

**STUDENT AND
STAKEHOLDER FOCUS**

RIGOR: Based on the MSA and MAP-R data for students in grades 3-5, TN2 data for students in grade 2, and MClass data for students in grades K-2, the students will continue to demonstrate increased rigor across the grade levels through the instruction and application of inferential thinking. Special emphasis will be given to LEP and Special Education students.
CLIMATE: Continue to show progress in positive student interactions during lunch and recess as demonstrated through the recess incentives' chart. Special emphasis will be given to indoor recess behaviors. Behaviors. All stakeholders will continue to encourage and increase positive student to student interactions.

FACULTY AND STAFF FOCUS

RIGOR: Increase proficiency at data analysis
 Create common grade level formative assessments
 Data analysis training through quarterly and unit-based data chats using PDSA process
 Build effective instructional strategies in inferential thinking
CLIMATE: Lunch/recess aide training and monthly monitoring through PDSA process
 Monthly celebrations of progress through whole school announcements, website, staff newsletters, and other recognitions

Bradley Hills Elementary School
 Baldrige Guided School Improvement Plan
 2009-2010

LEADERSHIP

School Vision Statement

Bradley Hills Elementary School is like a big family. All voices are heard and everyone is treated with kindness and respect. We encourage each other to imagine, question, and discover as we embrace a love of learning.

SIP will be available:

- On website
- In hallways

SIP will be monitored:

- Via grade level team meetings
- Via leadership team and SIT meetings

STRATEGIC PLANNING

RIGOR: As warranted by the trends in reading performance from 2005-2008 instruction in inferencing will be used to increase MSA performance in all grades:

- Grade 3 – 4%, from 56.7% to 60.7%
- Grade 4 – 4%, from 67.7% to 71.7%
- Grade 5 – 2%, from 89.4% to 91.4%

CLIMATE: Based on student surveys and recess referrals, all stakeholder groups will work to increase positive student interactions during recess.

- Trainings for lunch/recess aides
- Behavioral referral slips (documentation for collecting baseline data to be used in making informed decisions)
- Incentive program for positive recess experiences

PROCESS MANAGEMENT

RIGOR: Grade level teams will create action plans to systematically instruct and assess inferencing skills through Junior Great Books Instruction and common formative assessments. Data notebooks will be used to capture the information. Information will be reviewed during quarterly data chats. Updates will be provided at SIT meetings.

CLIMATE: Recess incentive bulletin board will be used to post grade level standing. Progress will be celebrated via monthly reports during morning announcements. Progress will be reviewed monthly with counselor and principal. Progress will be shared during SIT meetings.

PERFORMANCE RESULTS

MSA 2009 - Reading, Grades 3-5

Students	% Advanced	% Proficient	% Basic
All	71.2	26.8%	2%
Asian/Pacific	61.9%	28.6%	9.5%
American Indian			
African American	40%	40%	20%
White	74.1%	25.3%	.6%
Hispanic	69.2%	30.8%	0%
FARMS			
Special Education	46.7%	40%	13.3%
ESOL	16.7%	66.7%	16.7%

MSA 2009 - Math, Grades 3-5

Students	% Advanced	% Proficient	% Basic
All	67.7%	30.8%	1.5%
Asian/Pacific	71.4%	28.6%	0%
American Indian			
African American	20%	80%	0%
White	68.4%	29.7%	1.9%
Hispanic	69.2%	30.8%	0%
FARMS			
Special Education	26.7%	60%	13.3%
ESOL	50%	33.3%	16.7%

MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

- Fall/Winter/Spring MClass data with progress monitoring
- Fall/Winter/Spring MAP-R
- Fall and Spring Fountas and Pinnell Assessments
- Monthly common formative assessments at each grade level
- Spring MSA 2009 performance results
- Monthly review of recess referrals
- Monthly review of team level recess monitoring system