



School Improvement Plan

Bedford Junior High School

Bedford Public Schools

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Temperance, MI 48182

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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

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?

Size: 1143 students, 62 classroom teachers grades 6-8

Community: Primarily Caucasian, middle class, population of approximately 30,000, formerly rural area changed into suburban neighborhoods

Location: Suburb of Toledo located north of the Michigan/Ohio state line, Monroe County

Changes over the past 3 years.

- enrollment decreasing due to the economic downturn and school deficit
- closed Smith Road Elementary and Temperance Road Elementary causing a redistricting of many students
- Due to the school closing, some displaced staff members were added to BJHS staff
- 6th grade students and teachers were added
- decrease in support staff; increase in class size
- high turnover for district superintendent and other assistant superintendent positions
- new administrative staff, principal, and assistant principals

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.

Mission Statement: Bedford Junior High School prepares our students of today for the world of tomorrow. Our school community provides an environment in which all students are able to learn to their full potential intellectually, emotionally socially, physically, and for life-long learning.

Our Vision: BJHS Students... Organized...Responsible...Respectful...Proficient.

The Bedford Junior High Faculty and Staff Believes

-All students will learn

-Success breeds success

-Learning is a life-long process

-We as a school community control the educational environment and conditions for each student to be successful while in our care.

-Education is the shared responsibility of our school, students, families, and community.

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.

Notable Achievements/Areas of Improvement

- Implementation 1:1 Initiative - 6th grade students received chromebooks and teacher training
- MEAP scores are above the average state, and county scores
- Robotics team competed at district, state and national level
- Quiz Bowl team winners at county level
- 11 teachers completed year 2 of Differentiated Instruction Training
- Acquired informational trade book sets for use in ELA classrooms

Achievements/Areas of Improvement over the next 3 years

- modify instruction to better prepare students for new state assessment
- implement expository reading and writing strategies in all content areas
- continue and expand implementation of 1:1 Initiative in grades 7 and 8
- Implement consistent grading, assessment, and data collection procedures in all content areas

Additional Information

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

N/A

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.

The process used to engage a variety of stakeholders in the development of our school improvement plan includes teachers, administrators, students, and parents. Stakeholders are asked to be part of the school improvement process based on their leadership skills, experiences, and professionalism. Meetings were scheduled after a collaborative discussion with the school improvement team to develop a master calendar for full staff school improvement meetings, staff meetings, department leaders meetings, as well as core content department meetings. Parents are invited to participate in this process by attending school improvement meetings, hearing updates at PTSA meetings, completing parent surveys, and reading the plan located on the school's website. Students are also involved by completing student surveys.

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

The stakeholders groups that participated in the development of the improvement plan include teachers, administrators, parents, and students.

Teachers- For each of the core subjects, in addition to the technology committee and culture committee, there is a representative that attends the curriculum committee meetings. These meetings are held on a monthly basis. Committee representatives have the opportunity to take concerns from the staff to the committee meetings and to also report back after the committee meetings. Teacher input is used in the development of the improvement plan as well. The school improvement steering committee meets monthly, leads the school improvement meetings, and reports progress at regular staff meetings.

*Parents: We have parent representatives who attend the district school improvement meetings. Parent input on the school survey is taken into consideration in the development of the improvement plan. On our school webpage, there is a link to our school improvement plan that parents may access. The school annual report is located on the webpage as well.

*Students: The student survey results are considered. The school improvement goals are based on the academic performance of our students.

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

The final improvement plan reports are discussed as a full staff as well as being emailed to staff stakeholders upon completion of the plan. The plan is also posted on our school webpage for access by parents at their leisure. In addition to this, it is mentioned at PTSA meetings, newsletters, and miscellaneous communication to parents via the principal. The final improvement plan is not directly communicated to students, but again available to them on the school's website. The plan does drive our instruction. Therefore, they are impacted by the plan daily through our ongoing instruction.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

Student Enrollment Data

How do student enrollment trends affect staffing?

As student enrollment is declining, staffing is being reduced throughout the district. Staffing at Bedford Junior High School will be maintaining all current courses and class offerings, but there is a potential a losing one 6th grade teacher. Restructuring of the master schedule is allowing all courses to continue to be offered.

How do student enrollment trends affect staff recruitment?

Staff recruitment continues to draw very highly qualified candidates for open positions. However, staffing needs are being utilized within the district to provide the best educational opportunities for student learning and achievement.

How do student enrollment trends affect budget?

Declining enrollment is causing budgeting trends to narrow focus on creating the best educational opportunities with the resources and staffing available. As the district budget continues to decline, measures are being taken to ensure student success is the primary focus of district expenditures.

How do student enrollment trends affect resource allocations?

Resource allocations are still highly available school and district wide. Declining enrollment has not had a major effect on classroom or building resources. District wide technology millage money and state grant money has allowed resources for educational opportunities to continue to promote best educational practices.

How do student enrollment trends affect facility planning and maintenance?

Facility planning has been affected by student enrollment. The closing of two elementary building has caused classroom availability and use of facilities to be analyzed to create the best educational settings. Maximum use of classroom space and resources are being utilized.

How do student enrollment trends affect parent/guardian involvement?

Enrollment has not had a major effect on parent involvement. Bedford Junior High School continues to have strong parental support and involvement in the wide variety of activities offered.

How do student enrollment trends affect professional learning and/or public relations?

Enrollment trends have not had an effect on Professional Development or public relations. Professional development of staff continues and learning opportunities are provided that keep Bedford at the highest level of student performance.

What are the challenges you noticed based on the student enrollment data?

Due to the declining enrollment, maximizing available resources has become our biggest challenge. However, the district is cautiously optimistic that the deficit will be eliminated by June, 2014.

Bedford Junior High continues to offer the highest level of educational experience for all students.

What action(s) will be taken to address these challenges?

Actions taken include changing the master schedule from Trimesters back to Semesters. This allows for core and elective classes to be offered and provide without limitation many educational options for all students. The district budget was analyzed to ensure efficient allocation of resources. A bond issue has been approved for the May, 2014 ballot for improvements to our infrastructure, therefore leaving money in the general fund for instruction.

What are the challenges you noticed based on student attendance?

Student attendance has not been an issue. Bedford Junior High School has a very high daily attendance rate that allows daily educational opportunities to be executed.

What action(s) will be taken to address these challenges?

As attendance is not an issue in Bedford Junior High School, no major actions will be necessary to address this issue.

Student Achievement Data for All Students

This area includes data questions.

Which content area(s) indicate the highest levels of student achievement?

As measured by the 2013 MEAP results, student achievement was highest in the content area of reading. 84% of all 6th graders were proficient in reading, 64% of all 7th graders were proficient in reading, and 78% of all 8th graders were proficient in reading.

Which content area(s) show a positive trend in performance?

All of our scores were above the state average, and our students continue to excel in reading.

In which content area(s) is student achievement above the state targets of performance?

Student performance is above state averages in all areas.

What trends do you notice among the top 30% percent of students in each content area?

Students in the top 30% in each content area are those with consistent attendance and are also those students whose parents are engaged in their education as evidenced by attendance at school functions and correspondence with teachers.

What factors or causes contributed to improved student achievement?

Our school improvement team has focused on student achievement in the areas of reading and writing in all content areas. We have engaged in rigorous professional development to equip teachers with high quality, researched based best practices for instruction.

How do you know the factors made a positive impact on student achievement?

Because of the training we continue to engage in, we are beginning to see students address and respond to reading and writing prompts across all curriculum areas in consistent fashion. Students are using the tools teachers have provided them with and are experiencing success. Teachers continue to strive to differentiate instruction in all content areas.

Which content area(s) indicate the lowest levels of student achievement?

Although above the state average by .3 percentage points, our scores in science showed the lowest achievement.

Which content area(s) show a negative trend in achievement?

Although we were above state and county averages in Mathematics, this content area demonstrated a negative trend in achievement for grades 7 and 8 (6th grade had increase scores for 2013 in mathematics).

In which content area(s) is student achievement below the state targets of performance?

Students were not below the state target in any area.

What trends do you notice among the bottom 30% of students in each content area?

Poor attendance, low reading levels, minimal parent participation are the common factor among our lowest achievers.

What factors or causes contributed to the decline in student achievement?

Poor attendance, low reading ability, and minimal parent participation are factors that may have contributed to the decline in student achievement.

How do you know the factors made a negative impact on student achievement?

We looked at the relationship between MEAP scores, student report cards, attendance reports, and parental communication.

What action(s) could be taken to address achievement challenges?

We adhere to attendance policies and have an extended day program, Eighth Hour, where students can complete class work with teacher guidance. We also have a Study Skills program where students falling behind in classwork can work during lunch period with a teacher to complete assignments.

Our grade books are on-line and available to all parents and students in real time. Teacher communicate with parents regularly and we offer parent-teacher conferences each year.

Subgroup Student Achievement

Statement or Question: Which subgroup(s) show a trend toward increasing overall performance?

Response:

- White
- Students with Disabilities

Statement or Question: For which subgroup(s) is the achievement gap closing?*

Response:

- Students with Disabilities

In what content areas is the achievement gap closing for these subgroups?*

Reading (6th and 8th grades) and Science (8th grade) show improved scores for this subgroup.

How do you know the achievement gap is closing?*

Based on evidence from 2013 MEAP results.

What other data support the findings?

Local Common assessments and informal classroom assessments.

What factors or causes contributed to the gap closing? (Internal and External)*

When scores for students with disabilities were included in the overall performance report, we targeted those students for intense direct instruction.

Students with disabilities have the opportunity to be a part of co-taught classrooms.

How do you know the factors made a positive impact on student achievement?

Based on 2013 MEAP results. Direct instruction and co-taught classrooms were the only changes made to the curriculum.

What actions could be taken to continue this positive trend?

We will continue and expand these programs and support teacher training in co-teaching.

Statement or Question: Which subgroup(s) show a trend toward decreasing overall performance?

Response:

- None

Statement or Question: For which subgroup(s) is the achievement gap becoming greater?*

Response:

- None

In what content areas is the achievement gap greater for these subgroups?*

The achievement gap is greater in math and social studies in our "student with disabilities" subgroup.

How do you know the achievement gap is becoming greater?*

Analysis of MEAP data.

What other data support the findings?*

Local common assessments and classroom grades.

What factors or causes contributed to the gap increasing? (Internal and External)*

Our gap is not increasing.

How do you know the factors lead to the gap increasing?*

Our gap is not increasing.

What actions could be taken to close the achievement gap for these students?*

The gap will decrease with continual co-teaching practices, direct instruction, differentiation, and small group activities.

How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

We have only 6 ELL students, and they score at the average level compared to the school aggregate.

How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

We have school psychologists, school counselors, and case workers assigned to each student with disabilities.

How are students designated 'at risk of failing' identified for support services?

Students are designated non proficient on meap and poor class performance.

What Extended Learning Opportunities are available for students (all grade configurations respond)?

Extended learning opportunities include: Study Skills, Eighth Hour, Friday School, and ZAP (zeroes aren't permitted) program.

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	10.0

What is the school doing to inform students and parents of Extended Learning Opportunities?

Students and parents are made aware of opportunities through the school web site, mass emails, parent teacher conferences, counselors, daily announcements.

Label	Question	Value
	What is the total FTE count of teachers in your school?	53.43

Label	Question	Value
	How many teachers have been teaching 0-3 years?	10.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	10.0

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Label	Question	Value
	How many teachers have been teaching 9-15 years?	11.0

Label	Question	Value
	How many teachers have been teaching >15 years?	32.0

What impact might this data have on student achievement?

Our 7 and 8 grade teaching staff has remained consistent for a number of years.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	147.5

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	252.5

What impact might this data have on student achievement?

We have only 2% absenteeism due to illness. That has a positive effect on student performance because instruction is consistent. We know that students at this grade level want to please their teachers and work best for their teacher.

Perception Data - Students

Which area(s) indicate the highest overall level of satisfaction among students?

Students indicated the highest level of satisfaction in "being able to participate in activities that interest me" (average score of 3.89), as well as "programs and services are available to help me succeed" (average score of 3.82).

Which area(s) show a positive trend toward increasing student satisfaction?

Areas that demonstrate a trend towards increasing student satisfaction are "principals and teachers have high expectations of me" (average score of 3.73) and "my school makes sure there is at least one adult who knows me well and shows interest in my education and future" (average score of 2.8).

What area(s) indicate the lowest overall level of satisfaction among students?

The lowest level of student satisfaction was in the area of "students help each other even if we are not friends" (average score of 2.2) and "my school considers students' opinions when planning ways to improve the school" (average score of 2.22).

Which area(s) show a trend toward decreasing student satisfaction?

Students feel dissatisfaction in the area where "all my teachers change their teaching to meet my learning needs" (average score of 2.5) and "students are treated with respect" (average of 2.36).

What are possible causes for the patterns you have identified in student perception data?

The addition of the 6th grade to the building caused an increase in student enrollment by one third. Hallways are crowded and students feel that they are not respected in the halls. Due to the many snow days this winter, the number of students responding to this survey decreased from last year. Therefore, results may not clearly demonstrate the true perception of all our students.

What actions will be taken to improve student satisfaction in the lowest areas?

Students Interact program, our character education program, has been modified and now includes our 7th grade students (previously 8th graders attended this program). A staff and administrator discussion of eliminating "bells" may decrease the discipline issues that happen in the halls during class changes.

Perception Data – Parents/Guardians

Which area(s) indicate the overall highest level of satisfaction among parents/guardians?

The parents indicated that "my child knows the expectations for learning in all classes" (average score 3.9) and "our school provides a safe learning environment" (average score of 3.85) as areas of with the highest level of satisfaction.

Which area(s) show a trend toward increasing parents/guardian satisfaction?

Trends show an increasing satisfaction in "my child has up to date computers and other technology" (average score of 3.46) and "our school provides opporunities for students to participate in activities that interest them" (average score of 3.69).

Which area(s) indicate the overall lowest level of satisfaction among parents/guardians?

The lowest levels of parent satisfaction was indicated in "all my child's teachers meet his/her learning needs by individualizing instruction" (average score of 2.63) and "our school provides adequate supply of learning resources that are current and in good condition" (average score of 2.97).

Which area(s) show a trend toward decreasing parents/guardian satisfaction?

Areas that demonsttrted a trend in decreasing parent satisfaction was indicated in "all my child's teachers meet his/her learning needs by individualizing instruction" (average score of 2.63) and "our school provides adequate supply of learning resources that are current and in good condition" (average score of 2.97).

What are possible causes for the patterns you have identified in parent/guardian perception data?

The possible causes of patterns identified could be a direct correlation to the deficit elimination plan that our district currently has. We have closed two elementary building and have increased class sizes.

What actions will be taken to increase parent/guardian satisfaction in the lowest areas?

It has been projected that at the end of 2014-15, our district will have eliminated the deficit. We also have on the May ballot a bond issue that would address the needs of all our aging buildings and provide for a safe and secure drop-off and traffic flow, as well as secure entrances to our buildings. The savings from the bond would allow the district to use money from the general fund to reduce class sizes and provide for more updated resources and supplies needed in the classrooms.

Perception Data – Teachers/Staff

Which area(s) indicate the overall highest level of satisfaction among teachers/staff?

The highest level of satisfaction among teachers and staff is "our school provides opportunities for students to participate in activities that interest them" (average score of 4.41) and "our school's purpose statement is clearly focused on student success" (average score of 4.39).

Which area(s) show a trend toward increasing teacher/staff satisfaction?

Teachers and staff show increasing satisfaction in the area of "our school provides qualified staff members to support student learning" (average score of 4.26) and "our school provides a plan for the acquisition and support of technology to support student learning" (average score of 4.29).

Which area(s) indicate the lowest overall level of satisfaction among teachers/staff?

Lowest satisfaction was indicated in three areas which includes "all staff members are trained in the evaluation, interpretation, and use of data" (average of 3.18), "our school has systematic process for collecting, analyzing, and using data" (average score of 3.27), and "our school uses data to monitor student readiness and success at the next level" (average score of 3.33).

Which area(s) show a trend toward decreasing teacher/staff satisfaction?

The area that demonstrated a trend in decreasing teacher satisfaction was "our school provides sufficient material resources to meet student needs" (average 3.38).

What are possible causes for the patterns you have identified in staff perception data?

Possible causes for these patterns have been the new teacher evaluation system that places a heavy emphasis and data collection, use, and student growth.

We have made a dedicated effort to reduce our District's deficit, thus causing a reduction in spending on classroom materials and supplies.

Other

How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)

N/A

Describe how decisions about curriculum, instruction and assessment are made at this school and which stakeholders are involved in the process.

Discussions about curriculum begin at the building level through department leaders and school improvement chairs. Proposals are presented at the district level to the curriculum and instruction department through the Administrative Curriculum Council. Proposals are then presented for final approval to the school board.

What evidence do you have to indicate the extent to which the standards are being implemented?

Common Core State Standards are being implemented as evidence by teacher lesson plans, during mini observations, long observations, and teacher evaluations by administrators. On-going professional development has been provided to all staff and will be continue for the 2014-15 school year. In addition, Language Arts teachers received training in the implementation of the MAISA Units of Instruction.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	Yes		

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes		

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

Label	Assurance	Response	Comment	Attachment
	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

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Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Mr. Howard Schwager DIRECTOR OF HUMAN RESOURCES & LABOR RELATIONS P: (734) 850-6020 Email: howard.schwager@bedford.k12.mi.us	

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	The Mission of the PTA is three-fold: 1.) To support and speak on behalf of children and youth in the schools, in the community, and before governmental agencies and other organizations that make decisions affecting children. 2.) To assist parents in developing the skills they need to raise and protect their children. 3.) To encourage parent and public involvement in the public schools of this nation.	

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No		

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	Yes		

School Improvement Plan 2014-2015

Overview

Plan Name

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	All students at Bedford Junior High will become proficient readers.	Objectives: 4 Strategies: 4 Activities: 5	Academic	\$52950
2	All students at Bedford Junior High School will become proficient writers.	Objectives: 3 Strategies: 3 Activities: 4	Academic	\$3000
3	All students at Bedford Junior High School will become proficient in mathematics	Objectives: 1 Strategies: 4 Activities: 4	Academic	\$30950
4	All teachers at Bedford Junior High School will employ consistent common grading, and reporting and assessment policies across all grade levels and courses based on clearly defined criteria.	Objectives: 3 Strategies: 3 Activities: 4	Organizational	\$5500

Goal 1: All students at Bedford Junior High will become proficient readers.

Measurable Objective 1:

A 2% increase of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text in Social Studies by 05/29/2015 as measured by MEAP 2015, local, state, and national common assessments. (Rigby, STAR Reading, and ACT Explore).

(shared) Strategy 1:

Comprehension - Teachers will implement differentiated comprehension strategies to increase and support student understanding.

Research Cited: Meap Test, Classroom Instruction That Works, 2nd Edition Dr. Marzano ;Inspiring Middle and Secondary Learners Honoring Differences and Creating Community Through Differentiating Instructional Practices, Kathleen Kryza.

Tier:

Activity - Monitor and Implement Differentiated Instruction Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use strategies such as: providing feedback, identifying similarities and differences, advance organizers, graphic organizers, cooperative learning, summarizing, note taking, vocabulary development, and student discussion.	Direct Instruction			09/01/2014	05/29/2015	\$1950	General Fund	All social studies and content area teachers.

Strategy 2:

Comprehension Support - Students identified as at-risk academically will receive support in the form of small group direct reading instruction, individual tutoring, and computer assisted instruction.

Research Cited: Classroom Instruction that Works, 2nd Edition, Dr. Marzano; Inspiring Middle and Secondary Learners, Honoring Differences and Creating Community Through Differentiating Instructional Practices, Kathleen Kryza.

Tier:

Activity - Comprehension Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as at risk in reading comprehension in ELA, social studies, and science will receive academic support in the form of small group reading instruction, individual tutoring, and computer assisted reading instruction.	Academic Support Program		Implement	09/01/2014	05/29/2015	\$50000	Section 31a	Principals and reading support staff.

Measurable Objective 2:

A 2% increase of All Students will demonstrate a proficiency in the ability to determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas in Social Studies by 05/29/2015 as measured by 2014/15 MEAP test results..

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(shared) Strategy 1:

Comprehension - Teachers will implement differentiated comprehension strategies to increase and support student understanding.

Research Cited: Meap Test, Classroom Instruction That Works, 2nd Edition Dr. Marzano ;Inspiring Middle and Secondary Learners Honoring Differences and Creating Community Through Differentiating Instructional Practices, Kathleen Kryza.

Tier:

Activity - Monitor and Implement Differentiated Instruction Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use strategies such as: providing feedback, identifying similarities and differences, advance organizers, graphic organizers, cooperative learning, summarizing, note taking, vocabulary development, and student discussion.	Direct Instruction			09/01/2014	05/29/2015	\$1950	General Fund	All social studies and content area teachers.

Measurable Objective 3:

A 2% increase of All Students will demonstrate a proficiency in analysis and evaluation of content and data presented in diverse formats and media, including visually and quantitatively, as well as in words in Science by 05/29/2015 as measured by MEAP 2015 .

Strategy 1:

Analysis - Students will use advance organizers, graphic organizers, cooperative learning, summarizing, note taking, vocabulary development, feedback, identifying similarities and differences, and student discussion to analyze and interpret data.

Research Cited: Marzano Research Laboratory, Science Formative Assessment: 75 Practical Strategies for Linking Assessment, Instruction, and Learning; Keely

Tier:

Activity - Monitor and implement differentiated comprehension strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use strategies such as: providing feedback, identifying similarities and differences, advance organizers, graphic organizers, cooperative learning, summarizing, note taking, vocabulary development, and student discussion.	Implementation		Implement	09/01/2014	06/01/2015	\$0	General Fund	All science and content area teachers.

Activity - MAISSA Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to implement MAISSA units of instruction and following the adopted curriculum and pacing calendar.	Curriculum Development		Implement	09/01/2014	05/29/2015	\$0	General Fund	All ELA teachers.

Measurable Objective 4:

A 30% increase of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in integrating information presented in different media; visual, audio, or multimedia; to develop a coherent understanding of a topic or issue. in Reading by 05/29/2015 as measured by state and local common assessments.

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Strategy 1:

Teacher Training - Teachers will be trained as part of the 1:1 initiative in Google apps. for education and collaboration on use of tools.

Research Cited: State and local common assessments

Tier:

Activity - Teacher Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1:1 training, Google apps. for education	Implementation		Implement	09/01/2014	05/29/2015	\$1000	General Fund	All administrative and teaching staff.

Goal 2: All students at Bedford Junior High School will become proficient writers.

Measurable Objective 1:

A 3% increase of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in writing arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence in Science by 05/29/2015 as measured by local assessment: classroom writing assignments and the Meap test.

Strategy 1:

Writing Process - Students will introduce and support claims with logical reasoning and relevant evidence using accurate, credible sources and demonstrating an understanding of the text or topic.

Research Cited: meap data, Marzano Research Labs

Tier:

Activity - Providing Evidence	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student will use graphic organizers, note taking, cooperative learning, feedback, student discussion, and identifying similarities and differences to support claims with logical reasoning and relevant evidence using accurate, credible sources.	Implementation			09/01/2014	05/29/2015	\$1000	General Fund	All science and content area teachers.

Measurable Objective 2:

A 3% increase of Sixth, Seventh and Eighth grade students will demonstrate a proficiency writing informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content in Social Studies by 05/29/2015 as measured by local common assessments, the MEAP 2015, or other state approved test..

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Strategy 1:

Process writing - Students will develop the topic with relevant facts, definitions, concrete details, quotations, and use domain specific vocabulary to inform or explain the topic.

Research Cited: meap data, Marzano Research Laboratory, Classroom Instruction That Works

Tier:

Activity - Monitor and Implement Writing Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use graphic organizers, cooperative learning, collaborative writing, student discussion, note taking and feedback, revision and editing, and models of good writing. Research Meap data, Craft Plus Writing Program - Marcia Freeman, CCSS	Implementation			09/01/2014	05/29/2015	\$1000	General Fund	All content area and social studies teachers.

Measurable Objective 3:

A 2% increase of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in writing narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences in English Language Arts by 05/29/2015 as measured by classroom writing assignments and the Meap test..

Strategy 1:

Organization and Style - Students will narrative writing strategies to engage the reader, organize events, use narrative techniques, transition words, precise word, descriptive details, and provide a conclusion.

Research Cited: Meap data, Craft Plus Writing Program - Marcia Freeman, CCSS, Marzano Research Laboratory

Tier:

Activity - Monitor Implementation Informational Writing Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to implement the use of graphic organizers, cooperative learning, student discussion, note taking and feedback to guide students in introducing a topic clearly, previewing what is to follow, and organizing details.	Direct Instruction			09/01/2014	05/29/2015	\$1000	General Fund	All ELA and content area teachers, and building administrators.

Activity - MAISSA Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to implement MAISSA units of instruction and follow building pacing calendar.	Curriculum Development		Implement	09/01/2014	05/29/2015	\$0	General Fund	All ELA teachers.

Goal 3: All students at Bedford Junior High School will become proficient in mathematics

Measurable Objective 1:

A 4% increase of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in comprehending questions in Mathematics by 05/29/2015 as measured by Common District Exams & State/National Tests..

Strategy 1:

Vocabulary Instruction - Teachers will provide purposeful exposure to new words through teaching word learning strategies.

Research Cited: Inspiring Middle and Secondary Learners Honoring Differences and Creating Community Through Differentiating Instructional Practices, by Kathleen Kryza.

Classroom Instruction that Works

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will continue to implement meaningful vocabulary strategies using best practices.	Implementation			09/01/2014	05/29/2015	\$1350	General Fund	Principals, math teachers

Strategy 2:

Meaningful Instruction - Teachers will analyze research on best practices and utilize current research to teach high level thinking skills.

Research Cited: Marzano, Kryza, Wormelli

Tier:

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will continue to be provided with the opportunity to join a cohort with Kathleen Kryza to learn strategies to improve teaching using best practices and differentiated instruction.	Professional Learning			09/01/2014	06/01/2015	\$4600	Title II Part A, General Fund	Principals and math teachers

Strategy 3:

Teacher Training - Teachers will continue training and implementation for the 1:1 initiative. They will continue and expand training in the use of Google apps for education and collaborate on the use of tools using technology.

Research Cited: State and local common assessments

Tier:

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Activity - 1:1 Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to be trained in Google apps for education and collaborate on the use of technology tools	Professional Learning		Implement	09/01/2014	05/29/2015	\$0	General Fund	All math teachers.

Strategy 4:

Comprehension Support - Students identified as at risk in math, will receive additional academic support in the form of small group instruction, individual tutoring, and/or computer assisted mathematics instruction.

Research Cited: Classroom Instruction that Works; Dr. Marzano

Inspiring Middle and Secondary Learners, Honoring Individual Differences; Kathleen Kryza.

Tier:

Activity - Comprehension Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as at risk in math will receive academic support in the form of small group instruction, Individual tutoring, and/or computer assisted	Academic Support Program			09/01/2014	05/29/2015	\$25000	Section 31a	Principals and academic support staff.

Goal 4: All teachers at Bedford Junior High School will employ consistent common grading, and reporting and assessment policies across all grade levels and courses based on clearly defined criteria.

Measurable Objective 1:

collaborate to employ consistent assessment measures across all class rooms and courses by 03/02/2015 as measured by classroom observations and stakeholder surveys.

Strategy 1:

PLC's - Rick Wormeli will present and discuss topics from his book Fair Isn't Always Equal to the district on the first professional development day of the 2014-15 school year and be available to work with PLC groups after the presentation.

Teachers will work together in PLC's using Rick Wormeli's Fair is Not Always Equal teacher's and facilitator's guides to study and implement constant grading and reporting practices.

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Teachers will be given dedicated SI binders which will contain the study guide and which will be used to store the meeting agendas and notes and record progress on action items.

Research Cited: Fair is Not Always Equal, Rick Wormeli

Tier:

Activity - Grading and Reporting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet monthly, discuss assigned chapters, and agree on a strategy to implement.	Teacher Collaboration			09/01/2014	05/29/2015	\$5500	General Fund	All teachers and administrators.

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rick Wormeli will kick off the 2014-15 school year by speaking to the district on his book, Fair Isn't Always Equal.	Professional Learning		Getting Ready	08/28/2014	05/29/2015	\$0	No Funding Required	All teaching and administrative staff.

Measurable Objective 2:

collaborate to employ consistent, common grading and reporting policies across all class rooms and courses by 06/01/2015 as measured by classroom observations and stakeholder surveys.

Strategy 1:

Professional Learning - Teachers will work together in PLC's to study and implement strategies from Rick Wormeli's book Fair is Not Always Equal.

Research Cited: Fair is Not Always Equal, Rick Wormeli

Elements of Grading; Douglas Reeves

Practical Solutions for Serious Problems in Standards Based Grading; Tom Guskey

A Repair Kit for Grading, 15 Fixes for Broken Grades; Ken O'Connor

Tier:

Activity - Grading and Reporting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet monthly and using the teacher's guide and facilitator's guides, study Fair is Not Always Equal, discuss grading and reporting and implement one action item each month.	Teacher Collaboration			08/29/2014	05/29/2015	\$0	General Fund	All teachers and administrators.

Measurable Objective 3:

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collaborate to use multiple assessment measures to determine student learning and school performance by 03/02/2015 as measured by classroom observations and stakeholder surveys.

Strategy 1:

Professional Development - Teachers will work in PLC's to study the creation and use of assessment strategies using Rick Wormeli's Fair is Not Always Equal

Research Cited: Stakeholder surveys, and Fair is Not Always Equal, Rick Wormeli

Formative Assessment Strategies for Every Classroom; Susan M. Bookhart.

Tier:

Activity - Multiple Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will study and implement strategies from Fair is Not Always Equal and How to Create and Use Rubric for Formative Assessment and Grading; Susan M. Bookhart.	Teacher Collaboration			08/29/2014	05/29/2015	\$0	General Fund	All teacher and administrators.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Comprehension Support	Students identified as at risk in math will receive academic support in the form of small group instruction, Individual tutoring, and/or computer assisted	Academic Support Program			09/01/2014	05/29/2015	\$25000	Principals and academic support staff.
Comprehension Support	Students identified as at risk in reading comprehension in ELA, social studies, and science will receive academic support in the form of small group reading instruction, individual tutoring, and computer assisted reading instruction.	Academic Support Program		Implement	09/01/2014	05/29/2015	\$50000	Principals and reading support staff.

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Rick Wormeli will kick off the 2014-15 school year by speaking to the district on his book, Fair Isn't Always Equal.	Professional Learning		Getting Ready	08/28/2014	05/29/2015	\$0	All teaching and administrative staff.

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Math teachers will continue to implement meaningful vocabulary strategies using best practices.	Implementation			09/01/2014	05/29/2015	\$1350	Principals, math teachers

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Monitor and Implement Writing Strategies	Students will use graphic organizers, cooperative learning, collaborative writing, student discussion, note taking and feedback, revision and editing, and models of good writing. Research Meap data, Craft Plus Writing Program - Marcia Freeman, CCSS	Implementa tion			09/01/2014	05/29/2015	\$1000	All content area and social studies teachers.
MAISSA Units	Teachers will collaborate to implement MAISSA units of instruction and follow building pacing calendar.	Curriculum Developme nt		Implement	09/01/2014	05/29/2015	\$0	All ELA teachers.
MAISSA Units	Teachers will continue to implement MAISSA units of instruction and following the adopted curriculum and pacing calendar.	Curriculum Developme nt		Implement	09/01/2014	05/29/2015	\$0	All ELA teachers.
Monitor Implementation Informational Writing Strategies	Teachers will continue to implement the use of graphic organizers, cooperative learning, student discussion, note taking and feedback to guide students in introducing a topic clearly, previewing what is to follow, and organizing details.	Direct Instruction			09/01/2014	05/29/2015	\$1000	All ELA and content area teachers, and building administrators.
Providing Evidence	Student will use graphic organizers, note taking, cooperative learning, feedback, student discussion, and identifying similarities and differences to support claims with logical reasoning and relevant evidence using accurate, credible sources.	Implementa tion			09/01/2014	05/29/2015	\$1000	All science and content area teachers.
Monitor and implement differentiated comprehension strategies	Teachers will use strategies such as: providing feedback, identifying similarities and differences, advance organizers, graphic organizers, cooperative learning, summarizing, note taking, vocabulary development, and student discussion.	Implementa tion		Implement	09/01/2014	06/01/2015	\$0	All science and content area teachers.
Teacher Training	1:1 training, Google apps. for education	Implementa tion		Implement	09/01/2014	05/29/2015	\$1000	All administrative and teaching staff.
1:1 Initiative	Teachers will continue to be trained in Google apps for education and collaborate on the use of technology tools	Professiona l Learning		Implement	09/01/2014	05/29/2015	\$0	All math teachers.
Multiple Assessments	Teachers will study and implement strategies from Fair is Not Always Equal and How to Create and Use Rubric for Formative Assessment and Grading; Susan M. Bookhart.	Teacher Collaborati on			08/29/2014	05/29/2015	\$0	All teacher and administrators.
Grading and Reporting	Teachers will meet monthly and using the teacher's guide and facilitator's guides, study Fair is Not Always Equal, discuss grading and reporting and implement one action item each month.	Teacher Collaborati on			08/29/2014	05/29/2015	\$0	All teachers and administrators.

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Grading and Reporting	Teachers will meet monthly, discuss assigned chapters, and agree on a strategy to implement.	Teacher Collaboration			09/01/2014	05/29/2015	\$5500	All teachers and administrators.
Differentiated Instruction	Math teachers will continue to be provided with the opportunity to join a cohort with Kathleen Kryza to learn strategies to improve teaching using best practices and differentiated instruction.	Professional Learning			09/01/2014	06/01/2015	\$600	Principals and math teachers
Monitor and Implement Differentiated Instruction Strategies	Teachers will use strategies such as: providing feedback, identifying similarities and differences, advance organizers, graphic organizers, cooperative learning, summarizing, note taking, vocabulary development, and student discussion.	Direct Instruction			09/01/2014	05/29/2015	\$1950	All social studies and content area teachers.

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Differentiated Instruction	Math teachers will continue to be provided with the opportunity to join a cohort with Kathleen Kryza to learn strategies to improve teaching using best practices and differentiated instruction.	Professional Learning			09/01/2014	06/01/2015	\$4000	Principals and math teachers