



School Improvement Plan

Bedford Elementary

Dearborn Heights School District #7

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Dearborn Heights, MI 48125-3326

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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?

The district has reconfigured the elementary schools starting last school year. Bedford Elementary is now a Pre K-1 building. At the start of the school year we should have about 400 kindergarten and first grade students. We will continue to serve to an 80% free and reduced lunch. We will have an increase of ESL students (currently at 34 students with early enrollment trending to increase this population.)

The majority of our staff has between 12-18 years of experience.

The challenges included with single parent families, multiple families living together, homeless families, esl students, and low socio economic status.

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 school's vision statement is "Learners Making a Difference Everyday!" The mission statement is:

I am a BEAR!

I am Independent!

I am Ambitious!

I am Motivated!

I am Accountable!

I am Brave!

I am Empathetic!

I am Accepting!

I am Respectful!

Our PBIS program dictates how the school functions and helps make this mission statement come to life. Students are recognized daily, weekly, and monthly for making respectful, responsible, and safe choices at Bedford School.

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.

Will add data as we gather new building data. Our building is newly reconfigured at the start of last year. We've initiated a few school wide growth projects, Dolch Word capacities, Reading Level growth. On the behavior/school functioning side, we are working hard to establish a solid Tier 1 PBIS program.

We plan to have NWEA testing available to both kindergarten and 1st grades.

Additional Information

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

No information at this time.

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.

At Bedford teachers were asked or volunteered to be apart of the school improvement team. All decisions that are made are communicated with all staff members during late starts and staff meetings. Each member was given an academic skill area to focus attention on. Meetings are scheduled to accommodate schedules before, after or during the school day.

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

We will invite parents and other stakeholders to be apart of our school improvement team. We will share information with community members.

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

All stakeholders will be given a copy of the school improvement plan. Discussions will take place about the steps we are taking to engage students. Data will be collected about each goal and strategy. Data will be used to make necessary revisions to goals to increase student growth.

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 and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

Our numbers have been staying the same. We have a higher population of EL students and we are working on meeting the needs of the families.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

We have a high truancy rate at Bedford. We have around 70 students with 10 or more absences and we are working with Wayne county to try and help solve that issue. We have 40% of our students coming from other districts.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

In looking at the data the months of November and May are challenging. We have PBIS and the program works well. Suspension is the last option for our students and we have different interventions in place to help with behavior. We have more students coming to school with limited communication skills and that has caused a spike in some of the behavior referrals.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

We need to address the lack of ability to communicate. This is a challenge because we are a K-1 building and many of the students are limited with their communication skills.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

The youngest teacher in the building has 8 years of experience and we have a large number of teachers with 15 or more years. We are still working on collaboration and using new resources. Our students benefit because we take the time to solve problems as a group. The administrator has been at Bedford for the last 4 years. The longest tenure out of the last 5 administrators.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

The number of experienced teachers helps tremendously working with a large number of at risk students.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

Absences have a big impact on learning and we try and limit professional development experiences to the summer if at all possible. It is important for our school leaders to be able to work with other staff members and help them grow professionally.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

Teacher absences happen but we focus on the quality of instruction we get from the substitutes we have. Unfortunately a lot of our subs are not going into the field of education making it even more challenging for absent teachers.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

We need to address teacher leader roles and increase the confidence in presenting information to staff. This will be the third year we have worked together and working together is a must. We are making a good effort to have more meetings with families and students.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

The data shows that our families appreciate the efforts we make to involve them in school events. We place a high priority on developing positive relationships. We started a WATCH DOGS program this year and it was successful. We are trying to get more male role models to be visible in the building and it is having an impact on students and staff. We have standards that are in the implementation stage and I think we made progress in those areas this year. We have a very good PASS reading program with volunteers from Ford Motor company.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

We have a new population of Arabic families moving into the district and we are finding it very difficult to communicate with them about school and school requirements. We have a facilitator from our ISD and she does a great job. We are trying to find a program that will translate the information we are sending home to parents. We have about 50% of our students not reading at grade level. We are a K-1 building and many of our Kindergarten students have little school experience.

12. How might these challenges impact student achievement?

The students will not get help from family members who do not speak English. The students will be able to get more help at home and the students will be able to get more support from a family member. We can increase younger children to a school setting through our GSRP program and help educate the parents about what school is like and what is expected of their child.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

We have money to purchase a software program that will allow us the opportunity to communicate with all of our families better. We are trying to attract more families to our GSRP program because the students would benefit from early education.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

We focus on meeting the needs of all our students. We have resources available for students to have extended learning opportunities before or after school and during the summer. We have intervention programs in reading and we have paraprofessionals to help assist our at risk students.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

We have before and after school for K and 1. We have a Reading specialist along with a paraprofessional working with both K and 1 students. We have Core 5, RAZ, and Math IXL as extra support technology support in all classrooms.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

We have a student ranking list that is generated at the beginning of the year based on NWEA and our MLPP data. A student receives a score based on the assessment and the lowest students benefit from the extended learning opportunities. Letters are sent to the parents of students who enter our PASS program which is our Title 1 Reading program. All students have an opportunity to use the computer programs.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

We have a common core based report card and our curriculum focuses on those standards. We assess the students multiple times during the year. We use Everyday Math and Write Steps for writing. We are currently using a readers workshop approach along with Daily 5 as a structure to differentiate instruction.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

N/A

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

47% of our First grade students met their NWEA normative data cut score.
Most of our Kindergarten students mastered letters and sounds by December
Most of our First grade students are completing the 3rd grade list of Dolch words
Most of our Kindergarten students completed the pre-primer list of Dolch words
Daily 5 allows the teacher to work more one and one with students and individualize instruction

19b. Reading- Challenges

We still have more than half of our student population not reading at grade level. We have Kindergarten students still working on letters and sounds when the standard calls for mastery before Kindergarten. We have little participation with our take home reading program. Most of the families do not participate on a weekly basis with reading to their children. We send books home and some students return the books regularly and most do not participate.

19c. Reading- Trends

We were 45 % last year and 47% this year in regards to the NWEA. We have to improve the amount of students who know letters and sounds in order to improve our outcomes in reading. We have to collaborate to help these students when they arrive in the fall. This can

happen by educating parents and getting more students involved in early education programs.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

We are looking at new reading program and determining whether or not it will help us better meet the needs of our students. We have to coordinate meetings with families and educate them about what is expected of their child. We have to differentiate in the classroom to reach better outcomes.

20a. Writing- Strengths

We just started our Write Steps curriculum this year and we have made some gains in writing. It is challenging for a K/1 building to not frustrate students if they are not ready to write. We have made curriculum decisions to benefit students and the program has flexibility for all levels of writing. We learn to evaluate other examples of writing and learn to be critical of our own writing. Students working on spacing and punctuation improved throughout the year. We had many Kindergarten students writing 4 or 5 sentences by the end of the year.

20b. Writing- Challenges

We have students who are not developmentally ready for writing and the key is not to push them so that they get discourage when we are writing. Most of our students struggle with fine motor skills and we need to emphasize those skills to help our students succeed in writing.

20c. Writing- Trends

Opinion writing continues to be a challenge for our students and most of them work on forming opinions and learning the difference between fact and opinion. We are using the Write Steps rubrics and scored one writing rubric as a staff and look forward to full implementation next year. We started the program in November.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Full implementation of Write Steps next year. We will have a total of 6 rubrics scored along with staff discussions to make necessary improvements. Reading and writing will be the main focus of our professional development next year.

21a. Math- Strengths

60% of our First grade students scored at or above the Normative Data cut score for NWEA.

EveryDay Math games are a great way to reinforce math skills and the students enjoy playing the games.

Students utilize Math IXL to individualize their learning. Teachers can assign work based on skill level not just grade level.

21b. Math- Challenges

Our Kindergarten program is not meeting the needs of our students. We have to supplement and add resources in order to meet the expectations of the common core standards. Most of the students struggle with number sense and problem solving. We have added more Math games to meet the needs of the students.

21c. Math- Trends

Our NWEA has been 60% above the norm for the last 2 years. We have teachers exploring the Daily 3 which allows you the ability to differentiate instruction with your students. The model is being used by three teachers right now and we are looking to expand next year.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

We are going to continue with EveryDay Math and the games. We are exploring Daily 3 for the classroom and looking for more ways to supplement our Kindergarten Math program.

22a. Science- Strengths

N/A We currently have no Science data. We are a K/1 building.

22b. Science- Challenges

N/A

22c. Science- Trends

N/A

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

N/A

23a. Social Studies- Strengths

N/A We currently have no Social Studies data. We are a K/1 building.

23b. Social Studies- Challenges

N/A

23c. Social Studies- Trends

N/A

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

N/A

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

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

Students are satisfied with their teachers and elective courses. Gym and Art were popular among both grade level. The students enjoy using the computer lab and tablets in the classroom. Students were very appreciative of the relationships they had with teachers.

24b. Student Perception Data

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

Some of the students did not enjoy music or the library. Most of the students were positive about the school setting and some of the students were not positive about the bus transportation. Some students complained about the lunch and recess. Lunch was not long enough or the food did not taste good.

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

We are working on adding another line for lunch so that the amount of time it takes to get your lunch decreases. The bus situation will improve because we are going to offer more before and after school programs to help students and families.

25a. Parent/Guardian Perception Data

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

Most of the parents were very positive about the relationship they had with their child's teacher. The parents were happy with the extra curricular events that were held during the school year. They also appreciated the newsletters and updates that occurred weekly and monthly.

25b. Parent/Guardian Perception Data

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

Parking and congestion during pick up and drop off. The bus and traveling between three buildings to pick up their children. We had a few parents not happy with communication from staff.

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

The parking and congestion will improve with our programs before and after school. We are going to e-mail all communication from Bedford this year. The parents will get the school calendar and all of their classroom newsletters in their e-mail.

26a. Teacher/Staff Perception Data

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

The teachers enjoy working in a safe and caring environment. This is the end of our second year together and new relationships are still being established. The teachers feel supported and have most of the resources to be successful.

26b. Teacher/Staff Perception Data

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

The amount of collaboration that took place was less than expected. Some of the teachers felt comfortable sharing and others did not. We are going to continue to work on that process. Follow through and planning were other areas of low level satisfaction.

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

We are going to continue to grow as collaborative culture. We will have more meetings to establish relationships and commit to our mission statement "Learners making a difference every day". Planning and follow through falls on me and I will make sure not to take on more than I can handle. I have schedule time for myself to get things done and will be able to coordinate more tasks with my administrative assistant.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakeholders/community?

Our community feels that our school is safe and student centered. We have students from other communities coming to our school and that speaks volumes for what we can offer a child. We have staff that care about the well being of students and families. We form great

relationships and we make a difference every day.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

Crowded parking areas and congested traffic. Students coming from other cities and not staying for school activities.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

We will implement new before and after school programs. We have made adjustments to our activities to accommodate parents who have long distances to travel.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

We have a higher population of non-English speaking families moving into the district which poses communication problems. We have to streamline our teaching methods to meet the needs of all students. We can improve the perception of our community members by better outcomes in Reading, Writing, and Math.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

We are trying to help families be more productive with their children when they come home. They can not support their child if they do not understand what they can do to help. We have to improve the overall status of families in order to help change the transient population of students we have. Most of the families live paycheck to paycheck which causes them to have to move around a lot. We have students in First grade that attended 4 or more schools.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

We will be able to meet the needs of our non-English speaking families and better meet the needs of our students through a more student center approach. Differentiation and instructional changes within our curriculum will occur this year and the staff will be given the necessary time to learn about different interventions and strategies for students.

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
1.	Literacy and math are tested annually in grades 1-5.	Yes	Due to building configuration we currently only test first grade three times a year in reading and math using the NWEA. There are plans to test kindergarten students using NWEA next year.	

Label	Assurance	Response	Comment	Attachment
2.	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
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No		

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No		

Label	Assurance	Response	Comment	Attachment
5.	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		

Label	Assurance	Response	Comment	Attachment
6.	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	Sue Mitchell, Special Education Director 20629 Annapolis Dearborn Heights, MI 48125 313-278-1900 ext. 226	

School Improvement Plan

Bedford Elementary

Label	Assurance	Response	Comment	Attachment
7.	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.	No		

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	No		

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

We looked at MLPP data and NWEA data to determine what gaps we had and areas of concern. We have 40% of our first graders at reading level according NWEA scores and 60% of our first graders at grade level for math. We have a concern with our ESL population because a lot of the student do not have family members who speak english in the home. Most of them are attending school for the first time.

2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

Our population of Arabic families is increasing. We will have around 75 Arabic students next year. Most of the parents were happy with our reconfiguration of the school. The complaints we had were about parking and other inconveniences. We are going to continue with our Daily 5 program and utilize our 31-A paras in two classrooms throughout the day. We feel that we can better meet the needs of students this way. We have 79% of our students receiving free/reduced lunch. We provide breakfast everyday to all of our students and continue to help families that are in need of other services.

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

We looked a MLPP data and our common assessments along with NWEA scores. We linked our goals to their areas of weakness for each subject.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

We have assigned Tier 2 interventions for the most disadvantaged children in the building. They receive reading support through the computer programs we have along with additional time with the reading specialist in the building.

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

We have online programs RAZ-Kids, IXL Math, and Lexia that help our students improve on state standards. We also have a reading specialist and a para that supports student growth in reading. We have Everyday math to support our students in math and we follow the state standards for science and social studies.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

We currently use Daily 5 to support our reading, writing, and math instruction. Daily 5 allows teachers to conference with students and work in small reading groups. We have readers workshop to allow students to progress in reading at their own pace. Students read leveled books at home and at school. We have ECA science kits to enhance our science lessons.

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

We needed to target reading because many of our students come into kindergarten not knowing letters and sounds. We needed a way to meet with students individually and in small groups. Daily 5 allows us to make that happen. We are looking into Zoo phonics for next year. The program would help our students pick up on letters and sounds more quickly. Currently 40% of our first graders are at the appropriate reading level according to NWEA. We are going to target students and require more action plan meetings with parents.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

We have paras to work with the at-risk students. There will be one para per two classrooms. We have Lexia, RAZ, and Math IXL to use as interventions. We will have tablets in the classroom to provide interventions in math, reading, and writing.

5. Describe how the school determines if these needs of students are being met.

We have NWEA testing three times a year for first grade students and we have MLPP data for Kindergarten data three times a year. We also have running records for reading and common assessments for math.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes		

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes		

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

0%

2. What is the experience level of key teaching and learning personnel?

Most of the teachers have 14-18 years of experience.

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

We have not hired new teachers in the last 5 years. We send our teachers to conferences and recognize their successes at meetings. We have a collaborative culture which allows teachers to work together to improve their instruction.

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

We have a new teacher academy through Wayne RESA and send teachers to conferences based on professional needs.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

We do not have a high turnover rate.

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

The needs assessment addressed a need for Literacy improvement. We have 40% of our 1st graders at grade level in reading. We are going to have a strong focus on Literacy this year. We have scheduled late start meetings where staff will share strategies and ideas for improvement in reading. We will send teachers to conferences to support their efforts in Literacy. We will focus on data binders, vocabulary, and reading instruction for all students.

2. Describe how this professional learning is "sustained and ongoing."

This professional development is embedded in our school improvement plan and is part of our monthly discussions. We have a commitment to improve in Literacy so that our students will be more successful in school and life. Staff meetings and late starts are designated for this professional development.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		

Component 6: Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

We plan on having more structured meetings with parents this year. Our open house is going to be a curriculum night and we are going to have more action plan meetings with parents. We need to educate our parents about what we expect from them at home. I plan on having meetings monthly to share our goals about Literacy and Math.

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

Parents will be required to attend the meetings and give us feedback about how we are doing. Parents will be encouraged to share ideas that work with their children and help us meet their needs. This has to be an open door policy where parents feel comfortable in the classroom and at school.

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

We will send home a survey two times a year. The parents will also provide feedback at our parent/teacher conferences.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

We have planned activities to encourage parent involvement. Reading night, math night, curriculum open house, movie nights, and other activities to engage parents. We are working on our parent involvement policy with all stakeholders involved. We plan on having more action plan meetings with parents to help parents understand what they can do to help their child. We have parent volunteers in most of our classrooms for different activities.

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

We will assess the parent involvement component of our plan by analyzing parent participation and student success. We should see a larger number of parents at our events if our plan is successful. We will be looking at our parent commitment to our action plan meetings. Do the meetings meet the needs of our parents and students.

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

The results of the evaluation will determine whether or not we need to make changes. We may need to address why parents are not involved in the school as much as we would like. We have to make connections with our parents.

8. Describe how the school-parent compact is developed.

The Title 1 Reading Specialist created the School-Parent Compact. I think it would be a good idea to get feedback from the parents regarding the compact. We might be missing things that are important to the parents.

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

Parents discuss the information and sign the document with their child. The compact is returned to the teacher.

10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

We have Kindergarten and 1st grade students. The compact is similar in the elementary buildings as the students move to the next building.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

We try to put all of our assessment results into parent friendly language. We have a ESL facilitator from Wayne RESA who helps communicate with the parents who do not speak English. We have standard based report cards that are written in parent friendly terms.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

Our GSRP classrooms are in the district and in our building. They visit the classrooms and attend school events just like the other students. They are part of our school environment.

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

We have Kindergarten round-up where we communicate expectations and interact with the children. We plan on implementing testing for the next school year so that we can get a better feel for what our students can do heading into Kindergarten.

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

We meet in collaborative grade level groups and discuss our academic assessments. The teachers can discuss whether or not the assessment is appropriate or what they would like to use to assess a standard.

2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

We started having data discussions last year. We have common planning time built into the schedule this year so that we can have more time to discuss data and strategies to improve learning.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

Bedford students do not take the MEAP test currently. We have NWEA data for our 1st graders and that data seems to align with MEAP results. We look at students who are below grade level and offer them different tiers of support. Some of students receive extra reading instruction from our reading specialist and we have built in additional computer support at the beginning and end of the day for students who need additional support.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

We have our Title 1 reading specialist, para-pros, and computer support for struggling students. The students receive extra instruction in the classroom from para-pros, use computer lab and net books to review skills, and receive extra support from the reading specialist.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

We have implemented the Daily 5 for reading instruction which allows students to get individual instruction at their reading level. We offer independent reading time along with guided reading instruction.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

We have a Title 1 reading specialist and para. We have 8 31-A Paras to help our at-risk students. The paras work with our struggling to students to help improve their math and literacy skills. The reading specialist focuses on fluency, vocabulary, blending, sounds, and instructional support.

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

We will utilize the resources from Title 1 to provide instruction to students and staff. We will utilize state funds to help our at-risk students. Our staff members will utilize funds to attend conferences to improve Literacy and Math instruction.

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

We receive funds for breakfast and lunch.

Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

We look at the data from the students who were involved in the schoolwide program. We look at running records, NWEA scores, sight words, letter/sound recognition. 72 students received individual support or small group support this year. The students made gains in all of the areas we looked at. We are going to target the kindergarten students this year so that we have improved letter and sound recognition. Our goal is to have all kindergarten students master letters and sounds by November 1. We have a tier 2 Lexia program that will service the first grade population of students.

2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.

We only have common unit assessments and the NWEA tests. The data is evaluated three times a year. We have national comparisons to look at for our students along with district information. All of the students that were part of the program made growth on the NWEA test for reading. We are implementing data binders for all students this year.

3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.

We rank order all of the students in the beginning of the year based on MLPP assessments and NWEA scores. The rank ordered is managed throughout the year. Most of the students in the schoolwide program made 20 points of improvement from fall to spring on the NWEA test. All of the students increased from their fall scores. Students who were absent did not make the same gains as students who were in school more.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

The parent survey indicated that all of the parents were happy with their child's success in the program. We do have more students that would qualify for help and at this time we are looking at ways to service more students in the building. We currently serve the students in a small group setting or individually. We have utilized the reading specialist in the classroom as additional teacher. We are going to explore different ideas this year to see how we can have a bigger impact on student growth.

Bedford School Improvement Plan 2015-2016

Overview

Plan Name

Bedford School Improvement Plan 2015-2016

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 Elementary will become proficient writers.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$134850
2	All students at Bedford Elementary will become proficient readers.	Objectives: 1 Strategies: 1 Activities: 8	Academic	\$229400
3	All students at Bedford Elementary will become proficient in math.	Objectives: 1 Strategies: 1 Activities: 6	Academic	\$24100
4	All students at Bedford Elementary will become proficient in science	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$16000
5	All students at Bedford Elementary will become proficient in social studies.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$14200
6	All staff will participate and support PBIS at Bedford Elementary	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$15350

Goal 1: All students at Bedford Elementary will become proficient writers.

Measurable Objective 1:

50% of Kindergarten and First grade students will demonstrate a proficiency of a 2 or better in Writing by 06/12/2015 as measured by multiple writing assessments throughout the year using common core rubrics.

Strategy 1:

Paced Writing Curriculum - All staff will follow a common pacing guide to ensure consistency. Staff will focus on common core expectations for narrative, informational and opinion writing. Students will be assessed using a common rubric multiple times a year to ensure growth.

Category:

Research Cited: Oakland County Altas Scope and Sequence Rubicon

Tier: Tier 1

Activity - Staff Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will meet share success and challenges in implementation of the paced writing curriculum. Time will be given to staff members to score and reflect on collected writing samples.	Professional Learning	Tier 1	Monitor	10/06/2014	05/29/2015	\$1100	Title II Part A	All Staff Members (Kindergarten and First Grade)

Activity - PASS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This is a title 1 pull out program to support struggling learners.	Academic Support Program	Tier 2	Implement	10/06/2014	06/12/2015	\$120000	Title I Schoolwide	Kerri Moccio, Reading Specialist Rhonda Carr, Para-Professional

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be given the opportunity to go to conferences for professional learning.	Professional Learning	Tier 1	Getting Ready	06/16/2014	09/01/2015	\$750	Title II Part A	Any staff member.

Activity - iPads in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Bedford Elementary

Students will be able to utilize iPads in the classroom to help with their writing skills.	Technology	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$13000	Title I Schoolwide	All staff members will be given 4 iPads for use in their classroom.
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Goal 2: All students at Bedford Elementary will become proficient readers.

Measurable Objective 1:

60% of Kindergarten and First grade students will demonstrate a proficiency in fluency and comprehension in Reading by 06/12/2015 as measured by fluency testing.

Strategy 1:

Building Fluency - All staff members will use a consistent structure to promote literacy instruction. Staff will focus on sight words, reading strategies including fluency and phonic skills.

Category:

Research Cited: Daily 5, CAFE Reading Strategies, Oakland County Altas Rubicon

Tier: Tier 1

Activity - Raz- Kids	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Online reading program to support fluency and comprehension	Academic Support Program	Tier 1	Monitor	09/08/2014	06/12/2015	\$1650	Title I Schoolwide	All staff (Kindergarten and First Grade)

Activity - Lexia	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Online computer program that supports reading skills.	Academic Support Program	Tier 2	Monitor	09/08/2014	06/12/2015	\$7000	Title I Part A	All Staff (Kindergarten and First Grade)

Activity - Reading Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Bedford Elementary

This is a push in title 1 program that supports struggling learners.	Academic Support Program	Tier 2	Implement	09/29/2014	06/12/2015	\$98000	Title I Schoolwide	Kerri Moccio, Reading Specialist Rhonda Carr, Para-Professional
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be offered opportunities to go to conferences about Reading so that they can provide better instruction for our struggling readers.	Professional Learning	Tier 1	Getting Ready	06/16/2014	06/12/2015	\$750	Title II Part A	All staff members
Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be offered 5 weeks of summer school focusing on targeted instruction to improve sight word recognition, fluency, and comprehension	Academic Support Program	Tier 2	Implement	06/23/2014	07/25/2014	\$4000	Title I Schoolwide	Summer school teachers
Activity - Leveled Books	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given the opportunity to take home reading books that are "best fit" for students to read independently.	Parent Involvement	Tier 1	Implement	09/02/2014	06/12/2015	\$20000	Title I Schoolwide	All staff will be responsible for sending books home to students to read weekly and return. Accountability sheets will be sent home for parents to fill out.
Activity - iPads in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Bedford Elementary

Students will be given the opportunity to use iPads in the classroom to improve Literacy skills.	Academic Support Program	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$13000	Title I Schoolwide	All staff members will be given 4 iPads to utilize in the classroom.
Activity - 31 A Para Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paras will provide Tier 2 support to at-risk students based on necessary skill development.	Direct Instruction	Tier 2	Getting Ready	09/02/2014	06/12/2015	\$85000	Section 31a	Teaching staff and administrator

Goal 3: All students at Bedford Elementary will become proficient in math.

Measurable Objective 1:

60% of Kindergarten and First grade students will demonstrate a proficiency with number sense in Mathematics by 06/12/2015 as measured by NWEA, common core assessments and unit tests..

Strategy 1:

Number Sense - All staff will use Everyday Mathematics and Common Core Standards to build number sense skills including number recognition, oral counting, one to one correspondence, skip counting, addition and subtraction facts and basic story problems.

Category:

Research Cited: Everyday Math

Tier: Tier 1

Activity - Math IXL	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Online math program that supports common core standards.	Academic Support Program			09/08/2014	06/12/2015	\$1350	Title I Part A	All Staff (Kindergarten and First Grade)
Activity - Compass Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Bedford Elementary

Online program that supports common core standards	Academic Support Program			09/15/2014	06/12/2015	\$4000	Title I Schoolwide	All Staff (Kindergarten and First Grade)
Activity - AdaptedMind Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Online math support program for all students.	Academic Support Program	Tier 1	Getting Ready	09/08/2014	06/12/2015	\$0	No Funding Required	All staff (Kindergarten and First Grade)
Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given an opportunity to improve their math skills using Math IXL and direct instruction from teachers	Academic Support Program			06/22/2015	08/07/2015	\$5000	Title I Schoolwide	Teachers chosen for summer school.
Activity - iPads in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given the opportunity to use iPads in the classroom to strengthen math skills necessary to meet common core standards.	Technology	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$13000	Title I Schoolwide	All staff will be given 4 iPads in their classroom.
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be able to attend conferences to improve instruction in math.	Professional Learning	Tier 1	Getting Ready	06/13/2014	06/12/2015	\$750	Title II Part A	All staff members will be able to attend a conference about math instruction.

Goal 4: All students at Bedford Elementary will become proficient in science

Measurable Objective 1:

40% of Kindergarten and First grade students will demonstrate a proficiency of the scientific method while working in different units of study in Science by 06/12/2015 as measured by unit assessments and observation.

School Improvement Plan

Bedford Elementary

Strategy 1:

Next Generation Science - All staff will work with current science kits and oakland county atlas rubicon curriculum to match needs for the next generation science standards.

Category:

Research Cited: Oakland County Atlas Rubicon, NRC Framework

Tier: Tier 1

Activity - Staff Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will meet and discuss science standards. We will work to collect materials to build new kits.	Curriculum Development	Tier 1	Getting Ready	11/03/2014	06/12/2015	\$3000	Title II Part A	All staff members

Activity - iPads in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use iPads in the classroom to improve their understanding of science concepts.	Technology	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$13000	Title I Schoolwide	All staff will participate

Goal 5: All students at Bedford Elementary will become proficient in social studies.

Measurable Objective 1:

40% of Kindergarten and First grade students will demonstrate a proficiency in families, communities and the world around us in Social Studies by 06/12/2015 as measured by unit assessments.

Strategy 1:

We are Explorers - All staff will use social studies curriculum to promote a better understanding of our families and communities. We will focus on reading graphs, vocabulary usage and reading informational text.

Category:

Research Cited: MC3, State Standards,

Tier:

Activity - Video Streaming	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Bedford Elementary

Video clips that extend learning.	Academic Support Program		Monitor	09/29/2014	06/12/2015	\$0	No Funding Required	All staff (kindergarten and first grade)
Activity - Time for Kids	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A magazine news article that targets current events.	Materials	Tier 1		10/06/2014	06/12/2015	\$1200	Title I Schoolwide	All Staff (Kindergarten and First Grade)
Activity - iPads in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given the opportunity to utilize iPads in the classroom. They will explore apps that contribute to their learning of social studies concepts.	Technology	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$13000	Title I Schoolwide	All staff will have 4 iPads to use in the classroom.

Goal 6: All staff will participate and support PBIS at Bedford Elementary

Measurable Objective 1:

demonstrate a proficiency in tier 1 procedures by 10/17/2014 as measured by monthly data (card flips, bedford best tickets) and classroom evidence.

Strategy 1:

PBIS Tier 1 - Professional development will be given to all staff members in the building. (teachers, para-professionals, lunch staff). Everyone will receive a resource manual to ensure consistent follow through of the program. Staff will be required to teach and model positive expectations, acknowledge and reward behaviors and provide consequences for problematic behaviors while building a home connection.

Category:

Research Cited: State Board of Education in Michigan

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Revisit key ideas and review monthly data	Behavioral Support Program	Tier 1	Implement	09/02/2014	06/12/2015	\$0	No Funding Required	All building staff members

School Improvement Plan

Bedford Elementary

Activity - Building Support PBIS Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will be building a PBIS resource library.	Materials	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$2350	Title I Schoolwide	All building staff members
Activity - Parent Connection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This is an opportunity to build relationships with our families and introduce our positive behavior interventions and support program.	Parent Involvement	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$0	No Funding Required	All building staff members
Activity - iPads in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use iPads for behavioral management strategies in the classroom.	Behavioral Support Program	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$13000	Title I Schoolwide	All staff will participate.

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
31 A Para Support	Paras will provide Tier 2 support to at-risk students based on necessary skill development.	Direct Instruction	Tier 2	Getting Ready	09/02/2014	06/12/2015	\$85000	Teaching staff and administrator

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math IXL	Online math program that supports common core standards.	Academic Support Program			09/08/2014	06/12/2015	\$1350	All Staff (Kindergarten and First Grade)
Lexia	Online computer program that supports reading skills.	Academic Support Program	Tier 2	Monitor	09/08/2014	06/12/2015	\$7000	All Staff (Kindergarten and First Grade)

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Revisit key ideas and review monthly data	Behavioral Support Program	Tier 1	Implement	09/02/2014	06/12/2015	\$0	All building staff members
Parent Connection	This is an opportunity to build relationships with our families and introduce our positive behavior interventions and support program.	Parent Involvement	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$0	All building staff members
Video Streaming	Video clips that extend learning.	Academic Support Program		Monitor	09/29/2014	06/12/2015	\$0	All staff (kindergarten and first grade)

School Improvement Plan

Bedford Elementary

AdaptedMind Math	Online math support program for all students.	Academic Support Program	Tier 1	Getting Ready	09/08/2014	06/12/2015	\$0	All staff (Kindergarten and First Grade)
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Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Building Support PBIS Materials	We will be building a PBIS resource library.	Materials	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$2350	All building staff members
iPads in the Classroom	Students will use iPads for behavioral management strategies in the classroom.	Behavioral Support Program	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$13000	All staff will participate.
iPads in the Classroom	Students will be given the opportunity to use iPads in the classroom to strengthen math skills necessary to meet common core standards.	Technology	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$13000	All staff will be given 4 iPads in their classroom.
PASS	This is a title 1 pull out program to support struggling learners.	Academic Support Program	Tier 2	Implement	10/06/2014	06/12/2015	\$120000	Kerri Moccio, Reading Specialist Rhonda Carr, Para-Professional
Leveled Books	Students will be given the opportunity to take home reading books that are "best fit" for students to read independently.	Parent Involvement	Tier 1	Implement	09/02/2014	06/12/2015	\$20000	All staff will be responsible for sending books home to students to read weekly and return. Accountability sheets will be sent home for parents to fill out.

School Improvement Plan

Bedford Elementary

Reading Specialist	This is a push in title 1 program that supports struggling learners.	Academic Support Program	Tier 2	Implement	09/29/2014	06/12/2015	\$98000	Kerri Moccio, Reading Specialist Rhonda Carr, Para-Professional
Compass Learning	Online program that supports common core standards	Academic Support Program			09/15/2014	06/12/2015	\$4000	All Staff (Kindergarten and First Grade)
iPads in the Classroom	Students will use iPads in the classroom to improve their understanding of science concepts.	Technology	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$13000	All staff will participate
Time for Kids	A magazine news article that targets current events.	Materials	Tier 1		10/06/2014	06/12/2015	\$1200	All Staff (Kindergarten and First Grade)
Summer School	Students will be given an opportunity to improve their math skills using Math IXL and direct instruction from teachers	Academic Support Program			06/22/2015	08/07/2015	\$5000	Teachers chosen for summer school.
iPads in the Classroom	Students will be given the opportunity to utilize iPads in the classroom. They will explore apps that contribute to their learning of social studies concepts.	Technology	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$13000	All staff will have 4 iPads to use in the classroom.
iPads in the Classroom	Students will be given the opportunity to use iPads in the classroom to improve Literacy skills.	Academic Support Program	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$13000	All staff members will be given 4 iPads to utilize in the classroom.
iPads in the Classroom	Students will be able to utilize iPads in the classroom to help with their writing skills.	Technology	Tier 1	Getting Ready	09/02/2014	06/12/2015	\$13000	All staff members will be given 4 iPads for use in their classroom.
Raz- Kids	Online reading program to support fluency and comprehension	Academic Support Program	Tier 1	Monitor	09/08/2014	06/12/2015	\$1650	All staff (Kindergarten and First Grade)
Summer School	Students will be offered 5 weeks of summer school focusing on targeted instruction to improve sight word recognition, fluency, and comprehension	Academic Support Program	Tier 2	Implement	06/23/2014	07/25/2014	\$4000	Summer school teachers

School Improvement Plan

Bedford Elementary

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Staff will be able to attend conferences to improve instruction in math.	Professional Learning	Tier 1	Getting Ready	06/13/2014	06/12/2015	\$750	All staff members will be able to attend a conference about math instruction.
Staff Meetings	The staff will meet share success and challenges in implementation of the paced writing curriculum. Time will be given to staff members to score and reflect on collected writing samples.	Professional Learning	Tier 1	Monitor	10/06/2014	05/29/2015	\$1100	All Staff Members (Kindergarten and First Grade)
Staff Meetings	We will meet and discuss science standards. We will work to collect materials to build new kits.	Curriculum Development	Tier 1	Getting Ready	11/03/2014	06/12/2015	\$3000	All staff members
Professional Development	Teachers will be offered opportunities to go to conferences about Reading so that they can provide better instruction for our struggling readers.	Professional Learning	Tier 1	Getting Ready	06/16/2014	06/12/2015	\$750	All staff members
Professional Development	Teachers will be given the opportunity to go to conferences for professional learning.	Professional Learning	Tier 1	Getting Ready	06/16/2014	09/01/2015	\$750	Any staff member.