



# **KDE Comprehensive School Improvement Plan**

**Bedford Elementary School**  
**Trimble County**

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## **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 2015. 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 400 students with 65% being free/reduced lunch preschool through fifth grade. Our staff includes 23 highly qualified teachers, two of which are 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 five 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, and promoting leadership skills through the Leader in Me Program. 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.**

Since the 2012 K-PREP testing cycle, Bedford Elementary has made consistent gains each year. In those years, we made academic progress in all subject areas. Through increased availability of technology, the Student Technology Leadership Program has achieved gold level status for the past six years. Our students participate in the county 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, and Cross Country; Boy Scouts, Girl Scouts, Conservation, 4-H, Leader in Me, and Watershed project; Student Technology Leadership Program, WBES News Program, Student Council, BES Chorus, Summer School, Multiplication Camp, and Extend School Services. Also available as community resources are Family Youth Resource Center.

# **BES School Improvement Plan 2014-2015**

## **Overview**

### **Plan Name**

BES School Improvement Plan 2014-2015

### **Plan Description**

## 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	Total Funding
1	To increase parental participation in all areas at Bedford Elementary.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
2	Based upon teacher participation in data analysis, all students at Bedford Elementary School will be proficient in all content areas.	Objectives: 5 Strategies: 10 Activities: 10	Academic	\$33550
3	Based upon teacher participation in data analysis, all GAP area students at Bedford Elementary will be proficient in all content areas.	Objectives: 5 Strategies: 7 Activities: 7	Academic	\$10000
4	Upon entering Bedford Elementary students in Kindergarten will be screened for readiness.	Objectives: 2 Strategies: 3 Activities: 3	Academic	\$9000
5	All students will participate in instruction in the areas of arts & humanities, practical living, and writing to enhance the percentage of distinguished programs.	Objectives: 3 Strategies: 3 Activities: 3	Academic	\$4000
6	All teachers will achieve highly qualified classification or will be working towards that goal.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
7	To increase parental participation in all areas at Bedford Elementary.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$200
8	All school funding will be utilized to improve instruction and increase student achievement.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$10150
9	At BES, 100% of teachers and administrators will utilize PGES, Kentucky's teacher evaluation system.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

## Goal 1: To increase parental participation in all areas at Bedford Elementary.

### Measurable Objective 1:

collaborate to involve all parents in school functions at Bedford Elementary by 05/30/2014 as measured by parent attendance rosters.

### Strategy 1:

Parent involvement in decision making - Parents will be invited to participate in the election of their SBDM representatives. In addition, parents will be sought to participate in other decision making committees such as, Title 1 Committee, PTA, and Volunteer Committee.

Category:

Research Cited: Today's Parent Involvement—Volunteering and Decision-making

<http://www.sfkids.org/Content.aspx?id=11340>

Activity - Parent meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Meetings will be held prior to spotlighting student talents/achievements to inform parents about opportunities to participate on decision making committees at BES.	Parent Involvement	08/08/2013	05/30/2014	\$0	No Funding Required	Teachers and Principals.

## Goal 2: Based upon teacher participation in data analysis, all students at Bedford Elementary School will be proficient in all content areas.

### Measurable Objective 1:

58% of Third, Fourth and Fifth grade students will demonstrate a proficiency in English Language Arts in Reading by 05/29/2015 as measured by 2014-2015 K-PREP Assessment.

### Strategy 1:

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

Category: Learning Systems

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
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Teachers in grade K-5 will utilize leveled readers to address varying abilities within the classroom.	Academic Support Program	08/18/2014	05/29/2015	\$9000	District Funding	All Staff
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**(shared) Strategy 2:**

Response to Intervention - Students will be identified based upon Tier 3 criteria for Response to Intervention. Teachers and paraprofessionals will provide daily instruction in addition to their daily instructional practices based on student need.

Category: Learning Systems

Research Cited: To read the full research synthesis and recommendations, download the PDF of "Recognition and Response: An Early Intervening System for Young Children At-Risk for Learning Disabilities."

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in additional targeted skill instruction in a small group. Teachers and paraprofessionals will assess students weekly for progress monitoring.	Academic Support Program	08/18/2014	05/29/2015	\$0	No Funding Required	All teachers and staff.

**Measurable Objective 2:**

49% of Third, Fourth and Fifth grade students will demonstrate a proficiency in Math Content in Mathematics by 05/29/2015 as measured by 2014-2015 K-PREP Assessment.

**(shared) Strategy 1:**

Response to Intervention - Students will be identified based upon Tier 3 criteria for Response to Intervention. Teachers and paraprofessionals will provide daily instruction in addition to their daily instructional practices based on student need.

Category: Learning Systems

Research Cited: To read the full research synthesis and recommendations, download the PDF of "Recognition and Response: An Early Intervening System for Young Children At-Risk for Learning Disabilities."

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in additional targeted skill instruction in a small group. Teachers and paraprofessionals will assess students weekly for progress monitoring.	Academic Support Program	08/18/2014	05/29/2015	\$0	No Funding Required	All teachers and staff.

**Strategy 2:**

Stepping Stones - Daily implementation of this mathematics program schoolwide K-5.

Category: Learning Systems

Research Cited: <http://www.origoeducation.com/steppingstones/>

Activity - Hands-on approach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will engage students in K-5 using hands-on activities to depend their understanding of mathematical concepts.	Academic Support Program	08/18/2014	05/29/2015	\$9000	District Funding	All Teachers
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### Strategy 3:

Computerized Math Programs - Bedford Elementary will utilize computerized math programs. These programs will provide additional support beyond the regular instruction math time. All students at Bedford Elementary will have access to the computer lab twice weekly.

Category: Learning Systems

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

Activity - Computerized Math Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The computerized math programs address the individual student's needs in K-5.	Technology	08/18/2014	05/29/2015	\$7000	General Fund	All teachers

### Measurable Objective 3:

67% of Fifth grade students will demonstrate a proficiency In Social Students Content in Social Studies by 05/29/2015 as measured by 2014-2015 K-PREP Assessment.

### Strategy 1:

History Alive - Daily implementation of History Alive in fourth and fifth grade.

Category: Learning Systems

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 an interactive approach to engage students in their learning. Differentiated instruction is used to meet the individual student's needs.	Academic Support Program	08/18/2014	05/29/2015	\$2250	General Fund	All departmentalized Social Studies teachers.

### Strategy 2:

BizTown - Intensive 6-week economics program

Category: Learning Systems

Research Cited: [http://www.jaky.org/default.asp?q\\_areaprimaryid=9&q\\_areasecondaryid=9&q\\_areatertiaryid=60](http://www.jaky.org/default.asp?q_areaprimaryid=9&q_areasecondaryid=9&q_areatertiaryid=60)

Activity - Economic Interdependency	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Through a series of economic lessons students will learn business interdependency. This activity culminates at BizTown where students become business employees and interact with support businesses for profit.	Academic Support Program	11/03/2014	12/19/2014	\$2000	FRYSC	Frysc and fifth grade social studies teacher.
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### Measurable Objective 4:

72% of Fourth grade students will demonstrate a proficiency in Science content in Science by 05/29/2015 as measured by 2014-2015 K-PREP Assessment.

#### 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.

Category: Learning Systems

Research Cited:

[https://docs.google.com/viewer?a=v&q=cache:9MIqWlJT6nYJ:www.madscience.org/locations/southflorida/pdf/MadScienceResearchStudyKeyFindings.pdf+mad+science+%2B+research&hl=en&gl=us&pid=bl&srcid=ADGEEsG63J19W3FmJ6PQaKsvw0t7\\_kM8EpqIkvrh14279KbSYqJQkFFmFsOoz6LWECGJUcAZBZDjtSgKUeUICqds-Y3nqwY\\_TziMKtlyal0ecQMoXtcDqegUEwndSyybgVOKLwWMe9&sig=AHIEtbQYNBKTkVU6rk0JVRKWEEnNIH0S9vw](https://docs.google.com/viewer?a=v&q=cache:9MIqWlJT6nYJ:www.madscience.org/locations/southflorida/pdf/MadScienceResearchStudyKeyFindings.pdf+mad+science+%2B+research&hl=en&gl=us&pid=bl&srcid=ADGEEsG63J19W3FmJ6PQaKsvw0t7_kM8EpqIkvrh14279KbSYqJQkFFmFsOoz6LWECGJUcAZBZDjtSgKUeUICqds-Y3nqwY_TziMKtlyal0ecQMoXtcDqegUEwndSyybgVOKLwWMe9&sig=AHIEtbQYNBKTkVU6rk0JVRKWEEnNIH0S9vw)

Activity - Mad Science	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use of the inquiry based lab approach to engage students in activities that allow them to question, explore, solve problems, create experiments, predict their hypothesis, and to analyze/share results.	Academic Support Program	08/14/2014	05/29/2015	\$4000	Booster Fund	Principal and Science teacher

#### Strategy 2:

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

Category: Professional Learning & Support

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 Leadership Network.	Professional Learning	08/14/2014	05/29/2015	\$0	No Funding Required	Principal and Science teacher

### Measurable Objective 5:

47% of Fourth and Fifth grade students will demonstrate a proficiency in Writing in English Language Arts by 05/29/2015 as measured by 2014-2015 K-PREP Assessment.

#### 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.

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Category: Learning Systems

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 students will practice on demand writing once per month.	Direct Instruction	08/14/2014	05/29/2015	\$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.

Category: Learning Systems

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.	Academic Support Program	08/14/2014	05/29/2015	\$0	No Funding Required	All teachers

## Goal 3: Based upon teacher participation in data analysis, all GAP area students at Bedford Elementary will be proficient in all content areas.

### Measurable Objective 1:

54% of White, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in Reading in English Language Arts by 05/29/2015 as measured by 2014-2015 K-PREP Assessment.

### Strategy 1:

Response to Intervention - Any student K-5 not performing at proficiency level in reading will be served in the RTI program to help improve their literacy skills.

Category: Learning Systems

Research Cited: [www.rti4success.org/subcategorycontents/research](http://www.rti4success.org/subcategorycontents/research)

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will receive 40 minutes of instruction based upon individual needs and skills.	Academic Support Program	08/14/2014	05/29/2015	\$0	No Funding Required	All teachers and staff
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**Strategy 2:**

Vocabulary Instruction - Utilization of the Reading Street Series will strengthen K- 5 students' vocabulary knowledge and increase reading comprehension.

Category: Learning Systems

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.	Academic Support Program	08/14/2014	05/29/2015	\$0	No Funding Required	All teachers

**Measurable Objective 2:**

42% of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in Math content in Mathematics by 05/29/2015 as measured by 2014-2015 K-PREP Assessment.

**Strategy 1:**

Differentiated Instruction - Provides for students on K-5 to be a part of many different groups based on the match of the task to student readiness, interest, or learning profile.

Category: Learning Systems

Research Cited:

[https://docs.google.com/viewer?a=v&q=cache:NNZHJW4aum4J:assets.pearsonschool.com/asset\\_mgr/current/20109/Differentiated\\_Instruction.pdf+research+on+differentiated+math+instruction&hl=en&gl=us&pid=bl&srcid=ADGEESjuAd-DSGpaus5kIIsibUu\\_C\\_N57IEmJxYvbWVU-bUqK1A1DB1M3bfmZ1C3L9lgn\\_8XuzxIF2N6YNI3uowmqfE41uRqPvhvqew9\\_6nah06Tod66PxzYibzFGNwNubmmN3cGsQPR&sig=AHIEtbRYOe0sGjGJ7ZZeQdX6wLkykXrfbw](https://docs.google.com/viewer?a=v&q=cache:NNZHJW4aum4J:assets.pearsonschool.com/asset_mgr/current/20109/Differentiated_Instruction.pdf+research+on+differentiated+math+instruction&hl=en&gl=us&pid=bl&srcid=ADGEESjuAd-DSGpaus5kIIsibUu_C_N57IEmJxYvbWVU-bUqK1A1DB1M3bfmZ1C3L9lgn_8XuzxIF2N6YNI3uowmqfE41uRqPvhvqew9_6nah06Tod66PxzYibzFGNwNubmmN3cGsQPR&sig=AHIEtbRYOe0sGjGJ7ZZeQdX6wLkykXrfbw)

Activity - Flexible Grouping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in K-5 are grouped and regrouped according to specific goals, activities, and individual needs to improve their mathematical performance.	Academic Support Program	08/14/2014	05/29/2015	\$0	No Funding Required	All teachers

**Strategy 2:**

Hands-on Approach - Provide students in K-5 a concrete representation of mathematical concepts to increase understanding of abstract concepts.

Category: Learning Systems

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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	08/14/2014	05/29/2015	\$3000	General Fund	All teachers

### Measurable Objective 3:

67% of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in Science content in Science by 05/29/2015 as measured by 2014-2015 K-PREP Assessment.

#### Strategy 1:

Cooperative Learning - Student K-5 to student interactions promote effective learning when working cooperatively.

Category: Learning Systems

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 K-5 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	08/14/2014	05/29/2015	\$0	No Funding Required	All Science teachers

### Measurable Objective 4:

58% of Black or African-American and Students with Disabilities students will demonstrate a proficiency In Social Studies content in Social Studies by 05/29/2015 as measured by 2014-2015 K-PREP Assessment.

#### Strategy 1:

Digital Learning - Study Island - Students K-5 will use the online program Study Island to improve content knowledge and reach proficiency in Social Studies.

Category: Learning Systems

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 K-5 will use Study Island to improve their content knowledge and address proficiencies. Teachers will track students' progress toward proficiency.	Technology	08/14/2014	05/29/2015	\$7000	General Fund	All teachers

### Measurable Objective 5:

38% of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in Writing content in English Language Arts by 05/29/2015 as measured by 2014-2015 K-PREP Assessment.

#### Strategy 1:

Effective Writing Practices - Teacher K-5 will use a variety of practices to teach writing: the writing process, 3-theme paper, graphic organizers, and peer revisions.

These strategies will be utilized to increase students proficiency in writing.

Category: Learning Systems

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 K -5 will use a variety of strategies to effectively teach the writing process.	Direct Instruction	08/14/2014	05/29/2015	\$0	No Funding Required	All teachers

## **Goal 4: Upon entering Bedford Elementary students in Kindergarten will be screened for readiness.**

### **Measurable Objective 1:**

100% of Kindergarten grade students will demonstrate a proficiency in Reading Readiness at the Kindergarten level in Reading by 10/01/2014 as measured by an assessment.

### **Strategy 1:**

Reading Readiness Screener - This strategy will assess all kindergarten students' readiness for reading.

Category: Learning Systems

Research Cited: Early intervention with children who have special learning needs or are at risk helps ensure the realization of their potential and their success with critical life tasks. It

decreases the need for intense and expensive services, maximizes potential, and improves future adult functioning (Reynolds et al, 2001).

Activity - Brigance Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading readiness screener to assist in identifying at risk and gifted students.	Academic Support Program	08/14/2014	10/01/2014	\$3000	District Funding	Central Office

### **Strategy 2:**

Kindergarten Readiness - It will provide socio/economical disadvantaged students with an opportunity to achieve kindergarten readiness.

Category: Early Learning

Research Cited: Nearly four decades of research establish that Head Start delivers the intended services and improves the lives and development of the children and families it serves.

Activity - Kindergarten Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students receive materials and activities at orientation to complete during summer break.	Academic Support Program	05/30/2014	08/14/2014	\$3000	FRYSC	Kindergarten teachers
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**Measurable Objective 2:**

100% of Kindergarten grade students will demonstrate a proficiency in math readiness at the Kindergarten level in Mathematics by 10/01/2014 as measured by an assessment.

**Strategy 1:**

Math Readiness Screener - All Kindergarten students will be assessed in readiness for math.

Category: Early Learning

Research Cited: Early intervention with children who have special learning needs or are at risk helps ensure the realization of their potential and their success with critical life tasks. It decreases the need for intense and expensive services, maximizes potential, and improves future adult functioning (Reynolds et al, 2001).

Activity - Brigance Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An assessment will be given to all Kindergarten students to determine at risk and gifted students.	Academic Support Program	08/14/2014	10/01/2014	\$3000	District Funding	Central Office

## **Goal 5: All students will participate in instruction in the areas of arts & humanities, practical living, and writing to enhance the percentage of distinguished programs.**

**Measurable Objective 1:**

100% of All Students will demonstrate a proficiency in student analysis of performances in Art & Humanities by 03/02/2015 as measured by program Review Rubric.

**Strategy 1:**

Performance Analysis Instruction - Teachers will provide students with instructional in all performance elements.

Category: Learning Systems

Research Cited: The study of art promotes creative behaviors, critical thinking, self-awareness, social relations, lower absenteeism, and increased test scores in other subject areas.

Activity - Student Reflection of Performance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in analyzing performances viewed in the arts.	Academic Support Program	08/14/2014	03/02/2015	\$2500	General Fund	Teachers

**Measurable Objective 2:**

100% of All Students will demonstrate a proficiency in the Writing Process in Writing by 03/02/2015 as measured by program Review Rubric.

**Strategy 1:**

Writing Plan - Teachers will develop a writing plan to ensure all students K-5 are instructed in the writing process.

Category: Professional Learning & Support

Research Cited: Rather than focusing on spelling, grammar, and other writing conventions, the holistic process emphasizes the actual process of writing. It concentrates on writing as a recursive process in which writers have the opportunity to plan, draft, edit, and revise their work (Hillocks, 1987; Murray, 1982). The writer is taught to review and revise several drafts, which enables and encourages new ideas.

Activity - Teaching Writing Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers K-5 will ensure effective instruction is provided based on the writing plan per grade level.	Academic Support Program	08/14/2014	03/02/2015	\$0	No Funding Required	All teachers

**Measurable Objective 3:**

100% of All Students will demonstrate a proficiency in consumerism in Practical Living by 03/02/2015 as measured by program Review Rubric.

**Strategy 1:**

Consumerism Instruction - Students will be given the opportunity to participate in real world economic decisions through local business involvement.

Category: Learning Systems

Research Cited: Consumer education offers more than knowledge and skills; it promotes critical thinking, problem solving, and action.

Activity - Consumer Decision Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in programs identifying economic consumer decision through local business involvement.	Academic Support Program	08/14/2014	03/02/2015	\$1500	Grant Funds	Teachers

**Goal 6: All teachers will achieve highly qualified classification or will be working towards that goal.**

**Measurable Objective 1:**

demonstrate a proficiency in instruction by 05/29/2015 as measured by PGES.

**Strategy 1:**

Teacher Placement - Teachers will be placed in a grade level/ content area in which a distinguished level of instruction can be delivered.

Category: Management Systems

Research Cited: What does scientific research actually tell us on Highly Qualified Teachers?

Author(s):

Linda Darling-Hammond and

Peter Youngs

Source:

Educational Researcher,

Vol. 31, No. 9 (Dec., 2002), pp. 13-25 Published by:

American Educational Research Association Stable URL: <http://www.jstor.org/stable/3594491>

Activity - Recruit and Encourage Student Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student teachers will be recruited and encouraged to complete their student teacher practicum here at Bedford Elementary.	Recruitment and Retention	08/14/2014	05/29/2015	\$0	No Funding Required	District and Principal

## Goal 7: To increase parental participation in all areas at Bedford Elementary.

### Measurable Objective 1:

collaborate to involve all parents in school functions at Bedford Elementary. by 05/29/2015 as measured by parent attendance rosters.

### Strategy 1:

Parent involvement in academics - Parents will be invited to participate in Title One Family Programs to provide them with resources needed to assist their child in reading, math, and technology.

Category: Stakeholder Engagement

Research Cited: Research Spotlight on Parental Involvement in Education

<http://www.nea.org/tools/17360.htm>

Activity - Title One Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and their children will participate in enriching activities in reading, math, and technology. Resources will be provided to enable parents to continue mentoring in the home setting.	Parent Involvement	08/14/2014	05/29/2015	\$200	Title I Schoolwide	All Teachers and Principal

### Strategy 2:

Parent involvement in decision making - Parents will be invited to participate in the election of their SBDM representatives. In addition, parents will be sought to participate in other decision making committees such as, Title 1 Committee, PTA, and Volunteer Committee.

Category: Stakeholder Engagement

Research Cited: Today's Parent Involvement—Volunteering and Decision-making

<http://www.sfkids.org/Content.aspx?id=11340>

Activity - Parent Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Meetings will be held prior to spotlighting student talents/achievements to inform parents about opportunities to participate on decision making committees at BES.	Parent Involvement	08/14/2014	05/29/2015	\$0	No Funding Required	Teachers and Principal

## **Goal 8: All school funding will be utilized to improve instruction and increase student achievement.**

### **Measurable Objective 1:**

demonstrate a behavior in encouraging students to own their own learning and reflect upon it by 05/29/2015 as measured by student data binders and classroom observations.

### **Strategy 1:**

Race to the Top - It will improve student leadership skills and make decision to evaluate their learning mastery. Based on this data students will decide how to make improvements or maintain progress.

Category: Professional Learning & Support

Research Cited: Evaluating Race to the Top and School Improvement Grants

[http://www.mathematica-mpr.com/Education/rtt\\_sig.asp](http://www.mathematica-mpr.com/Education/rtt_sig.asp)

Activity - Student Data Binders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will monitor their progress in academic areas by maintaining a data binder	Academic Support Program	08/14/2014	05/29/2015	\$150	Grant Funds	Teachers, Students, and Principal

Activity - Leader in Me	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schoolwide model that enables educators to unleash each child's full potential.	Academic Support Program	08/14/2014	05/29/2015	\$10000	Grant Funds	All teachers and staff.

## **Goal 9: At BES, 100% of teachers and administrators will utilize PGES, Kentucky's teacher evaluation system.**

**Measurable Objective 1:**

complete a portfolio or performance in all components of PGES evidence (Self-Reflection, Professional Growth Planning, Student Voice, Student Growth Goals) by 05/29/2015 as measured by principal evaluation of entries..

**Strategy 1:**

Professional Development - Teachers will be trained to implement all components of PGES evidence (Self-Reflection, Professional Growth Planning, Student Voice, Student Growth Goals).

Category: Teacher PGES

Research Cited: <http://education.ky.gov/teachers/hieffteach/pages/designing-pges.aspx>

Activity - PGES Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement all components of PGES evidence (Self-Reflection, Professional Growth Planning, Student Voice, Student Growth Goals).	Professional Learning	08/14/2014	05/29/2015	\$0	No Funding Required	Teachers and Principal

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Consumer Decision Opportunities	Students will participate in programs identifying economic consumer decision through local business involvement.	Academic Support Program	08/14/2014	03/02/2015	\$1500	Teachers
Student Data Binders	Students will monitor their progress in academic areas by maintaining a data binder	Academic Support Program	08/14/2014	05/29/2015	\$150	Teachers, Students, and Principal
Leader in Me	Schoolwide model that enables educators to unleash each child's full potential.	Academic Support Program	08/14/2014	05/29/2015	\$10000	All teachers and staff.
<b>Total</b>					\$11650	

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Brigance Screener	An assessment will be given to all Kindergarten students to determine at risk and gifted students.	Academic Support Program	08/14/2014	10/01/2014	\$3000	Central Office
Hands-on approach	Teachers will engage students in K-5 using hands-on activities to depend their understanding of mathematical concepts.	Academic Support Program	08/18/2014	05/29/2015	\$9000	All Teachers
Differentiated Instruction	Teachers in grade K-5 will utilize leveled readers to address varying abilities within the classroom.	Academic Support Program	08/18/2014	05/29/2015	\$9000	All Staff
Brigance Screener	Reading readiness screener to assist in identifying at risk and gifted students.	Academic Support Program	08/14/2014	10/01/2014	\$3000	Central Office
<b>Total</b>					\$24000	

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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## KDE Comprehensive School Improvement Plan

Bedford Elementary School

Computerized Math Programs	The computerized math programs address the individual student's needs in K-5.	Technology	08/18/2014	05/29/2015	\$7000	All teachers
Student Reflection of Performance	Students will participate in analyzing performances viewed in the arts.	Academic Support Program	08/14/2014	03/02/2015	\$2500	Teachers
Interactive Instruction	Lessons use an interactive approach to engage students in their learning. Differentiated instruction is used to meet the individual student's needs.	Academic Support Program	08/18/2014	05/29/2015	\$2250	All departmentalized Social Studies teachers.
Study Island	Students K-5 will use Study Island to improve their content knowledge and address proficiencies. Teachers will track students' progress toward proficiency.	Technology	08/14/2014	05/29/2015	\$7000	All teachers
On Demand Writing Practice	All students will practice on demand writing once per month.	Direct Instruction	08/14/2014	05/29/2015	\$300	All teachers
Use of Manipulatives	Students will utilize manipulatives to provide concrete representation of abstract concepts.	Academic Support Program	08/14/2014	05/29/2015	\$3000	All teachers
<b>Total</b>					<b>\$22050</b>	

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Title One Programs	Parents and their children will participate in enriching activities in reading, math, and technology. Resources will be provided to enable parents to continue mentoring in the home setting.	Parent Involvement	08/14/2014	05/29/2015	\$200	All Teachers and Principal
<b>Total</b>					<b>\$200</b>	

### FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Kindergarten Orientation	Students receive materials and activities at orientation to complete during summer break.	Academic Support Program	05/30/2014	08/14/2014	\$3000	Kindergarten teachers
Economic Interdependency	Through a series of economic lessons students will learn business interdependency. This activity culminates at BizTown where students become business employees and interact with support businesses for profit.	Academic Support Program	11/03/2014	12/19/2014	\$2000	Frysc and fifth grade social studies teacher.
<b>Total</b>					<b>\$5000</b>	

### No Funding Required

## KDE Comprehensive School Improvement Plan

Bedford Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Science Leadership Network	Teacher to attend Science Leadership Network.	Professional Learning	08/14/2014	05/29/2015	\$0	Principal and Science teacher
Teaching Writing Process	Teachers K-5 will ensure effective instruction is provided based on the writing plan per grade level.	Academic Support Program	08/14/2014	03/02/2015	\$0	All teachers
PGES Implementation	Teachers will implement all components of PGES evidence (Self-Reflection, Professional Growth Planning, Student Voice, Student Growth Goals).	Professional Learning	08/14/2014	05/29/2015	\$0	Teachers and Principal
Parent meetings	Meetings will be held prior to spotlighting student talents/achievements to inform parents about opportunities to participate on decision making committees at BES.	Parent Involvement	08/08/2013	05/30/2014	\$0	Teachers and Principals.
RTI	Students will receive 40 minutes of instruction based upon individual needs and skills.	Academic Support Program	08/14/2014	05/29/2015	\$0	All teachers and staff
Writing Practices	Teachers K -5 will use a variety of strategies to effectively teach the writing process.	Direct Instruction	08/14/2014	05/29/2015	\$0	All teachers
Recruit and Encourage Student Teachers	Student teachers will be recruited and encouraged to complete their student teacher practicum here at Bedford Elementary.	Recruitment and Retention	08/14/2014	05/29/2015	\$0	District and Principal
Think-Pair-Share	Differentiated instructed designed to provide students K-5 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	08/14/2014	05/29/2015	\$0	All Science teachers
Parent Meetings	Meetings will be held prior to spotlighting student talents/achievements to inform parents about opportunities to participate on decision making committees at BES.	Parent Involvement	08/14/2014	05/29/2015	\$0	Teachers and Principal
Vocabulary Instruction	Teachers will implement the vocabulary component of the reading series to strengthen vocabulary knowledge and increase instruction.	Academic Support Program	08/14/2014	05/29/2015	\$0	All teachers
Flexible Grouping	Students in K-5 are grouped and regrouped according to specific goals, activities, and individual needs to improve their mathematical performance.	Academic Support Program	08/14/2014	05/29/2015	\$0	All teachers
Pearson Reading Street	Teachers will utilize the grammar component in Reading Street to provide grammar/writing mechanics.	Academic Support Program	08/14/2014	05/29/2015	\$0	All teachers
Progress Monitoring	Students will participate in additional targeted skill instruction in a small group. Teachers and paraprofessionals will assess students weekly for progress monitoring.	Academic Support Program	08/18/2014	05/29/2015	\$0	All teachers and staff.
<b>Total</b>					\$0	

### Booster Fund

**KDE Comprehensive School Improvement Plan**

Bedford Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Mad Science	Use of the inquiry based lab approach to engage students in activities that allow them to question, explore, solve problems, create experiments, predict their hypothesis, and to analyze/share results.	Academic Support Program	08/14/2014	05/29/2015	\$4000	Principal and Science teacher
<b>Total</b>					\$4000	

# **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 their 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 SY 2014-2015

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 Algebraic 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.

# **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?**

Dana Will - Teacher

Kim Williams-Teacher

Debbie Beeles-Principal

## 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

# KDE Comprehensive School Improvement Plan

Bedford Elementary School

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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: 3.0

	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 adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	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

# KDE Comprehensive School Improvement Plan

Bedford Elementary School

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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 fosters a community of stakeholders and parents who continually sustain and support each other in school council and committee work.	Distinguished

## 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: 3.17

	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 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.	Proficient

	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: 3.17

	Statement or Question	Response	Rating
1.	<p>Parents have multiple opportunities to learn about and discuss the following:</p> <ul style="list-style-type: none"> <li>- Kentucky standards and expectations for all students</li> <li>- The school's curriculum, instructional methods, and student services</li> <li>- The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees</li> <li>- Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process</li> <li>- Community resources to support learning</li> <li>- Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys</li> </ul>	<p>Parents have multiple opportunities to learn about and discuss:</p> <ul style="list-style-type: none"> <li>• Kentucky standards and expectations for all students.</li> <li>• School's curriculum, instructional methods, and student services.</li> <li>• School's decision-making process, including opportunities to participate on SBDM councils and committees.</li> <li>• 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.</li> <li>• Community resources to support learning.</li> <li>• Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.</li> </ul>	Proficient

	Statement or Question	Response	Rating
2.	<p>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.</p>	<p>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.</p>	Proficient

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

	Statement or Question	Response	Rating
4.	<p>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.</p>	<p>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.</p>	Proficient

	Statement or Question	Response	Rating
5.	<p>School council has a classroom observation policy that welcomes families to visit all classrooms.</p>	<p>School council has a classroom observation policy that welcomes families to visit all classrooms.</p>	Proficient

# KDE Comprehensive School Improvement Plan

Bedford Elementary School

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
6.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Proficient

## Community Partnerships

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

Overall Rating: 3.33

	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.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	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.)	School staff and parents have seamless integration of consistent and sustained family support services from school and the community to reduce student barriers to learning.	Distinguished

	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.**

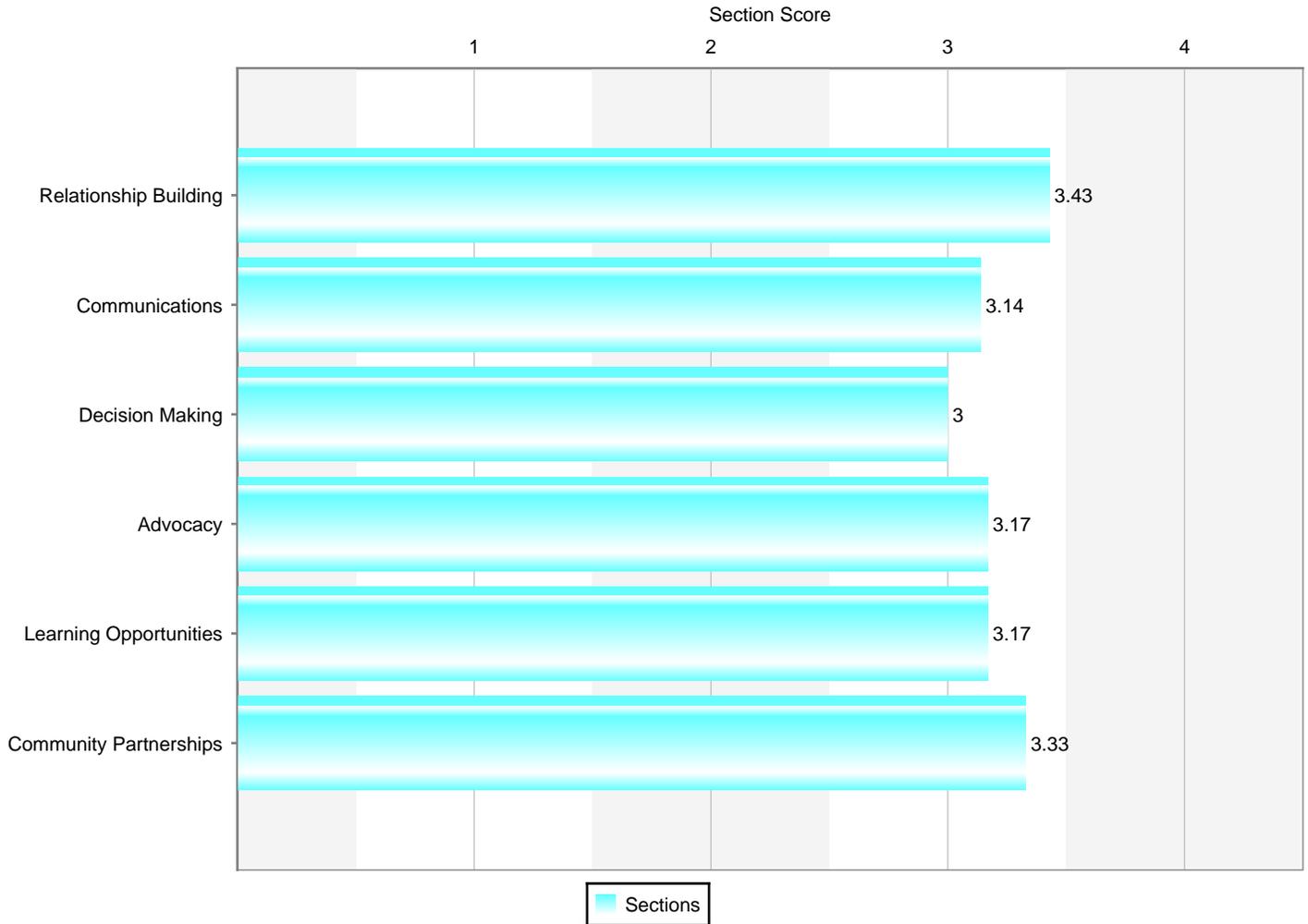
Our greatest strength is relationship building. We realize that communication between parents and community stakeholders are a vital resource to enhance student achievement. We will continue our open door policy which will encourage all stakeholders to attend school activities and participate in decisions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

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 parent is a hardship but we are overcoming these issues.

One area of improvement we need is to instill in our parents the importance of taking an active role in selecting the parent representatives in SBDM. This would result in more than 40 percent of our parents participating in the SBDM parent election.

## Report Summary

### Scores By Section



# **Improvement Plan Stakeholder Involvement**

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## **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 fifth grade students participating in the survey 92% 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.

## **KDE Assurances - School**

## **Introduction**

KDE Assurances - School

**Assurances**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes		

**KDE Comprehensive School Improvement Plan**

Bedford Elementary School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes		

# KDE Comprehensive School Improvement Plan

Bedford Elementary School

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	No	We are not a targeted assistance school.	

**KDE Comprehensive School Improvement Plan**

Bedford Elementary School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website and linked to our district website. (provide the website link below)	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

**KDE Comprehensive School Improvement Plan**

Bedford Elementary School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		

# **Compliance and Accountability - Elementary Schools**

## **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 2015. 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.

## Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELL KY Survey results.

**Goal 1:**

Based upon teacher participation in data analysis, all students at Bedford Elementary School will be proficient in all content areas.

**Measurable Objective 1:**

49% of All Students will demonstrate a proficiency in Math Content in Mathematics by 05/29/2015 as measured by 2014-2015 K-PREP Assessment.

**Strategy1:**

Stepping Stones - Daily implementation of this mathematics program schoolwide K-5.

Category: Learning Systems

Research Cited: <http://www.origoeducation.com/steppingstones/>

Activity - Hands-on approach	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage students in K-5 using hands-on activities to depend their understanding of mathematical concepts.	Academic Support Program			08/18/2014	05/29/2015	\$9000 - District Funding	All Teachers

**Goal 2:**

Based upon teacher participation in data analysis, all GAP area students at Bedford Elementary will be proficient in all content areas.

**Measurable Objective 1:**

42% of All Students will demonstrate a proficiency in Math content in Mathematics by 05/29/2015 as measured by 2014-2015 K-PREP Assessment.

**Strategy1:**

Hands-on Approach - Provide students in K-5 a concrete representation of mathematical concepts to increase understanding of abstract concepts.

Category: Learning Systems

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

# KDE Comprehensive School Improvement Plan

Bedford Elementary School

Activity - Use of Manipulatives	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize manipulatives to provide concrete representation of abstract concepts.	Academic Support Program			08/14/2014	05/29/2015	\$3000 - General Fund	All teachers

### Goal 3:

All teachers will achieve highly qualified classification or will be working towards that goal.

### Measurable Objective 1:

demonstrate a proficiency in instruction by 05/29/2015 as measured by PGES.

### Strategy1:

Teacher Placement - Teachers will be placed in a grade level/ content area in which a distinguished level of instruction can be delivered.

Category: Management Systems

Research Cited: What does scientific research actually tell us on Highly Qualified Teachers?

Author(s):

Linda Darling-Hammond and

Peter Youngs

Source:

Educational Researcher,

Vol. 31, No. 9 (Dec., 2002), pp. 13-25 Published by:

American Educational Research Association Stable URL: <http://www.jstor.org/stable/3594491>

Activity - Recruit and Encourage Student Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student teachers will be recruited and encouraged to complete their student teacher practicum here at Bedford Elementary.	Recruitment and Retention			08/14/2014	05/29/2015	\$0 - No Funding Required	District and Principal

### Goal 4:

All school funding will be utilized to improve instruction and increase student achievement.

### Measurable Objective 1:

demonstrate a behavior in encouraging students to own their own learning and reflect upon it by 05/29/2015 as measured by student data binders and classroom observations.

### Strategy1:

Race to the Top - It will improve student leadership skills and make decision to evaluate their learning mastery. Based on this data students will decide how to make improvements or maintain progress.

Category: Professional Learning & Support

# KDE Comprehensive School Improvement Plan

Bedford Elementary School

Research Cited: Evaluating Race to the Top and School Improvement Grants

[http://www.mathematica-mpr.com/Education/rtt\\_sig.asp](http://www.mathematica-mpr.com/Education/rtt_sig.asp)

Activity - Student Data Binders	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will monitor their progress in academic areas by maintaining a data binder	Academic Support Program			08/14/2014	05/29/2015	\$150 - Grant Funds	Teachers, Students, and Principal

Activity - Leader in Me	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Schoolwide model that enables educators to unleash each child's full potential.	Academic Support Program			08/14/2014	05/29/2015	\$10000 - Grant Funds	All teachers and staff.

## Goal 5:

At BES, 100% of teachers and administrators will utilize PGES, Kentucky's teacher evaluation system.

## Measurable Objective 1:

complete a portfolio or performance in all components of PGES evidence (Self-Reflection, Professional Growth Planning, Student Voice, Student Growth Goals) by 05/29/2015 as measured by principal evaluation of entries..

## Strategy1:

Professional Development - Teachers will be trained to implement all components of PGES evidence (Self-Reflection, Professional Growth Planning, Student Voice, Student Growth Goals).

Category: Teacher PGES

Research Cited: <http://education.ky.gov/teachers/hieffteach/pages/designing-pges.aspx>

Activity - PGES Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement all components of PGES evidence (Self-Reflection, Professional Growth Planning, Student Voice, Student Growth Goals).	Professional Learning			08/14/2014	05/29/2015	\$0 - No Funding Required	Teachers and Principal

The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

## Goal 1:

Based upon teacher participation in data analysis, all students at Bedford Elementary School will be proficient in all content areas.

# KDE Comprehensive School Improvement Plan

Bedford Elementary School

## Measurable Objective 1:

58% of All Students will demonstrate a proficiency in English Language Arts in Reading by 05/29/2015 as measured by 2014-2015 K-PREP Assessment.

### Strategy1:

Response to Intervention - Students will be identified based upon Tier 3 criteria for Response to Intervention. Teachers and paraprofessionals will provide daily instruction in addition to their daily instructional practices based on student need.

Category: Learning Systems

Research Cited: To read the full research synthesis and recommendations, download the PDF of "Recognition and Response: An Early Intervening System for Young Children At-Risk for Learning Disabilities."

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in additional targeted skill instruction in a small group. Teachers and paraprofessionals will assess students weekly for progress monitoring.	Academic Support Program			08/18/2014	05/29/2015	\$0 - No Funding Required	All teachers and staff.

### Strategy2:

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

Category: Learning Systems

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](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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grade K-5 will utilize leveled readers to address varying abilities within the classroom.	Academic Support Program			08/18/2014	05/29/2015	\$9000 - District Funding	All Staff

## Measurable Objective 2:

49% of All Students will demonstrate a proficiency in Math Content in Mathematics by 05/29/2015 as measured by 2014-2015 K-PREP Assessment.

### Strategy1:

Stepping Stones - Daily implementation of this mathematics program schoolwide K-5.

Category: Learning Systems

Research Cited: <http://www.origoeducation.com/steppingstones/>

# KDE Comprehensive School Improvement Plan

Bedford Elementary School

Activity - Hands-on approach	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage students in K-5 using hands-on activities to depend their understanding of mathematical concepts.	Academic Support Program			08/18/2014	05/29/2015	\$9000 - District Funding	All Teachers

## Strategy2:

Response to Intervention - Students will be identified based upon Tier 3 criteria for Response to Intervention. Teachers and paraprofessionals will provide daily instruction in addition to their daily instructional practices based on student need.

Category: Learning Systems

Research Cited: To read the full research synthesis and recommendations, download the PDF of "Recognition and Response: An Early Intervening System for Young Children At-Risk for Learning Disabilities."

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in additional targeted skill instruction in a small group. Teachers and paraprofessionals will assess students weekly for progress monitoring.	Academic Support Program			08/18/2014	05/29/2015	\$0 - No Funding Required	All teachers and staff.

## Strategy3:

Computerized Math Programs - Bedford Elementary will utilize computerized math programs. These programs will provide additional support beyond the regular instruction math time. All students at Bedford Elementary will have access to the computer lab twice weekly.

Category: Learning Systems

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

Activity - Computerized Math Programs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The computerized math programs address the individual student's needs in K-5.	Technology			08/18/2014	05/29/2015	\$7000 - General Fund	All teachers

## Goal 2:

Based upon teacher participation in data analysis, all GAP area students at Bedford Elementary will be proficient in all content areas.

## Measurable Objective 1:

42% of All Students will demonstrate a proficiency in Math content in Mathematics by 05/29/2015 as measured by 2014-2015 K-PREP Assessment.

## Strategy1:

Hands-on Approach - Provide students in K-5 a concrete representation of mathematical concepts to increase understanding of abstract concepts.

Category: Learning Systems

# KDE Comprehensive School Improvement Plan

Bedford Elementary School

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

Activity - Use of Manipulatives	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize manipulatives to provide concrete representation of abstract concepts.	Academic Support Program			08/14/2014	05/29/2015	\$3000 - General Fund	All teachers

## Strategy2:

Differentiated Instruction - Provides for students on K-5 to be a part of many different groups based on the match of the task to student readiness, interest, or learning profile.

Category: Learning Systems

Research Cited:

[https://docs.google.com/viewer?a=v&q=cache:NNZHJW4aum4J:assets.pearsonschool.com/asset\\_mgr/current/20109/Differentiated\\_Instruction.pdf+research+on+differentiated+math+instruction&hl=en&gl=us&pid=bl&srcid=ADGEEsJuAd-DSGpaus5kllsibUu\\_C\\_N57IEmJxYvbWVU-bUqK1A1DB1M3bfmZ1C3L9Ign\\_8XuzxIF2N6YNI3uowmqfE41uRqPvhvqew9\\_6nah06Tod66PxzYibzFGNwNubmmN3cGsQPR&sig=AHIEtbRYOe0sGjGJ7ZZeQdX6wLkykXrfbw](https://docs.google.com/viewer?a=v&q=cache:NNZHJW4aum4J:assets.pearsonschool.com/asset_mgr/current/20109/Differentiated_Instruction.pdf+research+on+differentiated+math+instruction&hl=en&gl=us&pid=bl&srcid=ADGEEsJuAd-DSGpaus5kllsibUu_C_N57IEmJxYvbWVU-bUqK1A1DB1M3bfmZ1C3L9Ign_8XuzxIF2N6YNI3uowmqfE41uRqPvhvqew9_6nah06Tod66PxzYibzFGNwNubmmN3cGsQPR&sig=AHIEtbRYOe0sGjGJ7ZZeQdX6wLkykXrfbw)

Activity - Flexible Grouping	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in K-5 are grouped and regrouped according to specific goals, activities, and individual needs to improve their mathematical performance.	Academic Support Program			08/14/2014	05/29/2015	\$0 - No Funding Required	All teachers

## Measurable Objective 2:

54% of All Students will demonstrate a proficiency in Reading in English Language Arts by 05/29/2015 as measured by 2014-2015 K-PREP Assessment.

## Strategy1:

Vocabulary Instruction - Utilization of the Reading Street Series will strengthen K- 5 students' vocabulary knowledge and increase reading comprehension.

Category: Learning Systems

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>

# KDE Comprehensive School Improvement Plan

Bedford Elementary School

Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the vocabulary component of the reading series to strengthen vocabulary knowledge and increase instruction.	Academic Support Program			08/14/2014	05/29/2015	\$0 - No Funding Required	All teachers

## Strategy2:

Response to Intervention - Any student K-5 not performing at proficiency level in reading will be served in the RTI program to help improve their literacy skills.

Category: Learning Systems

Research Cited: [www.rti4success.org/subcategorycontents/research](http://www.rti4success.org/subcategorycontents/research)

Activity - RTI	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive 40 minutes of instruction based upon individual needs and skills.	Academic Support Program			08/14/2014	05/29/2015	\$0 - No Funding Required	All teachers and staff

All children were screened for kindergarten readiness.

## Goal 1:

Upon entering Bedford Elementary students in Kindergarten will be screened for readiness.

## Measurable Objective 1:

100% of All Students will demonstrate a proficiency in math readiness at the Kindergarten level in Mathematics by 10/01/2014 as measured by an assessment.

## Strategy1:

Math Readiness Screener - All Kindergarten students will be assessed in readiness for math.

Category: Early Learning

Research Cited: Early intervention with children who have special learning needs or are at risk helps ensure the realization of their potential and their success with critical life tasks. It decreases the need for intense and expensive services, maximizes potential, and improves future adult functioning (Reynolds et al, 2001).

Activity - Brigance Screener	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An assessment will be given to all Kindergarten students to determine at risk and gifted students.	Academic Support Program			08/14/2014	10/01/2014	\$3000 - District Funding	Central Office

**Measurable Objective 2:**

100% of All Students will demonstrate a proficiency in Reading Readiness at the Kindergarten level in Reading by 10/01/2014 as measured by an assessment.

**Strategy1:**

Kindergarten Readiness - It will provide socio/economical disadvantaged students with an opportunity to achieve kindergarten readiness.

Category: Early Learning

Research Cited: Nearly four decades of research establish that Head Start delivers the intended services and improves the lives and development of the children and families it serves.

Activity - Kindergarten Orientation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students receive materials and activities at orientation to complete during summer break.	Academic Support Program			05/30/2014	08/14/2014	\$3000 - FRYSC	Kindergarten teachers

**Strategy2:**

Reading Readiness Screener - This strategy will assess all kindergarten students' readiness for reading.

Category: Learning Systems

Research Cited: Early intervention with children who have special learning needs or are at risk helps ensure the realization of their potential and their success with critical life tasks. It

decreases the need for intense and expensive services, maximizes potential, and improves future adult functioning (Reynolds et al, 2001).

Activity - Brigrance Screener	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading readiness screener to assist in identifying at risk and gifted students.	Academic Support Program			08/14/2014	10/01/2014	\$3000 - District Funding	Central Office

**The school identified specific strategies to increase the percentage of students who are Kindergarten ready**

**Goal 1:**

Upon entering Bedford Elementary students in Kindergarten will be screened for readiness.

**Measurable Objective 1:**

100% of All Students will demonstrate a proficiency in math readiness at the Kindergarten level in Mathematics by 10/01/2014 as measured by an assessment.

**Strategy1:**

# KDE Comprehensive School Improvement Plan

Bedford Elementary School

Math Readiness Screener - All Kindergarten students will be assessed in readiness for math.

Category: Early Learning

Research Cited: Early intervention with children who have special learning needs or are at risk helps ensure the realization of their potential and their success with critical life tasks. It decreases the need for intense and expensive services, maximizes potential, and improves future adult functioning (Reynolds et al, 2001).

Activity - Brigrance Screener	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An assessment will be given to all Kindergarten students to determine at risk and gifted students.	Academic Support Program			08/14/2014	10/01/2014	\$3000 - District Funding	Central Office

## Measurable Objective 2:

100% of All Students will demonstrate a proficiency in Reading Readiness at the Kindergarten level in Reading by 10/01/2014 as measured by an assessment.

## Strategy1:

Kindergarten Readiness - It will provide socio/economical disadvantaged students with an opportunity to achieve kindergarten readiness.

Category: Early Learning

Research Cited: Nearly four decades of research establish that Head Start delivers the intended services and improves the lives and development of the children and families it serves.

Activity - Kindergarten Orientation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students receive materials and activities at orientation to complete during summer break.	Academic Support Program			05/30/2014	08/14/2014	\$3000 - FRYSC	Kindergarten teachers

## Strategy2:

Reading Readiness Screener - This strategy will assess all kindergarten students' readiness for reading.

Category: Learning Systems

Research Cited: Early intervention with children who have special learning needs or are at risk helps ensure the realization of their potential and their success with critical life tasks. It decreases the need for intense and expensive services, maximizes potential, and improves future adult functioning (Reynolds et al, 2001).

Activity - Brigrance Screener	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading readiness screener to assist in identifying at risk and gifted students.	Academic Support Program			08/14/2014	10/01/2014	\$3000 - District Funding	Central Office

# KDE Comprehensive School Improvement Plan

Bedford Elementary School

The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.

## Goal 1:

Based upon teacher participation in data analysis, all students at Bedford Elementary School will be proficient in all content areas.

## Measurable Objective 1:

49% of All Students will demonstrate a proficiency in Math Content in Mathematics by 05/29/2015 as measured by 2014-2015 K-PREP Assessment.

## Strategy1:

Stepping Stones - Daily implementation of this mathematics program schoolwide K-5.

Category: Learning Systems

Research Cited: <http://www.origoeducation.com/steppingstones/>

Activity - Hands-on approach	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage students in K-5 using hands-on activities to depend their understanding of mathematical concepts.	Academic Support Program			08/18/2014	05/29/2015	\$9000 - District Funding	All Teachers

## Strategy2:

Computerized Math Programs - Bedford Elementary will utilize computerized math programs. These programs will provide additional support beyond the regular instruction math time. All students at Bedford Elementary will have access to the computer lab twice weekly.

Category: Learning Systems

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

Activity - Computerized Math Programs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The computerized math programs address the individual student's needs in K-5.	Technology			08/18/2014	05/29/2015	\$7000 - General Fund	All teachers

## Strategy3:

Response to Intervention - Students will be identified based upon Tier 3 criteria for Response to Intervention. Teachers and paraprofessionals will provide daily instruction in addition to their daily instructional practices based on student need.

Category: Learning Systems

Research Cited: To read the full research synthesis and recommendations, download the PDF of "Recognition and Response: An Early Intervening System for Young Children At-Risk for Learning Disabilities."

# KDE Comprehensive School Improvement Plan

Bedford Elementary School

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in additional targeted skill instruction in a small group. Teachers and paraprofessionals will assess students weekly for progress monitoring.	Academic Support Program			08/18/2014	05/29/2015	\$0 - No Funding Required	All teachers and staff.

## Measurable Objective 2:

58% of All Students will demonstrate a proficiency in English Language Arts in Reading by 05/29/2015 as measured by 2014-2015 K-PREP Assessment.

## Strategy1:

Response to Intervention - Students will be identified based upon Tier 3 criteria for Response to Intervention. Teachers and paraprofessionals will provide daily instruction in addition to their daily instructional practices based on student need.

Category: Learning Systems

Research Cited: To read the full research synthesis and recommendations, download the PDF of "Recognition and Response: An Early Intervening System for Young Children At-Risk for Learning Disabilities."

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in additional targeted skill instruction in a small group. Teachers and paraprofessionals will assess students weekly for progress monitoring.	Academic Support Program			08/18/2014	05/29/2015	\$0 - No Funding Required	All teachers and staff.

## Strategy2:

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

Category: Learning Systems

Research Cited:

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

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grade K-5 will utilize leveled readers to address varying abilities within the classroom.	Academic Support Program			08/18/2014	05/29/2015	\$9000 - District Funding	All Staff

## Goal 2:

Based upon teacher participation in data analysis, all GAP area students at Bedford Elementary will be proficient in all content areas.

# KDE Comprehensive School Improvement Plan

Bedford Elementary School

## Measurable Objective 1:

54% of All Students will demonstrate a proficiency in Reading in English Language Arts by 05/29/2015 as measured by 2014-2015 K-PREP Assessment.

### Strategy1:

Vocabulary Instruction - Utilization of the Reading Street Series will strengthen K- 5 students' vocabulary knowledge and increase reading comprehension.

Category: Learning Systems

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](http://www.pearsonschool.com/index.cfm?locator=PS1dH9&PMDBSUBCATEGORYID=3289&PMDBProgramID=69481&elementType=attribute&elementID=142)

Activity - Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the vocabulary component of the reading series to strengthen vocabulary knowledge and increase instruction.	Academic Support Program			08/14/2014	05/29/2015	\$0 - No Funding Required	All teachers

### Strategy2:

Response to Intervention - Any student K-5 not performing at proficiency level in reading will be served in the RTI program to help improve their literacy skills.

Category: Learning Systems

Research Cited: [www.rti4success.org/subcategorycontents/research](http://www.rti4success.org/subcategorycontents/research)

Activity - RTI	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive 40 minutes of instruction based upon individual needs and skills.	Academic Support Program			08/14/2014	05/29/2015	\$0 - No Funding Required	All teachers and staff

## Measurable Objective 2:

42% of All Students will demonstrate a proficiency in Math content in Mathematics by 05/29/2015 as measured by 2014-2015 K-PREP Assessment.

### Strategy1:

Hands-on Approach - Provide students in K-5 a concrete representation of mathematical concepts to increase understanding of abstract concepts.

Category: Learning Systems

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

# KDE Comprehensive School Improvement Plan

Bedford Elementary School

Activity - Use of Manipulatives	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize manipulatives to provide concrete representation of abstract concepts.	Academic Support Program			08/14/2014	05/29/2015	\$3000 - General Fund	All teachers

## Strategy2:

Differentiated Instruction - Provides for students on K-5 to be a part of many different groups based on the match of the task to student readiness, interest, or learning profile.

Category: Learning Systems

Research Cited:

[https://docs.google.com/viewer?a=v&q=cache:NNZHJW4aum4J:assets.pearsonschool.com/asset\\_mgr/current/20109/Differentiated\\_Instruction.pdf+research+on+differentiated+math+instruction&hl=en&gl=us&pid=bl&srcid=ADGEEsjuAd-](https://docs.google.com/viewer?a=v&q=cache:NNZHJW4aum4J:assets.pearsonschool.com/asset_mgr/current/20109/Differentiated_Instruction.pdf+research+on+differentiated+math+instruction&hl=en&gl=us&pid=bl&srcid=ADGEEsjuAd-)

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RYOe0sGjGJZZeQdX6wL kykXrfbw

Activity - Flexible Grouping	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in K-5 are grouped and regrouped according to specific goals, activities, and individual needs to improve their mathematical performance.	Academic Support Program			08/14/2014	05/29/2015	\$0 - No Funding Required	All teachers

**The school identified specific strategies to address subgroup achievement gaps.**

## Goal 1:

Based upon teacher participation in data analysis, all GAP area students at Bedford Elementary will be proficient in all content areas.

## Measurable Objective 1:

38% of All Students will demonstrate a proficiency in Writing content in English Language Arts by 05/29/2015 as measured by 2014-2015 K-PREP Assessment.

## Strategy1:

Effective Writing Practices - Teacher K-5 will use a variety of practices to teach writing: the writing process, 3-theme paper, graphic organizers, and peer revisions. These strategies will be utilized to increase students proficiency in writing.

Category: Learning Systems

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

# KDE Comprehensive School Improvement Plan

Bedford Elementary School

Activity - Writing Practices	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers K -5 will use a variety of strategies to effectively teach the writing process.	Direct Instruction			08/14/2014	05/29/2015	\$0 - No Funding Required	All teachers

## Measurable Objective 2:

54% of All Students will demonstrate a proficiency in Reading in English Language Arts by 05/29/2015 as measured by 2014-2015 K-PREP Assessment.

### Strategy1:

Response to Intervention - Any student K-5 not performing at proficiency level in reading will be served in the RTI program to help improve their literacy skills.

Category: Learning Systems

Research Cited: [www.rti4success.org/subcategorycontents/research](http://www.rti4success.org/subcategorycontents/research)

Activity - RTI	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive 40 minutes of instruction based upon individual needs and skills.	Academic Support Program			08/14/2014	05/29/2015	\$0 - No Funding Required	All teachers and staff

### Strategy2:

Vocabulary Instruction - Utilization of the Reading Street Series will strengthen K- 5 students' vocabulary knowledge and increase reading comprehension.

Category: Learning Systems

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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the vocabulary component of the reading series to strengthen vocabulary knowledge and increase instruction.	Academic Support Program			08/14/2014	05/29/2015	\$0 - No Funding Required	All teachers

## Measurable Objective 3:

42% of All Students will demonstrate a proficiency in Math content in Mathematics by 05/29/2015 as measured by 2014-2015 K-PREP Assessment.

### Strategy1:

Differentiated Instruction - Provides for students on K-5 to be a part of many different groups based on the match of the task to student

# KDE Comprehensive School Improvement Plan

Bedford Elementary School

readiness, interest, or learning profile.

Category: Learning Systems

Research Cited:

[https://docs.google.com/viewer?a=v&q=cache:NNZHJW4aum4J:assets.pearsonschool.com/asset\\_mgr/current/20109/Differentiated\\_Instruction.pdf+research+on+differentiated+math+instruction&hl=en&gl=us&pid=bl&srcid=ADGEEsjuAd-](https://docs.google.com/viewer?a=v&q=cache:NNZHJW4aum4J:assets.pearsonschool.com/asset_mgr/current/20109/Differentiated_Instruction.pdf+research+on+differentiated+math+instruction&hl=en&gl=us&pid=bl&srcid=ADGEEsjuAd-)

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RYOe0sGjGJZZeQdX6wL kykXrfbw

Activity - Flexible Grouping	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in K-5 are grouped and regrouped according to specific goals, activities, and individual needs to improve their mathematical performance.	Academic Support Program			08/14/2014	05/29/2015	\$0 - No Funding Required	All teachers

## Strategy2:

Hands-on Approach - Provide students in K-5 a concrete representation of mathematical concepts to increase understanding of abstract concepts.

Category: Learning Systems

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

Activity - Use of Manipulatives	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize manipulatives to provide concrete representation of abstract concepts.	Academic Support Program			08/14/2014	05/29/2015	\$3000 - General Fund	All teachers

## Measurable Objective 4:

67% of All Students will demonstrate a proficiency in Science content in Science by 05/29/2015 as measured by 2014-2015 K-PREP Assessment.

## Strategy1:

Cooperative Learning - Student K-5 to student interactions promote effective learning when working cooperatively.

Category: Learning Systems

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

Activity - Think-Pair-Share	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiated instructed designed to provide students K-5 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			08/14/2014	05/29/2015	\$0 - No Funding Required	All Science teachers

**Measurable Objective 5:**

58% of All Students will demonstrate a proficiency In Social Studies content in Social Studies by 05/29/2015 as measured by 2014-2015 K-PREP Assessment.

**Strategy1:**

Digital Learning - Study Island - Students K-5 will use the online program Study Island to improve content knowledge and reach proficiency in Social Studies.

Category: Learning Systems

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

Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students K-5 will use Study Island to improve their content knowledge and address proficiencies. Teachers will track students' progress toward proficiency.	Technology			08/14/2014	05/29/2015	\$7000 - General Fund	All teachers

**The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.**

**Goal 1:**

All students will participate in instruction in the areas of arts & humanities, practical living, and writing to enhance the percentage of distinguished programs.

**Measurable Objective 1:**

100% of All Students will demonstrate a proficiency in the Writing Process in Writing by 03/02/2015 as measured by program Review Rubric.

**Strategy1:**

Writing Plan - Teachers will develop a writing plan to ensure all students K-5 are instructed in the writing process.

Category: Professional Learning & Support

Research Cited: Rather than focusing on spelling, grammar, and other writing conventions, the holistic process emphasizes the actual process of writing. It concentrates on writing as a recursive process in which writers have the opportunity to plan, draft, edit, and revise their work (Hillocks, 1987; Murray, 1982). The writer is taught to review and revise several drafts, which enables and encourages new ideas.

**KDE Comprehensive School Improvement Plan**

Bedford Elementary School

Activity - Teaching Writing Process	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers K-5 will ensure effective instruction is provided based on the writing plan per grade level.	Academic Support Program			08/14/2014	03/02/2015	\$0 - No Funding Required	All teachers

**Measurable Objective 2:**

100% of All Students will demonstrate a proficiency in consumerism in Practical Living by 03/02/2015 as measured by program Review Rubric.

**Strategy1:**

Consumerism Instruction - Students will be given the opportunity to participate in real world economic decisions through local business involvement.

Category: Learning Systems

Research Cited: Consumer education offers more than knowledge and skills; it promotes critical thinking, problem solving, and action.

Activity - Consumer Decision Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in programs identifying economic consumer decision through local business involvement.	Academic Support Program			08/14/2014	03/02/2015	\$1500 - Grant Funds	Teachers

**Measurable Objective 3:**

100% of All Students will demonstrate a proficiency in student analysis of performances in Art & Humanities by 03/02/2015 as measured by program Review Rubric.

**Strategy1:**

Performance Analysis Instruction - Teachers will provide students with instructional in all performance elements.

Category: Learning Systems

Research Cited: The study of art promotes creative behaviors, critical thinking, self-awareness, social relations, lower absenteeism, and increased test scores in other subject areas.

Activity - Student Reflection of Performance	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in analyzing performances viewed in the arts.	Academic Support Program			08/14/2014	03/02/2015	\$2500 - General Fund	Teachers

# **School Safety Diagnostic**

## **Introduction**

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

### School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		2014 EPlan

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	10/15/2013	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	10/15/2013	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes		

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	9/8/2014	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	8/11/2014	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
9.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

**KDE Comprehensive School Improvement Plan**

Bedford Elementary School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
10.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	9/8/2014	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
11.	Have practices been developed for students to follow during an earthquake?	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
12.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
13.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with <a href="http://www.lrc.ky.gov/kar/815/010/060.htm" target="_blank">http://www.lrc.ky.gov/kar/815/010/060.htm</a> Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
14.	Are processes in place to ensure all four emergency response drills (Fire in compliance with <a href="http://www.lrc.ky.gov/kar/815/010/060.htm" target="_blank">http://www.lrc.ky.gov/kar/815/010/060.htm</a> Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		