Comprehensive School Improvement

Plan

Bedford Elementary School

Trimble County

Debbie Beeles, Principal
204 Mount Pleasant Road
Bedford, KY 40006

TABLE OF CONTENTS

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2014. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Bedford Elementary School, a Title I school, is located in the heart of Trimble County about 60 miles northeast of Louisville, Kentucky. Current enrollment is about 390 students with 54% being free/reduced lunch preschool through fifth grade. Our staff includes 25 highly qualified teachers, one of which is Nationally Board Certified. Most of the community has lived here for generations and relied on farming for their main source of income. Despite the economic struggles, community stakeholders strive to support our school through attendance of events. In the past three years, our school's student population has become transient with students leaving for several years and returning. We have a small core group of students who have attended Bedford Elementary from kindergarten through the fifth grade. Bedford Elementary has made great strides in increasing the use of technology throughout the building; thereby, preparing our students for 21st Century Learning. In fact, our Student Technology Leadership Program has maintained its gold level status for the past three years. The challenge we still face is exposing our students to opportunities outside the realm of our small community.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Our mission statement: Do Your Best Every Day in Every Way.

Our vision statement: Preparing Our Students for the Future.

Our school strives for excellence for all children by providing a strong educational program based on a comprehensive curriculum for all students. Our curriculum is aligned to the state and national standards. Individual student needs are identified and addressed to ensure all students, regardless of race, gender, social-economic status, or disability, achieve at high levels. We work to provide continuous progress for every child. This is accomplished through flexible grouping,maximizing the use of instructional time, using instructional assistants to provide individual support, and providing the necessary materials and strategies to address students learning styles. It is our intent and practice to
differentiate instruction to meet the unique needs, abilities, and interest of all learners.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

During the 2009/2010 and 2010/2011 Kentucky Core Content testing cycle, Bedford Elementary was the highest performing elementary school in Trimble County. In those years, we made great academic progress in all subject areas. Through increased availability of technology the Student Technology Leadership Program has achieved gold level status for the past three years. For the past two out of three years our students have won the county level AARP Grandparent of the Year essay contest sponsored by our local group of retired teachers. Also, students have been awarded overall county winners for their creativity on the Conservation poster contest.

Bedford Elementary is proud of its outstanding record of student achievement, yet continues to strive to reduce barriers to success for any child. We are committed to implementing focused academic, social and behavioral interventions, differentiating learning opportunities, identifying and sharing best instructional practices. We will continue to assess, plan, implement, monitor and adjust our practices so each child can reach the goal of 21st Century Learning.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Bedford Elementary embraces the district goals of every child participating in meaningful activities beyond the classroom. Our children are encouraged to participate in the following activities: Youth League Basketball, Football, Cheerleading, Cross Country, and Volleyball, Boy Scouts, Girl Scouts, Conservation, 4-H, and Green House Project, Student Technology Leadership Program, WBES News Program, Student Council, BES Chorus, Math Academy, Spelling Club, Multiplication Camp, Homework Helper, and Extend School Services. Also available as community resources are Family Youth Resource Center and the Migrant Program.

KDE Needs Assessment

Introduction

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you? What does the data/information not tell you?

According to our K-PREP results, our school performed below the state mean in all assessed areas. We are trying to determine the cause of the drop in our assessment results. The areas which may be a factor include instruction, content knowledge, new curriculum, assessment format, student performance/preparation, and/or curriculum resources.

From our K-PREP data, we can conclude our gap and growth measurements are areas which need to be addressed. Our gap scores indicate a need to make an average gain of 6 points in each subject area to meet our 2013 target. Our special needs and free/reduced lunch populations comprise our gap group. Our growth measurements indicate reading scores were below state mean while the math scores show above average growth. The percentage of students scoring novice or apprentice were above the state mean. A concentrated effort should focus on decreasing the number of novice while moving apprentice students to the proficient category.

According to our teacher surveys for reading, the common core standards are being addressed at each grade level. Teachers, kindergarten through fifth, are utilizing the research based Scott Foresman Reading Series. To supplement their instruction, support materials such as leveled readers and software/technology activities are used frequently. This series exposes students to the various genres of reading throughout the year. Lessons are skills focused and provide opportunities to develop fluency and stamina. The survey reveals the need to provide more opportunities to reflect about their reading. With the additional practices our reading and writing scores should increase.

The results of teacher surveys for math also indicate the common core standards are being addressed in grades K-5. In math, teachers use the Everyday Math series. However, it is not correlated with the common core standards. Teachers see a need to adopt a research-based math program to ensure instruction is delivered in the most effective means possible. With a series, instruction of skills will be consistent from grade to grade and provided supplemental materials which are easily accessible. Teachers feel our students have difficulty applying skills and strategies, especially in the area of numbers and operations. Currently, teachers find small group instruction and real world connections as effective means to develop student skills.

According to the Kentucky Tell Survey teachers have established effective 2-way communication with parents and other stakeholders regarding student success and school growth. However, they believe a need for additional time to collaborate with colleagues and other staff to align instructional practices for continued student academic success is necessary.

The data from our Gallup Student Poll reveals the 5th grade students at Bedford Elementary are hopeful about their future. The majority of students have set the goal to graduate from high school. They realize having good grades, being problem solvers, and pursuing goals energetically will enable them to be successful.

The majority of 5th graders indicate they are engaged at school. They are provided with the opportunity to be involved in subjects in which they experience success and are recognized for their accomplishments. Students also feel they school is committed to building upon their strengths making them feel important and safe.

Furthermore, the students' results reveal their feeling of well-being is positive in nature. They are treated respectfully and have enough energy to complete tasks. Fortunately, many smile often and have a friend with whom they can confide. Results from the Bedford Elementary

stakeholders were given an involvement survey show 90 percent of stakeholders say they are aware of SBDM and other activities held at school. They also say they feel welcome and safe at our school. Approximately 65 percent of stakeholders say they do not have the internet so they cannot access the school webpage. Lastly, the majority of parents feel they receive clear information concerning the academic progress of their child.

Our data does not reveal a correlation between the number of novice/apprentice and free/reduced in the gap measurement. The results only allow for assumptions.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

After reviewing our data, several strengths were noted. According to our K-PREP reading data, our students, grades 3 - 5, scored at or above the state mean in the area of Key Ideas. In Math, all assessed grades scored above the state means in the areas of Operations and Algebriac Thinking and Number Operations/Base 10. In science and social studies, results show a higher percentage of students achieving a distinguished score that the state mean.

To sustain these accomplishments, staff will continue formative assessments, interactive activities, and research based practices. Constructed response and multiple choice formats will be utilized for summative assessments. Efforts to individualize student learning will be a continued approach for teachers.

Bedford Elementary can celebrate the efforts of the staff's willingness to embrace the changes in the curriculum and the assessment process for the academic success for our students. All stakeholders are committed to these endeavors to increase the students' ability to achieve 21st Century Learning.

Opportunities for Improvement

What were areas in need of improvement? What plans are you making to improve the areas of need?

Data analysis reveals a need to decrease the number of students scoring novice in Reading and Math while increasing the number of students performing at the proficient and distinguished levels. By addressing this concern, all assessed areas of measurement, especially Gap and Growth, should show improvement.

Conclusion

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

To address areas of concern, Bedford Elementary will implement the activities in the CSIP to achieve the goals set for the KPREP achievement and gap scores. The activities will provide teachers with the strategies necessary to meet the needs of all students at Bedford Elementary. Through thinking strategies and more hands-on approaches to learning students will develop a meaningful understanding of academic concepts.

Not only do we want to address areas of concern, we also want to enhance academic areas in which we experienced success.

Improvement Plan Stakeholder Involvement

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Stakeholders were engaged through various means to develop Bedford Elementary School's improvement plan. Written and oral communications informed participants of their input in the development of the school improvement plan as all opinions were valued. Input was gathered among parents, teachers, students, and community leaders through needs assessment, discussions and surveys. Meetings were scheduled to permit all stakeholders interested in attending.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Stakeholder groups involved in the process are as followed: 100% of homeroom teachers, 89% of parents surveyed, 100% of students participating in the survey 95% of business and community leaders.
Responsibilities of the stakeholders mainly included submitting suggestions and opinions to improve the instructional process.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

Upon its completion, the school improvement plan will be communicated to all stakeholders on the Bedford Elementary School website. A hard-copy will be available in the office upon request. Progress notes will be updated as CSIP activities are implemented and impact evaluated.

The Missing Piece

Introduction

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

Stakeholders

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

Debbie Beeles - Principal, Dana Will - Intermediate Teacher/SBDM Member, Kim Williams - Primary Teacher/SBDM Member

Relationship Building

School staff builds productive, personal relationships with parents of all their students.

Overall Rating: 3.43

	Statement or Question	Response	Rating
1.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	Statement or Question	Response	Rating
2.	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
3.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	District and school staff provide training to involve all stakeholders in the process of improving the interaction between school, home and community.	Distinguished

	Statement or Question	Response	Rating
4.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents and community stakeholders have authentic participation, help plan and implement school and district improvement activities.	Distinguished

	Statement or Question	Response	Rating
5.	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	Statement or Question	Response	Rating
6.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

	Statement or Question	Response	Rating
7.	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Student/family feedback data on school welcoming and engagement efforts is retained in a useable confidential format and can be retrieved for district or school assistance to families.	Distinguished

Communications

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

Overall Rating: 3.14

	Statement or Question	Response	Rating
1.	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	Response	Rating
2.	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, and making home visits.)	Proficient

	Statement or Question	Response	Rating
3.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School and district staffs use several strategies to involve community leaders to assist in parent education on issues directly related to student achievement.	Distinguished

	Statement or Question	Response	Rating
4.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
5.	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences.)	Proficient

	Statement or Question	Response	Rating
6.	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

	Statement or Question	Response	Rating
7.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

Decision Making

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating: 2.71

	Statement or Question	Response	Rating
1.	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

	Statement or Question	Response	Rating
2.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
3.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Proficient

	Statement or Question	Response	Rating
4.	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

	Statement or Question	Response	Rating
5.	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
6.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

	Statement or Question	Response	Rating
7.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and in committee work.	Proficient

Advocacy

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students academic goals and learning needs.	Proficient

	Statement or Question	Response	Rating
2.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	Statement or Question	Response	Rating
3.	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that district and school staff facilitates sharing of ideas and training to effectively participate in developing IEPs, ILPs, GSPs, 504 plans and interventions for college readiness.	Distinguished

	Statement or Question	Response	Rating
4.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School council has a policy and a process to resolve issues or complaints and outcomes are sometimes tracked and reported to the council.	Apprentice

	Statement or Question	Response	Rating
5.	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
6.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.	Proficient

Learning Opportunities

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

Overall Rating: 2.67

	Statement or Question	Response	Rating
1.	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys	Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities to participate on SBDM councils and committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. • Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Proficient

	Statement or Question	Response	Rating
2.	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

	Statement or Question	Response	Rating
3.	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff exhibits and rotates proficient and distinguished work and provides resources to achieve at higher levels.	Distinguished

	Statement or Question	Response	Rating
4.	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.	Proficient

	Statement or Question	Response	Rating
5.	School council has a classroom observation policy that welcomes families to visit all classrooms.	School staff allows parents to visit regular education classrooms upon request. There is no school policy.	Novice

	Statement or Question	Response	Rating
6.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	Statement or Question	Response	Rating
2.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

	Statement or Question	Response	Rating
3.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

	Statement or Question	Response	Rating
4.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	District and school staffs collaborate with all willing organizations to support parents and advocates in addressing individual student needs.	Distinguished

	Statement or Question	Response	Rating
5.	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up.)	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up.)	Proficient

	Statement or Question	Response	Rating
6.	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

Reflection

Reflect upon your responses to each of the Missing Piece objectives.

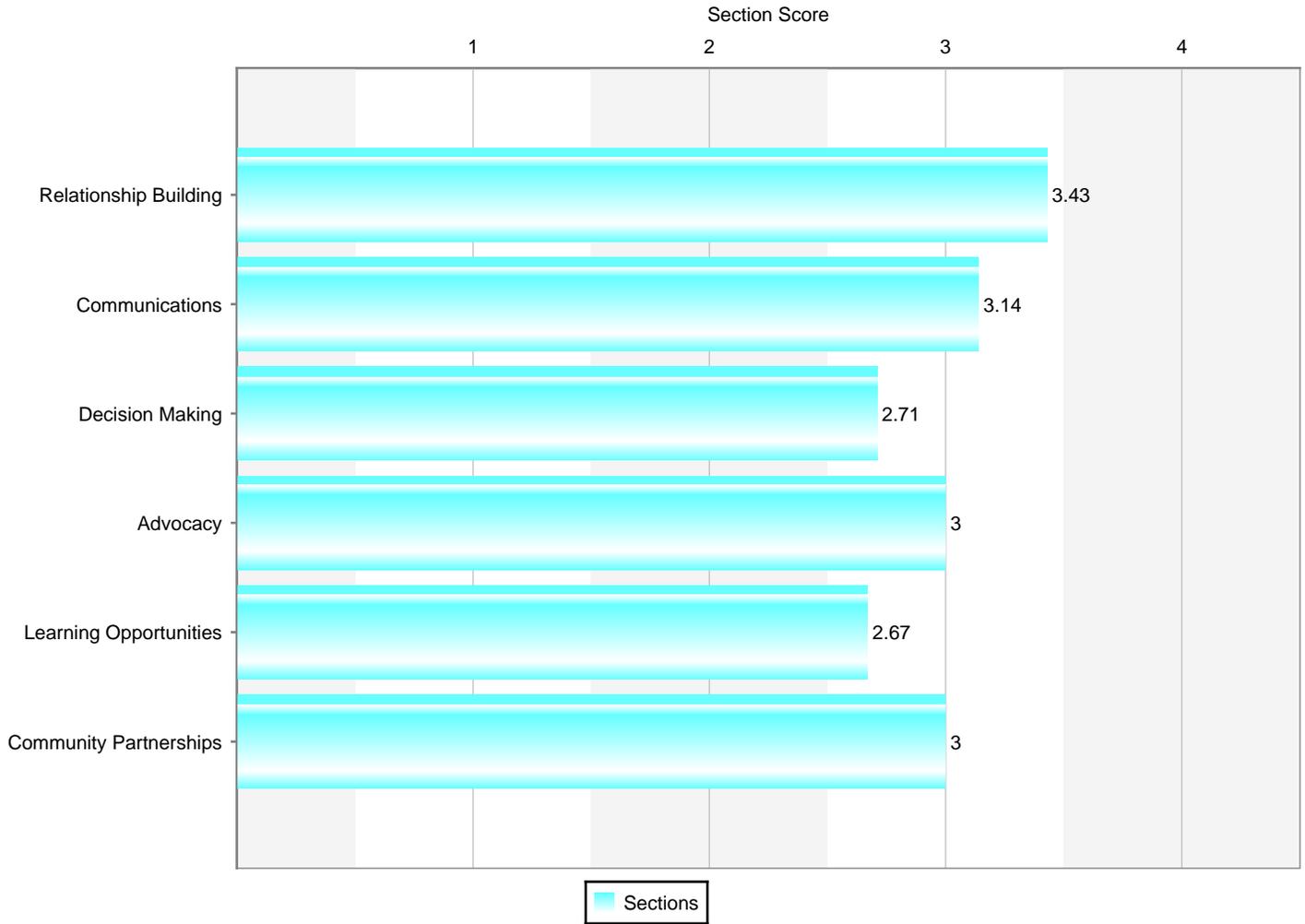**Reflect upon your responses to each of the Missing Piece objectives.**

Our greatest strength is relationship building. We realize that communication between parents and community stakeholders are a vital resource to enhance student achievement. We will continue to our open door policy which will encourage all stakeholders to attend school activities and participate in decisions about children's learning. Also, we will continue to utilize feedback from those stakeholders to make improvements as needed.

An area of improvement we noticed is our need to develop written policies concerning parent grievances and classroom observations. While these issues have been addressed through verbal communication, there is a need to document and track outcomes. Also, while we encourage parents to visit classrooms regularly, a policy needs to be developed to outline procedures.

Another area of strength is our utilization of community leadership and businesses available to our rural area. With the limited number of local businesses, individual mentoring for students and parents is a hardship. These same leaders are involved in all the schools in the district.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Relationship Building — 3.43

Communications — 3.14

Decision Making — 2.71

Advocacy — 3

Learning Opportunities — 2.67

Community Partnerships — 3

Sections

BES CSIP 2012-2013

Overview

Plan Name

BES CSIP 2012-2013

Plan Description

The Comprehensive School Improvement Plan for Bedford Elementary School for the year of 2012-2013.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Measurable Objective	Total Funding
1	All Students at Beford Elementary School will be Proficient in all content areas.	Objectives: 5 Strategies: 10 Activities: 10	Academic	41% of Third, Fourth and Fifth grade students will demonstrate a proficiency on Reading Content in English Language Arts by 05/31/2013 as measured by the 2012-2013 KPREP test.., A 10% increase of Fourth and Fifth grade students will demonstrate a proficiency in Writing content in English Language Arts by 05/31/2013 as measured by the 2012-2013 KPREP test.., A 10% increase of Fourth grade students will demonstrate a proficiency in Science content in Science by 05/31/2013 as measured by the 2012-2013 KPREP test.., 41% of Third, Fourth and Fifth grade students will demonstrate a proficiency in Math Content. in Mathematics by 05/31/2013 as measured by the 2012-2013 KPREP test.., A 10% increase of Fifth grade students will demonstrate a proficiency in Social Studies Content in Social Studies by 05/31/2013 as measured by the 2012-2013 KPREP test..	$134250

| 2 | All GAP area students at Bedford Elementary will be proficient in all content areas. | Objectives: 5
Strategies: 7
Activities: 7 | Academic | 40% of Free/Reduced Lunch Eligible and Individual Education Plan students will demonstrate a proficiency in Reading Content in English Language Arts by 05/31/2013 as measured by the 2012-2013 KPREP test.., A 18% increase of Free/Reduced Lunch Eligible and Individual Education Plan students will demonstrate a proficiency in Writing content in English Language Arts by 05/31/2013 as measured by the 2012-2013 KPREP test.., A 26% increase of Free/Reduced Lunch Eligible and Individual Education Plan students will demonstrate a proficiency in Math content in Mathematics by 05/31/2013 as measured by the 2012-2013 KPREP test.., A 56% increase of Free/Reduced Lunch Eligible and Individual Education Plan students will demonstrate a proficiency in Science content in Science by 05/31/2013 as measured by the 2012-2013 KPREP test.., A 41% increase of Free/Reduced Lunch Eligible and Individual Education Plan students will demonstrate a proficiency in Social Studies Content in Social Studies by 05/31/2013 as measured by the 2012-2013 KPREP test.. | $10000 |

Goal 1: All Students at Beford Elementary School will be Proficient in all content areas.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

41% of Third, Fourth and Fifth grade students will demonstrate a proficiency on Reading Content in English Language Arts by 05/31/2013 as measured by the 2012-2013 KPREP test..

Strategy 1:

Pearson Reading Street - Daily implementation of this reading series program schoolwide K-5.

Research Cited:

http://www.pearsonschool.com/index.cfm?locator=PS1dH9&PMDBSUBCATEGORYID=&PMDBSITEID=2781&PMDBSUBSOLUTIONID=&PMDBSOLUTIONID=6724&PMDBSUBJECTAREAID=&PMDBCATEGORYID=3289&PMDbProgramID=69481&elementType=attribute&elementID=142

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize level readers to address varying abilities within the classroom.	Academic Support Program	08/15/2012	05/31/2013	$9000	District Funding	All Staff

Strategy 2:

Thinking Strategies Training - All teachers will be trained in Thinking Strategies. This training will help teachers to provide students with literacy skills that lead to higher order thinking, problem solving, and working collaboratively.

Research Cited: http://www.pebc.org/publications/research-position-papers

Activity - Thinking Strategies Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be trained in thinking strategies.	Professional Learning	08/15/2012	05/31/2013	$21000	District Funding	Principal

Measurable Objective 2:

A 10% increase of Fourth and Fifth grade students will demonstrate a proficiency in Writing content in English Language Arts by 05/31/2013 as measured by the 2012-2013 KPREP test..

Strategy 1:

On-Demand Writing Practice - All teachers will practice on-demand writing once a month to improve students' writing skills. Students will practice the three types of writing: narrative, informational, and opinion.

Research Cited: http://education.ky.gov/curriculum/lit/wri/Pages/Kentucky-Writing-Resources-Download-Page.aspx

Activity - On-Demand Writing Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

All teachers will practice on demand writing once per month.	Direct Instruction	08/15/2012	05/31/2013	$300	General Fund	All Teachers

Strategy 2:

Writing Mechanics - Teacher will use the Pearson Reading Street series to enhance the students' application of grammar mechanics.

Research Cited:

http://www.pearsonschool.com/index.cfm?locator=PS1dH9&PMDBSUBCATEGORYID=&PMDBSITEID=2781&PMDBSUBSOLUTIONID=&PMDBSOLUTIONID=6724&PMDBSUBJECTAREAID=&PMDBCATEGORYID=3289&PMDbProgramID=69481&elementType=attribute&elementID=142

Activity - Pearson Reading Street	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the grammar component in Reading Street to provide grammar/writing mechanics.	Direct Instruction	08/15/2012	05/31/2013	$0	No Funding Required	All Teachers

Measurable Objective 3:

A 10% increase of Fourth grade students will demonstrate a proficiency in Science content in Science by 05/31/2013 as measured by the 2012-2013 KPREP test..

Strategy 1:

Inquiry Based Learning - Science teachers will use inquiry based learning in the classroom to help improve student achievement. Students will engage in hands-on activities, lab, experiments, predictions, analysis of data to answer questions, solve problems, and test hypothesis.

Research Cited:

https://docs.google.com/viewer?a=v&q=cache:9MlqwIJT6nYJ:www.madscience.org/locations/southflorida/pdf/MadScienceResearchStudyKeyFindings.pdf+mad+science+%2B+research&hl=en&gl=us&pid=bl&srcid=ADGEESg63J19W3FmJ6PQaKsvw0t7_kM8EpqIkvrbhI4279KbSYqJQkFFmFsOoz6LWECGJUcAZBZDJtSgKUeUlKCqds-Y3nqwY_TziMKtlyaI0ecQMoXtcDqegUEwndSyybgVOkLwWMe9&sig=AHIEtbQYNBKTKVU6rk0JVRKWEnNIH0S9vw

Activity - Mad Science	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use of inquiry based lab approach to engage students in activities that allow them to question, explore, solve problems, create experiments, predict their hypothesies, and to analyze/share their results.	Academic Support Program	08/15/2012	05/31/2013	$3700	Booster Fund	Principal, Science Teacher

Strategy 2:

Science Leadership Network - BES will send a teacher to the Science Leadership Network. This teacher will then return to BES and share all the strategies and ideas they have learned. This should allow teachers to be more successful and to be on the cutting edge of information in Science content.

Research Cited: http://www.allthingsplc.info/articles/articles.php

Activity - Science Leadership Network	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher to attend Science Leader Network.	Academic Support Program	08/15/2012	05/31/2013	$0	No Funding Required	Principal, Science Leader

Measurable Objective 4:

41% of Third, Fourth and Fifth grade students will demonstrate a proficiency in Math Content. in Mathematics by 05/31/2013 as measured by the 2012-2013 KPREP test..

Strategy 1:

Computerized Math Programs - Bedford Elementary will utilize computerized math programs. The students will be using computer lab time that is not during core content so no time will be taking away from the regular math class.

Research Cited: http://us.educationcity.com/us/teacher/student-improvement-research

Activity - Computerized Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The computerized math programs address students individual needs in math.	Academic Support Program	08/15/2012	05/31/2013	$7000	General Fund	All Teachers

Strategy 2:

Envision Math Series - Daily implementation of Envision math series utilized in third, fourth, and fifth grades.

Research Cited:

http://www.pearsonschool.com/index.cfm?locator=PS1zHe&PMDBSUBCATEGORYID=&PMDBSITEID=2781&PMDBSUBSOLUTIONID=&PMDBSOLUTIONID=6724&PMDBSUBJECTAREAID=&PMDBCATEGORYID=806&PMDbProgramID=76981&elementType=attribute&elementID=142

Activity - Hands on Approach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage students using hands-on activities to deepen their understanding of mathematical concepts.	Academic Support Program	08/15/2012	05/31/2013	$70000	District Funding	All Teachers

Measurable Objective 5:

A 10% increase of Fifth grade students will demonstrate a proficiency in Social Studies Content in Social Studies by 05/31/2013 as measured by the 2012-2013 KPREP test..

Strategy 1:

Thinking Strategies Training - All teachers will be trained in Thinking Strategies. This training will help teachers to provide students with literacy skills that lead to higher order thinking, problem solving, and working collaboratively.

Research Cited: http://www.pebc.org/publications/research-position-papers

Activity - Thinking Strategies Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be trained in thinking strategies.	Academic Support Program	08/15/2012	05/31/2013	$21000	District Funding	Principal

Strategy 2:

History Alive Series - Daily implementation of History Alive series.

Research Cited: http://www.teachtci.com/social-studies-teaching-strategies.html

Activity - Interactive Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lessons use interactive approach to engage students in their learning. Differentiated instruction is used to meet the individual students needs.	Academic Support Program	08/15/2012	05/31/2013	$2250	General Fund	All departmentalized Social Studies teachers

Goal 2: All GAP area students at Bedford Elementary will be proficient in all content areas.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

40% of Free/Reduced Lunch Eligible and Individual Education Plan students will demonstrate a proficiency in Reading Content in English Language Arts by 05/31/2013 as measured by the 2012-2013 KPREP test..

Strategy 1:

RTI - Any student not performing at proficiency level in reading will be served in the RTI program to help improve their literacy skills.

Research Cited: www.rti4success.org/subcategorycontents/research

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive 40 minutes of instruction based upon individual needs and skills.	Academic Support Program	08/15/2012	05/31/2013	$0	No Funding Required	All Teachers and Staff

Strategy 2:

Vocabulary Instruction - Utilization of the Reading Street Series will strengthen students' vocabulary knowledge and increase reading comprehension.

Research Cited:

http://www.pearsonschool.com/index.cfm?locator=PS1dH9&PMDBSUBCATEGORYID=&PMDBSITEID=2781&PMDBSUBSOLUTIONID=&PMDBSOLUTIONID=6724&PMDBSUBJECTAREAID=&PMDBCATEGORYID=3289&PMDbProgramID=69481&elementType=attribute&elementID=142

Activity - Vocabulary Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the vocabulary component of the reading series to strengthen vocabulary knowledge and increase instruction.	Direct Instruction	08/15/2012	05/31/2013	$0	No Funding Required	All Teachers

Measurable Objective 2:

A 18% increase of Free/Reduced Lunch Eligible and Individual Education Plan students will demonstrate a proficiency in Writing content in English Language Arts by 05/31/2013 as measured by the 2012-2013 KPREP test..

Strategy 1:

Effective writing practices - Teacher will use a variety of practices to teach writing: the writing process, 5-point paragraph, graphic organizers, and peer revisions. These

strategies will be utilized to increase students proficiency in writing.

Research Cited: http://education.jhu.edu/PD/newhorizons/Better/articles/Winter2011.html

Activity - writing practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a variety of strategies to effectively teach the writing process.	Direct Instruction	08/15/2012	05/31/2013	$0	No Funding Required	All teachers

Measurable Objective 3:

A 26% increase of Free/Reduced Lunch Eligible and Individual Education Plan students will demonstrate a proficiency in Math content in Mathematics by 05/31/2013 as measured by the 2012-2013 KPREP test..

Strategy 1:

Hands-on Approach - Provide a concrete representation of mathematical concepts to increase understanding of abstract concepts.

Research Cited: http://www.nctm.org/news/content.aspx?id=12698

Activity - Use of Manipulatives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize manipulatives to provide concrete representation of abstract concepts.	Academic Support Program	08/15/2012	05/31/2013	$3000	General Fund	All Teachers

Strategy 2:

Differentiated Instruction - Provides for students to be a part of many different groups based on the match of the task to student readiness, interest, or learning profile.

Research Cited:

https://docs.google.com/viewer?a=v&q=cache:NNZHUW4aum4J:assets.pearsonschool.com/asset_mgr/current/20109/Differentiated_Instruction.pdf+research+on+diffe

rentiated+math+instruction&hl=en&gl=us&pid=bl&srcid=ADGEESjuAd-DSGpaus5kIIsibUu_C_N57lEmJxYvbWVU-

bUqK1A1DB1M3bfmZ1C3L9Ign_8XuzxIF2N6YNI3uowmqfE41uRqPvhvqew9_6nah06Tod66PxzYibzFGNwNubmmN3cGsQPR&sig=AHIEtbRYOe0sGjGJ7ZZeQdX6wL

kykXrfbw

Activity - Flexible Grouping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are grouped and regrouped according to specific goals, activities, and individual needs to improve their mathematical performance.	Academic Support Program	08/15/2012	05/31/2013	$0	No Funding Required	All teachers

Measurable Objective 4:

A 56% increase of Free/Reduced Lunch Eligible and Individual Education Plan students will demonstrate a proficiency in Science content in Science by 05/31/2013 as measured by the 2012-2013 KPREP test..

Strategy 1:

Cooperative Learning - Student to student interactions promote effective learning when working cooperatively.

Research Cited: http://www.cehd.umn.edu/research/highlights/coop-learning/

Activity - Think-pair-share	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Differentiated instructed designed to provide students time and structure for thinking on a given topic, enabling them to formulate individual ideas and share these ideas with a peer.	Academic Support Program	08/15/2012	05/31/2013	$0	No Funding Required	All science teachers

Measurable Objective 5:

A 41% increase of Free/Reduced Lunch Eligible and Individual Education Plan students will demonstrate a proficiency in Social Studies Content in Social Studies by 05/31/2013 as measured by the 2012-2013 KPREP test..

Strategy 1:

Digital Learning - Study Island - Students will use the online program Study Island to improve content knowledge and reach proficiency in Social Studies.

Research Cited: http://www.studyisland.com/web/results/research/

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use Study Island to improve their content knowledge and address proficiencies. Teachers will track students' progress toward proficiency.	Technology	08/15/2012	05/31/2013	$7000	General Fund	All teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Thinking Strategies Training	All teachers will be trained in thinking strategies.	Academic Support Program	08/15/2012	05/31/2013	$21000	Principal
Differentiated Instruction	Teachers will utilize level readers to address varying abilities within the classroom.	Academic Support Program	08/15/2012	05/31/2013	$9000	All Staff
Hands on Approach	Teachers will engage students using hands-on activities to deepen their understanding of mathematical concepts.	Academic Support Program	08/15/2012	05/31/2013	$70000	All Teachers
Thinking Strategies Training	All teachers will be trained in thinking strategies.	Professional Learning	08/15/2012	05/31/2013	$21000	Principal
				Total	$121000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Use of Manipulatives	Students will utilize manipulatives to provide concrete representation of abstract concepts.	Academic Support Program	08/15/2012	05/31/2013	$3000	All Teachers
On-Demand Writing Practice	All teachers will practice on demand writing once per month.	Direct Instruction	08/15/2012	05/31/2013	$300	All Teachers
Study Island	Students will use Study Island to improve their content knowledge and address proficiencies. Teachers will track students' progress toward proficiency.	Technology	08/15/2012	05/31/2013	$7000	All teachers
Interactive Instruction	Lessons use interactive approach to engage students in their learning. Differentiated instruction is used to meet the individual students needs.	Academic Support Program	08/15/2012	05/31/2013	$2250	All departmentalized Social Studies teachers
Computerized Math	The computerized math programs address students individual needs in math.	Academic Support Program	08/15/2012	05/31/2013	$7000	All Teachers
				Total	$19550	

Booster Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Mad Science	Use of inquiry based lab approach to engage students in activities that allow them to question, explore, solve problems, create experiments, predict their hypothesies, and to analyze/share their results.	Academic Support Program	08/15/2012	05/31/2013	$3700	Principal, Science Teacher
				Total	$3700	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Think-pair-share	Differentiated instructed designed to provide students time and structure for thinking on a given topic, enabling them to formulate individual ideas and share these ideas with a peer.	Academic Support Program	08/15/2012	05/31/2013	$0	All science teachers
RTI	Students will receive 40 minutes of instruction based upon individual needs and skills.	Academic Support Program	08/15/2012	05/31/2013	$0	All Teachers and Staff
Science Leadership Network	Teacher to attend Science Leader Network.	Academic Support Program	08/15/2012	05/31/2013	$0	Principal, Science Leader
Pearson Reading Street	Teachers will utilize the grammar component in Reading Street to provide grammar/writing mechanics.	Direct Instruction	08/15/2012	05/31/2013	$0	All Teachers
Vocabulary Instruction	Teachers will implement the vocabulary component of the reading series to strengthen vocabulary knowledge and increase instruction.	Direct Instruction	08/15/2012	05/31/2013	$0	All Teachers
writing practices	Teachers will use a variety of strategies to effectively teach the writing process.	Direct Instruction	08/15/2012	05/31/2013	$0	All teachers
Flexible Grouping	Students are grouped and regrouped according to specific goals, activities, and individual needs to improve their mathematical performance.	Academic Support Program	08/15/2012	05/31/2013	$0	All teachers
				Total	$0	

Progress Notes

Type	Name	Status	Comments	Created On	Created By
Activity	Differentiated Instruction	In Progress	Leveled readers are being utilized for small group instruction. The students' needs are being met at their individual levels.	January 08, 2013	Mrs. Debbie A Beeles
Activity	Thinking Strategies Training	In Progress	Most intermediate have received Thinking Strategies training. Some primary teachers will be receiving their training in the spring of 2013.	January 08, 2013	Mrs. Debbie A Beeles
Activity	On-Demand Writing Practice	In Progress	Students demonstrate on-demand writing skills through writing practice opportunities.	January 08, 2013	Mrs. Debbie A Beeles
Activity	Pearson Reading Street	In Progress	Teachers have begun to incorporate the grammar component of Pearson Reading Street Series in their instruction.	January 08, 2013	Mrs. Debbie A Beeles
Activity	Mad Science	In Progress	Students are actively engaged in the scientific method utilizing inquiry based learning through Mad Science.	January 08, 2013	Mrs. Debbie A Beeles
Activity	Science Leadership Network	In Progress	Intermediate science teacher attends the Science Network meetings for collaboration purposes.	January 08, 2013	Mrs. Debbie A Beeles
Activity	Computerized Math	In Progress	Students are exposed to a variety of technology programs which establish a baseline of skills and allow for continuous progress of math skills.	January 08, 2013	Mrs. Debbie A Beeles
Activity	Hands on Approach	In Progress	Students are demonstrating content knowledge through use of manipulatives.	January 08, 2013	Mrs. Debbie A Beeles
Activity	Thinking Strategies Training	In Progress	Most intermediate have received Thinking Strategies training. Some primary teachers will be receiving their training in the spring of 2013.	January 08, 2013	Mrs. Debbie A Beeles
Activity	Interactive Instruction	In Progress	Students participate in role playing activities and collaborative groups to learn historical content.	January 08, 2013	Mrs. Debbie A Beeles
Activity	RTI	In Progress	All students are receiving additional instruction in areas of need or enrichment based on their individual progress.	January 08, 2013	Mrs. Debbie A Beeles
Activity	Vocabulary Instruction	In Progress	Teachers have begun to incorporate the vocabulary component of the Pearson Reading Street Series in their instruction.	January 08, 2013	Mrs. Debbie A Beeles
Activity	writing practices	In Progress	Teachers are using graphic organizers, group writing, teacher modeling, and the 5 point essay to strengthen students' writing abilities.	January 08, 2013	Mrs. Debbie A Beeles
Activity	Use of Manipulatives	In Progress	Students are demonstrating content knowledge through use of manipulatives.	January 08, 2013	Mrs. Debbie A Beeles
Activity	Flexible Grouping	In Progress	Flexible grouping and regrouping allows for students to achieve at their individual level.	January 08, 2013	Mrs. Debbie A Beeles
Activity	Think-pair-share	In Progress	Students are demonstrating their understanding of scientific principles through engaged discussions.	January 08, 2013	Mrs. Debbie A Beeles
Activity	Study Island	In Progress	Study Island is being utilized to enhance student content knowledge in Social Studies.	January 08, 2013	Mrs. Debbie A Beeles