Sandee Popiel	Bradford Area School District	Elementary School Teacher	Teachers
Sandra Caparotta	Bradford Area School District	Elementary School Teacher	Teachers
Sandra Romanowski	Bradford Area School District	Administrator	Board
Sarah Tingley	Bradford Area School District	Administrator	Administration
Tina Slaven	Bradford Area School District	Administrator	Administration

## Data

## Reflections

There are currently no reflections selected for this section.

## Goals, Strategies and Activities

### **Goal: Academic Safety Nets for Students at all levels**

Last Modified: 8/10/2009

**Description:** All student progress will be monitored according to learning targets. All students will be given the opportunity to receive instruction that addresses their appropriate educational level and needs.

### **Strategy: Development of a Unified Curriculum**

Last Modified: 8/10/2009

**Description:** A unified curriculum is a prioritized, baseline curriculum framework in literacy and math developed to provide consistency regarding instructional priorities across grade levels and schools.

### **Activity: Creating and Administering Common Assessments**

Last Modified: 8/10/2009

**Description:** With the direction of District Math and Literacy Coaches, all grade level teams will create and administer common assessments as part of a Standards Aligned System.

**Person Responsible**

**Timeline for  
Implementation**

**Resources**

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Katharine Pude

Start: 8/10/2009  
Finish: 3/2/2010

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**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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2.00	6	474
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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BASD	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Coaches will assist teachers in utilizing data, planning interventions, and promoting student-ownership in learning.	Collaboration increases student learning.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> </ul>
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**Educator Groups Which Will Participate in this Activity**

Role	Grade Level
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst.</li> </ul>	<ul style="list-style-type: none"> <li>Early childhood (preK-grade 3)</li> <li>Middle (grades 6-8)</li> </ul>

principals

- Elementary (grades 2-5)
- High school (grades 9-12)

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**Follow-up Activities**

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**Evaluation Methods**

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- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
  - Analysis of student work, with administrator and/or peers
  - Creating lessons to meet varied student learning styles
  - Peer-to-peer lesson discussions
  - Lesson modeling with mentoring
- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
  - Student PSSA data
  - Standardized student assessment data other than the PSSA
  - Classroom student assessment data
  - Participant survey

**Status:** Not Started — Overdue

**Activity: Cross-grade level teaming**

Last Modified: 8/10/2009

**Description:** Teachers, grades K-12, will meet in cross-grade level teams to map the math and reading curriculum according to state standards and established district learning targets.

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**Person Responsible Timeline for Implementation Resources**

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Katharine Pude      Start: 8/10/2007      -  
Finish: 8/10/2010

**Status:** In Progress — Upcoming

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**Date      Comment**

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8/4/2009 Teachers will continue working toward a standards-aligned system and create a unified curriculum Pre-K-12.

**Activity: Professional Learning Community Training**

Last Modified: 8/10/2009

**Description:** Teachers will be trained to analyze various types of student data (formative and summative assessments). They will understand the dynamics of Professional Learning Communities and how to utilize data to drive grade-level instructional practices.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/19/2009 Finish: 6/10/2012	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	36	474

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
BASD	<ul style="list-style-type: none"> <li>School Entity</li> <li>Intermediate Unit</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Teachers will learn the dynamics of working as Professional Learning Communities as well as how to analyze grade and content specific student data.	Research demonstrates that data-driven instruction increases student learning.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> <li>Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that</li> </ul>
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*For school and district administrators, and other educators seeking leadership roles:*

- Provides the knowledge and skills to think and plan strategically, ensuring that

assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

### **Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• Superintendent / asst. superintendents</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>

<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</li> <li>• Journaling and reflecting</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Review of participant lesson plans</li> </ul>

**Status:** Not Started — Overdue

## **Strategy: School-wide Enrichment for Academically Gifted Students**

Last Modified: 8/10/2009

**Description:** Gifted students will be provided opportunities to participate in enrichment activities to nurture and expand their unique learning needs.

### **Activity: Differentiation**

Last Modified: 8/10/2009

**Description:** All teachers will be provided ongoing professional development on differentiation in the classroom beginning in the summer institute of 2006. Literacy coaching and modeling in the regular education classroom will be provided in grades pre-K to 5 on a full-time basis beginning in the 2006-07 and continuing through the 2012 school year.

A differentiated workshop will be presented to Middle School teachers at the onset of the 2006 school year with follow up activities being facilitated by a Literacy Coach hired in the 2006 school year specifically for that building.

A roving substitute teacher will be provided 1 day per week at each of the district's four buildings to allow teachers to observe differentiated lessons in other classes, buildings, and other districts.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Katharine Pude	Start: 8/10/2006 Finish: 12/31/9999	-

### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
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<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
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IU#9 Summer Institute trainings		Not approved
SDE-Michael Shackelford- August 23, 2006		
SDE-Gretchen Goodman- August 23, 2006		
Middle School Literacy Coach		

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
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<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
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**Status:** In Progress — Upcoming

Date	Comment
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5/5/2009	All buildings within the district currently utilize a district employed literacy coach to model lessons and assist with data-driven decision making. Substitute teachers are provided at each building for one day per week. Professional development activities on differentiation are ongoing and will continue according to the needs of the staff.
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## **Goal: FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)**

Last Modified: 8/8/2009

**Description:** Graduate rate will meet an 80% threshold and/or show growth.

### **Strategy: Differentiation**

Last Modified: 8/10/2009

**Description:** Differentiated instruction will be provided to all district students to meet their diverse learning needs.

### **Activity: Increase alternative options for student learning**

Last Modified: 8/8/2009

**Description:** Beginning in the summer of 2006, Bradford Area High School students will be provided with alternative options to earn credits. An online summer school program supervised by district faculty will be provided in the summer of 2006 for students who failed one or more courses during the regular school year. The TASK (Time after school for Kids) program will be expanded in September 2006, to be a full-year alternative for students who are unable to attend school during regular school hours.

### **Person Responsible Timeline for Implementation Resources**

Katharine Pude	Start: 7/7/2006	-
	Finish: 12/31/9999	

**Status:** Complete

Date	Comment
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8/4/2009	Both TASK and cyber-school options are available to students to earn additional credits.
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### **Strategy: Positive Behavioral Support**

Last Modified: 8/10/2009

**Description:** Positive Behavioral Support programs to include attendance initiatives, tutoring programs, and Schoolwide Anti-bullying programs will provide students with support necessary for academic and social success.

## Activity: Collaboration with local agencies

Last Modified: 8/8/2009

**Description:** Bradford Area High school faculty will collaborate and work with local agencies to provide support and mental health services to students in need. Emphasis will be placed on the ninth grade as data indicates that students who struggle during this transition year (do not receive the appropriate amount of credits) are most apt to fall behind and drop-out of school.

### Person Responsible Timeline for Implementation Resources

Katharine Pude	Start: 1/1/2007 Finish: Ongoing	-
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**Status:** In Progress — Upcoming

### Date Comment

8/4/2009	BAHS and Beacon Light Behavioral Health Systems collaborated on student support and services.
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## Activity: Resiliency Training

Last Modified: 8/10/2009

**Description:** Staff will be trained on the importance and means to foster resiliency in students, staff, and school environments through: connectiveness and bonding, clear and consistent boundaries, life skills instruction, caring and support, high expectations, and providing opportunities for meaningful participation.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/26/2010 Finish: 8/26/2010	-

### Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	2	474

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
IU#9 and Bradford Area School District	<ul style="list-style-type: none"> <li>School Entity</li> <li>Intermediate Unit</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will be able to identify and nurture resilient behaviors of students.	Caring role models create resilient children.	<i>For classroom teachers, school counselors and education specialists:</i>

- Empowers educators to work effectively with parents and community partners.

*For school and district administrators, and other educators seeking leadership roles:*

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

### **Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• Superintendent / asst. superintendents</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>

<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
<ul style="list-style-type: none"> <li>• study groups</li> </ul>	<ul style="list-style-type: none"> <li>• Participant survey</li> </ul>

**Status:** Not Started — Upcoming

### **Activity: Transition planning**

Last Modified: 8/8/2009

**Description:** Special Education teachers will work closely with students, parents, regular education teachers, administrators, and local agencies to ensure that appropriate transition plans are in place for special needs students and that IEP goals are attainable to ensure High School Graduation.

### **Person Responsible Timeline for Implementation Resources**

Katharine Pude	Start: 1/1/2007	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Date**      **Comment**

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8/5/2009 An autism transition grant has been written for the 2009-2010 school year to support school to work training for these students.

## **Goal: MATHEMATICS**

Last Modified: 8/8/2009

**Description:** By the year 2012, each grade level tested and all sub-groups, will meet or exceed the goal of 78% proficiency in Mathematics as measured by the annual state-wide PSSA assessment.

### **Strategy: Math Coaches**

Last Modified: 8/10/2009

**Description:** Mathematics Coaches will be hired to work with teachers at all grade levels throughout the 2009-10 school year. These coaches will assist in learning target development, modeling of lessons, devising common benchmark assessments, and providing teachers with differentiated professional development.

### **Activity: Professional Learning Community Training**

Last Modified: 8/10/2009

**Description:** Teachers will be trained to analyze various types of student data (formative and summative assessments). They will understand the dynamics of Professional Learning Communities and how to utilize data to drive grade-level instructional practices.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
None Selected	Start: 8/19/2009 Finish: 6/10/2012	-

#### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
1.00	36	474
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
BASD	<ul style="list-style-type: none"><li>• School Entity</li><li>• Intermediate Unit</li></ul>	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Teachers will learn the dynamics of working as Professional	Research demonstrates that data-driven instruction	<i>For classroom teachers, school counselors and education</i>

Learning Communities as well as increases student learning. *specialists:*  
 how to analyze grade and  
 content specific student data.

- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

*For school and district administrators, and other educators seeking leadership roles:*

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

**Educator Groups Which Will Participate in this Activity**

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<b>Role</b>	<b>Grade Level</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-</li> </ul>

- Superintendent / asst. superintendents
- School counselors
- Other educational specialists
- 8)
- Elementary (grades 2-5)
- High school (grades 9-12)

#### Follow-up Activities

#### Evaluation Methods

- | Follow-up Activities  | Evaluation Methods   |
|---|--|
| <ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</li> <li>• Journaling and reflecting</li> </ul> | <ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Review of participant lesson plans</li> </ul> |

**Status:** Not Started — Overdue

## Goal: READING

Last Modified: 8/8/2009

**Description:** By the year 2012, each grade level tested, and all sub-groups, will meet or exceed the goal of 81% proficiency in Reading, as measured by the annual state-wide PSSA assessments.

### Strategy: Development of Early Literacy Skills

Last Modified: 8/8/2009

**Description:** The BASD will create programs for our preschool population and collaborate with other local preschools and parents to provide children with kindergarten readiness skills.

### Activity: Waterford Early Learning Reading Training

Last Modified: 8/8/2009

**Description:** Teachers in grade Pre-K-2 will be trained on the use of the Waterford Early Reading computerized program.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/19/2009 Finish: 8/21/2009	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	3	45
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Waterford Institute	<ul style="list-style-type: none"> <li>Company</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will learn how to instruct students using the computerized early reading program.	This program is widely researched and proven to increase student reading skills if used with fidelity.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> </ul>

**Educator Groups Which Will Participate in this Activity**

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> <li>Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>Early childhood (preK-grade 3)</li> </ul>	<ul style="list-style-type: none"> <li>Pre-Kindergarten Early Learning Standards</li> <li>Reading, Writing, Speaking &amp; Listening</li> <li>Kindergarten Early Learning Standards</li> </ul>

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> <li>Creating lessons to meet varied student learning styles</li> </ul>	<ul style="list-style-type: none"> <li>Participant survey</li> </ul>

**Status:** Not Started — Overdue

**Strategy:** Implement programs that provide focused student instruction and intervention based on individual student data.

Last Modified: 8/10/2009

**Description:** Through the use of student data, teachers will identify student needs and will provide enrichment activities for the advanced and gifted learners as well as remedial instructional activities for struggling learners. This will be delivered in a Standards Aligned System

**Activity: LETERS Training**

Last Modified: 8/8/2009

**Description:** Elementary Teachers (grades 3-5) will participate in a LETERS (Language Essentials for Teachers of Reading and Spelling) skills training at the onset of the 2009-2010 school year. This will provide all teachers with an understanding of how to teach reading to diverse learners.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/19/2009 Finish: 8/20/2009	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	3	45
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Keys to Literacy	• Company	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will learn how to teach reading to a diverse group of students	Understanding student learning and the effects of environmental factors on student reading comprehension and acquisition of reading skills allows teachers to incorporate appropriate lesson design.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on <u>research on effective practice</u>, with attention given to interventions for struggling students.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that</li> </ul>

assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

**Educator Groups Which Will Participate in this Activity**

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>Superintendent / asst. superintendents</li> <li>School counselors</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Elementary (grades 2-5)</li> </ul>	<ul style="list-style-type: none"> <li>Reading, Writing, Speaking &amp; Listening</li> </ul>

**Follow-up Activities**

**Evaluation Methods**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>Peer-to-peer lesson discussions</li> </ul> | <ul style="list-style-type: none"> <li>Student PSSA data</li> <li>Review of participant lesson plans</li> </ul> |
|--|---|

**Status:** Not Started — Overdue

**Strategy: Reading Strategies for use across the Content Areas**

Last Modified: 8/8/2009

**Description:** Selected reading strategies will be utilized across all content areas and within all applicable grade levels.

**Activity: Key Three Reading Training**

Last Modified: 8/8/2009

**Description:** Select High school and Middle school teachers have been provided professional development on Key Three Reading strategies for use in the content areas throughout the 2008-

09 school year. Follow-up professional development will be provided in the 2009-2010 school year to trained teams as well as to an additional thirty-five teachers.

Person Responsible	Timeline for Implementation	Resources
Katharine Pude	Start: 8/19/2009 Finish: 8/21/2009	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	5	35
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Keys to Literacy	• Company	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers in all disciplines will learn reading strategies to assist students in comprehension, vocabulary development, and note-taking skills.	Teaching consistent reading strategies across disciplines increase student learning and achievement.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>• Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> </ul>

**Educator Groups Which Will Participate in this Activity**

Role	Grade Level	Subject Area
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- Classroom teachers
- Principals / asst. principals
- Superintendent / asst. superintendents
- Other educational specialists
- Middle (grades 6-8)
- High school (grades 9-12)
- Reading, Writing, Speaking & Listening

#### Follow-up Activities

#### Evaluation Methods

- | Follow-up Activities   | Evaluation Methods   |
|--|--|
| <ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</li> </ul> | <ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Classroom student assessment data</li> </ul> |

**Status:** Not Started — Overdue

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

Last Modified: 8/8/2009

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

### **Strategy: Positive Behavioral Support**

Last Modified: 8/10/2009

**Description:** Positive Behavioral Support programs to include attendance initiatives, tutoring programs, and Schoolwide Anti-bullying programs will provide students with support necessary for academic and social success.

### **Activity: Resiliency Training**

Last Modified: 8/10/2009

**Description:** Staff will be trained on the importance and means to foster resiliency in students,

staff, and school environments through: connectiveness and bonding, clear and consistent boundaries, life skills instruction, caring and support, high expectations, and providing opportunities for meaningful participation.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/26/2010 Finish: 8/26/2010	-

#### Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	2	474
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
IU#9 and Bradford Area School District	<ul style="list-style-type: none"> <li>School Entity</li> <li>Intermediate Unit</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will be able to identify and nurture resilient behaviors of students.	Caring role models create resilient children.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> </ul>

#### Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>Superintendent / asst. superintendents</li> <li>School counselors</li> <li>Other educational</li> </ul>	<ul style="list-style-type: none"> <li>Early childhood (preK-grade 3)</li> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> <li>High school</li> </ul>

specialists

(grades 9-12)

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**Follow-up Activities****Evaluation Methods**

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- study groups
- Participant survey

**Status:** Not Started — Upcoming

## **Goal: Technology**

**Description:** Enhance current technologies, fully integrate and combine new technologies into curriculum, continue to provide technology staff development, and improve communications and increase access to information within the District and community.

### **Strategy: Technology Integration**

Last Modified: 8/10/2009

**Description:** Continue to monitor, evaluate and plan to fully integrate our existing technology resources and continue to purchase a variety of new technology resources to enrich curriculum and enhance teaching.

### **Activity: Curriculum Integration**

Last Modified: 7/27/2009

**Description:** Technology investigation and integration will be incorporated into all curriculum cycles and mapping.

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**Person Responsible Timeline for Implementation Resources**

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John Petruzzi	Start: 7/1/2009 Finish: Ongoing	\$4,000.00
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**Status:** In Progress — Upcoming

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**Date      Comment**

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7/27/2009 In 2007, the district implemented a technology integrator or coach program. The coach works in all four school buildings assisting teachers with classroom integration of different types of technology based on the student grade level.

### **Activity: Professional Learning Community Training**

Last Modified: 8/10/2009

**Description:** Teachers will be trained to analyze various types of student data (formative and summative assessments). They will understand the dynamics of Professional Learning Communities and how to utilize data to drive grade-level instructional practices.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/19/2009 Finish: 6/10/2012	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	36	474

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
BASD	<ul style="list-style-type: none"> <li>School Entity</li> <li>Intermediate Unit</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Teachers will learn the dynamics of working as Professional Learning Communities as well as how to analyze grade and content specific student data.	Research demonstrates that data-driven instruction increases student learning.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> <li>Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that</li> </ul>
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assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

### **Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• Superintendent / asst. superintendents</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood (preK-grade 3)</li> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>

<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</li> <li>• Journaling and reflecting</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Review of participant lesson plans</li> </ul>

**Status:** Not Started — Overdue

## **Strategy: Timely Updating of Technology Resources**

**Description:** Continue to provide timely updating of technology resources and adequate technical support to keep technology current and operational.

### **Activity: Curriculum and Educational Support Software - Update**

Last Modified: 7/27/2009

**Description:** Upgrade and/or replace all curriculum and educational support software on an as-needed basis.

#### **Person Responsible Timeline for Implementation Resources**

John Petruzzi	Start: 7/1/2009 Finish: Ongoing	\$300,000.00
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**Status:** In Progress — Upcoming

#### **Date Comment**

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7/27/2009 Several curriculum software programs were replaced over the past three years. We moved from Compass Classic and Compass Odysey to Study Island and Waterford programs. All of our support software has been updated to the latest versions as they become available.

## **Deleted Goals**

<b>Name</b>	<b>Deletion Rationale</b>	<b>Deletion Date</b>
STUDENT PARTICIPATION IN STATE ASSESSMENTS	incorrect	8/10/2009
READING	incorrect	8/10/2009
MATHEMATICS	incorrect	8/10/2009
FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)	duplicate	8/10/2009
Student reading performance at both the Middle School and High School level will increase as a result of the Keys to Literacy Training.	duplicate	5/26/2009
STUDENT PARTICIPATION IN STATE ASSESSMENTS	duplicate	5/26/2009
STUDENT ATTENDANCE (any school that does not graduate seniors)	duplicate	5/26/2009
READING	duplicate	5/26/2009
MATHEMATICS	duplicate	5/26/2009
FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)	duplicate	5/26/2009

## Deleted Strategies

<u>Name</u>	<u>Deletion Rationale</u>	<u>Deletion Date</u>
Curriculum Alignment	duplicate	5/26/2009
Assessment-driven instruction	duplicate	5/26/2009
Differentiation	duplicate	5/26/2009

## Measurable Annual Improvement Targets

### Measurable Annual Improvement Targets

Student learning is the focus of the Bradford Area School District Strategic Plan. Our goals emphasize that all students enrolled in the district will reach the proficient or advanced level in reading and math and/or meet the state growth standard of proficiency by the year 2012.

To this end, an analysis of district data from state and local assessment tools will be used on an ongoing basis to guide and improve curriculum and instruction within the BASD. Student progress toward standards proficiency as defined in Section 4.12 of Chapter 4 will be measured and results will be utilized to provide additional support for students who are not meeting established proficiencies and/or enrichment activities will be provided for those students who have demonstrated mastery of established targets.

In addition, the following activities are utilized to

- Utilizes the state and district-developed rubrics for instruction
- Provides regular inservice to all teachers on the standards and on student assessment
- Participates with other school districts in state and intermediate unit workshops on standards-based topics
- Provides direct instruction on reading strategies K-12
- Utilizes teaching strategies that encourage higher level thinking and problem solving skills
- Provides multiple opportunities for students to engage in open-ended tasks in all content areas
- Provides multiple opportunities for students to respond to writing prompts in a variety of genre in all curricular areas
- Reviews school district results to identify areas of weakness and strengths and modifies curricula accordingly
- Provides anchor assessments to curriculum committees to be used in targeting assessment
- Provides yearly professional development for teachers on utilizing similar PSSA items found in the assessment handbooks

Other goals and components of this strategic plan are included and designed to support these two central goals.

## Curriculum, Instruction and Instructional Materials

The instruction to be offered by the Bradford Area School District will be based upon plans designed to enable students to achieve the Academic Standards described within Chapter 4, describing the knowledge and skills students will be expected to demonstrate before graduating from a public school. The district created a seven-year curriculum monitoring, revision, and textbook adoption cycle to ensure that updated, researched and standards-based materials will be utilized in all of our classrooms. The following is a descriptor of this process:

### Research, Review, and Curriculum Development

Curriculum committees consisting of grade level or subject area teachers, administrators and community members will research emerging trends in the content area, best teaching practices and strategies, student learning, state academic standards, and technology formats. Review of current program-strengths and weaknesses (using evaluation tools from grade level/subject teachers) and alignment to state standards will be ongoing. Curriculum committees will report to grade level teams to discuss progress and arrange for appropriate outside presentations and consultations for professional development. Curriculum will be written/revised based on research, reviewed, and aligned to state standards. Data will determine current strengths and weaknesses of student performance and the necessity for new curricular materials.

### **Textbook selection**

Committees will evaluate as many texts as possible during the year preceding their discipline's adoption and submit recommendations for adoption to the Superintendent by April 15 of that same school year. Individual committees will establish criteria for selection of textbooks, contact publishers currently supporting the curricular area for presentation and review, and school districts currently utilizing materials will be contacted for feedback. Once the textbook and/or resource materials are chosen, the Board of Directors will need to approve. Textbooks will be purchased on an established seven-year cycle as warranted.

### **Implementation, Monitoring, and Adjustments**

Grade level/course teachers will meet to standardize instructional strategies and develop a unified curriculum with established learning targets for all grade level subjects. Ongoing discussion will center on the goals of the curriculum and their relationship to the PA anchor standards. Teachers will meet in Professional Learning Communities to analyze data on common benchmark assessments, the creation of intervention strategies, adjustments to the curriculum, necessary resources to meet student needs, and ongoing assessment measures.

This process starts again with a research/review year and continues throughout the cycle. Curriculum work is organized through the building principals and/or curriculum coordinators.

## **Assessments and Public Reporting**

### **Assessments:**

Assessments are utilized to measure student progress toward meeting the Pennsylvania academic standards, evaluate and monitor instructional practices, and to provide student learning interventions. The Bradford Area School District is continually working to create a comprehensive assessment plan that outlines methods and measures that will be used to monitor student proficiency toward mastery of the PA academic standards. Current methods and measures combine commercial products, the Pennsylvania System of School Assessment (PSSA), the Pennsylvania Value Added Assessment System (PVAAS) data, and district-developed assessment tools to evaluate student progress toward established academic standards. These assessments are arranged by organizational level and include the following:

### **Primary Grades (Pre-K-2)**

Our Pre-K program will use curriculum based assessments, parent feedback, classroom, and a longitudinal study of performances using the comprehensive data analysis system. The students will be assessed three times during the year using the math assessment from Everyday Math. The teachers will also use the Early Literacy Skills Assessment (ELSA) from High Scope twice a

year. The Bracken assessment will be administered twice a year to monitor language acquisition skills. A writing approximation assessment will also be given to the students which is a formative assessment that tracks the stages of writing development.

Kindergarten students are formally assessed three times a year for school-wide assessments in math and reading. These assessments are researched based and include components of Marie Clay's Observational Survey, the Developmental Reading Assessment, and Scott Foresman Mathematics. These results are used for individual planning and program evaluation purposes. Administrators and assessment committee members analyze classroom and grade level results to determine areas that need improved upon. First and Second grade teachers also assess students three times per year using the Developmental Reading Assessment. A phonemic awareness assessment, writing assessment, math assessment, and sight word fluency assessment are also utilized in these grades. The Terra Nova is given to all second grade students as a summative evaluation and is utilized for individual planning and program evaluation purposes.

### **Intermediate (grades 3-5)**

The 4Sight benchmark assessments are utilized in all intermediate grades. These assessments are given to all students three times per year to determine individual and classroom progress toward acquisition of PA state standards in both math and reading. These assessments will be utilized in conjunction with school-wide assessments currently given three times per year which are used to drive instruction and evaluate programs: the Developmental Reading Assessment, DIBELS Reading fluency measures, Scott Foresman Math Assessment, District created common benchmark assessments, and writing prompts aligned to PSSA rubrics. PSSA data is analyzed by administrators and assessment committee members to determine areas of instruction that need improvement and adjust this instruction accordingly. In addition, all students who are found to have performed below the proficient level on the PSSA will be provided additional assistance and progress will be monitored until such time that the student achieves proficiency on the state-wide assessment.

### **Middle and Secondary (grades 6-12)**

The 4Sight benchmark assessments are given to all students in grades 6-8 and to students in grade 11 beginning. These assessments are given three times per year to determine student progress toward the acquisition of state standards in both reading and math. Each building has established assessment committees to review benchmark assessment data to develop individual and programmatic plans. The PSSA data gathered for reading and math for students in grades 6-11, and writing assessment data for grades 8 and 11, will also be analyzed yearly as a summative assessment to inform instructional practices. All students found to be basic or below basic on the PSSA will be provided additional assistance toward mastery of academic standards and a portfolio will be developed to monitor progress. Curriculum based assessments, projects, authentic assessments, and anecdotal records will be utilized to determine classroom progress in a traditional grading system. These, combined with the senior graduation project and 11th grade PSSA scores will be utilized as culminating assessments to determine student proficiency toward acquiring state standards of academic achievement.

### **Public Reporting of Assessment Information**

Assessment information is regularly communicated to members of the community as a means of providing all stakeholders with accurate information concerning student and school success. Parents and guardians receive frequent individual student reports on progress in the form of progress reports, through the eschoolbook website, six-week report cards, Title I schoolwide data, and parent-teacher conferences. The following list highlights major assessment tools and the means in which they are reported.

- **Pennsylvania System of School Assessment** (grades 3-8 and grade 11) Math and Reading (grades 3,8, and 11) Writing and (grades 4, 8, and 11) Science- individual student assessment results are sent directly to parents, results are shared at September School Board meetings, District Report Card is displayed on district website.
- **Terra Nova** (grade 2) student results are sent to parents/guardians. Overall results shared at September Board Meeting.
- **Title-I school-wide assessments** will be sent to all elementary parents three times per year and are explained during parent-teacher conferences.
- **Curriculum-based assessments** (projects, daily work, teacher tests, observation checklists, and other measures of student performance toward stated standards, shall be reflected on individual report cards. Parents may request a conference with a student's teacher at any time to review the student's progress.
- **Culminating graduation project presentations** shall be open to parents. Parents may request a conference with the student advisor at any time regarding the assessment of the project.

## Targeted Assistance For Struggling Students

The Bradford Area School District has designed various programs and supports to assist students who are having difficulty achieving the academic standards as evidenced by below basic or basic performance on the PSSA as well as on district performance-based assessments. These supports address the various needs of the district student body and are tiered according to appropriate grade level. Specific Learning targets are being developed at all grade levels and common benchmark assessments will be utilized to develop programs to create academic "safety nets" for **all** district students.

### Assistance programs for struggling students:

- Schoolwide Title I support for additional reading instruction for students in grades K-5
- After-school tutoring programs in both reading and math (grades 2-8)
- Summer school courses and programs (grades 2-12)
- Student review team interventions (Response to Intervention) (grades K-5)
- Referral to the Instructional Support team (grades K-9)
- Software tutorial programs (grades K-12)
- TASK program (Time After School for Kids) for students in grades 9-12
- Alternative Education
- SAP team interventions
- Inclusion where assistance is provided in the regular classroom
- English as a Second Language program
- Referrals to outside community agencies, as appropriate
- Teacher tutorials during study hall periods
- Integrated Math Labs at eleventh grade for students who are at risk of not being proficient on PSSA assessments
- Positive Behavioral Support Programs

## Support for Struggling Schools

### Support for Struggling Schools

According to 2008-09 PSSA data, all buildings within the Bradford School District, except the Bradford Area High School, have made Adequate Yearly Progress in all targeted areas and

student subgroups. Because the High School was in the "Warning" status during the prior year, this building is now deemed to be in "School Improvement I". Therefore, a formalized school improvement plan will be created to target struggling students within the eleventh grade as well as to provide more rigorous instructional practices in the ninth and tenth grades as well. Following complete examination of data and root cause analysis, this plan will be created and monitored at the onset of the 2009-2010 school year.

PSSA data indicates growth in the overall 11th grade reading scores from the 2007-08 to the current year; however, students in the economically disadvantaged subgroup continue to perform below proficiency. A Literacy Coach will continue to provide reading assistance to High School Teachers. A Reading Specialist will work with at-risk students to provide additional support for struggling learners. The use of the Read 180 program will be expanded to students in the tenth grade and lexile scores will be utilized to provide materials on students' instructional levels.

Mathematics scores on the 2008-09 PSSA have dropped from the previous school year, indicating a need for increased support within this department. The district has hired Math coaches for all buildings for the 2009-2010 school year to support teaching and learning to state standards and to assist teachers in the development of common curriculum and assessments to gauge and to direct student learning. An Integrated Math course has been added for 11th grade students who have not mastered all course content from Algebra I or II and/or who have shown through assessment data that the student is at risk of not scoring proficient on the 11th grade PSSA assessment.

The district will continually exam data from all individual buildings and adjust instruction accordingly to ensure that all students are learning at appropriate rates and that instructional "best practice" techniques are being implemented in all curricular areas..

## **Qualified, Effective Teachers and Capable Instructional Leaders**

### **Qualified, Effective Teachers, and Capable Instructional Leaders**

The Bradford Area School district ensures the employment of highly qualified professional employees to deliver the curriculum, instruction, and assessment requirements of state regulations. All teachers and administrators currently employed by the district meet or exceed highly qualified guidelines as set forth in the No Child Left Behind Act.

## **Parent and Community Participation**

### **Family/Community Involvement**

The Bradford Area School District strives to have active parent involvement and community involvement in the education of our students. Both Elementary Buildings have an active Family and Community Involvement Committees which meet and plans for monthly activities to bring together the school and community. All students in PreK-5 take Guided Reading books home to extend the learning into the home. Families and students reread these books together and return the books the following day. Families are asked to sign a paper indicating the child's viewpoint of the book and that it was read. Families are also invited to participate in a variety of evening and daytime activities at the schools. Families are invited to read and discuss their careers throughout the year. Writer's teas are conducted to showcase the students' improvements in writing. The schools also have literacy events in the evenings for families. Topics have been focused on fun reading and math activities families could do together at home. We have also had School at Night and Bingo for Books nights at the schools. The primary focus of these events

has been to make families feel comfortable in the school setting by providing engaging activities for the families. We have also held family appreciation dinners at the end of the year to thank families for supporting us in the educational process.

Both the Middle School and the High School have also worked hard to encourage active involvement in education. The PRIDE initiative (which recognizes students for positive behavior), has provided the opportunity to bring parents in for award dinners recognizing student excellence. Both schools hold open houses and the Middle school recently started Meet and Greet night during which parents are familiarized with school routines and rules and can interact with classroom teachers. Parents are invited to attend all SAP, IST, disciplinary, and behavioral planning meetings for students. Planned parent/teacher conference dates are included within each school-year calendar. There are plans to begin a Freshman Orientation committee and Curricular Advisory Committee at the High School level that would include both parents and community members. Open communication via the web and email will also be more readily available once parent address books are created for all teachers in the upcoming school year.

The district has also made a sincere effort to partner with local businesses in the community. Classrooms have partnered with area agencies and businesses to showcase student work; tour local industries; develop business logos and web pages; and invite guest speakers in to read to the children.

## **Pre-Kindergarten Transition**

### **Pre-Kindergarten Transition and Programming:**

The transition process commences prior to the students starting the first day of school. All of the Pre-K teachers contact the families to arrange for home visits. At these home visits, the teachers, along with their instructional aide, read a story and do other literacy activities with the family. Students and families are invited to the school to visit the classroom prior to the beginning of the school year. At this time, the students are given time to interact with one another while the teachers conduct an informational training session with the parents. The students create work samples to display in the classroom for the first day of school. The students arrive at and are dismissed from the school on the regular bus run with the other students. Families are encouraged to participate in the classroom and training sessions throughout the school year as much as possible. Consultation with Early Intervention and Head Start (if applicable) representatives is done with the Pre-K teachers initially and throughout the year.

In addition, the BASD representatives meet with area Pre-schools, Head Start, Day-care providers, and Early Intervention representatives throughout the year to share resources, professional development activities and ideas, and plan activities for a smooth transition for all students.

Students with disabilities are typically serviced by the IU#9 program and are provided with programming to meet their IEP goals: onsite speech therapy, occupational therapy, physical therapy, etc.. Students in the Early Intervention program may attend the district program if the IEP team determines that the program will best meet the needs of the student. Transition meetings are also held for students who attend early intervention classrooms and Headstart programs prior to their entrance into the Bradford Area School District.