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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

**Professional Education Report**  
**Monday, October 05, 2009**  
**(Last Last Approved: Monday, September 28, 2009)**

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

## Professional Education Planning Committee

<b>Name</b>	<b>Affiliation</b>	<b>Membership Category</b>	<b>Appointed By</b>
Abbey, Judith	Fretz Middle School	Middle School Teacher	teachers
Bill Leven	Futures Rehabilitation	Business Representative	Administration
Billie Jo Holzwarth	Community	Parent	Administration
Brock Benson	Community	Community Representative	Administration
Christopher Amidon	Bradford Area School District	Middle School Teacher	teachers
David Emerson	Bradford Area School District	Ed Specialist - School Counselor	Teachers
Francine Forbes	Community	Parent	Administration
Heidi Blatchley	Bradford Area School District	Elementary School Teacher	Teachers
Judith Abbey	Bradford Area School District	Middle School Teacher	Teachers
Julie Asp	Beacon Light Behavioral Health	Business Representative	Administration
Katharine Pude	Bradford Area School District	Administrator	Superintendent
Kenneth Coffman	Bradford Area School District	Administrator	Administration
Kriner, Dr. John	Bradford Area High School	Secondary School Teacher	Teachers
Mark Morrison	Bradford Area School District	Secondary School Teacher	Teachers
Patricia Colosimo	Community	Community Representative	Administration
Sandee Popiel	Bradford Area School District	Elementary School Teacher	Teachers
Sarah Schreiber	Bradford Area School District	Ed Specialist - School Psychologist	Administration
Sarah Tingley	Bradford Area School District	Administrator	Administration
Tina Slaven	Bradford Area School District	Administrator	Administration

## Needs Assessment

### Reflections

There are currently no reflections selected for this section.

### NEEDS ASSESSMENT

The Bradford Area School District determines the educational and professional development needs of its professional staff, support staff, community, and students based on the examination of multiple forms of data. This needs assessment is conducted by examining various survey

tools, student performance data within individual buildings, community needs, and parent and community input.

**District Needs:**

**District teachers** indicated through survey, a strong need for trainings in the following areas: technology, differentiating instruction, reading across the content areas, development of early literacy skills, and co-teaching strategies. This same survey was also given to community parents with results indicating that teacher training, technology, and reading were a concern for them as well.

**Students:**

Examination of Terra Nova results for the 2008-2009 school year indicate that 63% of our second grade students scored at the proficient or advanced levels in reading while 81% of second grade students scored at these levels of proficiency in Mathematics. Only 48% of economically disadvantaged students were proficient in reading on the Terra Nova in second grade compared to 78% of economically disadvantaged students who scored at grade level in Mathematics (indicating little performance gap).

District PSSA data over the past three years indicates an increase in the numbers of students in the district who are scoring at the advanced or proficient levels in Reading. Data from the 2006-2007 PSSA assessments to the 2008-09 PSSA illustrates growth in all grade spans and subgroups. However, student reading scores in the Economically Disadvantaged and Special Education subgroups indicate that there is a need to differentiate instruction to lessen the performance gap for these students. Reading data demonstrates that the district is making advancement toward its goals of 100% proficiency by the year 2012, but that professional development is necessary to continue on this upward trajectory.

**% Advanced or Proficient PSSA Reading**

**gd span 3-5    All    IEP    Ec. Disadvantaged**

2008-09	67.2	21.2	56.9
2007-08	68.8	21.4	55.3
2006-07	61.7	12.9	46.6

**gd span 6-8**

2008-09	77.1	20.7	61.7
2007-08	67.4	12.7	52.4
2006-07	66.3	5.4	51.5

**gd. 11**

2008-09	63.9	7.4	38.4
2007-08	59.9	5.9	44.4

2006-07	14.3	14.3	41
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**% Advanced or Proficient PSSA Math**

**gd span 3-5 All IEP Ec. Disadvantaged**

2008-09	73.4	34.3	62.4
2007-08	73.3	36.3	62.2
2006-07	70.2	27.0	56.5

**gd span 6-8**

2008-09	70.7	28.9	69.4
2007-08	72.7	21.3	56.4
2006-07	69.5	9.8	55.5

**gd 11**

2008-09	46.1	3.5	19.2
2007-08	51	2.9	26.8
2006-07	50	3.6	36.1

Student performance scores in Mathematics have remained consistent with little growth demonstrated at the elementary level (IEP students did not score as well as the previous year). Middle school students did not perform as well overall as the previous year, however the IEP and Economically disadvantaged subgroups demonstrated significant growth. Eleventh grade students have declined in performance over the past three years. Student data indicates a need for Math Professional Development to support our district goal of all students being proficient by the year 2012.

The Professional Education Committee (Act 48 Committee), in an ongoing effort to provide trainings and support to meet our students learning needs, will provide continuing professional education activities. The district will continue to provide an extensive Summer Institute (offered free of charge to staff and community members), as well as Flex-Time Activities (individualized option plans) to meet the necessary professional development needs. During the 2009 Summer Institute, 98 training sessions were sponsored by the school district to support this initiative. The Bradford School District also supports the Summer Institute held by the IU#9 and provides the necessary funding for staff to attend sessions that pertain to their individual needs.

In accordance with guidelines issued in March of 2007 by the Pennsylvania Department of Education, teachers must accumulate hours in each of the following areas in order to receive ACT 48 credit: Content, Diverse Learning, and Professional Teaching Practice. Careful tracing

of the activities and a new set of pre-approval forms identifying specific areas of professional education have been developed and are currently in use the the BASD.

Flex time is described in the teacher contract:

There will be two (2) flex days during each school year of 188 days (for the purposes of this section only, school year shall correspond to the respective fiscal year, e.g., July 1 through June 30th). Such flex time shall be constructed in half day blocks of time and appropriate topics shall be developed through the Act 48 committee. Staff members shall be eligible to select from a range of programs and dates throughout the school year, but each employee must meet the requirements of a minimum of two full flex days during the respective fiscal year. Sick or personal leave may not be utilized in meeting the flex time requirements. Each block of flex time will be three (3) hours in length, unless the employee consents to work a lesser number of hours as a component of a block. The four (4) blocks of flex time may be scheduled (1) or (2) a day with an appropriate break for lunch. Employees shall have the option of proposing to the Act 48 Committee to discharge their obligation to work all or a portion of the blocks of time. Act 48 Committee approval is required for such projects. Employees not electing to propose projects to the Act 48 committee shall attend blocks of flex time scheduled by the Act 48 Committee. Hours accrued for flex time will be construed and recorded as hours for Act 48 credit if the activity meets the requirements of Act 48.

**CPR Training**-The BASD will offer cardiopulmonary resuscitation (CPR) training at least once every three years to all school staff. As evidence of this commitment, the district provides CPR training annually as part of the BASD Summer Institute.

**Limited English/ESL**-In compliance with the updated Basic Education Circular (BEC) of January 22, 2009, entitled "Educating Students with Limited English Proficiency (LEP) and English Learners (ELL)" (22PA Code #4.26), the BASD will provide professional education for all teachers in offering a program for students who have English as a Second Language. The professional development will drive the implementation of the ESL curriculum based upon sound educational theory, which will result in removing language barriers for both the ELL student and his/her teachers. The BASD will embrace curriculum and instructional change through collaboration among staff and through ongoing professional development.

**Gifted Education Training**-In accordance with PA School Code (24 P.S. Section 12-1205.1) BASD shall provide professional education training on Chapter 16 (Education for Gifted Students) for educators, which may include the following: teachers of the gifted, regular education teachers, principals, other administrators, and support staff who are responsible for gifted education training.

## **Professional Education Action Plan**

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

**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

**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

**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
Katharine Pude	Start: 8/10/2009 Finish: 3/2/2010	-

#### Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	6	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> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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-</li> </ul>

making.

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

- Provides leaders with the ability to access and use appropriate data to inform decision-making.

### **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 6-8)</li><li>• Elementary (grades 2-5)</li><li>• High school (grades 9-12)</li></ul>

### **Follow-up Activities**

### **Evaluation Methods**

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|--|--|
| <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>• Standardized student assessment data other than the PSSA</li><li>• Classroom student assessment data</li><li>• Participant survey</li></ul> |
|--|--|

**Status:** Not Started — Overdue

**Activity:** Cross-grade level teaming

**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.

**Person Responsible Timeline for Implementation Resources**

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

**Status:** In Progress — Upcoming

**Date      Comment**

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**

**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
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> </ul>



- 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
- Journaling and reflecting
- 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
- Review of participant lesson plans

**Status:** Not Started — Overdue

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

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

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

**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**

**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.

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

**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>
6.00	2	474
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
IU#9 and Bradford Area School District	<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>
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**

<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

# Goal: MATHEMATICS

**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

**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

**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
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</li> </ul>

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><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**

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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
  - Journaling and reflecting
- 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
  - Review of participant lesson plans

**Status:** Not Started — Overdue

## ***Goal:* READING**

**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**

**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:* Curriculum mapping**

**Description:** Teachers will be provided the opportunity to work as cross-grade level teams to curriculum map in the summer as part of the BASD summer institute. Throughout the school year, teams will meet to refine and revise curriculum as needed.

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**Person Responsible Timeline for Implementation Resources**

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Katharine Pude

Start: 1/1/2007

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Finish: Ongoing

**Status:** In Progress — Upcoming

**Date**      **Comment**

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8/4/2009 Teachers will continue to meet and revised curriculum as needed.

### **Activity: Waterford Early Learning Reading Training**

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

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

#### **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>
6.00	3	45
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Waterford Institute	<ul style="list-style-type: none"><li>• Company</li></ul>	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
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.	<i>For classroom teachers, school counselors and education specialists:</i> <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**

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<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<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</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.

**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**

**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	<ul style="list-style-type: none"> <li>Company</li> </ul>	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	<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</li> </ul>

appropriate lesson design.

practice, with attention given to interventions for struggling students.

*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.

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

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</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>• 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**

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|---|--|
| <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> |
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**Status:** Not Started — Overdue

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

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

### **Activity: Key Three Reading Training**

**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.

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

#### **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>
6.00	5	35

<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Keys to Literacy	• Company	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
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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>
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*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**

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>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Middle (grades 6-8)</li> <li>• High school (grades 9-12)</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>• 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> |
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**Status:** Not Started — Overdue

**Activity: Reading Support through the Unified Arts.**

**Description:** Unified Arts teachers will support reading anchor instruction through their standards aligned curriculum. Teachers will be trained to be a part of Professional Learning communities as well as part of Positive Behavioral support teams.

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 8/19/2009	-
	Finish: 10/13/2009	

**Status:** Not Started — Overdue

**Date**      **Comment**

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8/4/2009 Trainings will occur in upcoming inservice days.

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

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

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

**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**

**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.

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

#### **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>
6.00	2	474

<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
IU#9 and Bradford Area School District	<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>
Educators will be able to identify and nurture resilient behaviors of	Caring role models create resilient children.	<i>For classroom teachers, school counselors and education</i>

students.

*specialists:*

- 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**

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#### **Role**

- Classroom teachers
- Principals / asst. principals
- Superintendent / asst. superintendents
- School counselors
- Other educational specialists

#### **Grade Level**

- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

#### **Follow-up Activities**

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- study groups

#### **Evaluation Methods**

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- 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: Communications and Information Access***

**Description:** Improve communication and increase access to information within the District and across the community.

## Activity: Information Access

**Description:** Procure and implement eSchoolBook web-based software package to provide a standardized means for administrators, teachers, staff, students, and parents to access student and school information to include progress reports, grades, attendance, homework assignments, etc.

### Person Responsible Timeline for Implementation Resources

John Petruzzi	Start: 7/19/2006 Finish: 12/31/9999	\$28,000.00
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**Status:** Complete

### Date Comment

7/21/2009	The implementation of eSchoolbook at the high school and middle school was completed in 2008. Implementation at School Street is in progress with a target date of August 2010.
7/22/2009	The purchase of eSchoolbook has been completed. Teachers, students, staff and parents are currently using this web-based software tool.

## Strategy: Technology Integration

**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: Professional Learning Community Training

**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

- School Entity
- Intermediate Unit

Approved

**Knowledge and Skills**

**Research and Best Practices**

**Designed to Accomplish**

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.

*For classroom teachers, school counselors and education specialists:*

- 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><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>

### **Follow-up Activities**

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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
- Journaling and reflecting

### **Evaluation Methods**

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- 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
- Review of participant lesson plans

**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**

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

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

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## Appendix B

### Entity Information Page

**Entity:** Bradford Area SD

**Address:**

150 Lorana Ave  
Bradford, PA 16701-0375

**Superintendent or Chief Administrative Officer:** Mrs. Sandra Romanowski

**E-mail:** sromanowski@bradfordareaschools.org

**Telephone:** (814) 362-3841 ext: 2501

**Fax:** (814)362-2552

**Professional Education Committee Chairperson:** Katharine Pude

**E-mail:** kpude@bradfordareaschools.org

**Telephone:** (814) 362-3841 ext: 2502

**Fax:** (814)362-2552

**Act 48 Reporting Contact:** Lisa Brown

**E-mail:** lbrown@bradfordareaschools.org

**Telephone:** (814) 362-3841

**Fax:** (814)362-2552