



Bradford Elementary School

2022-2023

SCHOOL IMPROVEMENT PLAN

TITLE I SCHOOLWIDE PROGRAM PLAN

Diane D. Seibold, Principal

Nicole McGrain, Assistant Principal

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SCHOOL COUNCIL MEMBERS, ROLES

Bradford Elementary School School Improvement Council

CHAIRPERSON:

Diane D. Seibold, Principal

CO CHAIR:

Nicole McGrain, Assistant Principal

RECORDING SECRETARY:

Kristin Bisegna

TEACHERS:

Kassidy Jay

Janice Vinci

Jennifer Zabelsky

PARENTS:

BUDGET NARRATIVE

	<p align="center"><u>Bradford Elementary School</u></p> <p>Principal: Diane Seibold Number years Current School: 2 Number of years as Principal in HPS: 2 Number of years Employed by HPS: 2 Education Background: B.S., M.S. CAGS FY 21-22 and FY 22-23 Request: Level Funding</p>	<p>Budget Narrative</p> <p>FY 2022-23</p>
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Enrollment

The current enrollment is 504 students in K-4. There are currently 25 general education sections with 6 Remote Learning Classes, 6 special education (inclusion classrooms), 4 special education substantially separate classrooms. Bradford Elementary is home to 1 of 2 district COMPASS programs for students with autism.

FY 18- 19	FY 19-20	FY 20-21	FY 21-22	FY 22-23
K- 4	K-4	K- 4	K- 5	K- 5
Gr. 1- 3	Gr. 1- 5	Gr. 1-6	Gr.1- 5	Gr.1- 5
Gr. 2- 3	Gr. 2- 5	Gr. 2- 5	Gr.2- 5	Gr.2- 5
Gr. 3- 4	Gr. 3- 5	Gr. 3- 5	Gr.3- 5	Gr.3- 5
Gr. 4- 4	Gr. 4- 3	Gr. 4- 4	Gr.4- 5	Gr.4- 5
		DS 5	DS - 4	COMPASS 3

At this time, the class sizes in Kindergarten-4th grade range from 20-24 students. Kindergarten classes each have a FTE paraprofessional assigned to the class. Enrollment additions and deletions contribute to the changing class sizes. Bradford Elementary School is committed to our Special Education Programs that services students throughout the City of Haverhill with a population of 19.4%.

It is our goal that 100% of the teachers meet Highly Qualified status. Outreach to perspective employees is conducted through the District HR Department and is accomplished through on-line advertising and inter-agency networking. In addition, a partnership exists between HPS and Merrimack College to support pre-service practicums as a possible pipeline for teachers. Once hired, all new teachers are provided with a mentor and participate in an HPS induction and mentoring program. Teachers in the HPS are offered numerous high-quality professional development experiences and in-service credit opportunities.

BES students are identified as LEP students in grades Kindergarten through 4th grades and receive EL instruction from 3.8 teachers across five grade levels.

Bradford Elementary School is committed to our Special Education Programs that service students throughout the City of Haverhill. We are home to the COMPASS Program, designed to educate students that fall under the category of Pervasive Developmental Delay such as Autism, and a full inclusionary integrated program at each grade level. Eligibility data constitutes 13% of the student body. Opportunities for inclusion have increased this year at all grade levels.

Enrollment by Race/Ethnicity (2021-22)			
Race	% of School	% of District	% of State
African American	4.4	5.3	9.3
Asian	1.6	1.8	7.2
Hispanic	46.8	42.7	23.1
Native American	0.0	0.2	0.2
White	44.8	47.5	55.7
Native Hawaiian, Pacific Islander	0.0	0.1	0.1
Multi-Race, Non-Hispanic	2.4	2.4	4.3

Enrollment by Gender (2021-22)			
	School	District	State
Female	231	3,689	442,763
Male	273	4,044	467,772
Non-Binary	0	5	994
Total	504	7,738	911,529

Enrollment by Grade (2021-22)																
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	SP	Total
District	209	530	539	570	604	644	648	628	696	692	623	501	417	482	35	7,738
Bradford Elementary	0	101	105	96	96	106	0	0	0	0	0	0	0	0	0	504

Selected Populations (2021-22)

Title	% of School	% of District	% of State
First Language not English	22.8	21.1	23.9
English Language Learner	12.1	10.2	11.0
Low-income	63.9	62.7	43.8
Students With Disabilities	19.0	22.9	18.9
High Needs	71.6	70.8	55.6

Current Performance Level:

The 2021 MCAS data showed that at Bradford Elementary targets were Met in Both ELA and Math.
Grades K-4
Enrollment: 532 (DESE Website October 1 data)

2021 Official Accountability Report - Bradford Elementary

Organization Information

DISTRICT NAME Haverhill (01280000)	TITLE I STATUS Non-Title I School
SCHOOL Bradford Elementary (01280008)	GRADES SERVED K,01,02,03,04
REGION Coastal	FEDERAL DESIGNATION -

Accountability Information

Overall classification Not requiring assistance or intervention

Reason for classification

Substantial progress toward targets

Progress toward improvement targets	Accountability percentile
53% - Substantial progress toward targets	44

Assistance for Low Achieving Students

Under the RIT model at Bradford, all struggling students are provided with instruction that addresses their individual needs based on benchmark assessments as well as formative and summative assessment data in Literacy and Math. Beyond this, teachers also evaluate student progress on MCAS testing and provide targeted support to students who fall below the Meets Performance Level on

this test. Often, these students who achieve at minimal benchmark levels do not perform well on high stake state testing. Some examples of assistance provided are:

- Targeted Tier I, Tier II and Tier III interventions in both literacy, mathematics, and social-emotional.
- Data meetings to review struggling students' progress
- Instructional Support Team – Identify students needing tier 2 interventions and support for the teacher
- Reading Interventionists and Literacy coach
- Small group instruction

SCHOOL VISION
<i>At BES we believe that all children can and will learn and we create a culture of inclusiveness and diversity. We are culturally responsive to staff and students. As a school community we make connections and build relationships with students/staff and the community. We cultivate integrity, respect for all, collaboration, perseverance and responsibility in our school community. Bradford Elementary School fosters an environment that has a growth mindset and encourages students and staff to take risks and become lifelong learners.</i>
SCHOOL MISSION STATEMENT
Bradford Elementary School's mission is to nurture an environment that respects individual differences, promotes high achievement and encourages each member of the BES community to be lifelong learners.
OVERARCHING OR THEMATIC GOAL
Bradford Elementary School will strive to provide instruction for the whole student, creating an equitable learning environment. Bradford Elementary School recognizes that community partnership should foster the mission of the school.
THEORY OF ACTION
By creating a safe environment with school-wide expectations and successfully implementing a comprehensive plan that addresses: mathematics achievement, literacy achievement, professional collaboration, data analysis, and tiered instruction then student performance will continuously improve and be sustained over time.
STRATEGIC OBJECTIVES

- Improve Literacy achievement as evident by the results of Benchmark assessments and MCAS. (K-3 implementation Letter-Land, and Heggerty while incorporating MTSS.
- Students working at or above grade level on the iReady Benchmark will achieve one year's growth in one year's time.
- Students working below benchmark on the iReady, will achieve stretch growth in one year time.
- All students will increase numeracy and problem-solving skills by using ST Math, En-Visions, iReady and DICE.
- Increased proficiency of low income and ELL students (bridging the gap)
- Expand student culture by addressing the social, emotional, and health needs of students through collaborative and consistent school-wide behavior expectations systems and PBIS.
- Building teacher culture by fostering communication between all stakeholders, strengthening relationships between teachers, and providing time for Professional Learning Communities and Leadership Teams.
- Staff professional development will focus on Equity Imperative through a trained Leadership committee.

Goal for every child:

Students will demonstrate increased student growth percentiles

1. Using the iReady Benchmarks, Teachers will specifically focus on growth percentiles for all students. All students will make a minimum of 1 year's growth as measured by the iReady benchmarks and other teacher benchmarks.

APPENDIX A: School Improvement Components as Required by the MA Ed Reform Act

Each year, the Principal and School Councils are to submit a School Improvement Plan (SIP) to the School Committee for review (MGL Ch. 69, sect. 11). The Education Reform Act identifies the following information that school councils are to include in the SIP. This SIP includes narrative descriptions of and action plan objectives that refer to these areas.

A. The impact of class size on student performance

Student to teacher ratios

Grade	Mean -Students per class	Mean teacher per class
Kindergarten	22 students per class	1 teacher/ 1 ESP
Grade 1	20 students per class	1 teacher
Grade 2	22 students per class	1 teacher
Grade 3	21 students per class	1 teacher

Grade 4	24 students per class	1 teacher
Special Education	25 students per grade	.04 teachers (11 total teachers)
English Language	21 students per grade	.3 teacher (3.8 total teachers)

Ratios of students to other supportive adult resources

Special education programs have ESP's assigned to support students' IEP needs. There is a total of 7 ESP for 5 Developmental Support classrooms.

B. Reducing class size to improve student proficiency

Bradford Elementary has 6 inclusion special education teachers to support students in the regular education classroom setting. As a result of the "Right Size" districting, Bradford's enrollment increased from 2018-2019 from 352 students in 2018-19 to 510 in 2020-21. The district increased the number of classrooms per-grade to keep class size on an average of 22 per class.

C. Professional development for the school's staff;

Haverhill as a district created an extensive Professional Development Course book for all staff to choose subjects that best fits the professional needs of each staff member.

As a school, we were able to structure our schedule to include Professional Learning Communities of each grade level weekly, as well as, giving each grade level common planning. This affords staff to analyze and interpret data and work together to support students' needs.

D. Enhancement of parental involvement

Bradford Elementary is fortunate to have a strong parental presence at the school. Unfortunately, the Pandemic has limited the ability to have parent volunteers this year. However, the PTO has been supportive to the teachers and students. The 2022-2023 school year should afford more parental involvement.

E. School safety and discipline

As a school, Bradford Elementary implements a PBIS initiative to support students' positive behavior and provide for school-wide expectations.

F. Establishment of a school environment that is characterized by tolerance and respect for all groups

- PBIS “Husky Bucks” program to build positive behaviors.

G. Extracurricular activities

- Discovery Club (afterschool homework, and activities 2 hrs. Monday- Friday with transportation home)
- Cross country/Track and Field

H. Meeting the diverse learning needs of all students

- Special Education staff (11 teachers, 1 ETF, 13 ESP's)
- EL staff (3.8 teachers)
- Behavioral staff (2 behavior teachers)
- Adjustment counselor (3 counselors)
- Literacy Coach
- Math Coach
- Interventionists (3 ELA, 1 Math)

I. Any further subjects that the Principal, in consultation with the School Council, shall consider appropriate

- Building Heat and Cooling issues
- Discovery Club
- Supplies

J. Professional development for the school's staff concerning working with culturally and linguistically diverse students

- Equity Imperative – Leadership series through Adaptive X 3-5 year partnership
- Additions: Math Interventionist
- Curriculum coaches (.5 currently ELA coach, increase 1 math and 1 ELA in the building)
- Counselors to support student needs

K. Time on Learning

- A Master Schedule ensures that each grade level has the correct time on learning throughout the day.
- Incorporated Professional Learning Community (PLC) and common planning to help staff review data and align instructional practices to meet the needs of all teachers.

APPENDIX B: COMPONENTS OF A TITLE 1 SCHOOL-WIDE PROGRAM PLAN

In accordance with Section 1114(b)(2) of Title 1, the School-wide Program Plan must address the following **ten components**. The plan should be reviewed and updated regularly to reflect the needs of all children in the school.

1. Annually, a comprehensive needs assessment of the entire school must be conducted to gather feedback and determine areas for improvement based on the performance of students in relation to state content and student performance standards.

School-wide reform strategies that:

- Provide opportunities for all students to meet high standards
- Include the Response to Intervention Model with tiers
- Are based on effective means of improving student achievement
- Use effective instructional strategies that increase the quantity and quality of learning time, help provide an enriched and accelerated curriculum, and meet the needs of historically under-served students
- Address the needs of all children, but especially the target cohorts of under-performing students
- Are consistent with implementing the state and local improvement plans
- Increased the number of Chromebooks to the school 1:3 for grades 1-4

2. **Instruction by highly qualified professional staff.**

It is our goal that 100% of the teachers meet Highly Qualified status. Outreach to prospective employees is conducted through the District HR Department and is accomplished through on-line advertising and inter-agency networking. In addition, a partnership exists between HPS and Merrimack College to support pre-service practicums as a possible pipeline for teachers. Once hired, all new teachers are provided with a mentor and participate in an HPS induction and mentoring program. Teachers in the HPS are offered numerous high-quality professional development experiences and in-service credit opportunities.

3. **Professional development for teachers, support staff, and paraprofessionals**

The curriculum leaders for HPS worked in conjunction with teaching staff to develop ongoing curriculum development workshops

that best fit the needs of the staff. Staff was assigned to workshops that best fit the needs and help them improve their craft.

4. Implement strategies to attract high-quality and qualified teachers to high-needs schools this is aligned with the statement re: HQ teachers.

HPS as a district, has implemented 2 annual job fairs to attract highly qualified teachers to the district. At the job fairs principals and district curriculum leaders interview potential employees for the coming school year. The job fair is advertised in the local newspapers and on-line.

5. Strategies to increase parental involvement in student achievement.

- Remind App
- Positive Behavioral sheet and phone calls to families
- Title I reading night
- Parent Liaison for non-English speaking families
- Open Houses for families
- Fun-Run sponsored by Boosterton
- Field Day
- Coffee with the Principal monthly

6. Strategies for assisting students in the transition to the next level.

- Move-up days
- Kindergarten Registration Nights
- Peer observations
- Open House- prior to school starting
- Tutoring Title 1 funding
- Social /Emotional support – Behavior Support Team – provides family support around attendance

7. Steps to include teachers in decisions regarding the use of assessments.

- PLC have been formed
- Response to Intervention groups
- Data Days

8. Timely and effective assistance for students having difficulty meeting the proficient and advanced levels of academic performance.

- Instructional Support team – identify struggling learners and provide targeted supports
- Behavior Support Team – attendance and behavioral identification and supports
- Literacy Coach- review data

- Data Days - teams discuss strategies and interventions for students.
- Interventionist- review data- adjust groups
- ST Math to support higher level thinking.
- Math Coach- review data

9. Coordinate and integrate federal, state, and local programs and services.

DESE Conditions for School Effectiveness

School Profile- Demographics

Bradford Elementary School is a Kindergarten to Grade 4 elementary school located in the heart of a residential area of Haverhill, Massachusetts. Bradford encourages a school culture of high academic performance paired with a PBIS approach designed to equip all of our students to become ethical and responsible leaders and decision makers. All members of our school community are considered valuable contributors to the work we aim to accomplish every day. We value and benefit from differences in others, resulting in creative collaboration and teamwork. We take every opportunity to open our doors to the surrounding community and encourage the participation of parents and community members in establishing a strong partnership that will support our efforts to produce a student body of strong, high achieving students.

At this time, Bradford Elementary School has an enrollment of 510 students.

Staffing

A staff of 105 part and full- time administrators, teachers, paraprofessionals, and office staff represent the Bradford Elementary professional community. All teachers and paraprofessionals are 100% highly qualified and 100% of teachers are licensed in their teaching assignment. The staff includes:

Kindergarten	5 teachers and 5 paraprofessionals
Grade 1	5 teachers and 1 paraprofessional
Grade 2	5 teachers and 1 paraprofessional
Grade 3	5 teachers and 1 paraprofessional
Grade 4	5 teachers, 1 paraprofessional and 1 Merrimack Fellow
Special Education	10 teachers (4 Sub-separate teachers, one pull-out) 13 paraprofessionals 2 Speech pathologists, 1 Speech pathologist assistant 3 Behavior support staff 1 Occupational teacher

.5 school psychologist
1 ETF
3 School Adjustment Counselors (SAC)

Unified Arts
1 music teachers
1 art teacher
1 physical education

Interventionists
4 teachers (3 literacy, 1 Math)
1 nurse, 1 CNA
3.5 custodians
1 Literacy Coach
1 Math Coach

English Language Learners 3.8 teachers

Other Paraprofessionals
1 Library Media Tech
1 Technology Media Specialist
1 Principal assistant clerk

Administrative support
1 Principal Clerk
1 Assistant Principal
1 Principal

Enrollment:

Bradford’s school-wide enrollment of 510 students is broken down into the following grade level enrollment:

Grade Level	Enrollment	Teacher/student ratio
K	5	1:22
1	5	1:20
2	5	1:18
3	5	1:19
4	3	1:22
Compass 1-2	1	1:7
Compass 1-2	1	1:6
Compass 3-4	1	1:4
Compass 3-4	1	1:6
Special Education Teachers	5	1:12

Class size and teacher ratio are appropriate for each grade level, largely a result of the district “Right Sizing” efforts. Classroom totals vary depending on individual scheduling, pull-out services and meeting the needs of our diverse learners.

Student Attendance

Student daily attendance is crucial to academic achievement. Attendance is taken daily and reported to the office. Attendance is reviewed daily and the support team follows up with a parent letter and phone call. Below is the whole school attendance by month.

	Aug.	Sept.	Oct.	Nov.	Dec.	Jan	Feb.	Mar	Apr.	May	June
Daily Attendance 2021-2022	97.98 496 total 10 abs.	94.76% 496 total 26 abs.	90.48% 504 total 48 abs.	90.23% 512 total 50 abs.	87.98% 516 total 62 abs.	74.81% 520 total 131 abs.	95.21% 522 25 abs.	90.68% 526 total 49 abs.	NA	NA	NA

Student Attendance (2021-22)

Please note that the attendance data in the report below reflects attendance reported by districts from the beginning of their school years until March 1, 2022.

Student Attendance (2021-22) - March						
Student Group	Attendance Rate	Average # of Absences	Absent 10 or more days	Chronically Absent (10% or more)	Chronically Absent (20% or more)	Unexcused > 9 days
All Student	87.4	13.6	55.4	50.7	19.5	39.1
Female	87.4	13.3	49.6	46.0	20.2	34.7
Male	87.3	13.7	60.6	54.8	19.0	43.0
Low Income	85.0	16.0	65.9	61.9	26.7	51.4
High Needs	85.5	15.5	63.6	60.0	25.4	48.2
LEP English language learner	85.3	14.9	70.3	73.0	24.3	56.8
Students with disabilities	86.3	14.7	61.5	56.0	21.1	42.2
African American/Black	90.7	9.7	38.5	30.8	7.7	34.6
Asian	92.9	7.9	25.0	12.5	0.0	12.5
Hispanic or Latino	85.4	15.5	67.5	65.5	25.3	50.2

Multi-race, non-Hispanic or Latino	88.2	12.4	33.3	25.0	16.7	16.7
White	88.8	12.1	46.6	39.7	15.5	29.7

APPENDIX C: Highlights of 2021-22 School Year

- Dr. Seuss day
- Heggarty Phonemic Awareness program instituted for K-1
- Discovery Club
- STMath grant for three years beginning during 2019-20 school year
- Culturally Responsive Teaching Grant
- Trained and implemented LetterLand for Kindergarten - grade 2.
- Implemented the D.I.C.E Protocol for mathematics
- Implemented STEM Scopes for science instruction across all grade level
- Implemented iReady benchmarks and learning platform
- Synchronous and Asynchronous learning
- RTI block
- 1:1 technology
- Equity Imperative

APPENDIX D: Literacy and Mathematics SMART Improvement Goals

Curriculum and Instruction: ELA-The Haverhill Public School District K-4

Elementary curricula follow the Massachusetts Curriculum Frameworks for all students.

At Bradford Elementary School staff seek to develop lifelong learners who value knowledge and understanding. Our school is a place of innovation where teachers, staff, and students alike are encouraged to take risks in teaching and learning. Our staff works closely with one another to model a culture of collaboration and open communication. We value rigorous learning and high academic achievement for all students, and we believe there are many pathways to success.

Elementary students spend time each day studying Language Arts and Mathematics, along with Science and Social Studies. Curriculum is regularly reviewed to ensure that students are meeting the highest academic standards and are gaining the skills they need to thrive.

This includes developing students' proficiency with critical thinking, problem solving, research, technology, collaboration, cultural literacy, leadership, and wellness.

District-Wide ELA benchmark planners in Altas Rubicon outline teaching points that are taught each trimester in grades K-4. Teachers in K-4 have implemented Lesley Literacy Reading and Writing Workshop model during the balanced literacy block. In addition, all teachers have access to job-embedded professional development with the Literacy Coach and Administration.

At Bradford Elementary we have adopted the Fountas and Pinnell Guiding Readers and Writers continuum in ELA.

The workshop approach to instruction recognizes that “one size fits all” does not match the realities of the classrooms and schools in which they work. When you walk into a workshop classroom at any given moment, you’ll see instruction that is designed to promote:

- Higher order thinking skills
- Effective communication
- Differentiated instruction
- Collaboration
- Using technology with purpose
- Real-world problem solving
- Creative expression
- Performance-based assessment

The routines and structures of reading and writing workshop are kept simple and predictable so that the teacher can focus on the complex work of teaching in a responsive manner to accelerate achievement for all learners.”

LITERACY GOAL(S)

Teachers in grades K-4 will use evidence based practices to effectively provide reading instruction. These practices include instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Using district screeners teachers will have data available to inform instruction and target skills needed to improve each child's reading ability

DATA RATIONALE: Bradford Elementary had an influx of students reading below grade level as compared to their peers due to the pandemic.

STRATEGIC ACTION STEPS SWBT... TWBT...	WHO IS RESPONSIBLE	TARGET BENCHMARK ASSESSMENT SYSTEM OR MEASUREMENT AND DATE	END OF YEAR TARGET	TARGET BENCHMARKS SWBT... TWBT...	EVIDENCE OF CHANGE IN PROFESSIONAL PRACTICE
<p>Teachers will receive professional development in the five components of reading - phonemic awareness, phonics, fluency, vocabulary, and comprehension</p> <p>Targeted intervention to support students below or well below grade level.</p> <p>Teachers will use PLC time to plan for response to intervention of tier 1 and tier 2 students.</p>	<p>students</p> <p>Classroom teachers</p> <p>Literacy Coach</p> <p>Literacy Interventionists</p> <p>EL staff</p> <p>Special Ed staff</p> <p>Administrators</p>	<p>Use of district mandated assessments such as Iready, Letterland, F&P (September, January, May)</p>	<p>That all students will be able to show growth towards grade level expectations.</p>	<p>Students will be able to read at or above grade level</p>	<p>Staff will reflect on the assessment data and use it to plan their instructional lessons, creating rigorous standard based lessons that are differentiated.</p> <p style="text-align: center;">W.I.N. time</p> <p style="text-align: center;">PLC and Data Days</p>

Curriculum and Instruction: MATH for The Haverhill Public School District K-4

District-Wide Mathematic benchmark planners in Atlas Rubicon outline teaching points that are taught each trimester in grades K-4. Teachers in K -4 have implemented EnVisions 2.0 on-line program during the math block. In addition, all teachers have access to job-embedded professional development with the Math Coach and Administration.

MATH GOAL(S)					
All Bradford Elementary students will be taught grade level math standards with a focus on developing conceptual understanding, building fluency, and engaging in application of skills. Students will be encouraged to think logically and will be exposed to a variety of strategies, with connections built between the strategies. Misconceptions will be planned for, addressed, and corrected. Math tools and resources will be used to support student learning.					
DATA RATIONALE: Bradford Elementary School's Math Test scores at this school are about the same as the state average, though still below the top-performing schools in the state.					
STRATEGIC ACTION STEPS	WHO IS RESPONSIBLE	TARGET BENCHMARK ASSESSMENT SYSTEM OR MEASUREMENT AND DATE	END OF YEAR TARGET	TARGET BENCHMARKS	EVIDENCE OF CHANGE IN PROFESSIONAL PRACTICE
SWBT... TWBT...				SWBT... TWBT...	
Provide tiered instruction to all EL students Provide tiered instruction, interventions and supports to students in math. Provide inclusion in all SPED classes.	Classroom teachers Math Coach Math Interventionists EL staff Special Ed staff Administrators	monthly grade level data meetings to analyze assessment data to differentiate math instruction Weekly PLC meetings to collaborate by grade levels Ongoing trainings ST Math, iReady EnVision online	MCAS Benchmarks iReady data ST Math	That all students will be able to show growth towards grade level expectations.	Staff will reflect on the assessment data and use it to plan their instructional lessons, creating rigorous standard based lessons that are differentiated. W.I.N. time MCAS PLC and Data Days Trimester assessments, benchmarks,

School Culture GOAL(S)

STRATEGIC OBJECTIVE: Staff of Bradford Elementary School will engage in Culturally Responsive Education

GOAL: By June 2023, Bradford Elementary School’s staff will work with administration during monthly meeting to continue earning Professional Development around Cultural Responsiveness through the coordinated efforts of the district and Equity Imperative

DATA RATIONALE:

STRATEGIC ACTION STEPS SWBT... TWBT...	WHO IS RESPONSIBLE	TARGET BENCHMARK ASSESSMENT SYSTEM OR MEASUREMENT AND DATE	END OF YEAR TARGET	TARGET BENCHMARKS SWBT... TWBT...	EVIDENCE OF CHANGE IN PROFESSIONAL PRACTICE
Equity Imperative Modules Debriefing PD with Administrators	Administration Staff/teachers	All staff will be fully trained by June 2023	All staff will be fully trained by June 2023	All staff will be fully trained by June 2023	Buy-in from staff Teachers Lesson Plans that reflect Cultural Responsive targets

JUST A REMINDER: SMART

- S Specific, Significant, Stretching, Simple
- M Measurable, Meaningful, Motivational, Manageable
- A Attainable, Appropriate, Achievable, Agreed, Assignable, Actionable, Ambitious, Aligned, Aspirational, Acceptable,
- R Relevant Results-oriented, Realistic, Reevaluate, Reassess, Revisit, Recordable, Rewarding, Reaching
- T Timely, Time-oriented, Time framed, Timed, Time-bound, Time-Specific, Time limited, Trackable, Tangible
- E Evaluate Ethical, Excitable, Enjoyable, Engaging, Ecological

Capital Improvements:

During the 2022-2023 school year:

- Mulch on playground
- Patch driveway/expand teacher parking
- HVAC repairs

Bradford Elementary

[118 Montvale Street](#)

[Bradford MA 01835](#)

978-374-2443

978-374-052

9

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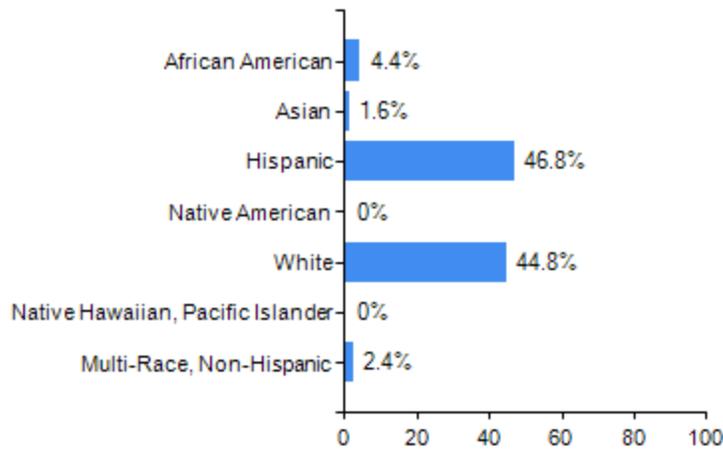
-

Principal : Diane Seibold

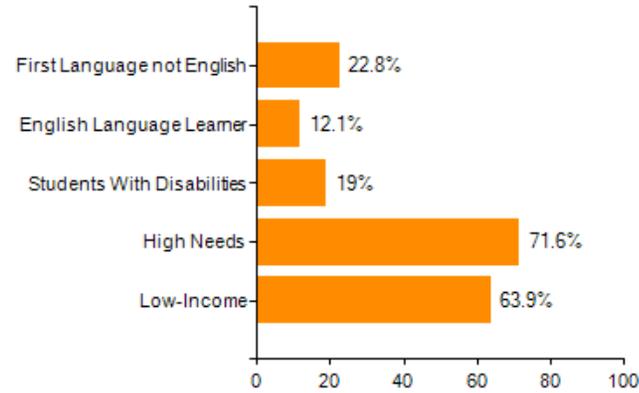
2021-22 Enrollment

School Type	Enrollment	Grades Served	Student / Teacher Ratio (2021)
Public	504	K - 04	15.0 to 1

Student Race and Ethnicity



Selected Populations



2021 Accountability Classification*

Massachusetts uses information related to progress toward improvement targets, accountability percentiles, graduation rates, and assessment participation rates to determine each district and school's overall classification. Most districts and schools are placed into two categories: those that require assistance or intervention from the state, and those that do not require assistance or intervention. Districts and schools that are new or very small are classified as having 'insufficient data'. Placing schools and districts into categories helps districts know which schools need more support, and helps the state know which districts need the most assistance. More information is available here: <http://www.doe.mass.edu/accountability/>.



*The Massachusetts Department of Elementary and Secondary Education did not issue school, district, or state accountability determinations for the 2020-21 school year. The above accountability information represents determinations from 2019.

Next Generation MCAS Tests 2021

Percent of Students at Each Achievement Level for Bradford Elementary

Data Last Updated September 21, 2021.

[More about the data](#)

Grade and Subject	Meeting or Exceeding Expectations		Exceeding Expectations		Meeting Expectations		Partially Meeting Expectations		Not Meeting Expectations		No. of Students Included	Part. Rate %	Avg. Scaled Score	Avg.SGP	Included in Avg.SGP
	School	State	School	State	School	State	School	State	School	State					
GRADE 03 - ENGLISH LANGUAGE ARTS	50	51	9	9	42	41	38	39	12	10	103	98	498.9	N/A	N/A
GRADE 03 - MATHEMATICS	22	33	4	5	18	28	41	40	37	26	103	98	480.1	N/A	N/A
GRADE 04 - ENGLISH LANGUAGE ARTS	47	49	5	6	43	43	36	38	17	13	87	100	494.8	N/A	N/A
GRADE 04 - MATHEMATICS	22	33	1	4	21	29	46	43	32	24	87	100	480.7	N/A	N/A
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	49	46	7	8	42	38	37	38	14	16	190	99	497.0	N/A	N/A
GRADES 03 - 08 - MATHEMATICS	22	33	3	5	19	29	43	45	35	22	190	99	480.4	N/A	N/A

Click on any Grade and Subject rows in the table to view Achievement Level in graph.

NOTE: Grade 10 results for spring 2021 STE are not provided because students in the class of 2023 were not required to take the STE test. Information about CD requirements is available at <https://www.doe.mass.edu/mcas/graduation.html>.

SGP for Grade 4 is not available in 2021, since MCAS was not administered in 2020 due to the cancellation of state assessments and school closures related to COVID-19.

Participation rates varied across schools, districts, and student groups in 2021 more than in prior years. If the participation rate in 2021 was lower than in prior years, results may have been different if more students had taken the test.