



# **Bradford Elementary School**

**2025-2027**

## **SCHOOL IMPROVEMENT PLAN**

### **TITLE I SCHOOLWIDE PROGRAM PLAN**

**Dinorah Peralta, Principal**  
**Nicole McGrain, Assistant Principal**

## SCHOOL COUNCIL MEMBERS, ROLES

### Bradford Elementary School School Improvement Council

**CHAIRPERSON:**

Dinorah Peralta, Principal

Signature

Date

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**CO CHAIR:**

Nicole McGrain, Assistant Principal

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**RECORDING SECRETARY:**

Janice Vinci

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**TEACHERS:**

Jennifer Davoli - Math Coach

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Lindsey Flores - SPED Teacher

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Janice Vinci - Kindergarten Teacher

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Rachel White - Literacy Coach

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Christina Valteris - MLL Teacher

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**PARENTS:**

Ryan Clarke

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Valerie Drinan

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Lindsey Clarke

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Katie Avalos

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## BUDGET NARRATIVE

	<p style="text-align: center;"><u>Bradford Elementary School</u></p> <p>Principal: Dinorah Peralta          Number years Current School: 12          Number of years as Principal in HPS: 1          Number of years Employed by HPS: 20          Education Background: M.Ed          FY 22-23, FY 23-24 Request: Level Service</p>	<p><b>Budget Narrative</b></p> <p><b>FY 2024-2025</b></p>
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### Enrollment

The current enrollment is 445 students in K-4. There are currently 22 general education classrooms, 4 special education substantially separate classrooms. Bradford Elementary is home to 3 district COMPASS/Milestones programs for students with autism and one TLC program for students with Social Emotional needs (Therapeutic Learning Center).

Number of Classrooms per grade		
FY 23-24	FY 24-25	FY 25-26
K- 5	K- 4	K- 3
Gr.1- 5	Gr.1- 4	Gr.1- 4
Gr.2- 5	Gr.2- 5	Gr.2- 4
Gr.3- 5	Gr.3- 5	Gr.3- 5
Gr.4- 5	Gr.4- 5	Gr.4- 5

COMPASS 3 TLC 1	COMPASS 3 TLC 1	COMPASS 3 TLC 1
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At this time, the class sizes in Kindergarten-4<sup>th</sup> grade range from 17-22 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.

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 and fellowships 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 MLL (Multi Language Learner) students in grades Kindergarten through 4<sup>th</sup> grades and receive MLL instruction from 3 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/Milestones Program, designed to educate students that fall under the category of Autism and a TLC program for Social-Emotional needs.

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[Enrollment Data \(2024-25\) - Bradford Elementary \(01280008\)](#)

## **Current Performance Level: School Data Level**

[2024 MCAS Results - Bradford](#)

## **Assistance for Low Achieving Students**

Under the RTI 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 iReady Benchmarks and provide targeted support to students who fall below the Meets Performance Level on these tests. Often, these students who achieve at minimal benchmark levels do not perform well on high stake state testing. Some examples of assistance provided are:

- MTSS - Targeted Tier I, Tier II and Tier III interventions in literacy, mathematics, and social-emotional
- Data Days meetings to review struggling students' progress
- Student Support Team – Identify students needing tier 2 interventions and support for the teacher
- Reading Interventionists, Math Interventionists, Math Coach and Literacy Coach
- Small group instruction, Walk to Interventions

### **SCHOOL VISION**

*Bradford Elementary School is committed to excellence, equity, and compassion in all aspects of teaching and learning. We believe all children can and will succeed in a culturally responsive, inclusive environment that celebrates diversity and supports the whole child. We build strong, meaningful partnerships with families, community members, and stakeholders to enhance student achievement and strengthen our school community. Guided by the values of integrity, respect, collaboration, perseverance, and responsibility, we promote a growth mindset that empowers students and staff to take risks, rise to challenges, and embrace lifelong learning.*

### **SCHOOL MISSION STATEMENT**

Bradford Elementary School is committed to cultivating a respectful, inclusive, and academically rigorous environment. We empower all students to achieve their highest potential and inspire every member of our school community to embrace lifelong learning and personal growth.

### **OVERARCHING OR THEMATIC GOAL**

Bradford Elementary School is committed to educating the whole child through equitable, rigorous, and student-centered instruction. We believe that strong community partnerships are essential to advancing our mission and ensuring that every student thrives academically, socially, and emotionally.

### **THEORY OF ACTION**

Bradford Elementary School creates a safe and supportive environment anchored in consistent school-wide expectations and implements a comprehensive plan focused on mathematics and literacy achievement, professional collaboration, data-driven instruction, and tiered supports. Through this strategic approach, student performance will improve continuously and be sustained over time.

### **STRATEGIC OBJECTIVES**

- Improve Literacy achievement as evident by the results of iReady, Literacy Benchmarks, and MCAS. (K-3 implementation Letterland, 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 Eureka and iReady.
- Increased proficiency of low income and MLL 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.

### **Goal for every child:**

**Students will demonstrate increased student growth percentiles on iReady benchmarks approaching 100% toward annual growth.**

Over the course of each month, teachers will meet with all students to discuss their Personalized Instruction progress. Students will have evidence of goal setting and reflection that they share with their teacher (and families).

Teachers will utilize i-Ready Diagnostic Results, Personalized Instruction, and Data Chats so that 100% of students will meet or exceed their typical growth goal in reading and in math by Spring 2025 (final Diagnostic).

### **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	17 students per class	1 teacher/ 1 ESP
Grade 1	18.25 students per class	1 teacher
Grade 2	18.8 students per class	1 teacher

Grade 3	18.2 students per class	1 teacher
Grade 4	16.8 students per class	1 teacher

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 10 ESP's for 3 Compass/Milestones and 1 Therapeutic Learning Center Program.

#### **B. Reducing class size to improve student proficiency**

The district moved the district line a bit in order to keep the number of classrooms per-grade to an average of less than 22 per class.

#### **C. Professional development for the school's staff;**

##### **District Professional Development Plan**

<https://sites.google.com/haverhill-ps.org/hpscurriculumecosystem/home>

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 include Professional Learning Communities of each grade level weekly, as well as, giving each grade level common planning time. This affords staff to analyze and interpret data and work together to support students' needs. Bradford also provides three annual Data Days meetings for each grade level.

#### **D. Enhancement of parental involvement**

Bradford Elementary is fortunate to have a strong parental presence at the school. The PTO has been supportive to the teachers and students. The 2024-2025 school year has afforded more parental involvement. BES held multiple events throughout the year to promote parental involvement to increase involvement in academics.

#### **E. School safety and discipline**

As a school, Bradford Elementary implements a Positive Behavior Incentive System initiative to support students' positive behavior and provide for

school-wide expectations. Students are acknowledged monthly in school wide assemblies and by earning PBIS Monthly Character Trait awards.

**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)
- The YMCA before and after school care
- Cross country/Track and Field for third and fourth Graders

**H. Meeting the diverse learning needs of all students**

- Special Education staff (10 teachers, 1 ETF, 13 ESP's)
- MLL staff (3 teachers)
- Behavioral staff (1 Instructional Support Technician)
- Adjustment counselor (3 counselors)
- Literacy Coach
- Math Coach
- Interventionists (3 ELA, 2 Math)

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

- Building Heat and Cooling issues
- Supplies

**J. Time on Learning**

- A Master Schedule ensures that each grade level has the optimal time for 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. [Family & Community Engagement Data Winter 2024](#)

### **School-wide reform strategies that:**

- Provide opportunities for all students to meet high standards
- Include the Response to Intervention Model with tiers I, II, III
- 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
- Walk to Interventions provided by General Education Teachers

### **2. Reform Strategies**

- IReady, Eureka, Wits and Wisdom (pending), Heggerty, Letterland, Orton Gillingham, University of Florida Literacy Institute, K-3 Differentiated Reading Instruction, MLL program
- link from EdReports [Eureka Math Squared EdReport](#) [Wit & Wisdom K-2 Ed Report](#) [Wit & Wisdom Gr. 3-8 Ed Report](#)

### **3. 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.

### **4. 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.

**5. 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.

**6. Strategies to increase parental involvement in student achievement.**

- Remind App
- Parent Square
- Positive Behavioral sheet and phone calls to families
- Title I night
- Parent Liaison for non-English speaking families
- Open Houses for families
- Fun-Run sponsored by Boosterton
- Field Day
- Popsicles with the Principals
- Music Concerts
- Ice Cream Social
- Winterfest
- Volunteer Training Presentation
- Springfest
- Information Night for Families
- Parent Teacher Conferences
- Husky Highlights
- Husky Harvest

**7. Strategies for assisting students in the transition to the next level.**

- Move-up days - Grade K to 1
- Kindergarten Registration Nights
- Peer observations
- Open House- prior to school starting
- Tutoring Title 1 funding/ Summer School
- Social /Emotional support – Student Support Team – provides family support around attendance and referrals for therapies
- Family Information Nights at the Middle Schools
- Popsicles with the Principals

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

- PLCs have been formed

- Response to Intervention groups
- Data Days
- District Professional Development

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

- Student Support Team – identify struggling learners and provide targeted supports
- At-Risk Team – attendance and behavioral identification and supports
- Literacy Coach- review data
- Math Coach- review data
- Interventionist- review data- adjust groups
- Data Days - teams discuss strategies and interventions for students.

**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 445 students.

**Staffing**

A staff of 115 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	3 teachers and 3 paraprofessionals As of 8/1/25
Grade 1	4 Teachers and 1 Paraprofessional

Grade 2	4 Teachers and 1 Paraprofessional
Grade 3	5 Teachers and .5 Paraprofessional
Grade 4	5 Teachers, .5 Paraprofessional
Special Education	9.4 Teachers (4 Sub-separate teachers) 13 Paraprofessionals 2 Speech and Language Pathologists 1 Occupational Therapist .5 School Psychologist 1 ETF 3 School Adjustment Counselors (SAC)
Unified Arts	1 Music Teacher 1 Art Teacher 1 Physical education Teacher
Interventionists	5 Teachers (3 literacy, 2 math) 1 Nurse 2.5 Custodians 1 Literacy Coach 1 Math Coach
Multilingual Language Learners	3 teachers
Other Paraprofessionals	1 Library Media Tech ESP 1 Technology Media Specialist ESP 1 Principal Assistant Clerk
Administrative support	1 Principal Clerk 1 Assistant Principal 1 Principal
NonUnit	1 Building Based Substitute (BBE) 1 Instructional Support Technician (IST) 2 Registered Behavior Technicians (RBT) 1 Speech and Language Pathologist Assistant (SLPA) 1 Certified Nursing Assistant (CNA)

## APPENDIX D: SMARTIE Improvement Goals

<p style="text-align: center;"><b>Literacy Goal(s)</b></p> <p>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. As we implement Wit &amp; Wisdom this year and beyond we will provide monthly PD for teachers in this knowledge building curriculum and will devote PLC time to planning and implementation. We will continue to stress the importance of early literacy skills through the use of Heggerty for phonemic awareness and Letterland for phonics. We will use Wit &amp; Wisdom to grow student knowledge, vocabulary, and writing skills Using district screeners, teachers will have data available to inform instruction and target skills needed to improve each child's reading ability. A strong tier 1 curriculum coupled with tier 2 and 3 interventions and support will help all students succeed.</p>					
<p><b>DATA RATIONALE:</b> Bradford Elementary continues to recognize the importance of evidence based literacy instruction.</p>					
<p><b>STRATEGIC ACTION STEPS</b></p> <p><b>SWBT...</b> <b>TWBT...</b></p>	<p><b>WHO IS RESPONSIBLE</b></p>	<p><b>TARGET BENCHMARK ASSESSMENT SYSTEM OR MEASUREMENT AND DATE</b></p>	<p><b>END OF YEAR TARGET</b></p>	<p><b>TARGET BENCHMARKS</b></p> <p><b>SWBT...</b> <b>TWBT...</b></p>	<p><b>EVIDENCE OF CHANGE IN PROFESSIONAL PRACTICE</b></p>
<p>Teachers will receive professional development in the five components of reading - phonemic awareness, phonics, fluency, vocabulary, and comprehension. Monthly PD will also include training in district approved curriculum, Wit &amp; Wisdom for all teachers including Special Education staff and ML staff.</p> <p>Targeted intervention to support students below or well below grade level</p>	<p>students</p> <p>Classroom teachers</p> <p>Literacy Coach</p> <p>Literacy Interventionists</p> <p>ML staff</p> <p>Special Ed staff</p> <p>Administrators</p>	<p>Use of district mandated assessments such as IReady, Oral Reading Fluency, pseudoword decoding, Rapid Automatized Naming screener, Word Reading Fluency</p> <p>Additional assessments are Wit &amp; Wisdom End of Module Writing Tasks and Literacy Tasks from iReady</p> <p><b>( September, January, May)</b></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>Students will become proficient in the five components of reading as measured by iReady</p> <p>Students will grow their knowledge and expand their vocabulary as teachers support students in the implementation of our</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>W.I.N. time</p> <p>PLC and Data Days</p> <p>ILT</p>

<p>through the use of assessments to identify specific areas of weakness and use assessment data to provide targeted remediation. Data will be collected using a district wide spreadsheet created by the MTSS team.</p> <p>Teachers will use PLC time to plan for response to intervention of tier 1 and tier 2 students using iReady data as well as information from Literacy tasks.</p>				<p>knowledge building curriculum, Wit &amp; Wisdom</p>	
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### **Social Emotional Learning Goal**

All Bradford Elementary School students will demonstrate improved self-awareness and self-management skills, as evidenced by increased participation in classroom discussions, reduced instances of disruptive behavior, and improved ability to manage their emotions during stressful situations. This will be achieved through creation of SEL newsletter, incorporating SEL lessons into the curriculum, providing professional development for teachers on

current trends, completing the trauma sensitive school check-list and implementing school-wide positive behavior supports.

**DATA RATIONALE:**

- Discipline referral data shows an increase in office-managed behaviors related to emotional dysregulation.
- Student SEL survey data indicates challenges in identifying and managing emotions.
- Teacher feedback highlights a need for support in embedding SEL into daily instruction.
- Research supports SEL as a means to improve academic outcomes, behavior, and emotional regulation.

STRATEGIC ACTION STEPS	SWBT...	TWBT...	WHO IS RESPONSIBLE	TIMEFRAME	STATUS	OUTPUT	EVIDENCE OF CHANGE
Implement monthly SEL-themed newsletter for students, staff, and families	Recognize SEL competencies and language	Communicate SEL priorities to families and use SEL language in class	SEL Team, School Counselor	Sept 2025 – June 2026	Not Started	Monthly newsletter issues	Increased parent engagement and SEL visibility in home-school communications
Embed explicit SEL instruction into weekly classroom routines	Identify and regulate emotions	Deliver weekly SEL mini-lessons aligned to CASEL framework	Classroom Teachers, Admin	Oct 2025 – June 2026	Not Started	Weekly lesson plans and student reflection journals	Student growth on SEL assessments; reduced behavior incidents
Facilitate PD on trauma-informed practices and SEL trends	Apply SEL strategies in class	Understand and implement trauma-sensitive approaches	Admin, SEL Coach	Nov 2025, Feb 2026	Not Started	Agendas, PD surveys, shared resources	Staff confidence in SEL implementation; PD feedback

**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 manipulatives, tools and resources will be used to support student learning.

**DATA RATIONALE:** Bradford Elementary School's Math Test scores are below the state average. Our goal is to continue to increase our percentage of students meeting expectations in order to reach and eventually surpass the state average. (Bradford 25% in 2024 vs state 39%)

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>Provide tiered instruction to all students</p> <p>Provide quality tier 1 instruction using the Eureka Math Squared curriculum.</p> <p>Provide targeted interventions, including interventionists pre-teaching students the same skills as the tier 1 to support students below grade level in math while maintaining coherence in student learning.</p> <p>Promote student thinking and perseverance in problem solving through ongoing implementation of Eureka Math Squared Curriculum.</p>	<p>Students</p> <p>Classroom teachers</p> <p>Math Coach</p> <p>Math Interventionists</p> <p>ML staff</p> <p>Special Ed staff</p> <p>Administrators</p>	<p>Schoolwide Data Days –3 times per year (fall, winter, spring)</p> <p>Weekly PLC meetings to collaborate by grade level. PLC time includes grade level analysis of assessment data to differentiate math instruction</p> <p>Student focused, data driven, Standards based goals for PLC work set by each grade level team for the year.</p> <p>Ongoing trainings in Eureka Squared</p> <p>iReady Diagnostics (3X per year) and 2 lessons per week on student pathways</p> <p>Eureka Module and benchmark Assessments (6 per year)</p>	<p>MCAS</p> <p>Benchmarks</p> <p>iReady Data</p> <p>Do The Math Intervention post module assessments</p>	<p>That all students will be able to show growth towards and beyond grade level expectations.</p> <p>Instructional Leadership Team will conduct walk throughs with a math focus at least once per school year.</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>W.I.N.(What I Need) time including walk to WIN model.</p> <p>MCAS</p> <p>PLC and Data Days Trimester assessments, benchmarks</p>

### Attendance Goal(s)

Students at Bradford Elementary School will achieve academic success when present at school each day. In order to achieve this, we will work to decrease the number of chronically absent students by 20% annually. This will be accomplished by working with families to promote daily attendance in conjunction with Haverhill Promise, conduct at-risk meetings with staff members, monthly meetings with the district attendance department, and review relevant data to develop strategies to meet this goal.

DATA RATIONALE: Bradford Elementary absentee rate has decreased, however we continue to strive to improve student attendance which will in turn improve academic and social-emotional performance.

STRATEGIC STEPS  SWBT... TWBT...	WHO WILL BE RESPONSIBLE	TARGET BENCHMARK ASSESSMENT SYSTEM OR MEASUREMENT AND DATE	END OF YEAR TARGET	TARGET BENCHMARKS  SWBT... TWBT...	EVIDENCE OF CHANGE IN PROFESSIONAL PRACTICE
<p>Conducting At Risk Meetings weekly and monthly</p> <p>Communication with families - meet with families to discuss support and plan</p> <p>ILT (Instructional Leadership Team) will review and analyze data for next steps</p> <p>A letter is sent to families once students have</p>	<p>SACs Nurse Principal Assistant Principal</p> <p>SACs Nurse Principal Assistant Principal Teacher(s)</p> <p>Principal Assistant Principal ILT Members</p>	<p>Monthly Chronically Absent Data</p> <p>Data tracking of communication in School Brains and Goal Log</p> <p>Monthly Chronically Absent Data</p>	<p>Bradford Elementary will decrease the number of chronically absent students by 20%</p>	<p>By the end of Term 1, chronic absenteeism will be reduced by 5%.</p> <p>By the end of the Term 2, chronic absenteeism will be reduced by 15%.</p> <p>By the end of the school year, chronic absenteeism will be reduced by 20%.</p>	<p>The reduction of chronically absent students by 20%. Students who are absent 10% without medical documentation will be brought up to the At Risk Team.</p>

missed 6 days. Letters are sent for every 6 absences.					
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**JUST A REMINDER: SMARTIE**

- 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
- I Inclusive
- E Equity for all

**Capital Improvements:**

During the 2025-2027 school year:

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