

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Dr. Michaela Culkin
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Bradley Elementary School
(As it should appear in the official records)

School Mailing Address 1 Bradley Circle
(If address is P.O. Box, also include street address.)

City Fort Leavenworth State KS Zip Code+4 (9 digits total) 66027-1415

County Leavenworth County

Telephone (913) 651-6915 Fax (913) 758-6090

Web site/URL http://bradley.usd207.org E-mail mburrow@usd207.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Keith Mispagel E-mail kmispagel@usd207.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Ft Leavenworth USD 207 Tel. (913) 651-7373

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson COL (RET) Myron Griswold
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 3 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 4 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	39	24	63
K	54	40	94
1	33	42	75
2	32	43	75
3	26	41	67
4	27	27	54
5	31	35	66
6	31	23	54
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	273	275	548

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 2 % American Indian or Alaska Native
 - 2 % Asian
 - 7 % Black or African American
 - 0 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 59 % White
 - 30 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 15%

If the mobility rate is above 15%, please explain:

Our military families receive military orders and move to other posts. They also receive orders to move to Fort Leavenworth.

At the end of SY 2018-2019, there were 395 students who moved out of district/state/country due to military re-assignment. We gained a similar number of students at the beginning of SY 2019-2020.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	30
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	49
(3) Total of all transferred students [sum of rows (1) and (2)]	79
(4) Total number of students in the school as of October 1, 2018	539
(5) Total transferred students in row (3) divided by total students in row (4)	0.15
(6) Amount in row (5) multiplied by 100	15

6. Specify each non-English language represented in the school (separate languages by commas):
Albanian, French, Arabic, Spanish, Russian, Georgian, Serbian, Italian, Lithuanian, Hungarian, Montenegrin, Turkish, Danish

English Language Learners (ELL) in the school: 7 %
36 Total number ELL

7. Students eligible for free/reduced-priced meals: 6 %
 Total number students who qualify: 33

8. Students receiving special education services: 9 %

52 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>1</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>9</u> Other Health Impaired |
| <u>6</u> Developmental Delay | <u>13</u> Specific Learning Disability |
| <u>3</u> Emotional Disturbance | <u>20</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 7

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	28
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	13
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	2
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	97%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

Bradley's mission is to develop a community of continuous learners and leaders today and tomorrow.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III - SUMMARY

"Learners and Leaders Today and Tomorrow" is the mission statement of Bradley Elementary, a school with over 540 students enrolled in preschool through 6th grade. All students are military-connected children from both the United States (U.S.) and 22 nations. Over 50 percent of the students attend Bradley for one year while their parents attend the U.S. Army Command and General Staff College (CGSC). Our military-connected families put a priority on education, social-emotional growth, and community—not only for themselves, but for their children as well. We have the honor of educating the children of military members protecting our freedoms, and we take our role of academic and social-emotional growth for every student very seriously.

More than 50 percent of the Bradley student population moves annually, giving urgency to assessing students at the beginning of the year to determine each student's educational baseline. From these individual assessments, as well as parent conferences held within the first two weeks of school, teachers identify each student's skills that need remediation or enrichment. Since over 50 percent of the students at Bradley are children of the officers who attend CGSC, with up to 19 different languages represented, teachers use technology such as Google Translate to interpret languages and assess current levels of performance.

Bradley teachers make evidence-based decisions to improve the quality of instruction, resulting in student growth. Ways in which teachers in all grade levels analyze data include structured data days differentiated by grade level, utilizing a building-wide "data wall" to give teachers their own visual learning opportunity to look deeper into student data towards student growth progress, weekly professional learning communities (PLCs), and small group and grade-level district professional learning opportunities to grow deeper in their own teaching pedagogy.

Teachers set aside 30 minutes a day for intervention time. This is a protected time in the master schedule when all available staff members work with children who need remediation or enrichment with math and reading skills. Teachers plan activities as a grade level during their PLC, enabling support staff to transition to the individual classrooms and immediately begin instructing students. Learning areas are set up around the school for adults to work with students. Parent volunteers are also important to intervention time as they work side-by-side with teachers to provide additional support for small groups and individual students.

The physical education (PE) teacher runs the school's sensory lab that students attend before school. Sensory lab affords students the ability to participate in activities that result in crossing the midline, utilizing both sides of the brain (right brain/left brain). The lab includes aerobic exercise, cross-lateral movements, sensory integration, and core muscle strength. These activities stimulate neurons, helping students to optimize the body and brain connection. Students also take part in brain breaks throughout the day, enabling them to focus on academics. Flexible seating is also visible throughout the school, giving students a choice of what kind of learning space works best for them, and help them to focus while in the classroom.

Military children have their own set of challenges that include parent deployments, unpredictable scheduling, and frequent moves which can occur every year. Each move can bring an educational challenge for a child as state educational standards change, coupled with a new school social setting and a new community. The need for family and staff support are critical to ensure student resiliency. The Bradley staff, of whom many are affiliated with the military, is acutely aware of these challenges and works to build positive relationships with families from the first day of school.

The social-emotional curriculum adopted by the district provides opportunities for students to learn and practice important life skills. Bradley's staff creates a safe learning environment that encourages and empowers students to have positive relationships with peers, staff, and families. To deepen the school culture and provide a positive learning atmosphere for all students across the building and into the community, teachers plan and implement social-emotional lessons that focus on the whole child. The school counselor develops classroom lessons that help students understand their big feelings and meets with individuals and small groups to target social skills. About 10 percent of students have deployed parents, and these students are part of Hearts Apart, a group of students who meet monthly with the shared challenge of

having a parent who is gone. Activities for Hearts Apart include movie nights, cookouts, and creating cards and care packages.

Our Bradley family takes pride in the shared mission of providing high-quality academic and social-emotional education to the children of our service members who protect our country and our freedom every day. Bradley Elementary's hallmark is a commitment to quality and success for every student.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

Bradley Elementary’s overarching philosophy is to immediately determine a student’s present level of performance using common assessments and to begin tiered instruction through a research-based curriculum. The school focuses on four critical elements: math, English Language Arts, social-emotional development, and accreditation. Grade levels work together to create a scope and sequence for the year. They also create pacing guides to ensure the core curriculum is used to teach the standards. The result of this work is aligned professional development with the core resources and standards taught. A building guiding coalition works together to plan and implement professional development synchronized with the four critical elements that will empower teachers to focus on classroom instruction. The building guiding coalition continues to focus on Response to Intervention and has worked with outside presenters during the past two years to develop a plan to support Bradley’s overarching philosophy. This group has worked with faculty to break standards down into learning targets that tie to the state standards. These learning targets drive the work of the Professional Learning Community (PLC), as grade levels meet weekly to identify specific, measurable, attainable, relevant, and time-based (SMART) goals and plan interventions. Student data guides decisions across all grade levels and subjects. The master schedule includes weekly times for teachers to meet in their PLCs to interpret student data and identify the students who need interventions. Each grade level has 30 minutes a day devoted to math and reading interventions. Assistants go in the classrooms every day and work with students in small groups on targeted skills. The school’s instructional coach focuses on individual teachers and their own professional development needs through modeling and feedback. By working with individual teachers, the coach can focus on professional development needs that foster student achievement.

1b. Reading/English language arts

Teachers collaborate to adopt research-based curriculum to teach language arts. The process is cyclical, and grade levels use rubrics to determine the resources that best address targeted skills at the individual grade levels. Once a curriculum resource is identified, teachers immediately begin professional development to learn how the resources will be used to instruct all of their learners. Teachers are provided small-group training based on the grade level’s needs with the new curriculum and they reflect on their personal progress with the new resources. This helps teachers pinpoint their individual professional development needs.

Primary grades create individual reading plans for students and provide individual and small group instruction that focuses on foundational reading skills. Primary classes are rich in language, and ELA is interwoven throughout the school day. Teachers use student data to teach phonics skills. Throughout the day, teachers are constantly using common formative assessments to determine the reading levels of their students. Summative assessments enable teachers to determine whether or not a student is ready to move to the next reading level. In the upper grades, teachers use weekly common formative assessments to determine targeted skills on which students need to focus.

Grade level teachers share their end-of-year assessment data for our returning students with the next grade level. This transition for our returning students ensures instruction time is not lost as the next grade level begins. Because many of Bradley’s students leave after one year, grade level teams also look at data holistically and work together with grade levels above and below to determine skills that need more of a targeted focus across grade levels. Teachers use PLC time to create intervention lessons that will address skills that challenge students.

As an extension of John Hattie’s research about the positive, impactful effects of “Visual Learning” for students, Bradley teachers began using “data walls” two years ago as adult learners as a means to professionally analyze student growth. “Data walls” are physical, visual spaces for teachers to discern student needs. Bradley has a professional development room that is solely used to interpret student data. All

grade levels meet with administration quarterly in this professional development room to interpret student data reflected in universal screeners and common summative assessments. Teachers use STAR as the universal screener three times throughout the school year to determine present levels of performance. The universal screener data for individual students is displayed on the wall corresponding to each classroom teacher. Based on cut scores, students in grades kindergarten through 6th are placed in one of four categories that directly correlate to the Kansas state assessment and proficiency: level 1 (red), level 2 (yellow), level 3 (blue), and level 4 (green). The penultimate goal is for teachers to have all of their students meet the proficiency benchmark. As the year progresses, teachers use the data from STAR to place their students in the appropriate level. Pre-K, kindergarten, and 1st grade teachers also chart the reading level data for their students.

1c. Mathematics

Teachers collaborate to identify a viable, research-based math curriculum. The adoption process takes a year as teachers use rubrics to determine the resources that best address the targeted math skills at the individual grade levels. Once the curriculum is adopted, teachers receive training to learn the new resource. Teachers are involved in individual and grade-level training to help them understand how to best utilize the math curriculum. The resources give teachers the opportunity to work with students using higher order thinking skills, enabling students to think more deeply about the reasoning behind math concepts. Bradley has also embraced a common problem-solving strategy across all grade levels so returning students hear the same problem-solving vocabulary from one year to the next.

Grade level teams have identified learning targets for math and have created pacing guides that outline skills and timelines for teaching. Teachers use the math curriculum as a resource - the standards drive the instruction, not the adopted curriculum. With this in mind, pacing guides are aligned with what teachers have identified as the most appropriate pacing for the state standards. Grade level pacing guides keep teachers together and enable them to look at common assessment data at the same time in their weekly PLCs. This common time affords teachers the opportunity to look at weekly data, set SMART goals, and plan for instruction during daily intervention time. All available adults “push in” to the classroom during intervention time and provide support for students. Technology use is balanced during this time with adult instruction. Students in kindergarten through 2nd grade all have an iPad and 3rd through 6th graders use Chromebooks. Teachers can assign lessons using the technology to give students opportunities to practice fluency and targeted math skills. This data is collected and used to determine appropriate practice for individual students.

Data is omnipresent, and grade levels use the same “data walls” as they use with ELA data. The “data walls” help teachers as a visual in determining student needs for math. Grade levels meet with administration quarterly to interpret student data reflected in universal screeners and common summative assessments. Teachers use STAR as the universal screener three times throughout the school year to determine present levels of performance. The universal screener data for individual students is displayed on the wall corresponding to each classroom teacher. Based on cut scores, students in grades kindergarten through 6th are placed in one of four categories that directly correlate to the Kansas state assessment and proficiency: level 1 (red), level 2 (yellow), level 3 (blue), and level 4 (green). As the year progresses, teachers use the data from STAR to place their students in the appropriate level on the wall.

1d. Science

In 2013 the district adopted the Next Generation Science Standards (NGSS) which became the basis for lessons in the technology, engineering, arts, math, and science (TEAMS) lab. The TEAMS lab is similar to a traditional STEM lab with an included emphasis on the arts for the creation of various media to share student successes. The lab also asks students to work collaboratively with their peers. Students at Bradley have opportunities to work and compromise with others who share different ideas or viewpoints. The hands-on, critical thinking activities that the lab asks students to perform are aimed at increasing students’ enjoyment of and engagement in STEM learning and the arts.

The TEAMS lab recently began utilizing Project Lead the Way (PLTW) as a way to introduce problem-

based learning across select grade levels. We are looking to expand those opportunities to all grade levels. When not engaged in PLTW, students can expect a wide range of instructional formats including explicit instruction, other problem-based learning projects, and inquiry activities. The lab houses both one-to-one iPads and computers to improve student efficiency and increase computer literacy.

A key factor in the success of our science program is the student engagement we are able to achieve through activities and lessons that students would not otherwise see in their homerooms. Through collaboration with homeroom teachers, the TEAMS lab is able to incorporate cross-curricular topics, with special respect to math and reading standards. Some of the activities that students have an opportunity to take part in include computer programming and robotics, virtual design and 3D printing, and dissections. Students are able to connect to the NGSS through critical thinking, scientific inquiry, and problem solving.

1e. Social studies/history/civic learning and engagement

Fort Leavenworth is rich in history, and our teachers incorporate history lessons relating to our community when they can. Teachers take advantage of the hands-on learning opportunities the military post affords when teaching Kansas state history. Our 3rd grade goes on a field trip every fall led by an instructor from the Command and General Staff College. This instructor keeps the students engaged as he uses storytelling to help students understand the importance of Fort Leavenworth's mission throughout American history. Students learn about the national cemetery, observe wagon ruts created by travelers on the Oregon Trail, and understand the significance of the Missouri River that abuts the Fort Leavenworth boundary. Fort Leavenworth has educated many of the leaders who have made history. The school celebrates its namesake's birthday every year and focuses on the leadership skills General Bradley exhibited during his career. Our international families are an important part of the community, and they share significant traditions and history of their countries with a celebratory international day at the end of the year.

Our international students stand beside their families during international day and highlight their cultures and traditions. Teachers at Bradley provide cross-curricular opportunities within the ELA and social studies resources with teachers choosing reading selections that complement both reading and social studies state standards. For example, the 6th grade visits the local Buffalo Soldier Monument and its significance to African-American frontier military history when using ELA resources. Every September our students remember September 11 with a Freedom Walk. We all walk a mile to the district running track and participate in patriotic songs and listen to speakers from our community. Every year we celebrate a group who has made a significant impact on our lives (i.e. WWII Veterans, International Partners, Vietnam Veterans, First Responders).

1f. For secondary schools:

1g. For schools that offer preschool for three- and/or four-year old students:

Bradley Elementary began teaching 4-year-old preschool students four years ago. The core curriculum focuses on kindergarten readiness and supports active learning in a formal preschool setting that balances academics with age-appropriate activities. Preschool students are engaged daily in academic/foundational skills, play-based centers, and social-emotional lessons. Students learn in a safe, structured, positive atmosphere and are empowered to make decisions and become classroom leaders. The preschool teachers work closely together to align instruction to the early childhood standards outlined by the state of Kansas. The district continually reviews resources for curricular updates in subsequent years. Classes have a maximum of 16 students with a teacher and an assistant, and students attend preschool for two hours and 45 minutes a day. With AM and PM classes, Bradley has up to 64 students enrolled in the preschool program.

Preschool teachers have created pacing guides, and they work with kindergarten teachers to align skills vertically. This helps with kindergarten readiness - preschool instructional learning objectives are addressed in pacing guides for a successful transition to kindergarten. Preschool teachers meet weekly to identify students who need specific interventions academically, social/emotionally, or with fine or gross motor skills. Preschool teachers meet with administrators monthly to discuss growth data on the "data wall" in the

professional development room. The goal of our preschool is to provide the first year of schooling to our youngest learners.

2. Other Curriculum Areas:

Students are given opportunities to engage in learning essential skills outside of the general education classroom through various other curriculum areas. “Specials” teachers (art, music, TEAMS, PE, library) work with the general education teachers to plan cross-curricular activities that align with what students are learning in their homerooms. Specials teachers have identified grade level skills and activities in subject-specific pacing guides to support classroom teachers in teaching students essential skills and learning targets. For example, the music teacher supports classroom instruction on fractions when teaching about notes in music. The art teacher works with grade levels to support instruction on angles as she introduces students to art forms. Our specials teachers continuously use and adjust the pacing guides they’ve created to support students’ acquisition of essential skills and knowledge.

The TEAMS lab is similar to a traditional STEM lab with an additional emphasis on the arts. All students in grades kindergarten through 6th attend the TEAMS lab once a week. Times vary based on the grade level; students meet in the TEAMS lab from 40 to 60 minutes. Bradley’s TEAMS lab teacher works closely with grade level teachers to align lessons to skills being addressed in the classroom. These lessons include situations that incorporate problem solving and creative thinking. Students in the TEAMS lab come up with their own hypotheses and arrive at conclusions. Students in grades kindergarten through 6th also have the opportunity to attend the educational theater one to two times a quarter to learn about the world in which we live through planetarium presentations. The educational theater teacher also works closely with the TEAMS and classroom teachers to align science standards with the grade-level pacing guides.

Students attend art, music, physical education (PE), and library once a week for 45 minutes per discipline. The specials teachers work closely together to align their activities. For example, the music teacher plans an evening performance for each grade level during the school year. The music and art teachers collaborate with the end result being an art project that is part of the grade level performance. These art projects are on display in conjunction with the performance. The 5th grade classes participate in a program named “Dance, Dance Revolution” that incorporates dances from around the world. The music teacher works with the PE teacher to teach the dances and learn the music, and the art teacher teaches the students how to make sculptures that show related movement.

Students can choose to be involved in choir and band; extracurricular activities offered before the school day begins. Students in 4th through 6th grades have an opportunity to participate in choir, and students in 5th and 6th grades can participate in band. Students also have opportunities to perform throughout the year at the community tree lighting ceremony, one of the Board of Education meetings, and at the end of the year. The PE teacher emphasizes the importance of health and wellness. Students have little down time in PE, and they often enter the gym and perform an instant activity to begin moving right away. The PE teacher incorporates healthy lifestyle instruction, goal setting, and teaches students how to monitor themselves during exercise through the use of target heart rates. Students practice digital citizenship and multimedia skills when they go to the library. The librarian incorporates technology in the library and teaches students library skills that align with the district pacing guide. The librarian also provides lessons on cyberbullying to teach students to be good digital citizens.

Character building is emphasized throughout the school day. The school counselor provides classroom, small group, and individual lessons to assist students with social skills and life skills. Students learn how to regulate their emotions and practice social situations using targeted life skills. Students learn to set goals and graph their personal and academic progress. Setting goals and graphing them is an extension of Hattie’s research about the positive, impactful effects of “visual learning.” Our art, music, PE, library, and TEAMS teachers all model goal setting for students in conjunction with the classroom teachers.

3. Academic Supports:

3a. Students performing below grade level

Teachers analyze data during their Professional Learning Communities (PLCs) and identify students who need tier two instruction - “the core and more.” These students receive tier 2 targeted instruction during a daily, 30 minute intervention time and are frequently progress monitored to identify areas of growth and those that need continued remediation. All available instructional and building assistants “push” into the grade level classrooms during intervention time and provide tier 2 and tier 3 instruction. Pushing assistants into the classrooms affords teachers the opportunity to divide the class into smaller groups. The classroom teacher works with individual students and small groups to teach the foundational skills that students may be missing. This is part of tier 3 instruction. Recognizing that some students need more intensive tier 3 support, Bradley Elementary has a Power Lab staffed with a reading specialist and an assistant. Both the reading specialist and the assistant assist students in remediation with math and reading skills in small groups or as individuals.

Teachers identify students who are performing below the 25th percentile on the STAR universal screener in math and reading. These students are recommended for Power Lab, a tier 3 intervention that focuses on targeted skills to raise student achievement. Students in Power Lab are assessed frequently to determine growth. The Power Lab teacher works closely with the grade level teachers to schedule times for reading and math and updates teachers on student progress.

3b. Students performing above grade level

Teachers monitor students who are performing above grade level as reflected in the universal screener and common formative assessments. Students who perform above grade level in math and reading receive enrichment during intervention time. The gifted education teacher works with grade level teachers to identify activities that will enable students to continue achieving at higher levels of learning. In addition to support from the gifted education teacher, teachers create individual learning contracts that allow students to work independently on enriching work. Students who meet eligibility requirements for an IEP (Individualized Education Plan) receive direct services with the gifted education facilitator.

3c. Special education

Over 50 percent of the student population is new to Bradley every year. Because of this, it is imperative that students who have IEPs are identified as quickly as possible so goals and accommodations can be put into place. The entire team, including assistants, specials teachers (i.e., art, music), special education teachers, and grade level teachers meet a week before school begins to review IEPs at a Glance. These documents provide an overview of student goals and accommodations in all of the classrooms where students may receive instruction. All staff who work with our students who have IEPs sign a document to verify they looked at the IEPs at a Glance. Students who have academic IEPs receive the core skills in the general education classroom and are pulled out for direct instruction when the core curriculum is not being taught. This practice results in the students who have IEPs receiving the core instruction in the classroom and being pulled out of the classroom to work on individual goals without missing instruction. Special education teachers work closely with general education teachers and paraprofessionals to identify student challenges and address them immediately in all classrooms. Intervention time outlined in the school’s master schedule provides an opportunity for teachers to address remedial skills in a small group or individual setting. Students with IEPs are closely monitored, and data is collected weekly to assess progress during Professional Learning Communities.

3d. ELLs, if a special program or intervention is offered

Approximately seven percent of the students at Bradley are children of international officers who attend CGSC. Bradley Elementary has an English Language Learner (ELL) teacher for half of the school day, and a full time ELL assistant. The ELL teacher plans lessons for Bradley’s international students that will support them academically as they learn the English language. At the beginning of the year, the ELL teacher and assistant join with classrooms as much as possible to provide emotional support for our ELL students. Many of our international students come to Bradley with little to no knowledge of English. This can provide a significant challenge with the many languages represented. Teachers have met the challenges of many languages with various interventions. With up to 19 different languages represented, teachers use

technology such as Google Translate to interpret languages and assess present levels of performance. Our ELL teacher has provided professional development to assist teachers in learning how to best support our international students. In addition to Google Translate, teachers have pictures of the menu choices for lunch to help students select their meals. Our ELL teacher and assistant work together with classroom teachers and students to enable them to be academically successful in the classroom. Students are immersed in the classroom for full integration with support to assist in making them successful.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Bradley elementary loses over 50 percent of its students every year to military moves. As a result, there is an urgency at the beginning of the year to engage, motivate, and provide an environment that supports student growth. With this in mind, our staff begins the year with a Leadership Academy for all students. This academy gives students the opportunity to meet our support staff and learn the expectations of the school. Staff members use a common vocabulary when talking about student expectations, helping students to learn routines and expectations. Teachers meet with parents within the first two weeks of school. This meeting gives parents the opportunity to discuss their child both academically and socially.

The social-emotional curriculum adopted by the district provides opportunities for students to learn and practice important life skills. The Bradley staff creates a safe learning environment that encourages and empowers students to have positive relationships with peers, staff, and families. Our staff celebrates students by turning in positive office referrals called Green Buffaloes (our school mascot). These Green Buffaloes have a positive, personal message from staff members about the student. Students who earn Green Buffaloes are called to the office and parents are called to hear the positive news.

To continue to deepen the school culture and provide a positive learning atmosphere for all students across the building and into the community, a cadre of Bradley teachers planned and implemented Innovation Teams beginning in spring of 2019. Staff members create lessons within each Innovation Team that focus on college and career readiness, social-emotional lessons, or the military community at large. Students attend multi-age Innovation Teams the last Friday of the month. These teams include students in kindergarten through 6th grade. Preschoolers stay in their rooms and older students come and work with them. At the conclusion of Innovation Team sessions, the student body meets in the gymnasium for a student-led assembly. Teachers nominate students for awards, and students are recognized for their leadership and academics. Students enjoy the opportunity to celebrate one another. All students are considered leaders in the building, no matter their age. Students are given a voice and are encouraged to be engaged in their learning. Students in all grade levels keep track of their successes and achievements. Students lead all assemblies, conduct the daily announcements, and work with one another to resolve conflicts with appropriate supervision.

2. Engaging Families and Community:

Bradley Elementary is a neighborhood school, and approximately 90 percent of the student population lives within one mile of the school. Most students walk or ride their bikes to school. The result of this is a tight knit community of families that is actively involved in the school. Bradley has an active site council that meets once a month. The site council is composed of stakeholders who work with the administration to determine school goals, make recommendations, and assist with oversight of the school budget. The site council acts as a conduit to encourage and empower parents to volunteer in the school and assist grade levels with academic interventions. In addition to these items, the site council is kept informed about assessment data. The site council is also involved in the school accreditation process, and they receive monthly updates on how Bradley is continuously working towards school improvement.

Parent/Teacher conferences are formally held three times a year: once at the beginning of the year, at the end of the first quarter, and in February. These conferences are well attended and give parents and teachers the opportunity to work together to identify ways to support student academic growth. Teachers are highly encouraged to reach out to parents to build relationships from the beginning of the school year. A strong relationship helps to build a collaborative effort between home and school.

The Fort Leavenworth school district is unique as it is a state-run unified school district completely within the boundary of a military installation. Bradley Elementary has been “adopted” by and works closely with one of the soldier units on post to provide social-emotional and academic support in the form of mentoring and tutoring. The administration works closely with the company’s leadership cadre to vet volunteers. This

partnership with an organization on Fort Leavenworth has a positive impact on the school community.

Bradley believes that family involvement and relationships are important. The school has a yearly movie night at the local theater. The student council chooses the movie and families are invited to come to the theater in the evening for a free movie. The principal helps serve popcorn and soda and students watch the movie with their families. We also host our families for a school picnic in the fall and Thanksgiving lunch in November. Our lunch counts double and triple on these days, and we use the gymnasium as an alternate cafeteria.

3. Creating Professional Culture:

With over 50 percent of Bradley's students transitioning every year, the focus of the staff is on quickly and effectively impacting students in a positive way. Bradley Elementary's faculty are dedicated professionals who share the common belief that all students can learn. Continuous teacher education is paramount to student achievement. With this belief, teacher leaders work with the principal to plan professional learning opportunities to help teachers hone their teaching skills.

Bradley's Guiding Coalition is composed of four teachers who assist in surveying teachers and planning and executing professional development opportunities throughout the year. Teachers fill out a survey at the end of the school year to identify the professional development needs of the teachers and grade level teams. In addition, the Building Guiding Coalition assesses our school's strengths and weaknesses using assessment data, student climate surveys, and classroom observations. This data is gathered and interpreted, and professional development is planned for the year to align with the school's goals for the following year. Professional development is presented by teachers during staff meetings and professional learning times. These teachers model effective academic and social/emotional strategies in their classrooms. Outside presenters are invited, as well.

The Guiding Coalition also looks at student assessment data across the grade levels and plays an active role in continuous learning within grade level PLCs. Administration meets weekly with grade levels and provides feedback on the work of the PLCs. In addition to meeting weekly with grade levels, administration also conducts walkthroughs of all classrooms weekly and provides both positive and constructive feedback. These 5-10 minute walkthroughs enable the administrator to observe and interact with the lesson and collaborate with individual teachers. We are all lifelong learners, and professional development opportunities are abundant within the district across all curricula. Educators are also supported in attending professional development opportunities outside of the school district. These opportunities include PLC conferences, social-emotional professional development opportunities, Marzano strategies, and conferences for professional organizations. The principal is an advocate of adult learning and encourages teachers to attend professional development opportunities to support growth and share with others within the school and district.

4. School Leadership:

Bradley's overarching philosophy is that all students can achieve at high levels. The school leadership team is composed of administration, teacher leaders from all subjects and grade levels, including special education and specials classes. All teachers are encouraged to be involved in some capacity within the school. These opportunities include the building guiding coalition, the building leadership team, the accreditation team, and district committees. Teacher leaders work tirelessly to ensure high levels of achievement for our school.

Members of the school leadership teams have high expectations for our faculty and staff, and model setting attainable goals for student achievement. The principal supports teachers in their work to meet student needs both academically and socially. These attainable goals are reviewed monthly by members of the building's guiding coalition. Teacher leaders provide constructive feedback for grade levels. All teachers at Bradley work together to guarantee students will learn and achieve while maintaining a positive school climate.

Members of the building leadership team and the guiding coalition provide feedback to the principal

monthly. These constructive and open conversations augment Bradley's continuous professional staff development. For example, after reviewing notes from professional learning communities, the building guiding coalition began offering bi-weekly professional development to grade levels based on the needs of the building.

Students succeed when all stakeholders work together. Bradley's site council provides feedback on programs and resources that focus on student achievement. Positive parent and community relationships are paramount to student success, and the Bradley faculty works to maintain their reputation in the community as a school with high student expectations. Shared leadership is key, and the district supports the teacher leaders in the building by extending learning opportunities to them.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Bradley Elementary's students come from a mobile military population. To address their unique academic needs, we focus on embracing the whole child from day one. Over 50 percent of the student population moves every year, giving urgency to assessing students immediately upon their arrival to determine their educational baselines. Information gathered from these individual assessments and parent conferences held within the first 2 weeks of school enable teachers to identify each student's skills that need remediation or enrichment.

Academic data is collected early and often. Grade level teams work together to collaborate, identify strategies, and differentiate to support academic growth. Common formative and summative assessment data are interpreted to adjust instruction and assist students in achieving at high levels. Teams disaggregate the data and plan learning targets for instruction by evaluating the overall status of student performance, prioritizing student needs, and differentiating curricula.

Teachers participate in quarterly "data dives" with the instructional coach and principal to analyze student data. Guest teachers cover classrooms during the day and grade level teachers have the opportunity to work up to a half day in the professional development room. "Data dives" are aptly named as teachers dive into student data by standard, teacher, and grade level. Teachers have professional conversations regarding student needs that result in intervention plans across all tiers to enable students to achieve. Teachers self-reflect on their teaching practices and collaborate to target essential skills for their students. This focused analysis of data provides a non-judgmental, unemotional way of looking at data. The result of the analysis is to discuss implications and identify action steps to help all students learn. Our teachers are driven to guarantee student achievement.

The faculty's tenacity to determine student needs from day one and the consistent collection of data to support student learning are key to high academic achievement. Our mission is to work collaboratively with parents and the community, so our students can achieve their potential because they are our country's future. In addition to resident staff members, approximately 30 percent of Bradley's current teachers are also part of the military community. They bring their diverse backgrounds gained from teaching in other communities across the country and world to come together as a staff to help students achieve their highest potential. Our community, parents, and staff collaborate to empower students to not only grow as individuals, but also to achieve their full potential.