

U.S. Department of Education
2019 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mr. Stephen Wera

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

Official School Name Bradley International School

(As it should appear in the official records)

School Mailing Address 3051 South Elm Street

(If address is P.O. Box, also include street address.)

Denver CO 80222-7339
City State Zip Code+4 (9 digits total)

County Colorado

Telephone (720) 424-9468

Fax

Web site/URL https://bradley.dpsk12.org

E-mail stephen_wera@dpsk12.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*Mrs. Susana Cordova

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

E-mail
SUZANNE_CORDOVA@dpsk12.org

District Name Denver Public Schools District Tel. (720) 423-3200

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 Mrs. Anne Rowe

(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 2019 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 2013 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: 2014, 2015, 2016, 2017, or 2018.
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 (2018-2019) unless otherwise stated.

DISTRICT

- Number of schools in the district (per district designation):
 - 114 Elementary schools (includes K-8)
 - 34 Middle/Junior high schools
 - 56 High schools
 - 4 K-12 schools

208 TOTAL

SCHOOL (To be completed by all schools)

- Category that best describes the area where the school is located:
 - Urban or large central city
 - Suburban
 - Rural or small city/town
- Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	57	43	100
K	46	33	79
1	39	36	75
2	36	47	83
3	39	42	81
4	38	36	74
5	37	31	68
6	0	0	0
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	292	268	560

*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):
- 1 % American Indian or Alaska Native
 - 4 % Asian
 - 13 % Black or African American
 - 19 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 54 % White
 - 9 % 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 2017 – 2018 school year: 12%

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

N/A

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, 2017 until the end of the 2017-2018 school year	36
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	32
(3) Total of all transferred students [sum of rows (1) and (2)]	68
(4) Total number of students in the school as of October 1, 2017	569
(5) Total transferred students in row (3) divided by total students in row (4)	0.12
(6) Amount in row (5) multiplied by 100	12

6. English Language Learners (ELL) in the school: 12%
67 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Tamil, Portuguese, Arabic, Spanish, Korean, Pulaar, Swahili, Japanese, Bulgarian, Russian, Chin, Rwanda, Somali, Chinese, Vietnamese, Telugu, Buriat

7. Students eligible for free/reduced-priced meals: 34%
Total number students who qualify: 191

8. Students receiving special education services: 16 %
92 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>10</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>20</u> Other Health Impaired |
| <u>22</u> Developmental Delay | <u>19</u> Specific Learning Disability |
| <u>5</u> Emotional Disturbance | <u>16</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: 8
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	25
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	12
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	17
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	7

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 22:1

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

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	95%	94%	95%	94%	94%
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 2018.

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.

Students will master high achievement through inquiry, a focus on concept-based learning, strong study habits, and a life-long love of learning that will promote success.

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

There is a district lottery selection process for school choice. If families want to enroll in a DPS school other than their neighborhood school, they may take part in the process of SchoolChoice. Incoming preschool and kindergarten students must participate in SchoolChoice on a yearly basis. To participate in SchoolChoice, families submit one SchoolChoice application per student, where they rank their top schools in order of preference, up to a limit of 12. DPS then uses a computer algorithm that matches students to schools based on those preferences, as well as school admission priorities and available space. All kindergarten through 12th-grade students are guaranteed a spot at their neighborhood school.

PART III – SUMMARY

Located in Denver, Colorado, Bradley International School was built in 1952 and named in honor of Charles Allen Bradley, an influential educator in the Denver Public School district. Bradley is a neighborhood school for the University Hills, Holly Hills and other Southeast Denver Neighborhoods. In January 2006, Bradley was granted candidacy to implement the International Baccalaureate Primary Years Programme (IB PYP). The staff spent two years attending IB certified workshops in order to write the grade level units of inquiry and begin implementing the programme. An IB site evaluation team visited the school in April 2008 and granted authorization for Bradley to become an official IB PYP school. In November 2016, the IBO conducted its most recent school evaluation in order to ensure Bradley was maintaining the integrity of the programme. Currently, Bradley has approximately 550 students, and is the only southeast Denver IB PYP school. Student enrollment increased rapidly since the inception of the PYP and we met our capacity seven years ago. Bradley has a wonderful and dedicated group of teachers and staff that are committed to the success of each student.

Our vision is that through the IB programme and philosophy, students will achieve high academic goals while obtaining 21st century life-long skills to become proactive, global citizens. Through the inquiry process and a focus on concept-based learning, the cornerstone of IB programme, students will develop strong study habits that will help promote success in middle school and beyond. Students will learn to take action in the global community while also learning about other cultures. It is our hope that students will embrace a love of learning that will continue throughout their lives. At Bradley, students will embrace: high expectations, learn through transdisciplinary skills, embody international traits through the Learner Profile, reflect on their school work and individual growth, study universal themes and concepts, become life-long learners, understand how they can “take action” in the local and global community, and achieve an awareness of cultures. Bradley is a highly desirable "choice" school in DPS. As a result of a concerted effort by the Bradley community and the dedicated school staff, Bradley is a "High Performance" school on the Denver Public Schools School Performance Framework (SPF). We have been recognized annually by the state and the district for our growth and improvement and earned an "A" on coloradoschoolgrades.com. Bradley's parent community is an integral part of its success. We have a high functioning Parent Teacher Organization (PTO), Collaborative School Committee (CSC) and overall strong parent engagement. Parents support the school in a variety of ways such as, funding technology and after school tutoring programs and organizing food bags for families in need. Our demographics reflect our focus on IB and diversity. We have 46% minority ethnicity, 12% ELL and 34% free or reduced population. Bradley has had the same principal for the past 7.5 years. During this time, we have surpassed DPS and state growth measures every year in nearly every category and have maintained the integrity of our core staff. Our award-winning staff consists of the 2019 Colorado Teacher of the Year, three Denver Teachers Award Winners and two 9 News Teacher of the Year Award recipients. We have moved to the Ready curricula as our base for literacy and math and continue to see academic scores improve as evidenced by state and national achievement tests. Over the past ten years, our growth on state assessments has steadily improved.

Bradley is not only known for academic excellence through the rigorous IB programme, but also for promoting a learning environment in which students are encouraged to be internationally-minded, inquirers, risk-takers and communicators. Student-initiated action projects include: organized canned food donations for local shelters, Soles for Souls, Spark Change, 4Oceans Project, and many more. Students also demonstrate learning through summative projects for each unit of inquiry and celebrate their learning by sharing them with the school community and families at least six times per year. Our teachers are reflective in their approaches to teaching and learning and differentiate to meet the academic abilities of all students. The staff sets high academic and behavior expectations for all students. Teachers and staff work together to meet each student's needs and strive to increase the well-being of every individual through a whole child approach. The Multi-Tiered System of Support (MTSS) process provides a clear method for supporting all students at every level academically and behaviorally. The team is comprised of the Assistant Principal, IB Coordinator, representatives from grade levels as well as special support professionals to problem-solve through a continuum of support and evidence-based interventions. Overall, Bradley is highly dedicated to ensuring student success through rigorous units of inquiry, data-driven instruction, reflection on teaching

and learning practices, research-based intervention strategies and providing comprehensive support to meet all students' needs.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

Collaboration and vertical planning are a main focus of our teaching and learning process. The core curriculum for reading and writing is driven by the Colorado Academic Standards (CAS) which includes the Common Core State Standards (CCSS). All academic content is integrated throughout the IB PYP units of inquiry in order to meet IB, district and state standards requirements. Reading standards at each grade level drive instruction in phonemic awareness, phonics, reading fluency, vocabulary and comprehension. The foundational reading skills (phonemic awareness and phonics) are taught mainly in the primary grades. Students practice monitoring their reading for understanding by applying comprehension strategies and continuing to increase fluency. We use the Curriculum Associates Common Core Ready Program, Fountas and Pinnell and Lucy Calkins for literacy instruction and iReady diagnostics for benchmark data collection. Instruction is typically delivered as a whole group mini-lesson paired with shared reading. Then, there is a reading differentiation block which allows for ability leveled reading instruction, including guided reading for comprehension, independent read time, and phonics, phonemic awareness and vocabulary development. Students use Accelerated Reader and Overdrive to set and achieve independent reading goals. Various assessments ensure all students progress through the standards at each grade level. Assessments include the iReady diagnostics, Fountas and Pinnell Benchmark Assessments and a variety of progress monitoring tools. Students with special needs have Individualized Education Program (IEPs) for reading and/or math. Students identified as gifted and talented receive Advanced Learning Plans (ALPs) for reading and/or math. Our English Language Learners are instructed in English Language Development (ELD) and literacy during the reading differentiation block. The English as a Second Language teachers implement the Avenues curriculum for ELD including speaking and listening and reading and writing. Guided Reading Plus with the Okapi curriculum is used for guided reading and small group instruction.

1b. Mathematics:

The mathematics content is driven by the Colorado Academic Standards (CAS) which includes the Common Core State Standards (CCSS). The standards of mathematical practice are directly taught in all grade levels, giving students experience in building strong mathematical thinking. Ready Math is our mathematics curriculum from kindergarten through 5th grades. Math skills are taught conceptually and procedurally in order for students to develop a deeper understanding of real world mathematical applications. Technology, manipulatives, various models and multiple mathematical strategies are taught to solidify learning in all aspects of rigor. This method of teaching is supported by student talk and in written responses to explain mathematical thinking for problem solving. Students are encouraged and expected to be risk-takers to cultivate a growth mindset especially as concepts become more abstract. Students are regularly given formative assessments through a weekly math task and end-of-unit tests. Teachers can adjust instruction based on data for reteaching of concepts and for providing extension opportunities for students who demonstrate mastery of content. Teachers use daily practice and other supplemental materials when providing specific small group instructional support as needed. Teachers integrate math into each unit of inquiry highlighting areas to make connections to real-world experiences.

1c. Science:

Some IB PYP units of inquiry are developed in alignment with the Next Generation Science Standards (NGSS). Students discover science topics through hands-on experiments and a study of scientific thinking especially with the Science Buddies program. An IB expectation is that the programme be implemented in conjunction with the use of inquiry, academic rigor and transdisciplinary teaching to foster a deeper understanding of science and the scientific method as a means for problem solving. Students experience learning opportunities through units of inquiry such as: curiosity allows people to explore the difference between living and non-living things, humans use scientific principles to explain force and motion, exploration of local weather, living things can be categorized by their characteristics and have basic needs to

survive, Earth's patterns including sunset/sunrise and seasons are determined by the patterns of the sun, moon and stars, exploring and understanding types of patterns in the natural world, living things adapt in order to survive in interdependent environments, humans are responsible for their well-being, the changing of landforms impact living things and shapes the Earth, everything around us is matter and has different properties, living things depend on their environment for survival, the climate and weather where we live impact living things and the environment, scientific investigation of force and motion explains its purpose and function in everyday life, organisms experience many changes throughout their life cycle, there is interdependence between and among living and nonliving components of ecosystems and their survival, energy exists in many forms and its consumption influences the environment, organisms have internal and external structures that serve various functions, everything is made up of matter and has properties that can be observed and measured, organisms are made up of interdependent systems that perform specific functions, and the Earth's surface changes constantly through a variety of processes and forces.

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

The IB PYP units of inquiry are also derived from the Colorado Academic Standards for social studies and integrated into all content areas. Students gain knowledge about social studies topics from the following units of inquiry: people contribute to community life by working at different jobs, citizens in a society have roles, rights and responsibilities, personal histories can be expressed in many ways, people's lifestyles are influenced by their location and culture, families function in various ways based on their beliefs and roles celebrations are a form of interpretation connecting different beliefs and traditions, humans associate with communities' culture through icons and figures, communities around the world provide essential needs and recreation for its citizens, an individual's contribution influences a community, economic systems are formed to satisfy needs and wants, history and resources impact the development of cities, composers, visual artists and writers impact the past and present, historically, groups of people migrate into and out of areas for various reasons, resources, industries, and the exchange of goods and services impact a region's economy, primary and secondary sources create a lens through which a region's history, geography and economy is expressed and interpreted, self-expression can lead to change, through understanding global issues and economics we can start to make a difference in people's lives, exploration occurs when humans seek opportunities.

1e. For secondary schools:

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

At Bradley, we have three full-day Early Childhood Education (ECE) programs and four Model 1 Integrated ECE for 3 and 4 year-olds half day programs. All ECE teachers and paraprofessionals are highly qualified and trained by the district and other outside learning communities such as Denver's Early Childhood Council, Colorado Association for the Education of Young Children (CAEYC) and the Early Childhood Council Leadership Alliance (ECCLA). Our ECE program follows and is endorsed by the Colorado Shines Preschool Program. Through teaching and learning practices, academic and behavioral expectations are high for all students, including Bradley's youngest learners. ECE aligns their curriculum and instruction with the requirements of the district and state standards for early childhood education. Bradley teachers follow TS-Gold standards to collect data and develop a body of evidence for every student. The full day ECE classrooms learn through four IB PYP units of inquiry based on social studies and science standards over the course of the school year. ECE teachers support their teaching with many visitors, in-building and outside field trips and other programs found through the DPS Community Resources program. Evidence has shown that students who attend our ECE programs are academically and socially better prepared for kindergarten. All of Bradley's ECE classrooms are warm, inviting and creative learning environments which showcase student work and interests and allow children to learn through play.

2. Other Curriculum Areas:

At Bradley International School, all students, kindergarten through fifth grades attend specials classes. Specials classes are art, physical education (PE), music, drama, Spanish, technology and library. Art, PE, music and drama specials class are 45 minutes long daily and every student attends the specials classes on a rotating basis. Spanish, an IB requirement, is offered by semester to ECE through 5th graders. Library and technology occur on a weekly basis for ECE through 5th grade. The specials classes connect to each grade level's units of inquiry for more in-depth and transdisciplinary learning.

The art specials class illustrates the important elements of creating and appreciating art, including art history, concepts and media. Students learn to interpret and make meaning of art through the observation of art from various cultures around the world. They are able to recognize, analyze and describe characteristics and features of art using associated academic language.

In music, students are exposed to music through movement, listening and use of various instruments, including their voice. They explore conventions of music theory and create music through instrumental improvisation and specific musical composition techniques. Students make connections to the current IB unit of inquiry studied and to current musical and media trends.

Physical education combines the development of knowledge, with understanding and positive attitudes concerning movement, fitness, teamwork, sportsmanship, health and wellness. An overarching objective of physical education is for students to become physically educated individuals who have the knowledge, skills and confidence to lead a healthy and active life. Students learn basic skills concepts through movement which require practice and refinement in the physical education setting.

Students in Early Child Education (ECE) through fifth grades also have the opportunity to attend library, technology and Spanish classes. Each classroom has an assigned time weekly for library and classes sign up for technology time in the computer lab. Spanish classes are 30 minutes twice a week for one semester (intermediate grade levels first semester and primary grade levels during the second semester).

The library and technology lab are print-rich, 21st century learning environments for students to delve into the wonders found in books, as well as learn how to find and use information. Students explore various genres, investigate different types of research skills and understand the basics of library organization. They enjoy read alouds and the opportunity to discover books to check-out and take home. Bradley students participate in the Million Words Campaign and complete grade level reading lists with a variety of author studies and genres. In technology class, students work on critical thinking and research skills. Students learn to navigate websites and utilize tools within them for research, projects and presentations. They also learn to use Google Classroom, Docs, Forms and Slides. They create research-based presentations for formative and summative assessments using iMovie, Google Slides, QR codes, Adobe Spark and many more platforms. The units of inquiry allow students to wonder and ask questions to guide them in their learning. They then use technology to discover the answers and develop projects to present their knowledge of the concepts.

All students, ECE through fifth grade, receive Spanish language instruction equivalent to 30 minutes a week. Teaching proficiency through Reading and Storytelling (TPRS) methodology is used to build Spanish listening comprehension, speaking, reading, and some writing skills. The Spanish teacher includes opportunities for students to gain cultural awareness of various Spanish-speaking countries in order to further students' international-mindedness. Collaboration between the Spanish teacher and the classroom teachers allows for Spanish vocabulary support for the units of inquiry. *Hola Niños!* A TPRS Spanish curriculum is used to guide instruction.

Many students choose to participate in a variety of after school enrichment programs that further enhance their knowledge and experience within the visual and performing arts, physical education, science and STEM activities. During any given enrichment session, an average of 25% of our students (Kindergarten – 5th grades) participate in our enrichment programs.

3. Special Populations:

All students receive Tier 1 instruction which includes the Ready curriculum for literacy and math, balanced literacy through guided reading based on Fountas & Pinnell as well as transdisciplinary learning through the IB PYP units of inquiry. A percentage of students are provided direct, strategic Tier 2 instruction in conjunction with Tier 1. Targeted interventions include phonemic awareness programs like Orton Gillingham, phonics, fluency and comprehension through Reading A-Z, comprehension strategies using Okapi and Leveled Literacy Intervention, and Ready intervention programs paired with differentiated curriculum for math, as well as behavior and social skill interventions through programs like Second Step and Superflex. The purpose of Tier 2 is to improve performance for students who need extensions to their learning, provide a more in-depth exploration and reteaching of content. A small percentage of students receive Tier 3 instruction when specific, intense support is required. It includes special education, gifted and talented and English as a Second Language services. At Tier 3, special education teachers address targeted learning objectives using the Curriculum Associates Zoom Intervention for reading and CAMS and STAMS for math. Tier 3 can also provide intensive extensions to the curriculum to allow above grade level for students to receive specialized instruction with content that meets their needs. A differentiation reading block allows students in 1st-5th grades to receive reading instruction according to their academic ability. The groups are flexible and fluid according to data and close progress monitoring of all students to meet individual needs and abilities. Our shared belief is that all students have the ability to succeed.

Teachers use various forms of assessment—pre-assessment, formative and summative, as well as required district tests—to measure the progress of each student. The data allows teachers, support staff and students to reflect on areas of strength and weakness. One hundred percent of students at each grade level are assessed using iReady diagnostic, a standardized assessment tool, which targets grade level standards and skills to inform data-driven instruction, differentiation and groupings placement. 15% to 75% of students per grade level are assessed within Tier 2 to target teaching of skills below grade level standards. Data from these assessments and progress monitoring tools provide guidance for interventions. Less than 15% of students are assessed within Tier 3 to target skills well below grade level. Data from these standardized and norm referenced assessments inform instruction for the highest level of intervention. Classroom interventions based on recommendations by the Multi-Tiered System of Supports (MTSS) team are implemented and data is collected for some students to determine recommendation for special education services or qualification for a 504 plan which are designed to afford the same access to curriculum and opportunities as their unimpaired peers. In order to be identified as gifted, a student needs at least two qualifying indicators, such as NNAT state assessments and a body of evidence. Once identified as GT, targeted goals are set to meet specific academic and educational needs. Student achievement is discussed bi-monthly in grade level data team meetings with the administration.

1. School Climate/Culture:

At Bradley International School, we strive to develop inquiring, knowledgeable, and caring young people with a sense of community, a respect and tolerance for diversity, and a love of learning. Bradley provides a challenging 21st century curriculum to prepare our students for a promising future. The IB Primary Years Programme, designed for children ages 3-12, offers a framework that meets the academic, social, physical, emotional and cultural needs of our students. Students are faced with the challenge of learning about an interconnected world where knowledge is constantly developing. The International Baccalaureate Primary Years Programme prepares students to be active participants in a lifelong journey of learning. Through the integration of PYP, we encourage international-mindedness and create a positive attitude to learning by engaging students in inquiries while developing their awareness of the process of learning. Teachers and students reflect real life teaching and learning by encompassing strategies beyond traditional subjects with meaningful, in-depth inquiries into real issues. The learning activities of the school community incorporates the Common Core State Standards and Colorado Academic Standards. Students are encouraged to reflect, to make informed choices, and to take action that will be helpful to themselves and others around them. The IB PYP emphasizes a series of desired attitudes and attributes called the PYP Learner Profile that encourage students to become responsible and globally minded young people. By encouraging the development of the following attitudes, the IB PYP helps foster socially responsible behavior in students: appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect and tolerance. Students are also encouraged and recognized when initiating or taking action in the school, neighborhood or community. Through the Action Cycle, our students are able to grow both personally and socially. Students are encouraged to reflect on their learning, choose next steps, and act responsibly. In their final year at Bradley, students participate in the 5th Grade Exhibition. The Primary Years Programme Exhibition represents a significant event in the life of a PYP school and student. As a culminating experience, it is an opportunity for students to exhibit the attributes of the IB Learner Profile that they have been developing throughout their engagement with the PYP. Students participate in a collaborative, transdisciplinary inquiry process that involves them in identifying, investigating and offering solutions to real-life issues or problems and then sharing their work with the whole school community.

2. Engaging Families and Community:

One major characteristic of Bradley which is attractive for students and parents is that all students participate in the IB PYP. This is unlike the highly-competitive high school level IB Diploma Program. There is also little turnover of teachers each year which enables the programme to be implemented more effectively and consistently. Students from the immediate neighborhood as well as students from the surrounding area who choice in make up the student body. The students at Bradley are active participants in their school and surrounding community. They are involved in the community garden located on school grounds, service learning projects within the city and with the Monaco South Optimist club which helps build leadership in 5th grade students through the Junior Optimist International club. At the end of every unit of inquiry, students are required to demonstrate their learning through a research-based project or presentation. Students then share their projects or presentations with the school community and families. Bradley teachers also organize and host Family Nights, which include Literacy Night, Math Night, Art Night, IB Science and Social Studies Night and Fitness Night. Families are also invited to Parent Teacher Conferences and IB PYP Student Led Conferences in which their child leads the conference and shares their specific learning in all academic areas with their IB portfolio that matriculates with them through the grades.

We have a dedicated Parent Teacher Organization that fundraises to support many extra purchases in the school ranging from technology to after-school tutoring. Through the PTO, parents show staff their appreciation in many ways, including special lunches, breakfasts, coffee bars and special treats throughout the school year. This teamwork excels our success as a school community. We also welcome and appreciate volunteers such as local architects, college students and neighboring high school students. This

year, Bradley has hosted high school students from Thomas Jefferson High School as anti-bullying educators through the Peaceful Schools Program sponsored by the DTC Rotary Club. Volunteers allow a community school to maximize learning for students and their assistance to teachers is invaluable.

3. Professional Development:

Teachers at Bradley are committed to lifelong learning and collaboration to improve and refine instructional practices. All teachers participate in professional development at the district, school and individual levels. Since Bradley is an authorized IB PYP school, all teachers must attend IB approved workshops and training in order to fully implement and maintain the integrity of the programme. New teachers attend IB trainings after their first year at Bradley and then veteran teachers attend on a rotating basis. Professional development is intertwined into district training days and Bradley's First Fridays in which students only come to school for half of the day and then teachers are released for vertical planning, literacy and math professional development and more in-depth IB school-wide meetings. Staff participate in curriculum trainings to implement the literacy and math programs. Our professional development respects and nurtures the intellectual and leadership capacity of our teachers. It is based on the best available research and practice in teaching learning and enables teachers to develop further expertise in instructional strategies and other essential elements in teaching to higher standards. Teachers are also encouraged to participate in Professional Development Units (PDUs) either at the school or the district. The current PDU offered at Bradley has been focused on academic language and building various teaching strategies for improved vocabulary in all grade levels. The ultimate goal of all PD is to promote continuous inquiry and see improvements within daily instruction and implementation of the IB PYP through the entire school.

4. School Leadership:

School leadership at Bradley International goes beyond the principal and assistant principal, who provide overall guidance and implementation of the International Baccalaureate Primary Years Programme. Both of Bradley's leaders have an "open door" policy and welcome feedback and input from teachers, students and parents. The principal and AP have a great deal of trust and faith in their teachers and allow them to make their own grade-level and individual decisions with little input. This is evident in how each classroom reflects individual teachers' and students' personalities. The Bradley leadership team also includes the IB Coordinator, Senior Team Leads, Team Leads, a New Teacher Ambassador, the School Leadership Committee, the IB Committee and the Collaborative School Committee. Many of the teachers at Bradley also take on leadership roles as they host student teachers, lead professional development and plan school-wide events throughout the school year. Veteran teachers mentor new teachers and every teacher is involved in two to three school-wide committees. This year, two of our teachers requested to participate in Culturally Responsive Training with the intention of sharing their learning with the rest of the staff. In this time of moving from good to great, excellence in everything, and high accountability, creating a positive school culture must be of utmost priority. This is why essential agreements, transparent decision making and supportive resources are crucial. Each year teachers are observed and evaluated three to four times with a coaching cycle to assist in areas of needed improvement. We value our team of educators and work hard to assist in each individual's professional growth.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Bradley International School radiates with a sense of caring, respectfulness and excellence. It is a place where every student feels valued and supported in their academic successes, social and emotional development. The IB PYP provides a framework for rigorous, challenging academics that support every child as a learner of worth and dignity. Our academic success is rooted in the IB PYP's philosophy, transdisciplinary model and approaches to teaching and learning methodology. It is integrated throughout the curriculum, the units of inquiry, key concepts, the learner profile and attitudes and student-initiated action. One of the components is to develop internationally minded students who help create a better and more peaceful world through the learner profile. Students are engaged in their learning by being inquirers utilizing key concept questions in relation to form, function, causation, change, connection, perspective and responsibility. By asking meaningful questions, students expand their learning beyond the curriculum and discover even more information about topics which they can then research to discover the answers. Students become more invested in learning which builds confidence, independence, responsibility, commitment and enthusiasm. We are also committed to the development of the IB attitudes which promote positive mindsets towards others, the environment and learning. All of these qualities make a well-rounded learner which is ultimately the goal for all students. We encourage student-initiated action throughout every grade level. Action revolves around the idea having all learners choose their actions, act and reflect on them in order to make a difference in their communities and the world. Teachers demonstrate action by modeling it throughout every unit of inquiry. Then, students begin the process of action through inquiry and reflection. There are bulletin boards in classes and a school-wide one in order to showcase students "taking action" and creating change in our community. We have become a model IB PYP school in the district and surrounding region. Several authorized and candidate IB schools have visited Bradley and been inspired by our classrooms, students, teachers and approaches to teaching and learning through the units of inquiry and transdisciplinary model. Our teachers are invested in each student's success and dedicated to the integrated teaching model. We are extremely proud of all students as they assume ever-greater responsibility for their own learning, increase their international mindedness, develop intrinsic motivation and build self-confidence towards their own accomplishments. Bradley is a unique place where learning is collaborative, challenging, supportive and celebrated.