



**Bradford Elementary School's Improvement Plan**  
2018-2019

School Improvement Team	
Becky Addington	Special Education Teacher & Parent
Dara Burruss	ALE Director/Teacher
Mandy Green	Special Education Teacher & Parent
Kayla Lock	Classroom Teacher
Karen Reed	Classroom Teacher
Robin Steele	Community Member, Board Member, & SBHC Nurse
Patti Stevens	Principal

**Part A: ESSA Index Information**

**2018 ESSA Public School Rating for Bradford Elementary School: D**

Public	A = 79.26 and above
School	B = 72.17-79.25
Rating	C = 64.98-72.16
	D = 58.09-64.97
	F = 0.00-58.08

**2018 ESSA Index Score for Bradford Elementary School**

Overall ESSA Index Score	63.71
Weighted Achievement Score	50.18
Value-Added Growth Score	76.89
School Quality and Student Success Score	51.35

**Part B: Testing Data****2018 ACT Aspire English Assessment Results for Grades 3-6**

	<b>Exceeding</b>	<b>Ready</b>	<b>Close</b>	<b>In Need of Support</b>
<b>Grade 3</b>	37%	37%	23%	2%
<b>Grade 4</b>	32%	34%	27%	7%
<b>Grade 5</b>	15%	42%	39%	3%
<b>Grade 6</b>	29%	38%	26%	6%

**2018 ACT Aspire Reading Assessment Results for Grades 3-6**

	<b>Exceeding</b>	<b>Ready</b>	<b>Close</b>	<b>In Need of Support</b>
<b>Grade 3</b>	5%	14%	23%	58%
<b>Grade 4</b>	8%	20%	30%	43%
<b>Grade 5</b>	6%	6%	24%	64%
<b>Grade 6</b>	24%	15%	15%	47%

**2018 ACT Aspire Science Assessment Results for Grades 3-6**

	<b>Exceeding</b>	<b>Ready</b>	<b>Close</b>	<b>In Need of Support</b>
<b>Grade 3</b>	12%	14%	16%	58%
<b>Grade 4</b>	12%	20%	20%	49%
<b>Grade 5</b>	0%	18%	30%	52%
<b>Grade 6</b>	15%	21%	27%	36%

## 2018 ACT Aspire Math Assessment Results for Grades 3-6

	Exceeding	Ready	Close	In Need of Support
<b>Grade 3</b>	9%	40%	30%	21%
<b>Grade 4</b>	2%	32%	46%	20%
<b>Grade 5</b>	0%	24%	58%	18%
<b>Grade 6</b>	15%	33%	33%	18%

## Part C: School Improvement Plan (with correlated Indistar Indicators)

Indistar Indicator	Action(s)	Completion	Evidence of Progress or Completion	Person(s) Responsible
IE01: The principal will make sure everyone understands the school's mission, clear goals (short term and long term), and their roles in meeting the goals.	<p>Action #1: The first PD session of the school year will include a focus on the school's mission and clear goals.</p> <p>Action #2: During regular update meetings, progress on the goals will be assessed.</p>	08/08/18 - 05/21/18	<p>Artifact #1: Sign-in sheet from PD session #1</p> <p>Artifact #2: Sign-in sheets and agendas from regular update meetings</p> <p>Artifact #3: Revised school improvement plan</p>	Patti Stevens
IE06: The principal keeps a focus on instructional improvement and	Action #1: The principal regularly interacts with and communicates with teachers and support staff to support instructional improvement and successful	08/13/18; 01/07/19	Artifact #1: Schedule for inclusion	Patti Stevens; Classroom Teachers/Special Education

student learning outcomes.	student learning outcomes.  Action #2: The principal creates opportunities for co-teaching within the master schedule.			Teachers
ID11: Teachers will be organized into grade level cluster, or subject-area Instructional Teams.	Action #1: The principal will collaborate with teachers to create grade level or subject area Instructional Teams.	08/08/18	Artifact #1: List of grade level or subject area Instructional Teams	Patti Stevens; Classroom Teachers
ID12: Instructional Teams will meet regularly (twice a month or more for 45 minutes each meeting) to conduct business.	Action #1: The principal will draft a Professional Learning Community (PLC) schedule.  Action #2: The principal will share the Professional Learning Community (PLC) schedule.  Action #3: The Professional Learning Communities will meet regularly (twice a month or more for 45 minutes each meeting) to conduct business.	07/01/18 - 05/21/18	Artifact #1: PLC (tentative) schedule	Patti Stevens
ID13: Instructional Teams will meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning	Action #1: The principal will schedule time for Instructional Teams to meet “develop and refine units of instruction and review student learning data”.  Action #2: The principal will invite the Wilbur D. Mills Co-op Specialists to join the Instructional Teams as they work to “develop and refine units of instruction and review student learning data”.	06/07/18 - 08/09/18	Artifact #1: PD schedule with Co-op Specialists presenting and working alongside teachers	Patti Stevens

data.				
IE04: Principal ensures teachers maximize the time available for instruction.	<p>Action #1: The principal will create a master schedule that maximizes opportunities for instruction.</p> <p>Action #2: Both informal and formal classroom observations will be conducted by the principal.</p>	07/01/18-05/21/18	<p>Artifact #1: Master Schedule</p> <p>Artifact #2: TESS plan</p>	Patti Stevens
IE12: The principal will personally engage parents and the community in the improvement process.	<p>Action #1: A minimum of three parent meetings will be scheduled during the school year to increase opportunities for parent and community engagement in the improvement process.</p>	08/09/18-05/21/18	<p>Artifact #1: Sign-in sheets from meetings</p>	Patti Stevens
IE13: The principal will offer frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.	<p>Action #1: At different times during the year (i.e. Open House, Parent-Teacher Conferences, bi-monthly parent meetings, surveys, etc.), the principal will invite constructive criticism of the school's progress and suggestions for improvement.</p>	08/08/18-05/21/18	<p>Artifact #1: Sign-in sheets</p> <p>Artifact #2: Surveys</p>	Patti Stevens
IG01: Parents will receive regular communication (absent jargon) about learning standards, their children's progress, and the parents' role in their children's school success.	<p>Action #1: Parents will receive progress reports at 4-1/2 and 9-weeks.</p> <p>Action #2: Parents will receive a reading level report from his or her child's teacher not less than two times per year.</p>	09/24/18-05/21/18	<p>Artifact #1: Calendar with dates for progress reports and report cards</p> <p>Artifact #2: (Blank) reading level report</p>	Patti Stevens; Classroom Teachers

<p><b>IIC05:</b> All teachers will use a variety of instructional modes (whole-class, small group, computer-based, individual, homework, for example).</p>	<p><b>Action #1:</b> Teachers will differentiate instruction using a variety of instructional modes (whole-class, small group, computer-based, individual, etc.).</p> <p><b>Action #2:</b> During informal and formal observations, the principal will observe the teacher's use of a variety of instructional modes (whole-class, small group, computer-based, individual, etc.).</p>	<p>08/13/18-05/21/18</p>	<p><b>Artifact #1:</b> TESS plan</p>	<p>Patti Stevens; Classroom Teachers</p>
<p><b>IF07:</b> Professional development of individual teachers will include an emphasis on indicators of effective teaching.</p>	<p><b>Action #1:</b> Professional development for individual teachers will be collaboratively planned with an emphasis on indicators of effective teaching.</p>	<p>04/01/18</p>		<p>Patti Stevens; Classroom Teachers</p>
<p><b>IID01:</b> The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes rules to determine students in need of targeted intervention.</p>	<p><b>Action #1:</b> Based on beginning of year assessment data, teachers will refer students who are have not met grade level benchmarks to RTI.</p> <p><b>Action #2:</b> The RTI team will meet multiple times during the year to track the progress of students and to make recommendations for each student based on his or her progress.</p>	<p>09/24/18-05/21/18</p>	<p><b>Artifact #1:</b> RTI schedule</p> <p><b>Artifact #2:</b> RTI documents</p>	<p>Patti Stevens; RTI Team</p>
<p><b>IID04:</b> The school implements a system-wide monitoring process that utilizes collaborative</p>	<p><b>Action #1:</b> Based on beginning of year assessment data, teachers will refer students who are have not met grade level benchmarks to RTI.</p>	<p>08/27/18-05/21/18</p>	<p><b>Artifact #1:</b> RTI Schedule</p> <p><b>Artifact #2:</b> RTI documents</p>	<p>Patti Stevens; RTI Team</p>

<p>instructional teams who meet regularly to review student data from screening, progress monitoring, and outcome assessment to identify next steps for instruction for students across all tiers.</p>	<p><b>Action #2:</b> The RTI team will meet multiple times during the year to track the progress of students and to make recommendations for each student based on his or her progress.</p>			
<p>SE01: The school promotes social/emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.</p>	<p><b>Action #1:</b> Morning announcements will be shared on the intercom each morning at 8:00 a.m. Students will participate in this.</p> <p><b>Action #2:</b> Teachers will create hallway and classroom wall displays that promote social/emotional competency.</p> <p><b>Action #3:</b> An Awards Assembly will be scheduled annually.</p>	<p>08/13/18-05/21/18</p>	<p><b>Artifact #1:</b> Copy of sample morning announcement</p> <p><b>Artifact #2:</b> Schedule for awards assembly</p>	<p>Patti Stevens; Classroom Teachers</p>