

**BRADFORD HIGH SCHOOL
TITLE I SCHOOLWIDE PLAN
2015-2016**

**Bradford High School
3400 Washington Road
Kenosha, WI 53144
262-359-6200**

**Dr. Kurt Sinclair, Principal
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**TITLE I PLAN
2015-2016**

Mary D. Bradford High School is a grade 9-12 comprehensive high school comprised of 2,200+ students and over 125 faculty members. It is a school rich in tradition and heritage, having graduated its 150th class in June 2010.

The faculty, support staff and student body embrace excellence in extracurricular activities as well as academic pursuits. Bradford's Theatre Arts and Marketing

programs are internationally known, and our music programs earn superior ratings throughout the state annually. Students enjoy the opportunity to belong to over 50 clubs, activities and service organizations, from the award-winning Bradford Beats indoor drum line to the Science Olympiad Club; from the culturally-aware Latinos Without Borders to the eco-friendly Environmental Club. Bradford's athletic teams are consistent state contenders, with the 2011 Football being our most recent State Champion.

Bradford offers everything you would expect from a comprehensive urban high school, including an expansive variety of instructional offerings. Advanced Placement and Honors level classes are offered in all academic areas. Bradford is a leader in local Project Lead the Way programs, which has provided a way for high school students to earn college credit for over 6 years. The district's Youth Options program provide an opportunity for students to earn advanced standing credits, which can be applied at neighboring colleges and technical schools.

Our mission, in line with our district, is to "provide excellent, challenging learning opportunities and experiences that prepare each student for success." Our motto is "Every Kid, Every Day." Our population of students in ninth through twelfth grade during the 2014 - 2015 school year was approximately 1553. Over the last decade, Bradford has seen a continued increase in the percent of students qualifying for free and reduced lunch. At third Friday count in September of 2014, 53.4 % of our population was considered economically disadvantaged. The percent of minority students has also increased slightly over the last few years. During the 2014-2015 school year, the percent of minority students was almost 48%. Our African American population was at 19.3%, our Hispanic population was at 24.7% and those listed as two or more races was at 1.8%. The percentage of ELL was 8%.

The parents and staff at Bradford High School believe that the education of children is a cooperative effort between families and schools. We have a positive relationship with parents and community and that is evident by the response during parent conferences, open houses, food-drives, incoming Freshman welcome dinner, and donations of our time and gifts to others in the community. The staff, administrators,

parents, and community work together and expect the highest quality educational experiences for all students.

Title I Schoolwide Team

Name	Title
Dr. Kurt Sinclair	Principal
Kim Fischer	Assistant Principal
Adam Sulko	Assistant Principal
Jered Kotarek	Assistant Principal
Patricia Hernandez	Instructional Coach
Jeff Wirch	Science teacher
Nicole Lomax	Math Teacher
Sue Akina	Science teacher
Jean Lee	Science Teacher
Brian Summerfield	Psychology Teacher
Eloy Hernandez	Parent

Schoolwide Team Meetings 2015-2016

Date	Topic
September 2015	Gathering Overview
First Tuesday of the Month 2015-16	Title I Plan/Updates Review Documentation and Data Budget, Goals, Overview
April	SIR
May 2016	Evaluation/Needs Assessment

Comprehensive Needs Assessment

Process, Program Strengths and Specific Areas of Needs

Bradford High School enjoys a very positive relationship with our parents, and our community through events that we hold during the school year that are connected to school. For example, we hold an annual open house for our incoming freshmen and partner with a community restaurant to provide a meal and share important educational information to get their students ready for the school year. Together, with parents and community, Bradford High School staff and administration hold high expectations for our students and while providing real life experiences for all students.

Attendance

Average Daily Attendance	
2010-11	89.78
2011-12	89.86
2012-13	90.22
2013-14	92.61
2014-15	93.64

Absenteeism Rate

School Year	Absenteeism Rate	SRC Standard Met?
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2011-12	23.4%	Does not meet SRC Standard
2012-13	20%	Does not meet SRC Standard
2013-14	9.5%	Meets SRC Standard
2014-15	7.47%	Meets SRC Standard

Student Achievement

Literacy MAP Assessment Data: Percent of Students that Met or Exceeded RIT Norm

The test results from the MAPS Fall 2015-16 academic year show that 47 percent of our 9th graders and more than 46 percent of our 10th grade students met or exceeded the RIT Norm in reading. The biggest gap is between the students with disabilities and the limited English language learners. Together, nearly 14 percent of those students in 9th and 10 grade scored proficient.

Grade 9 Reading RIT Norm Fall 2015-16 Demographic Data

15-16 Ethnicity	N	Average RIT	Fall 2015	% Met RIT Norm
A	1	220.2	201.0	0
B	84	220.2	208.7	21.4
H	124	220.2	215.1	38.7

I	1	220.2	211.0	0.0
T	12	220.2	213.3	50
W	191	220.2	222.5	63.9
Total	413	220.2	217.1	47.0
SwD	52	220.2	197.7	5.8
SwoD	361	220.2	219.9	52.939
ELL	39	220.2	203.7	7.7
Not ELL	374	220.2	218.5	51.1
FOR	231	220.2	211.9	31.2
Not FOR	182	220.2	223.8	67.0

Grade 10 Reading RIT Norm Fall 2015-16 Demographic Data

15-16 Ethnicity	N	Average RIT	Fall 2015	% Met RIT Norm
A	1	220.4	236.0	100
B	104	220.4	209.8	27.9
H	92	220.4	214.0	33.7
T	10	220.4	222.8	60.0
W	168	220.4	222.8	63.7
Total	375	220.4	217.1	46.4
SwD	44	220.4	194.0	2.3
SwoD	331	220.4	220.2	52.3
ELL	24	220.4	204.3	12.5
Not ELL	351	220.4	218.0	48.7
FOR	210	220.4	212.4	36.7

Not FOR	165	220.4	223.1	58.8
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Numeracy MAP Assessment Data: Percent of Students that Met or Exceeded RIT Norm

The test results from the MAPS Fall 2015-16 academic year show that more than 39 percent of our 9th graders and 46 percent of our 10th grade students met or exceeded the RIT Norm in math. English language learners and Special Education students had the largest gaps.

Grade 9 Math RIT Norm Fall 2015-16 Demographic Data

15-16 Ethnicity	N	Average RIT	Fall 2015	% Met RIT Norm
A	1	230.3	201.0	0
B	82	230.3	212.7	11
H	121	230.3	221.3	30.6
I	1	230.3	207	0
T	11	230.3	224.6	45.5
W	193	230.3	231.0	56.5
Total	409	230.3	224.2	39.1
SwD	52	230.3	201.6	5.8
SwoD	357	230.3	227.4	44
ELL	24	230.3	213.3	5.4
Not ELL	348	230.3	225.2	42.5
FOR	229	230.3	217.7	23.6
Not FOR	180	230.3	232.4	58.9

Grade 10 Math RIT Norm Fall 2015-16 Demographic Data

15-16 Ethnicity	N	Average RIT	Fall 2015	% Met RIT Norm
A	0	na	230.1	na
B	105	219.0	230.1	27.6
H	94	221.9	230.1	33
T	10	229.0	230.1	60
W	163	234.2	230.1	64.4
Total	372	226.7	230.1	46
SwD	42	202.3	230.1	2.4
SwoD	330	229.8	230.1	51.5
ELL	24	213	230.1	4.2
Not ELL	348	227.6	230.1	48.9
FOR	208	221.3	230.1	33.7
Not FOR	164	233.5	230.1	61.6

MAP Assessment Data: Percent of Students that Met or Exceeded RIT Growth

**Reading Growth Fall 2014 – Fall 2015:
Average RIT Scores & Students who Met or Exceeded Expected RIT Growth**

2015-16 Grade	Fall 2014	Fall 2015	% who met expected growth
9 (356)	212.9	217.1	52.8%
10 (336)	217.9	217.3	40.8%

**Math Growth Fall 2014 – Fall 2015:
Average RIT Scores & Students who Met or Exceeded Expected RIT Growth**

2015-16 Grade	Fall 2014	Fall 2015	% who met expected growth
9 (353)	220.6	224.0	50.4%
10 (327)	225.7	227.5	51.4%

Fall 2014 to Fall 2015 Reading RIT Growth: The test results from the MAPS Fall 2014 to Fall 2015 show that almost 53 percent of our 9th graders and more than 40 percent of our 10th grade students met or exceeded the RIT Norm in reading.

Grade 9 Reading RIT Growth: MAPS Fall 2014- Fall 2015 Demographic Data

15-16 Ethnicity	N	Fall 2014	Fall 2015	% Met Growth
A	1	214	201.0	0
B	73	204.2	208.6	49.3
H	109	210.6	214.9	56
I	1	213.0	211.0	0
T	11	213.3	214.3	27.3
W	161	218.4	222.8	54.7
Total	356	212.9	217.1	52.8
SwD	46	192.1	196.6	58.7
SwoD	310	216.0	220.1	51.9
ELL	32	200.6	205.3	65.6
Not ELL	324	2134.1	218.3	51.5
FOR	203	207.6	212.1	54.2
Not FOR	153	219.9	223.8	51.0

Grade 10 Reading RIT Growth: MAPS Fall 2014- Fall 2015 Demographic Data

15-16 Ethnicity	N	Fall 2014	Fall 2015	% Met Growth
A	1	232	236	100
B	88	212.2	209.7	33
H	81	214.6	213.5	32.1
T	10	219.1	222.8	60
W	156	222.6	223.1	48.1
Total	336	217.9	217.3	40.8
SwD	40	196.9	194.3	37.5
SwoD	296	220.7	220.4	41.2
ELL	21	204.4	202.5	33.3
Not ELL	315	218.8	218.3	41.3
FOR	186	212.8	212.2	38.7
Not FOR	150	224.2	223.7	43.3

Fall 2014 to Fall 2015 Math RIT Growth: The test results from the MAPS Fall 2014 to Fall 2015 show that more than 50 percent of our 9th graders and more than 51 percent of our 10th grade students met or exceeded the RIT Norm in math. The biggest gap is between the students with disabilities. Nearly 47 percent of those students in 9th grade scored proficient, whereas almost 29 percent of students in 10th grade scored proficient.

Grade 9 Math RIT Growth: MAPS Fall 2014- Fall 2015 Demographic Data

15-16 Ethnicity	N	Fall 2014	Fall 2015	% Met Growth
A	1	211.0	201	0
B	72	211.0	212.4	40.3
H	106	217.6	221.0	50
I	1	209.0	207.0	0
T	10	222.6	226.6	30
W	163	226.7	231.2	57.1
Total	353	220.6	224.0	50.4
SwD	47	199.7	200.8	46.8
SwoD	306	223.8	227.5	51.0
ELL	30	209.7	211.7	46.7
Not ELL	323	221.6	225.1	50.8
FOR	202	215.1	217.6	45
Not FOR	151	227.9	232.5	57.6

Grade 10 Math RIT Growth: MAPS Fall 2014- Fall 2015 Demographic Data

%	N	Fall 2014	Fall 2015	% Met Growth
A	0	na	na	na
B	85	219.5	219.7	42.4
H	80	221.1	221.5	40
T	10	226.3	229.0	70
W	152	231.5	234.9	61.2
Total	327	225.7	227.5	51.4
SwD	35	203.8	203.8	28.6
SwoD	292	228.3	230.3	54.1
ELL	20	209.2	211.3	50
Not ELL	307	226.7	228.5	51.5
FOR	180	220.8	222	45
Not FOR	147	231.6	234.2	59.2

ACT Aspire Grade 9 Results

The test results from the ACT Fall 2014-15 academic year show that 19 percent of our 9th grade students scored ready or exceeding in math.

Aspire 9 Descriptors	English (N = 355)	Reading (N=357)	Writing (N=344)	Math (N=359)	Science (N=356)
Support	35% N=124	49% N=176	31% N=105	60% N=216	59% N=209
Close	26% N=93	26% N=94	35% N=119	21% N=74	23% N=82
Ready	20% N=70	15% N=54	35% N=119	13% N=47	12% N=42
Exceeding	19% N=68	9% N=33	0% N=1	6% N=22	6% N=23

ACT Aspire Grade 10 Results

The test results from the ACT Fall 2014-15 academic year show that 15 percent of our 10th grade students scored ready or exceeding in math.

Aspire 10 Descriptors	English (N=344)	Reading (N=345)	Writing (N=330)	Math (N=349)	Science (N=339)
Support	31% N=107	56% N=194	27% N=89	64% N=225	60% N=203
Close	31% N=106	21% N=74	28% N=94	20% N=71	22% N=74
Ready	20% N=68	17% N=59	44% N=146	11% N=40	13% N=45
Exceeding	18% N=63	5% N=18	0% N=1	4% N=13	5% N=17

ACT 11th Grade Results

The test results from the ACT Fall 2014-15 academic year show that our 11th grade students did not meet the benchmark in any of the core subjects.

ACT 11 Subjects	English	Math	Reading	Science
Student Score/Benchmark	16/18	17.9/22	17.9/22	17.9/23

Upon reviewing our MAP, attendance, ACT, and graduation data, it was noted that Math was our greatest area of need, with a concentration on special education and ELL populations.

After examining our school data, some members of our Title One Schoolwide Team attended the Wisconsin Title One Conference in of 2015. It was there that they learned about a program that could benefit Bradford's students and increase student achievement in math. Bradford is going to be implementing this program second semester using Compass Pathways. Approximately 24 special education students and 24 English language learners will be part of this program. There will be a total of four teachers to support the students. The program will be ran during Quest time (four days a week, 35 minutes a day). The students in the program would be assessed thereafter to measure the growth gained and the effectiveness of the program.

2015-2016 Overall School Goals

By 2016, Bradford High School will meet the AMO standards in literacy established by the WI DPI in every subgroup.

By 2016, Bradford High School will meet the AMO standards in numeracy established by the WI DPI in every subgroup.

2015-16 Literacy School Goals

Grade Level	MAPs Reading Comprehension
9	2015-16 Grade 9 students will demonstrate a 3% point increase in the number of students meeting or exceeding MAPS Projected Growth in Reading (Cohort: Spring 8 to Spring 9 or Fall 9 to Spring 9 assessment).
10	2015-16 Grade 10 students will demonstrate a 3% point increase in students meeting or exceeding ACT College Readiness Benchmarks in their ACT Aspire scores (Cohort: ACT Aspire 9 to ACT Aspire 10).
ACT Aspire	
11	2015-16 Grade 11 students will demonstrate a 5% point increase in students meeting or exceeding College Readiness Benchmarks (Cohort: ACT Aspire 10 to ACT 11 scores).
Access Testing	
10% of identified ELL students will improve one level from prior year.	

2015-16 Numeracy School Goals

Grade Level	MAPs Math Vocabulary
9	2015-16 Grade 9 students will demonstrate a 3% point increase in the number of students meeting or exceeding MAPS Projected Growth in Reading (Cohort: Spring 8 to Spring 9 or Fall 9 to Spring 9 assessment).
10	2015-16 Grade 10 students will demonstrate a 3% point increase in students meeting or exceeding ACT College Readiness Benchmarks in their ACT Aspire scores (Cohort: ACT Aspire 9 to ACT Aspire 10)
ACT Aspire	
11	2015-16 Grade 11 students will demonstrate a 5% point increase in students meeting or exceeding College Readiness Benchmarks (Cohort: ACT Aspire 10 to ACT 11 scores).
Graduation Rate	
12	Grade 12 will attain 100% graduation rate.

Reform Strategies

The Bradford Title 1 Schoolwide Team felt the following reform strategies would best meet the needs of our targeted population:

- **Staffing**
 - Staff has been hired to increase math scores of our target populations and close the gap between our regular education and special education/ELL students.
 - **Teen Leadership** - Staff has been hired to teach two sections. Approximately 120 EWS are in the classes. This class provides Tier 2 interventions while teaching leadership skills.
 - **Instructional Technology Technician** - Work with all teachers to develop formative & summative assessments that are digital. Also teaches staff how to use various apps to increase student engagement and course comprehension. The technology we purchased through Title 1 has been supported by our ITT to educate our teachers on how to use it most effectively with their students.
 - **Math Teacher** - Teach math to our targeted students. This has allowed us to lower class sizes so we can offer more one-on-one instruction to our students.

- **English Teachers** - Two English teachers have been hired to teach English to our targeted students. This has allowed us to lower class sizes so we can offer more one-on-one instruction to our students.
- **Special Education Staff** - Four staff members work after school with students in our night school program. Many Special Education and ELL students are enrolled.
- **Spanish speaking student support specialist** - Staff person was hired to focus on helping students set academic goals and bridge communication with our ELL families. She keeps daily logs on all contacts and acts as an interpreter as well to service our spanish speaking families.
- **Pilot Program - Quest Math Intervention** - Second semester some of our math and special education teachers will be pulled to work with our target population of students. They would be working with these students four days a week for 35 minutes a day. This program would be ran for the length of semester 2. We will progress monitor every six weeks.
- **Curriculum writing** - Teachers are given the opportunity to submit five hours per semester to work on curriculum with their PLCs that would benefit all of our students.
- **Quest** - Quest is a daily 35 minute period to provide the additional support that teachers know learners need, whether students 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 at 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.
 - For most students, Quest Flex will be a blend of intervention and enrichment activities. Some days, a student will need more support but other days, they will be ready to extend learning in what they enjoy or are doing well in.
- **Professional Development** – Using Learning Targets and Priority Standards are two of our PD focuses for the year. We want students to understand that they will learn how to get a better grasp on the meaning of what they are doing in class,

why that should be a goal for them, and what it feels like to do that. As part of our PD teachers are learning how to unpack the Priority Standards into learning targets; translate the learning target into action for the students; how to align their assignment/activity with their learning goal. and how to share their learning targets with their students. Research has shown that if students know what they are to learn, we greatly increase the chances that the students will learn, therefore increasing student achievement. Teachers are using Priority Standards and Learning Targets in one or more of their courses.

- Hire substitute teachers to provide coverage for staff members when attending professional learning.
 - **Solution Tree PLC Conference** – Provide registration funds through Title funds so teachers can attend the PLC Convention. Teachers will: gain strategies to ensure high levels of learning for all students, specifically in math, build a collaborative culture to clarify essential student learning, develop common assessments for learning, analyze evidence of student learning, and use that evidence to learn from one another; and focus on results - continually assessing the impact of their teaching on student learning.
 - **PBIS Conference** - Provide registration funds through Title funds so staff could attend the PBIS Conference in Wisconsin Dells. Staff gained knowledge on enhancing PBIS implementations.
 - **Solution Tree RtI Conference** - Select members of our Freshman Academy team and Quest team attended this conference (13-14 and 14-15). They focused specifically on intervention programming that links collaboration (as a form of PD) to the implementation of a cohesive, guaranteed and viable curriculum. As a result of the conferences and the Freshman Academy Team's review of RtI strategies in 1314, the FA team committed to the implementation of Learning Targets in 1415. Learning Targets are viewed as a high yield strategy that ensures that all freshmen not only receive a guaranteed and viable curriculum but are explicitly aware of what they are expected to learn (not just of what they are expected to do). The Quest team focused on Tier 1 strategies and how to grow staff understanding of the central importance of daily classroom instruction in delivering a guaranteed and viable curriculum for all students.
 - **Solution Tree Learning Targets/Priority Standards Training** - Anthony Reibel trained all of our teachers on prioritizing the Common Core (CC). They learned the rationale for prioritizing; how to prioritize the CC; how to focus their instruction, assessments, and curriculum on their identified standards to benefit our students the most.
- **Integration of Technology in Instruction** - Research has shown that integrating technology into instruction significantly improves students' achievement test scores, has a positive impact on higher-order skills, lead to higher student motivation and improved self-concept. Studies have also concluded that technology has been found to improve school attendance and have a positive

impact on students' independence and feelings of responsibility for their own learning.

- **Chromebooks** - Purchased with Title funds to increase personalization of instruction, student engagement, and access to technology to increase math and reading skills.
- **Interactive Whiteboard**- Purchased and installed with Title funds to improve student engagement and personalization of instruction through interactive technology, therefore improving math and reading skills.

- **Supplemental Literature**

Over the past two years our staff have been encouraged to take a book study to better their own professional practice in the classroom and their students' academic achievement. The following book studies have been available for all staff members.

- **Closing the Attitude Gap: How to fire up your students to strive for success** Baruti Kafele makes the case that the "attitude gap" that often affects underperforming students can only be closed if educators first help students develop the will to strive for excellence. According to Kafele, educators can achieve remarkable results by focusing on five key areas: The teacher's attitude toward students; the teacher's relationship with students; the teacher's compassion for students; the learning environment; and the cultural relevance of instruction.
- **Embedding Formative Assessment** Dylan Wiliam makes a case for the important role of formative assessment in increasing teacher quality and student learning. Formative assessment plays an important role in increasing teacher quality and student learning when it's viewed as a process rather than a tool. Emphasizing the instructional side of formative assessment, this book explores in-depth the use of classroom questioning, learning intentions and success criteria, feedback, collaborative and cooperative learning, and self-regulated learning to engineer effective learning environments for students. Benefits: Presents five key strategies with research evidence to show the impact of each. Includes over 50 practical techniques for classroom formative assessment
- **Engaging Minds in the classroom: The surprising power of joy** Michael F. Opitz and Michael P. Ford outline key findings from research on motivation and engagement and offer real-life teaching examples from various grades. They show how to systematically propel students to enjoy using their minds every day--and to view themselves as confident learners ready to take on the challenges of the world.
- **The Classroom Teacher's Technology Survival Guide A comprehensive guide for integrating educational technology in the K-12 classroom** Doug Johnson, offers practical tips teachers can easily use to engage their students and make their classrooms places where both students and teachers will enjoy learning. Covers the most up-to-date technologies and how they can best be used in the classroom. Includes advice on upgrading time-tested educational strategies using technology. Talks about managing "disruptive technologies" in the classroom.

Includes a wealth of illustrative examples, helpful suggestions, and practical tips

- **Rethinking Homework: Best Practices That Support Diverse Needs** examines the role homework has played in the culture of schooling over the years; how such factors as family life, the media, and the "balance movement" have affected the homework controversy; and what research--and educators' common sense--tells us about the effects of homework on student learning. Teachers were urged to design quality homework tasks; differentiate homework tasks; deemphasizing grading of homework; improve homework completion; and implement homework strategies and support programs.
- **Supplies**
 - **Teen Leadership Curriculum** was purchased to develop the leadership skills and motivation of our targeted students.
 - **FlexiSched** - FlexiSched is a flexible, secondary scheduling program developed by a Wisconsin CESA that allows Bradford to formally schedule students into different activities each day during the Quest period. A weekly "HomeBase" is built into the school's Master Schedule and students are assigned a HomeBase teacher for the year. Each Monday, the HomeBase teacher reviews his/her students' grades as an indicator of struggle and plans a Quest schedule for remainder of the week. Prior to HomeBase, course teachers may request any student they wish to see and "priority days" are established to accommodate conflicting requests.

Highly Qualified Teachers

Bradford Staff Demographics	2015-16
Male Teachers	31
Female Teachers	52

Teachers	83
Emergency Certified Teachers	5
ESL Teachers	4
Special Education Teachers	19
Administrators	4
Dean of Students	3
At Risk Dedicated Teachers	2
Counselors	4
Educational Assistants (EA's)	13
Special Education EA's	12
Other	15
Minority Staff	17
Total Staff	134

Professional Development

Professional development for Bradford staff is vital in order to meet our goals on increasing math and reading scores and increasing graduation. Our professional development opportunities will focus on data to improve instruction. This includes PD on formative assessments to drive instruction, team cycles, learning targets, priority standards, and ELL instructional strategies. As part of the team cycles we will be including, using, and interpreting data. We will also be integrating technology in our professional development opportunities for the staff. Plans for the 2015-16 school year look to the following elements to allow us to more successfully meet the needs of all students:

- Continue to use *Team Cycle*, but put additional accountability measures in place to ensure that the *Team Cycle* is used with increasing fidelity and understanding.
- Increase staff understanding of the role of formative assessment in the Learning Cycle.

- Identify Priority Standards within District curriculum and Common Core State Standards to help staff move towards using Quest for skill support.
- Expand the Freshman Academy pilot to implement Learning Targets building-wide.
- Prepare to implement a variety of ongoing student self-assessments of stated Learning Targets to help students understand what Targets they have mastered and which they have not.
- Increase staff understanding of the importance of Tier One and daily classroom instruction in order to reduce students on the D/F list over time.
- Provided Title 1 funds for teacher to work collaboratively on professional development and PLC work.

2015-16 Professional Development Calendar Bradford High School	
August 2015	<ul style="list-style-type: none"> ● Priority Standards ● Learning Targets ● Team Cycle ● SLOs and PLC Expectations ● Teachscape & Educator Effectiveness – evidence vs. artifacts ● Quest Refresher ● What is Tier 1? ● PBIS/Classroom Management ● Google Drive
September 2015	<ul style="list-style-type: none"> ● Google Drive Training ● Literacy and the CCSS for everyday subjects ● ELL instructional strategies for all subjects and all

	teachers
October 2015	<ul style="list-style-type: none"> ● Teachscape Training ● Team Cycle & PLC Expectation Review
November 2015	<ul style="list-style-type: none"> ● Title 1 ● RtI ● Student-Centered Coaching
February 2016	<ul style="list-style-type: none"> ● Alice Training ● Google Classroom ● Smart Goals Round 2
April 2016	<ul style="list-style-type: none"> ● Smart Goals Round 3
May 2016	<ul style="list-style-type: none"> ● Smart Goals Round 4

Parental Involvement

Studies show that families have a major influence on their children’s achievement in school and through life. Research continues to grow and build an ever-strengthening case that when schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more. Bradford’s Attendance Task Force and our PBIS team promote parent partnerships with school staff and community agencies to increase student attendance, decrease tardiness, and improve parent participation in school activities to enhance student achievement. We also involve parents in the decision-making by including parents on our school-wide Title One team and our PBIS team. Our parents are acknowledged as a member of our team and has input, insight and works to reach consensus to the budget process and review of our data.

Communication with our families is also vital. We have many ways to keep families connected with our school. Bradford has a website that is updated daily. A link to the school calendar is available listing important dates and events. We hold parent-teacher conferences twice each year. We also use the school messenger system to inform parents of events and grades. Teachers often use the messenger system on Infinite Campus to inform students and parents of class assignments, class notes and due dates.

Additionally parents are invited to attend the Sophomore interview with their student and the student's counselor. These interviews are held throughout the year. Finally Bradford counselors host "Evening with the Counselors" events throughout the year based on parent feedback received at November events.

We have realized that the activities that we have provided have been more school based rather than parent based. We have joined with Pat Demos, Community School Relations Coordinator with our district, to train a represented group, including our parent member of our Tile 1 team, our Student Support Specialist, Home-to-school liaison, and teachers in the Joyce Epstein Model. We look forward to understanding the six major types of involvement to provide the greatest number of options for our parents of our school community. The training will occur on January 10, 2016.

Parent Involvement - Freshman Academy

- The school messenger system is used to call all incoming freshmen the week prior to school opening, welcoming the students and their families to Bradford and explaining the Freshman Fest activities that would be held the first day of school.
- A "Freshman Family Welcome Dinner" is held. Freshmen and their families are invited to school on the first night of school. The parents listen to a guest speaker share tips on parenting a high school student and students participated in social activities. A dinner is served following these activities.
- Parents are given information and encouraged to access the parent portal on Infinite Campus. This site allows parents to access and monitor their child's class assignments, grades, attendance, and behavior.
- A Freshman Academy brochure has been prepared to explain the purpose of the Freshman Academy and to provide contact information.
- A **Freshman Academy website** providing helpful tips for freshman families can be accessed through a link on the Bradford High School website.
- Bradford's student support specialist, who is Spanish speaking, works with students and is a bridge for communicating with parents.
- Parent meetings are held at school and in students' homes when there are concerns about grades, attendance, or behavior.
- Parents and students meet with Bradford's Freshman Academy team members for truancy meetings when students have excessive absences.
- Home visits are made by the Freshman Academy team prior to 3rd Friday count to look for freshmen that have not attended school.
- On-going automated calls to all freshmen with one or more D/Fs are sent out to parents to encourage them to go onto the Infinite Campus Parent Portal and check in with their student's teachers.
- During the fourth quarter, at-risk letters are sent to the parents of students who failed a class during the school year. It encourages parents to enroll their child in

credit recovery summer school and registration forms for summer school classes are included in the mailing.

Parent Involvement Opportunities 2015-2016

Bradford High School 2015-2016 Parent Participation Calendar	
August	Freshman Family Welcome Dinner
September	
October	Homecoming Assembly, Parade, and Football Game Craft Fair ELL Parent Night
November	Parent Teacher Conferences Band Concert Evening with the Counselors – Sophomore Survival, Junior Journey, Senior Sign-Off
December	Orchestra Concert Choir Concert Evening with the Counselors – Financial Aid
January	Open House for Incoming Freshmen Title 1 team training using the Epstein Model KUSD Band-O-Rama
February	KUSD Choral Fest

	Band and Orchestra College Concert
March	KUSD Orchestra Fest Parent Teacher Conferences Dance Recital SOLO/Ensemble Festival
April	
May	Band Concert Prom Orchestra and Jazz Concert Choir Concert Senior Recognition Night
June	Graduation

Freshman Transition

Bradford offers a Freshman transition program with a focus on the successful transition to high school for freshmen and their families. Below is a compiled list of initiatives to help the freshman students transition to Bradford:

- Open House for Incoming Freshmen and Families.
- High School staff and student Link Leader presentations to 8th graders at 3 primary feeder middle schools.
- Strategies for Success-Summer School program targeting youth in need of advance intervention. Students identified via middle school with personal invitation and robo-call from Bradford.
- Middle School Transition Information. Distribution and collection of information forms to middle schools for incoming 9th graders.
- Gear Up—Summer Program
- Link Leaders program with presentations at start of year and via Quest.
- Advice to New Freshmen from Former Freshmen.
- Freshman Family Welcome Dinner—attended by approximately 300 members of our incoming open to all freshmen community.
- Freshman Fest—opening day activities for new 9th graders.
- Ongoing automated calls to all freshmen with 1 or more D/F's.
- Student presentation: What does Working Harder, Getting Smarter, Going to College Mean?
- Counselor meets with all Early Warning students during Qtr 1
- Classroom presentation to all Freshmen about graduation requirements, credits, and Infinite Campus.

- Reality Check...a financial literacy program for all freshmen in coordination with Educator's Credit Union.
- Maintenance Freshman Academy webpage to improve school-home communication.

Teacher Involvement in the Use of Academic Assessments

The teachers are highly involved in using assessments to monitor student progress. The staff members meet with their PLCs to review data from common assessments, Measure of Academic Progress (MAP), and the ACT. They use data as they prepare to meet students' needs throughout the school year. Each content area then reviews curriculum and pacing guides to revise and edit learning targets and pacing guides.

PLCs that use common assessments also meet to analyze student growth and needs. The Bradford High School English Department has implemented a quarterly writing assessment. The department meets to grade the essays using the ACT rubric. The team then discusses various trends in need to differentiate lessons based on student need. The science department also uses common assessments. The department compiles item analysis data to determine the strengths and struggles of students to guide their instruction.

As MAP administration has expanded to larger groups of students, so has the need to provide professional development for teachers in order to maximize their use of the wealth of student data that MAP provides. All Bradford teachers have participated in MAP Administration training, facilitated by consultants from NWEA and our Instructional Technology Technician.

In 2012-2013 we began implementing the Using Data Process with our entire faculty. This process began with analysis of student demographic data using the Data

Driven Dialogue protocol. We have continued with a review of aggregate and disaggregate level WKCE scores, as well as strand level data analysis. Currently our PLCs, Instructional Leadership Team, and our Title 1 team are analyzing the ACT information in order to identify a student learning problem. We are verifying causes and generating solutions. Once set our teams will work to implement these plans and monitor their results.

Timely and Effective Assistance

Through teacher collaboration we have begun to focus on what we need to do to help all of our students succeed. Bradford students are dismissed early on Friday afternoons. Early dismissal of students on Fridays give teachers the opportunity to collaborate in Professional Learning Communities (PLCs,) giving teachers the time to analyze and discuss data to determine how to best meet the needs of their students. Over the course of a unit, the PLCs work through a team cycle, create assessments and use the data from those assessments in hopes to increase student achievement. It is during the PLC time that teachers address instructional strategies to help students who have not mastered the content, in addition, they create activities for students who have mastered the standard(s). Members of the Instructional Leadership Team meet with each PLC on specific Fridays, it is usually once per unit. It is there that the PLC teams discuss with the instructional leaders the goals of the unit, where their students are in the learning process, what they did or are going to do to help students who are not there yet, and what enrichment activities they did or are going to do for students who understand the learning targets.

The Instructional Leadership Team's goal is to align the learning targets with the priority standards the PLCs identified for their classes. Currently, teachers are expected to design and use the learning target sheets for one of their classes. Eventually, we hope to have learning target sheets for all classes.

Our ITT and our instructional coach work closely with all teachers. Together they work with teachers to engage all of their students by using technology more effectively and designing formative assessments that drive instruction. Research states that students

are more attentive and engaged when using technology to present a lesson or to practice a skill and that student achievement will go up with the use of formative assessments. Chromebooks, iPads, and desktop computers will be used as a strategic part of instruction, both for interventions and enrichments to meet the needs of all students.

Annual Evaluation Process

Our Title One team meets monthly to analyze current data and revisions will be made to the current plan to ensure continuous improvement of our students. We will have our final meeting at the end of the school year in May to evaluate and update any changes we made or need to make in order to better serve our students.