

2018-2019 SCHOOL YEAR

School Name: **BRADFORD HIGH SCHOOL**

2017-18 School year data that was utilized to prepare this document

IDENTIFY SMART GOAL – LITERACY

LITERACY		
<p><i>Must include:</i></p> <ul style="list-style-type: none"> • <i>Whole School Target</i> • <i>Subgroup Target</i> 		
INDICATOR	MEASURE	TARGET
WHOLE SCHOOL INDICATOR 1: Key Ideas and Details (Inferencing, Close Reading with Various Texts, Summarizing)	<p><i>Measure 1: Grade 10</i></p> <p>Progress measures:</p> <ul style="list-style-type: none"> • Grade 9-10 Formative Assessments (individual or common) • Grade 9-10 End of Unit Assessments (individual or common) • Grade 9-10 Teacher SLO alignment in Literacy • ACT Aspire: Grade 9 Aspire to Grade 10 Aspire Comparison • ACT Interim Assessments (Baseline) 	<p>Targets: 2018-19 Grade 10 students will demonstrate a 3% point increase in students meeting or exceeding ACT College Readiness Benchmarks on Aspire Reading (Cohort: ACT Aspire 9 to ACT Aspire 10)</p>

	<p>Measure 2: ACT 11</p> <p>Progress measures available in Grade 11:</p> <ul style="list-style-type: none"> • Grade 9-11 Formative Assessments (Teacher designed: individual or common) • Grade 9-11 End of Unit Assessments (individual or common) • Grade 9-11 Teacher SLO alignment in Literacy • ACT Suite: Grade 9 to 10 to 11 • ACT Interim Assessments (Baseline) 	<p>Targets: 2018-19 Grade 11 students will demonstrate a 3% point increase in students meeting or exceeding College Readiness Benchmarks on ACT Reading (Cohort: ACT Aspire 9 to 10 to ACT 11 scores).</p>
INDICATOR	MEASURE	TARGET
<p>ELL SUBGROUP INDICATOR 1: Key Ideas and Details (Inferencing, Close Reading with Various Texts, Summarizing)</p>	<p>Measure 1: ELL Grade 10</p> <p>Progress measures:</p> <ul style="list-style-type: none"> • Grades • Credit Acquisition • Grade 9-10 Formative Assessments (individual or common) • Grade 9-10 End of Unit Assessments (individual or common) • Grade 9-10 Teacher SLO alignment in Literacy • Access Language Progress • ACT Aspire: Grade 9 Aspire to Grade 10 Aspire Comparison 	<p>Targets: 2018-19 Improve Reading ACT/Aspire score of 5% of ELL students as demonstrated by increase of one proficiency level from the prior year.</p>

	<p>Measure 2: ELL Grade 11</p> <p>Progress measures available in Grade 11:</p> <ul style="list-style-type: none"> • Grades • Credit Acquisition • Grade 9-11 Formative Assessments (Teacher designed: individual or common) • Grade 9-11 End of Unit Assessments (individual or common) • Grade 9-11 Teacher SLO alignment in Literacy • Access • ACT Suite: Grade 9 to 10 to 11 	<p>Targets: 2018-19 Grade 11 students will demonstrate a 3% point increase in students meeting or exceeding College Readiness Benchmarks (Cohort: ACT Aspire 9 to 10 to ACT 11 scores).</p>

[Support: SMART Goal Process Resources](#)

It looks like the items in red are intended to be reviewed

SMART GOAL ACTION PLAN (INCLUDING PROFESSIONAL LEARNING)

LITERACY TARGET (WHOLE SCHOOL)						
Strategy	Timeline	Materials Be specific	Professional Learning	FTE	Funding Source	Date completed
Team Cycle/Core Practice Collaboration meetings	Ongoing 2018-2019	Admin, ILT's, Instructional Coaches,	Learning Target identification and distribution for all courses, All Things Assessment Institute, Collaborative Common Assessment Conference, Design in 5 Conference		Title 1, General	June 2019
SLO/Learning Target Alignment: Strengthen Learning Target initiative to include focus on development of student self assessment	Ongoing 2018-2019	Identification of specific learning targets for intervention during Quest, teacher SLO alignment, Instructional Coach	All Things Assessment Institute, Collaborative Common Assessment Conference, Differentiated Professional Learning building level (writing learning targets, alignment of learning targets to assessment, use of ZipGrade to track SLO progress and inform instruction), Design in 5 Conference		Title 1, General	June 2019

SLOs and Instructional Coaching	Ongoing 2018-2019	Student Centered Coaching Cycles	Use of literacy Instructional coach to support SLO process and provide classroom coaching in Literacy, and help provide purposeful professional development.			Spring 2019
Quest Intervention period with interventions explicitly focused on learning targets	Ongoing 2018-2019	FlexiSched Quest Team Weekly D/F reports	RtI at Work Conference, All Things Assessment Institute, Collaborative Common Assessments Conference			June 2019
Implement school wide test prep delivery plan (grades 9-11 including identification of “bubble” students)	Ongoing 2018-2019	Admin, ILTs, Instructional coaches	Core Practice Collaboration Meetings, ACT teacher Certification Conference		Title 1	Spring 2019
Learning Labs regarding identified core practices of learning targets/assessment, ACT prep, SLO alignment	Ongoing 2018-2019	Instructional coaches	Collaborative practice and discussion using protocol as guide	1.5		June 2019
Increase student and staff awareness of ACT Related Vocabulary	Ongoing 2018-19	Literacy & Critical Thinking specific ACT vocabulary posters for all classrooms	August 2018 Inservice	NA	Title 1	June 2019
Increase staff and student familiarity with ACT testing strategies. Embed strategies that support standardized testing into instruction	Ongoing 2018-19	Electronic ACT Test Strategies Menu, Instructional Coaches, ILT, Admin.	August 2018 October 2018. Ongoing via monthly Wednesday and weekly Friday Mtgs.	NA	NA	June 2019

		Teachers				
Implement variety of formal ACT prep sessions for Gr 10 and Gr 11	Ongoing 2018-19	Sylvan: Fall Practice tests Winter ACT Mini sessions Winter ACT BootCamp	Fall and Winter 2018	NA	Title 1	June 2019
Implement monthly Core Practice Dept meetings to support teacher collaboration and growth related to 3 Core Practices (SLO Collaboration, ACT Test Strategies/ Learning Targets & Assessments)	Ongoing 2018-19	Established Meeting Agenda Instructional Coaches, ILT, Admin. Teachers	August 2018 Monthly Meeting beginning October	NA	Title 1	June 2019
Sustain established Friday Course Team Collaboration Time focused on Core Practices.	Ongoing 2018-19	Teachers ILT & Admin	Ongoing	NA	NA	June 2019

LITERACY TARGET (SUBGROUP)

Strategy	Timeline	Materials Be specific	Professional Learning	FTE	Funding Source	Date completed
Annual identification of ELL target students to all teachers provided by LAP teachers	Quarter 1 2018	ACT Aspire results, WI Forward results Instructional Coach Admin				October 2018
ELD classes for identified LAP students	Ongoing 2018-2019	LAP Teachers Dept Admin Quest intervention period	Assessment tool for ongoing monitoring of predetermined data points, World Class Instructional Design and Assessment Conference, Strengthening English Language Learners'	LAP teachers		June 2019

			Engagement and Academic Achievement: Strategies that Work Seminar			
Teen Leadership Course	Ongoing 2018-2019	2 sections of selected Gr. 9 and Gr. 10 students Teen Leadership Consumables	Teen Leadership Training to support teachers' capacity to engage, motivate and develop student efficacy (teacher must have prior Capturing Kids Hearts training)	.34		June 2019
Ongoing and documented monitoring by LAP teachers that identifies subset of ELL students, designed to monitor student academic progress in grades, credit acquisition, and Key Ideas and Details CCR Standard via teacher created common assessments.	Ongoing 2018-2019	LAP teachers Dept Admin District curriculum formative assessments, ACT Aspire, ACT	Assessment tool for ongoing monitoring of predetermined data points shared with the building admin	LAP teachers	District FTE	June 2019
Development of ELL Inclusion Sections for selected English and Social Studies classes.	Ongoing 2018-19	LAP teachers LAP ESP Gen Ed teachers Dept Admin	Expectations for co-teaching, increase understanding of language development among Gen Ed and LAP staff.	LAP teachers	District FTE	June 2019

[Support: SMART Goal Process Resources](#)

IDENTIFY SMART GOAL - NUMERACY

NUMERACY		
<p><i>Must include:</i></p> <ul style="list-style-type: none"> • <i>Whole School Target</i> • <i>Subgroup Target</i> 		
INDICATOR	MEASURE	TARGET
WHOLE SCHOOL INDICATOR 1: Math/ Modeling SubSkills	<i>Measure 1: Grade 10</i> Progress measures: <ul style="list-style-type: none"> • Grade 9-10 Formative Assessments (individual or common) • Grade 9-10 End of Unit Assessments (individual or common) • Grade 9-10 Teacher SLO alignment in Numeracy • ACT Aspire: Grade 9 Aspire to Grade 10 Aspire Comparison • ACT interim Assessments (Baseline) 	Targets: 2018-19 Grade 10 students will demonstrate a 3% point increase in students meeting or exceeding ACT College Readiness Benchmarks in their ACT Math Aspire scores (Cohort: ACT Aspire 9 to ACT Aspire 10)
	<i>Measure 2: ACT 11</i> Progress measures available in Grade 11: <ul style="list-style-type: none"> • Grade 9-11 Formative Assessments (Teacher designed: individual or common) • Grade 9-11 End of Unit Assessments (individual or common) • Grade 9-11 Teacher SLO alignment in Numeracy • ACT Suite: Grade 9 to 10 to 11 	Targets: 2018-19 Grade 11 students will demonstrate a 3% point increase in students meeting or exceeding College Readiness Benchmarks (Cohort: ACT Aspire 9 to 10 to ACT 11 scores).

	<ul style="list-style-type: none"> • ACT Interim Assessments (Baseline) 	
	•	
INDICATOR	MEASURE	TARGET
ELL SUBGROUP INDICATOR 1: Modeling Subskill	Measure 1: ELL Grade 10 Progress measures: <ul style="list-style-type: none"> • Grades • Credit Acquisition • Grade 9-10 Formative Assessments (individual or common) • Grade 9-10 End of Unit Assessments (individual or common) • Grade 9-10 Teacher SLO alignment in Numeracy • Access Language Progress • ACT Aspire: Grade 9 Aspire to Grade 10 Aspire Comparison • ACT Interim Assessments (Baseline) 	Targets: 2018-19 Improve Math ACT/Aspire score of 3% of ELL students as demonstrated by increase of one proficiency level from the prior year.
	Measure 2: ACT 11 Progress measures available in Grade 11: <ul style="list-style-type: none"> • Grade 9-11 Formative Assessments (Teacher designed: individual or common) • Grade 9-11 End of Unit Assessments (individual or common) 	Targets: 2018-19 Grade 11 students will demonstrate a 3% point increase in students meeting or exceeding College Readiness Benchmarks (Cohort: ACT Aspire 9 to 10 to ACT 11 scores).

	<ul style="list-style-type: none"> Grade 9-11 Teacher SLO alignment in Numeracy ACT Suite: Grade 9 to 10 to 11 ACT Interim Assessments (Baseline) 	

[Support: SMART Goal Process Resources](#)

SMART GOAL ACTION PLAN (INCLUDING PROFESSIONAL LEARNING)

NUMERACY TARGET (WHOLE SCHOOL)						
Strategy	Timeline	Materials Be specific	Professional Learning	FTE	Funding Source	Date completed
Team Cycle/Core Practice Collaboration meetings	Ongoing 2018-2019	District Curriculum formative assessments, teacher SLO alignment, MAPS data, ACT Aspire testing and data	National Council of Teachers of Mathematics Regional Conference, All Things Assessment Institute, Mathematics in a PLC Conference		Title 1/General	June 2019
SLO/Learning Target Alignment: Strengthen Learning Target initiative to include focus on development of student self assessment	Ongoing 2018-2019	Identification of specific learning targets for intervention during Quest, teacher SLO alignment, Instructional Coach	All Things Assessment Institute, Mathematics in a PLC Conference, Differentiated Professional Learning building level (writing learning targets, alignment of learning targets to assessment, use of ZipGrade to	.50	Title 1/ General	June 2019

			track SLO progress and inform instruction), Design in 5 Conference			
Mathematics Modeling	Ongoing 2018-2019	Mathematics department SLO alignment, Instructional Coach	Wisconsin Mathematics Council on Mathematical Proficiency for Every Student conference, National Council for Teachers of Mathematics Regional Conference	.50	Title 1/ General	June 2019
Quest intervention Period with intervention periods explicitly focused on learning targets	Ongoing 2018-2019	FlexiSched Quest Team Weekly D/F Reports	Rtl at Work Conference, National Council for Teachers of Mathematics Regional Conference			
Increase student and staff awareness of ACT Related Vocabulary	Ongoing 2018-19	Content specific ACT vocabulary posters for all classrooms	August 2018 Inservice	NA	Title 1	June 2019
Increase staff and student familiarity with ACT and embed strategies that support standardized testing into instruction	Ongoing 2018-19	Electronic ACT Test Strategies Menu	August 2018 October 2018. Ongoing via monthly Wednesday and weekly Friday Mtgs.	NA		June 2019
Increase student and staff awareness of ACT Related Vocabulary	Ongoing 2018-19	Math/Science ACT vocabulary posters for relevant classrooms	August 2018 Inservice	NA	Title 1	June 2019
Increase staff and student familiarity with ACT testing strategies. Embed strategies	Ongoing 2018-19	Electronic ACT Test Strategies Menu, Instructional Coaches, ILT,	August 2018 October 2018.	NA	NA	June 2019

that support standardized testing into instruction		Admin. Teachers	Ongoing via monthly Wednesday and weekly Friday Mtgs.			
Implement variety of formal ACT prep sessions for Gr 10 and Gr 11	Ongoing 2018-19	Sylvan: Fall Practice tests Winter ACT Mini sessions Winter ACT BootCamp	Fall and Winter 2018	NA	Title 1	June 2019
Implement monthly Core Practice Dept meetings to support teacher collaboration and growth related to 3 Core Practices (SLO Collaboration, ACT Test Strategies/ Learning Targets & Assessments)	Ongoing 2018-19	Established Meeting Agenda Instructional Coaches, ILT, Admin. Teachers	August 2018 Monthly Meeting beginning October	NA	Title 1	June 2019
Sustain established Friday Course Team Collaboration Time focused on Core Practices.	Ongoing 2018-19	Teachers ILT & Admin	Ongoing	NA	NA	June 2019

NUMERACY TARGET (SUBGROUP)

Strategy	Timeline	Materials Be specific	Professional Learning	FTE	Funding Source	Date completed
Annual identification of ELL target students to all teachers provided by LAP teachers	Quarter 1 2018	ACT Aspire results, WI Forward results				October 2018
ELD classes for identified LAP students	Ongoing 2018-2019	LAP Teachers Dept Admin Quest intervention period	Assessment tool for ongoing monitoring of predetermined data points, World Class Instructional Design and Assessment Conference, Strengthening English Language	LAP teachers		June 2019

			Learners' Engagement and Academic Achievement: Strategies that Work Seminar			
Ongoing and documented monitoring by LAP teachers of identifies subset of ELL students, designed to monitor student academic progress designed to monitor student academic progress in grades, credit acquisition, and skills using Numberact, including students targeted for inclusion in the Algebra Foundations course	Ongoing 2018-2019	LAP teachers Dept Admin District curriculum formative assessments, MAPS results, ACT Aspire testing and data, ACT	Assessment tool for ongoing monitoring of predetermined data points shared with the building admin	LAP teachers	District FTE	June 2019
Teen Leadership Course	Ongoing 2018-2019	2 sections of selected Gr. 9 and Gr. 10 students Teen Leadership Consumables	Teen Leadership Training to support teachers' capacity to engage, motivate and develop student efficacy (teacher must have prior Capturing Kids Hearts training)	.34		June 2019
Development of ELL Inclusion Sections for selected English and Social Studies classes.	Ongoing 2018-19	LAP teachers LAP ESP Gen Ed teachers Dept Admin	Expectations for co-teaching, increase understanding of language development among Gen Ed and LAP staff.	LAP teachers	District FTE	June 2019

IDENTIFY SMART GOAL - CULTURE

CULTURE		
<i>Must include:</i> <ul style="list-style-type: none"> • <i>Whole School Target</i> • <i>Subgroup Target</i> 		
INDICATOR	MEASURE	TARGET
WHOLE SCHOOL INDICATOR 1: <i>Trauma Informed Practices to improve Student Engagement</i>	Measure 1: Referrals and Suspensions	Targets: Reduce suspensions by 5% for Whole School Population.
	Measure 2: Graduation Rate <ul style="list-style-type: none"> • Grade 9-12 Formative Assessments (Teacher designed: individual or common) • Grade 9-12 End of Unit Assessments (individual or common) • Grade 9-12 Teacher SLO alignment in Literacy and Numeracy • Graduation Rate 	Targets: Grade 12 will attain a 90% graduation rate.
INDICATOR	MEASURE	TARGET
SUBGROUP INDICATOR 1: <i>Trauma Informed Practices to improve Student Engagement</i>	Measure 1: Referrals and Suspensions	Targets: Reduce suspensions by 5% for African American and Special Ed subgroups.
SUBGROUP INDICATOR 2: <i>Freshmen Cohort Credit Acquisition</i>	Measure 1: Cohort Credit Completion	NOTE: Freshmen Credit Acquisition data was not calculated for the 16-17 school year. Therefore, Freshman

		<p><i>Academy will resume its focus from prior years.</i></p> <p><i>2018-19 Target: 83% of all freshmen will be eligible for promotion to sophomore status at the end of the freshmen year.</i></p>
--	--	---

[Support: SMART Goal Process Resources](#)

SMART GOAL ACTION PLAN (INCLUDING PROFESSIONAL LEARNING)

CULTURAL TARGET (WHOLE SCHOOL)						
Strategy	Timeline	Materials Be specific	Professional Learning	FTE	Funding Source	Date completed
Attendance	2018-2019	OSM Admin, Attendance Task Force	Various			June 2019
Suspensions	2018-2019	OSM Admin, Deans, PBIS team	PBIS trainings and networking sessions, mindfulness trainings and implementation, Check in Check out,			June 2019
CULTURAL TARGET (SUBGROUP)						
Strategy	Timeline	Materials Be specific	Professional Learning	FTE	Funding Source	Date completed
Freshman Academy	2018-2019	Freshman Academy (Kim Fischer) meetings	Various: Mindfulness training and implementation, Academy-wide behavioral expectations, Freshman Academy meetings		General	June 2019
Trauma Responsiveness training/Coaching	2018-19	Time/Money Coaching	Security ESP's Secretaries, teaching staff and Admins. Jim Sporleder	Existing	title 1 and Title 4	June 2019

Student Concerns Model (ATF, SPED)	2018-19	time	Student concerns process	Existing	title 1	June 2019

[Support: SMART Goal Process Resources](#)

ANALYZE AND REFOCUS (Due January / June)

LITERACY TARGETS	ACTUAL RESULTS	REFLECTION
Grade 10 students will demonstrate a 3% point increase in students meeting or exceeding ACT College Readiness Benchmarks on Aspire Reading (Cohort: ACT Aspire 9 to ACT Aspire 10)	January-Unable to provide results as ACT has not occurred yet	<p>January-We are encouraged that 60 10th graders participated in a mini ACT in the fall and had access to online item analysis of the ACT to review their results.</p> <p>We are also pleased that admin and the ILT team have selected specific ACT tools and strategies that teachers are encouraged to embed in the District curriculum.</p> <p>Additionally, our new Core Practices monthly meeting format is designed to provide support for teachers to share those tools and strategies, as well as provide support for SLO strategies, assessments, and Learning Targets. These meetings are facilitated by our ILT's and Admin together.</p>
Grade 11 students will demonstrate a 3% point increase in students meeting or exceeding College Readiness Benchmarks on ACT Reading (Cohort: ACT Aspire 9 to 10 to ACT 11 scores).	January-Unable to provide results as ACT has not occurred yet	<p>January-We are encouraged that 90 11th graders participated in a mini ACT in the fall and had access to online item analysis of the ACT to review their results. All junior classes in the core areas are going through ACT tools and strategies to ACT readiness.</p> <p>We are also pleased that admin and the ILT team have selected specific ACT tools and</p>

		<p>strategies that teachers are encouraged to embed in the District curriculum.</p> <p>Additionally, our new Core Practices monthly meeting format is designed to provide support for teachers to share those tools and strategies, as well as provide support for SLO strategies, assessments, and Learning Targets. These meetings are facilitated by our ILT's and Admin together.</p>
<p>Improve Reading ACT/Aspire score of 5% of ELL students as demonstrated by increase of one proficiency level from the prior year.</p>	<p>January-Unable to provide results as ACT/Aspire has not occurred yet</p>	<p>January-We are encouraged by the support our ELD courses provide. It is important to note that we have had a dramatic and unexpected increase in Level 1 and 2 students at Bradford this year, necessitating rescheduling and opening an ELD 1 class to support them.</p> <p>Additionally, we have adjusted our service model this year to cluster high need students and provide inclusion support in selected core academic classes.</p> <p>Finally, the ELL Staff Team has adjusted their SLO focus to identify and intensively monitor the academic progress of selected ELL 'bubble' students. This is beneficial as it helps us focus intensely on a smaller number of students. However, we agree that the effort need a tool to measure formative growth.</p>
NUMERACY TARGETS	ACTUAL RESULTS	REFLECTION
<p>Grade 10 students will demonstrate a 3% point increase in students meeting or exceeding ACT College Readiness Benchmarks in their ACT Math Aspire</p>	<p>January-Unable to provide results as ACT has not occurred yet</p>	<p>January-We are encouraged that 60 10th graders participated in a mini ACT in the fall and had access to online item analysis of the ACT to review their results.</p>

<p>scores (Cohort: ACT Aspire 9 to ACT Aspire 10)</p>		<p>We are also pleased that admin and the ILT team have selected specific ACT tools and strategies that teachers are encouraged to embed in the District curriculum.</p> <p>Additionally, our new Core Practices monthly meeting format is designed to provide support for teachers to share those tools and strategies, as well as provide support for SLO strategies, assessments, and Learning Targets. These meetings are facilitated by our ILT's and Admin together.</p>
<p>Grade 11 students will demonstrate a 3% point increase in students meeting or exceeding College Readiness Benchmarks (Cohort: ACT Aspire 9 to 10 to ACT 11 scores).</p>	<p>January-Unable to provide results as ACT has not occurred yet</p>	<p>January-We are encouraged that 90 11th graders participated in a mini ACT in the fall and had access to online item analysis of the ACT to review their results. All junior classes in the core areas are going through ACT tools and strategies to ACT readiness.</p> <p>We are also pleased that admin and the ILT team have selected specific ACT tools and strategies that teachers are encouraged to embed in the District curriculum.</p> <p>Additionally, our new Core Practices monthly meeting format is designed to provide support for teachers to share those tools and strategies, as well as provide support for SLO strategies, assessments, and Learning Targets. These meetings are facilitated by our ILT's and Admin together.</p>
<p>Improve Math ACT/Aspire score of 3% of ELL students as demonstrated by increase of one proficiency level from the prior year.</p>	<p>January-Unable to provide results as ACT has not occurred yet</p>	<p>January-We are encouraged by the support our ELD courses provide. It is important to note that we have had a dramatic and unexpected increase in Level 1 and 2 students at Bradford this year, necessitating</p>

		<p>rescheduling and opening an ELD 1 class to support them.</p> <p>Additionally, we have adjusted our service model this year to cluster high need students and provide inclusion support in selected core academic classes.</p> <p>Finally, the ELL Staff Team has adjusted their SLO focus to identify and intensively monitor the academic progress of selected ELL 'bubble' students. This is beneficial as it helps us focus intensely on a smaller number of students. However, we agree that the effort need a tool to measure formative growth.</p>
CULTURE TARGETS	ACTUAL RESULTS	REFLECTION
Reduce suspensions by 5% for Whole School Population.	January-Our suspensions are not on track for a 5% reduction in the 2018-19 school year. In the 1st semester of the 2017-18 school year, there were 155 total incidents of suspension. In the 1st semester of the 2018-19 there were 279 total incidents of suspension.	January-All referrals that have been received in 1st semester come from 20% of our population. The suspensions that have been processed in 1st semester are for board policy violations, not minor offenses. Bradford High School remains committed to our trauma responsive work to minimize the need for suspensions. We are encouraged by the implementation of a student of concern focus group that meets twice per month to provide wrap around support to our students that are struggling significantly with behavior.
Grade 12 will attain a 90% graduation rate.	January-Unable to provide results as graduation has not occurred	January-Counselors will continue to provide intense review of their senior students to ensure they are meeting necessary graduation requirements and required courses to work toward completion of high school.
Reduce suspensions by 5% for African American and Special Ed subgroups.	January-Our suspensions are not on track for a 5% reduction in the 2018-19 school year. In the 1st semester of the 2017-18 school year,	January-All referrals that have been received in 1st semester come from 20% of our population. The suspensions that have been

	there were 84 incidents resulting in suspension for AA students and 70 incidents resulting in suspension for special education students. In the 1st semester of the 2018-19 school year, there were 154 incidents resulting in suspension for AA students and 103 incidents resulting in suspension for special education students.	processed in 1st semester are for board policy violations, not minor offenses. Bradford High School remains committed to our trauma responsive work to minimize the need for suspensions. We are encouraged by the implementation of a student of concern focus group that meets twice per month to provide wrap around support to our students that are struggling significantly with behavior.
83% of all freshmen will be eligible for promotion to sophomore status at the end of the freshmen year.	January-Unable to provide results as this is not able to be measured until the end of the school year	January-A comprehensive review will occur at the completion of the 1st semester, when data is available, to identify the percentage of students who have reached a minimum of 2.5 credits.

[Support: SMART Goal Process Resources](#)

Part A - School-wide Team and Meetings – (Title One) 2018-2019 SCHOOL YEAR

School Name:

Title I School-wide Team

NAME	TITLE
Kurt Sinclair	Principal
Kim Fischer	Assistant Principal
Adam Sulko	Assistant Principal
Jill Schwenzen	Assistant Principal
Shari Perrine	Math Interventionist
Sarah McClellan	Instructional Coach
Karen DuChene	Instructional Coach
Brian Summerfield	Dean of Students
Megan Winget	Social Studies Teacher

Sue Akina	Science Teacher
Jean Lee	Science Teacher
Tina Lampe	Parent

School-wide Team Meetings 2018-2019

DATE	TOPIC
7/31/2018	Review School Achievement Plan requirements, Identify professional development goals for 1819.
8/15/2018	Refine professional development goals for 1819, review budget allocation,
8/28/2018	Review Professional Development goals, Student Achievement Data, SAP and Title One Budget focus with all teachers.
9/11/2018	Review school achievement data from 2017-18, and needs assessment. Planned internal professional development sessions for school.
10/2/2018	Organize professional development (external and internal) and expenditures (technology, resource, and staffing for instruction) related to the budget.
11/6/2018	Finalized external Professional Development plans and individuals that would attend conferences based on specific individual needs and school goals in alignment with SAP. Planned internal professional development sessions for school.
12/4/2018	Reviewed instructional focus and shared Core Practice meetings from each group.

1/15/2019	Mid-year reflection on plan specifics
2/5/2019	
3/5/2019	
4/2/2019	
5/7/2019	
6/4/2019	

Part B - Appropriately Licensed Staff – (All Schools)

2018-2019 SCHOOL YEAR

School Name:

In the 2018-2019 school year, Bradford staff had 103 teachers. Of these, 2 require emergency licensure:

- *Jacob Lawler- Math teacher is in the second year of his licensure program at Carthage College.*
- *Heather Bower-Special Education teacher is currently student teaching on the job and will graduate at the end of this school year and obtain her degree for certification.*

The table below provides a comprehensive picture of staff demographics. Staff demographics are not updated for the 2018-19 year, as hiring is not completed at the time of this writing. Kenosha Unified works hard to attract and retain highly qualified teachers. The district has partnerships with two local higher education institutions with teacher preparation programs: Carthage College and University of Wisconsin-Parkside. New teachers to the district participate in a five day New Teacher Orientation prior to the start of the school year. The orientation sets the tone for district expectations regarding curriculum, student effective instruction designed to meet individual student needs, and professional responsibilities. Initial educators are assigned a mentor for the first year of employment. Mentors and

initial educators use a district guidebook to discuss a variety of topics including: instruction and classroom management. KUSD also offers support for initial educators by providing ongoing support seminars including sessions on completing the Professional Development Plan (PDP) process.

Equity Indicators- Staff Demographics	2018-2019
Total teaching staff	103
Emergency licensed teachers	2
Less than 3 year experienced teachers	12

Strategies for Hiring and Retaining Appropriately Licensed Staff

District:

Kenosha Unified School District actively seeks and recruits appropriately licensed teachers. New teachers to the district participate in a New Employee Orientation prior to the start of the school year. This orientation sets the tone for district expectations with regard to curriculum, effective instruction designed to meet individual student needs, and professional responsibilities. Initial educators are assigned a mentor for the first year of employment. They participate in professional development and use a guidebook to review a multitude of topics related to effective instruction and classroom management.

School:

Bradford takes the responsibility of appropriately licensed teachers and staff very seriously. We want all staff members to believe all children can learn and the question is “how we can impact it” rather than “if we can impact it”. Our hiring process includes:

- Reviewing all licensed applicants
- Selecting applicants to participate in interviews
- identifying a diverse interview team to provide feedback from multiple perspectives

- Conducting interviews using interview questions that address a variety of the teachers' instructional practice including: culturally relevant practices, differentiation, and collaboration
- Contact applicant references
- Extend offer to the most qualified candidate pending school board approval
- Collaborate with Human Resources and District level administrators in hard to fill areas; such as, ELL, Bilingual and Special Education to identify quality qualified candidates.

**** Add any additional practices or procedures that are used by your school to ensure that highly qualified teachers are hired.**

Part C - Academic Assessment Usage – (Title One Schools)

2018-2019 SCHOOL YEAR

School Name: Bradford

Create a description on how teachers are involved in the decision making process at the school. Federal guidelines require that teachers must be involved. Use the following questions to guide your description.

- **How were teachers involved in strategic planning and/or SMART Goal process?**
 - **Leadership team**
 - **Grade level teams**
 - **Content area teams**

Teachers were involved in strategic planning and the SMART Goal process by being included in the comprehensive needs assessment process for the school. School and student data were shared with all teachers in order to identify student educational strengths and areas that need improvement. The school leadership team comprised of content area teachers and administrators identified evidence-based strategies to use in classroom instruction and developed a professional learning plan in response to the data. These evidence-based strategies and information learned during professional learning opportunities are the basis for content area team discussions during Team Cycle/Core Practices collaboration meetings.

What is the connection between assessment data and school/Title One goals?

The connection between assessment data and school/Title One goals is to increase student achievement. Focusing on the three core practices of SLO collaboration, ACT test strategies, and learning targets & assessments will align staff work to increase student achievement.

- **What assessments are used to inform teachers about student progress?**

Multiple assessments are used to inform teachers about student progress: content formative (individual or common) and summative assessments (individual or common), Access Testing, Wisconsin Forward Exam, ACT Aspire Interim, Dynamic Learning Maps, ACT Aspire Summative, ACT with Writing, ACT WorkKeys, Advanced Placement Exams and SLO's.

- **How is this information used to meet student needs?**

Teacher SLO's and the building SAP are aligned and supported via our building Team Cycle Collaborative Friday meetings (Course Team Meetings with ILT and admin) and our monthly Core Practices Wednesday Meetings (Department Level meetings with ILT and Admin). Information provided from assessments is used to evaluate learning and instruction in the classroom and provide extra support during Quest.

- **How is the data used in the teacher evaluation system?**

Student learning data is reflected in the teacher evaluation system via the SLO process. The SLO process is supported via Team Cycle Collaborative Friday meetings and Core Practice Wednesday meetings with all teaching staff.

- **How is the data used to develop formative assessments?**

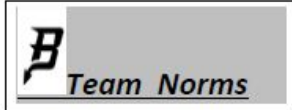
Teacher developed formative assessments are developed by course teams based on Learning Targets established by the District of what students are expected to learn, know, and demonstrate. These teacher developed assessments are intended to align with District expectations and District Final Exams.

- **How do teachers collaborate around the student data? What systems are in place for teachers to collaborate such as Friday early release times?**

Teachers use Team Cycle Collaborative Time Fridays and Core Practice Wednesday meetings to discuss student data and achievement. Evidence-based strategies implemented during instruction are shared and evaluated based on data from formative and summative assessments.

Bradford's Wednesday Core Practices/ Department Meeting Agenda

*Purpose: To celebrate success or share a problem of practice
to support academic success for Every Kid, Every Day.*



- *Respect—people, ideas, time, decisions.*
- *Begin and end meetings on time.*
- *Have fun!*
- *Clear purpose: limit personal agendas.*
- *Work to clarify ideas—seek to understand other perspectives.*
- *Agree to disagree.*
- *Compromise.*
- *Learn and Share together...data is information for growth, not for blame or shame.*
- *Keep the focus on the kids and what is within our control to influence.*
- *Remember Bradford's 3 Core Practices:*
 - *SLO's*
 - *Learning Targets/Assessments*
 - *ACT Test Preparation Strategies*

Time	Topic	Team/Person Responsible
3:23-3:30	How's Your Day? <ul style="list-style-type: none"> • Check-in, Review Agenda, Review Team Norms 	ILT Facilitator
3:30-3:40 (5-10 min)	Content Team Share-Out #1 Topic (select one to share out about): 1. SLO's 2. Learning Targets/Assessments 3. ACT Test Preparation Strategies Format: <ul style="list-style-type: none"> • Here's what we're doing on our X. • This is something that's going well. • This is something we're struggling with. • Got any ideas for what we could try? 	Assigned Content Team
3:40-3:45 (5 min)	Follow-Up: Questions, Suggestions & Feedback	Whole Team

3:45-3:55 (5-10 min)	Content Team Share-Out #2 Topic (select one topic to share out about): <ol style="list-style-type: none"> 1. SLO's 2. Learning Targets/Assessments 3. ACT Test Preparation Strategies Format: <ul style="list-style-type: none"> • Here's what we're doing on our X. • This is something that's going well. • This is something we're struggling with. • Got any ideas for what we could try? 	Assigned Content Team
3:55-4:00 (5 min)	Follow-Up: Questions, Suggestions & Feedback	Whole Team
4:00-4:05 (5 min)	Plan for next meeting and/or decisions to make. <ul style="list-style-type: none"> • Assign Content Team Share Outs for next month • Determine Operational Updates for next meeting 	ILT Dept Chair
4:05-4:23 (13 min)	Operational Updates: Taking Care of Details <ul style="list-style-type: none"> • Break out to Dept Sub Groups as needed. 	Dept Chair

Wednesday Core Practice/Department Meeting Teams			
ILT Support: Sarah M., Kim F. Rm 111	ILT Support: Karen D., Shari, Dr. Kurt Rm 142	ILT Support: Sue, Jean, Jill S. Rm 123	ILT Support: Megan, Brian, Adam S. Rm 202
English (9, 10, 11, 12)	Math (Alg 1, Alg 2 Geo)	Science (Bio, Chem, Physics)	Soc St (US, World, Social Sciences SLO Cluster)
SPED (align with SLO course team)	SPED (align with SLO course team)	SPED (align with SLO course team)	SPED (align with SLO course team)
Fine Arts (Arts, Theatre, Music)	Tech (Singletons SLO Numeracy Group)	FCS (Singletons SLO Numeracy Group)	PE/Health (Health SLO Literacy Group)
ELL (Student Monitoring SLO)	ELL (Student Monitoring SLO)	Business (Singletons SLO Numeracy Group)	World Lang (SLO Literacy Group)
		ELL (Student Monitoring SLO)	ELL (Student Monitoring SLO)

SAMPLE TEAM CYCLE COLLABORATIVE TIME FRIDAY MEETING FORMAT

Bradford High School 2018-19

Collaboration Time Friday ILT Mtes: Updates with Kim Fischer, Megan Winget, TBD

Friday Date	2:25-2:50 PM	2:55-3:20 PM
Oct 12 (Professional Learning Day)	N/A	N/A
Oct 26	US History (SLO Focused)	Survey Lit 9
Nov 2 (Teacher Workday)	N/A	N/A
Nov 9 (Professional Learning Day)	N/A or Flex Day	N/A or Flex Day
Nov 16	World History	Am Lit 10
Nov 30	US Gov & Pol, Psych, Soc	World Lit 11
Dec 7	ELL / LAIP	Perspectives 12
Dec 14	US History	Survey Lit 9
Dec 21	N/A (Last day before winter break)	N/A (Last day before winter break)
Jan 18	World History	Am Lit 10
Jan 25 (Teacher Workday)	N/A	N/A
Feb 1	ELL / LAIP	Perspectives 12
Feb 8	US Gov & Pol, Psych, Soc	World Lit 11
Feb 22 (Prof Learning Day)	N/A or Flex Day	N/A or Flex Date
Mar 15	US History	Survey Lit 9
March 22	World History	Am Lit 10
Mar 29 (Teacher Workday)	N/A	N/A
Apr 5 (Prof Learning Day)	N/A	N/A
April 12	ELL / LAIP	Perspectives 12
April 19 (Spring Break Begins)	N/A	N/A
May 3	US Gov & Pol, Psych, Soc	World Lit 11
May 10	Flex Date	Flex Date
May 17 thru end of year	TBD	TBD

- Our goal is to meet with each course team 4-6 3X's during the year.
- Please **expect that this schedule will need to be adjusted** periodically. It is possible we will use some Professional Learning Days and Wednesdays if we get off-track.
- Two primary goals in these Friday Meetings are:
 - To help our collaboration time focus on student learning and our 3 Core Practices. Your team should pick which Core Practice you'd like to discuss with us.
 - SLO Progress (Share assessments and student data. A shared Google Sheet is highly recommended).
 - Learning Target Growth (Share copies of your current Yellow Sheet and any assessment[s]).
 - ACT Test Prep Strategies (if you have 1 or 2 favorites, please have copies to share).
 - To ensure that you have the SLO data and reflection that you will need at the end of the year.

I

4. These meetings are intended to be informal conversations about teaching and learning in your course team, NOT a high stress, fancy presentation. We enjoy having time to sit down with you to hear celebrations, progress, and concerns for your Course Team and Content Area. Paper copies of what you're talking about are helpful.
5. Depending on what you share with us, some of the things we may discuss are listed below. This is not a checklist of talking points, it is just intended to give you a sense of what to be ready to share.

SLO's	Learning Targets and Student Assessment	ACT Test Prep Strategies
<ul style="list-style-type: none"> Briefly describe your SLO? How often is your SLO represented in your Learning Targets? What assessment(s) are you using to measure your SLO? (Share a sample). What does the SLO data tell you so far? Do you have a hypothesis about why students may or may not have reached expectations? What instructional strategies have you been using to help kids learn? Did any teacher have significantly better results than another teacher? If so, what connections can be made between results and instructional strategies used? Do you intend to revise your SLO at the mid-interval? What are the next steps? How do you intend to respond to what kids know or don't know? 	<ul style="list-style-type: none"> What are your Learning Targets for this unit? Are SLO's represented? Are ACT Test Strats represented? How do you actively teach and reference the Learning Targets? What works? What doesn't? Are you doing anything to help students see their progress towards mastering a LT? (Student Self-Assessmt). Tell us and share a sample. Are you happy with your assessment for the LT? Aligned? Growing? Both? How do you intend to respond to what kids know or don't know? How do you use Quest to provide that time and support? What are your next steps to grow stronger using Learning Targets? 	<ul style="list-style-type: none"> How familiar with the ACT resources in the Staff Handbook do you feel? How familiar with the ACT Test Prep Strategies Menu do you feel? Are the ACT Strategies represented anywhere in your Learning Targets? How do you actively teach the ACT Vocab Posters? What works? What doesn't? Have you found any favorite strategies? How do kids respond to the strategy? What do you do to help students understand the role standardized testing plays for their future? What are your next steps to incorporate more ACT Test Strats into your instruction?

****Please note that our Jan-March meeting will also serve as our required Mid-Year SLO Review. If you want a separate meeting for that instead, please let Kim know.



PATHWAY TO SUCCESS SCHOOL ACHIEVEMENT PLAN

Part D - Transition Plan – (All Schools)

2018-2019 SCHOOL YEAR

School Name:

Describe the system your school uses to support students in their transition into and out of your school.

- When students come to register at Bradford the office of life and learning requests records from the previous district, assigns a counselor if general education and case manager if special education and assists the student in obtaining a schedule
- New students are matched with a current student (student ambassador) to participate in a tour of the school, learn school wide expectations and meet key staff members to begin to become acclimated to the school
- If students are transferring within the district, Bradford staff reaches out to new staff to help understand needs of the student. If our students are placed in an alternative setting with the intention of returning to Bradford, staff that have a connection with the student visit them at the alternative setting once per month to maintain a connection between Bradford and the staff.

Part E - Coordination of Funds – (Title One Schools)

2018-2019 SCHOOL YEAR

School Name:

At this time Bradford High School, has Title I funds and the discretionary budget from the Kenosha Unified School District. These funds will be combined to help implement our goals and initiatives.

The budget is broken into three categories. The categories are as follows: Personnel, Purchased Services, and Non Capital items. Within each of these categories, all expenditures meet the following criteria. All expenditures are connected to our school goals of Literacy, Numeracy, and Culture. They are also aligned to our work with Core Practices, that includes, SLO's, Assessment, Learning Targets,

and ACT tools and strategies.

Personnel

This category consumes approximately 60% of our budget.

We have a full-time support staff that works with our ELL program and our parents. She is bilingual and serves as a great resource and asset to our ELL programming. She supports the program and keeps accurate records of all home-to-school communications and pushes into academic classes providing support.

This year, we hired a math interventionist at a .67. This position gives us a residential expert in mathematics. She is able to organize, collect, and chart multiple sets of data as we hone in on our students. These reports are readily shared with staff. This data collections also allows our school to target groups of kids for movement in ACT, MATH foundations course, and student placement in courses. she has created data walls on bubble students that makes it easier for us understand our student population and to plan to make appropriate academic choices for them. Without having this position, we would not have the data available to make important decisions in our building.

We have dedicated two sections for a total of .34 FTE to our Teen leadership course. *Teen Leadership* is a semester-long, KUSD board approved elective course targeting primarily freshmen, with a selection of sophomore students as needed. The course builds personal responsibility and leadership skills through role plays, group activities, speeches, and projects.

We have four teachers that provide night school services to students beyond our school day for a semester. Traditional high school does not meet the needs of all of our students. this programming allows us to have students continue their schooling outside of the traditional context of school, hence

leading to high graduation rates.

We have also dedicated dollars to pay staff for their time through purposeful professional development.

Mindfulness training for 25-30 staff members focus on breathing techniques and relaxation.

Our security ESPs were part of our trauma training that we other staff have received during the school year on days when they did not work. It is important for our security staff to build relationships with our students and gain a deeper understanding of the trauma our student have been through and learn some strategies as to how to respond to their needs.

Monies are set aside for substitute teachers for professional development, curriculum writing, progress monitoring students, tutoring, and collaboration with course teams.

Purchased Services

This category consumes approximately 22% of our allocated dollars. These dollars allow our staff, INstructional Leadership team (title 1 team) , Administration to attend workshops specific to our goals, Core practices, and culture of our building. Each of the conferences have been carefully selected based on need to improve in that area. We invite staff to attend that have a specific need in that area or who have expressed an interest to gain my knowledge. We have attended and participated in the following professional learning this school year. Forty-eight staff had an opportunity to attend a conference outside of school that was connected to direct work and goals of the school. temas assemble upon their return and provide a report to the Instructional Leadership (Title 1 team) upon their return on their findings of the conference for implementation in our school.

Numeracy

Math in a PLC- Solution Tree

National Council of teachers Mathematics-NCTM

Wisconsin Math Council

Assessment/Literacy/Numeracy

All Things Assessment- Solution Tree

Design in 5 Collaborative - Solution Tree

Common Assessment Workshop- Solution Tree

ELL Workshops

WIDA World-Class Instructional Design and Assessment

Bureau of Education and Research

ACT

ACT Certified Educator-ACT

Response to Intervention RtI

Response to Intervention-Solution Tree

Non-Capital Items

This area consumes approximately 20% and provides many of the supports and resources to get things accomplished more efficiently. This includes technology and technology replacement, software for instructional purposes, professional books, supplies for teen leadership class, Sylvan Learning, and tech supplies to replace parts on existing technology equipment.

Technology

145 replacement chromebooks and 4 mobile carts

2 new Activpanel Promethean Boards

Software

IXL Math software for Math Foundations course

Snap and Read- Special Education (subgroup)

Turnitin- Program used to sort through student written papers for plagiarism

Flexi Schedule-Quest intervention period software to schedule students into sessions

Zip Grade- Grading software with Item analysis

Sylvan Learning Center

Mini ACT Test for juniors and sophomores in fall

Parent ACT night to view and understand results of test

In class tools and strategies sessions with all junior level core course for ACT test

Boot camp for juniors to brush up and dive deeper into ACT test and tools and strategies for test taking.

**** Provide additional information about use of other funding sources. (Such as CEP and or Soaring Grant.)**

Part F - Parent Engagement – (Title One Schools)

2018-2019 SCHOOL YEAR

School Name:

School-wide Planning

Place an X in the box of the focus areas for this school year.

<input type="checkbox"/>	Parenting	<input type="checkbox"/>	Learning at Home
--------------------------	-----------	--------------------------	------------------

X	Communicating		Decision Making
	Volunteering	X	Collaborating with Community

Write a description about how the school will address their focus areas during the school year and how parents are involved in the needs assessment process and implementation of parent education opportunities.

This is an area of continued growth for Bradford. We look to increase the number of parents that are involved to communicate the messages out to others. Ways we currently communicate with parents are through our website, infinite campus, robo calls, and the addition this year of a Bradford facebook and twitter page. When parent education nights or programs are provided, attendance by families is low. In addition, we intend to improve our marketing through communication to make families aware of opportunities farther in advance and more frequently and in numerous different ways.

Parent Communication System

Write a description describing how the school informs parents about student performance and parent involvement opportunities

Parents of students receiving a D or F in any class are contacted by phone every three weeks. Teachers also contact parents if a student is in danger of failing a course, doing well, or as needed. Parent-Teacher Conferences are held in November and March or as needed for all students. The Bradford School Website has Events/Notices listed, as well as a Parent Resource Link and Infinite Campus Link.

An Open House for all Incoming Freshman and their families is held where information for parent involvement opportunities are shared. Robo calls and emails are sent to parents with concerns or opportunities as they arise.

2018-2019 Parent Involvement Opportunities

Activities	Dates
ACT Parent Night with Sylvan Learning Center	1/10/19
UW-Systems Night	

Financial Aid Night	
ACP Meetings (Tied to Conferences)	
AP Informational Meeting	
ELL Welcome Dinner	
Open House for incoming Freshmen	
Conferences	11/7/2018 & 11/8/2018 3/26/2019 & 3/28/2019
Registration	8/14/2018 & 8/15/2018
Freshman Welcome Dinner	8/22/2018
Phase 1 Construction informational Parent meeting	prior to spring recess

Part G - Timely and Effective Assistance – (All Schools)

2018-2019 SCHOOL YEAR

School Name:

Write a description about how the school provides timely and effective assistance for struggling students.

(Description below was copied from Bradford's Homepage - Quest Information Link)

Our goal at Bradford High School is to help all students succeed, each and every day. We sum up this philosophy with the motto, "Every Kid. Every Day." However, we know that all people learn in different ways and times. Some things come easy... some things are more difficult for any one of us, whether adult or teen. The Quest program at Bradford was developed in response to teachers' desire for additional time to meet a variety of individual student needs during the school day. Quest is a daily 35-minute period to provide the additional support that teachers know learners need, whether kids are ready to enrich their learning in class or whether they need additional help to tackle a tough topic. Quest is not a study hall; it is time each day for students to work closely with teachers to get the individual attention they deserve in a systematic, timely, and directive way. Quest is a systematic (available from all teachers and for all students), timely (available several times per week while students are already present in school, and directive time (while students sometimes have a choice about what they attend, at other times a teacher will require their attendance) for ALL students to strengthen their learning.

Quest support may look like:

- Additional help on a temporary basis (time to make up a quiz/test, extra help for a project/paper, time to work with the teacher

to “get” a tough concept, time to front-load upcoming information that can help a student be more successful when the topic is introduced, etc.)

- Additional help on a longer term basis to be successful in demanding courses.
- Additional opportunities to enrich or extend what students have already learned.

School Based Mental Health

Bradford High School has piloted a program with Professional Services Group for the 2017-18 and 2018-19 school years to address the mental health needs of our students. Therapists are on site at the school and students are able to access therapy appointments during their school day.

WAIT group

Students are referred to the Washington Aggression Interruption Training group by staff members in the building when struggling with anger management issues. The group is run by staff members trained to provide the skills to students to improve their coping mechanisms when dealing with situations that cause them to be angry.

CIP Liaison

Bradford High School has a school liaison that is a Community Impact Program employee that works within the school with a small caseload of 10 students that have significant struggles either within the school, in their home life or in the community. The liaison works with these students to ensure success within the school.

Students of Concern

In addition to Quest, in the 2018-19 school year, a team to address students of concern was developed. The framework for the student of concern team came out of Bradford’s work with Jim Sporleder, national trauma sensitive schools expert. Mr. Sporleder has visited Bradford on two occasions this year and will be returning for two more visits. Mr. Sporleder has supported Bradford staff in continuing to implement trauma responsive practices with all students, but also to support struggling learners.

Students struggling with resources

Students and families that are going through a difficult time are supported in different ways at Bradford. There is a “store” that students can access that is filled with clothing and other essential items for students can access for free and take what they need. During the holidays, baskets of food and gifts for families in need are provided and delivered to the students’ homes.

PBIS Tier 2

Students that are struggling with behaviors are identified for a check in/check out process with staff in which they identify a goal they need to work in and then check in and out on a daily basis with a staff member.

Math Foundations (with IXL)

This freshmen course was created to meet the needs of struggling students in mathematics. The course has specific curriculum that is a skill based focus. Class sizes are smaller than a normal section. Specific criteria is examined and the students are selected based on various data points from middle school that includes attendance, referrals, MAP data, teacher recommendations and work habits. Students will also have a freshman level math course concurrently with math foundations and we attempt to have the same teacher for both sections. IXL math software was purchased with title 1 dollars, to support the students in this class. This is self-paced program that the teacher assigns based on specific skills connected to the curriculum.

Teen Leadership Course

Teen Leadership is a semester-long, KUSD board approved elective course targeting primarily freshmen, with a selection of sophomore students as needed. The course builds personal responsibility and leadership skills through role plays, group activities, speeches, and projects.

Freshman Academy

The Freshman Academy program focuses on providing transition, academic, and behavioral support for freshmen during their first year of high school. Support begins during their 8th grade year and continues throughout their freshman year. Support strategies include:

- 8th Grade Open House and Orientation
- Visiting 8th grade students at their middle school to share a broad overview of high school life and facilitate the scheduling process for incoming 9th graders.
- Soliciting informal Transition Information from all middle schools regarding incoming 9th graders
- Identification of Early Warning Students based on middle school data.
- Identification of freshmen for *Teen Leadership* course.
- Freshman Welcome Dinner
- Freshmen Fest (Day 1 programming for Freshmen)
- Biweekly Freshman teacher meetings
- Biweekly Freshmen Support Team meetings, utilizing a Students of Concern format to focus support.
- Quarterly meetings with all Freshmen related to: School-wide expectations, How to Graduate on Time, Why do I Need Credits?, Selected Student Goal Setting, and #what'syourwhy?
- Common Freshman Academy Classroom Expectations (aligned with PBIS programming)

- Mindfulness Training and daily practice for staff and students.