



School Improvement Plan

Bedford Junior High School

Bedford Public Schools

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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.

Improvement Plan Assurance

Introduction

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

| Label | Assurance | Response | Comment | Attachment |
|--------------|--|---------------------------|-------------------------------|-------------------|
| 1. | Which option was chosen for Goals and Plans? | Goals and Plans in ASSIST | See goals and plans in Assist | |

BJHS School Improvement Plan 2017-2018

Overview

Plan Name

BJHS School Improvement Plan 2017-2018

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 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: 2 Strategies: 2 Activities: 5 | Organizational | \$0 |
| 2 | All students at Bedford Junior High School will become proficient in reading, and writing literacy as it applies to all content areas | Objectives: 2 Strategies: 3 Activities: 7 | Academic | \$0 |
| 3 | All students at Bedford Junior High School will become proficient in math literacy as it applies to all content areas. | Objectives: 1 Strategies: 1 Activities: 2 | Academic | \$0 |

Goal 1: 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 06/16/2017 as measured by classroom observations and stakeholder surveys, and state and local common assessments..

Strategy 1:

Data Analysis Teams - All staff will participate in Professional Development in the area of Data Analysis.

All staff will document intervention strategies to target the lowest 30% of students in all content areas (identify small group instruction, preferential seating, reteaching, and other differentiated strategies).

Staff will meet quarterly in order to review achievement data on Common Assessments in all areas.

Category: Technology

Research Cited: Stakeholder surveys from staff indicate the need for additional training and analysis of data to meet the needs of all students including the lowest 30% of students. Data points are important for BJHS to analyze in relation to setting school improvement goals because research states that data should be used for school improvement, instructional improvement, differentiation and expanding learning opportunities (Datnow & Park, 2015).

Tier: Tier 1

| Activity - Professional Development | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|---------------|------------|------------|-------------------|---------------------|--|
| All staff will participate in 1 or more hours of Professional Development in the area of Data Analysis | Professional Learning | Tier 1 | Getting Ready | 06/09/2016 | 06/30/2018 | \$0 | No Funding Required | All teaching and administrative staff. |
| Activity - Data Analysis Evaluations | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

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|---|-----------------------|--------|-----------|------------|------------|-----|---------------------|---|
| All teachers will meet quarterly to analyze common assessment data (state or local), lowest 30% of student achievement data, and develop differentiated intervention plans. | Teacher Collaboration | Tier 1 | Implement | 09/01/2016 | 06/15/2018 | \$0 | No Funding Required | Teachers will attend quarterly meetings. Administration will monitor implementation and participation of Data Analysis Teams. |
|---|-----------------------|--------|-----------|------------|------------|-----|---------------------|---|

Measurable Objective 2:

collaborate to employ consistent, common grading and reporting policies across all class rooms and courses by 06/16/2017 as measured by classroom observations and stakeholder surveys.

Strategy 1:

Common Gradebooks TAC/ HAC - 100% of teachers will implement common grading practices as defined by School Improvement PLC Groups in May of 2016.

Category: Technology

Research Cited: Fair Isn't Always Equal (Wormeli, 2006)

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

Tier: Tier 1

| Activity - Grading and Reporting | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|----------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|----------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

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|--|-----------------------|--|---------|------------|------------|-----|---------------------|--|
| 100% of teachers will communicate the BJHS Common Grading Practices as defined by 2016 PLC School Improvement Groups on their class syllabus and digital communication (website, or alternate) | Teacher Collaboration | | Monitor | 06/09/2016 | 06/15/2018 | \$0 | No Funding Required | 100% of teachers will communicate the BJHS Common Grading Practices as defined by 2016 PLC School Improvement Groups on their class syllabus and digital communication (website, or alternate). Administrators will monitor implementation via staff eval. |
|--|-----------------------|--|---------|------------|------------|-----|---------------------|--|

| Activity - Formative Assessment | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------|--------|-----------|------------|------------|-------------------|---------------------|--|
| All teachers will perform weekly formative assessments and document in all classes. | Implementation | Tier 1 | Implement | 09/01/2016 | 06/30/2018 | \$0 | No Funding Required | Classroom teachers to implement formative assessment. Admin. to evaluate for implementation and documentation. |

| Activity - Schoology Learning Management System | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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|---|---|--------|-----------|------------|------------|-----|-------|--|
| 100% of teachers and students will use Schoology Learning Management System to support teaching and learning. | Teacher Collaboration, Parent Involvement, Academic Support Program, Technology | Tier 1 | Implement | 09/01/2017 | 06/15/2018 | \$0 | Other | All teachers, technology department and administrators |
|---|---|--------|-----------|------------|------------|-----|-------|--|

Goal 2: All students at Bedford Junior High School will become proficient in reading, and writing literacy as it applies to all content areas

Measurable Objective 1:

60% of All Students will demonstrate a proficiency in reading comprehension and application in Reading by 06/15/2018 as measured by local and state common assessments..

Strategy 1:

Reading - Teachers will implement and document differentiated reading comprehension strategies.

Category: English/Language Arts

Research Cited: The activities and strategies defined within this goal are based on researched best practices in the area of instructional strategies (Marzano, 2007).

Activities of structured reading and summarizing in the content area will increase the student's ability to critically respond to material presented on State and Local Common Assessments.

Tier: Tier 1

| Activity - Differentiated Reading Strategies | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

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|---|--------------------|--------|---------|------------|------------|-----|---------------------|--|
| Teachers will implement and document strategies such as: providing feedback, identifying similarities and differences, advance organizers, graphic organizers, cooperative learning, summarizing, note taking, vocabulary development, and student discourse. | Direct Instruction | Tier 1 | Monitor | 09/01/2016 | 06/15/2018 | \$0 | No Funding Required | All content area teachers will implement and document. Administration will access implementation via staff evaluation process. |
|---|--------------------|--------|---------|------------|------------|-----|---------------------|--|

| Activity - Reading in Content Area- Informational Text | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|-----------|------------|------------|-------------------|-------------------|---|
| All non- ELA teachers will incorporate 1 non- fiction common reading assignment per marking period in the content area. | Direct Instruction, Supplemental Materials | Tier 1 | Implement | 08/31/2017 | 06/15/2018 | \$0 | Other | Staff in content area (all non- ELA Teachers) |

Measurable Objective 2:

60% of All Students will demonstrate a proficiency in writing genres (narrative and expository) in Writing by 06/30/2018 as measured by local and state common assessments..

Strategy 1:

Writing Process - All teachers will use the RACE Writing Strategy for written response Here's how to help your students win at writing! 1. RESTATE – Students restate the question in the form of a topic sentence. 2. ANSWER – Students answer ALL parts of the question. 3. CITE – Students cite examples from the text that support their answer. 4. EXPLAIN – Students explain how their evidence supports their answer or connects to another text.

Category: English/Language Arts

Research Cited: The logic behind the assumption that writing should be integral to instruction in all subject areas (James Britton 1970, 1972).

Tier: Tier 1

| Activity - Teacher Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-----------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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| Teachers in all curriculum areas will implement and document (via lesson plans) writing activities that meet grade level content expectations. | Professional Learning | Tier 1 | Implement | 08/31/2017 | 11/03/2017 | \$0 | General Fund | All teachers will implement and document (via lesson plans) writing activities that use the RACE Writing Strategy for written response |
|--|-----------------------|--------|-----------|------------|------------|-----|--------------|--|

| Activity - Monitor Implementation for RACE | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|-----------|------------|------------|-------------------|-------------------|--|
| Teacher, School Improvement Team and Building Administrators | Professional Learning, Teacher Collaboration, Walkthrough | Tier 1 | Implement | 11/03/2017 | 06/15/2018 | \$0 | Other | All teachers, school improvement team and administration |

| Activity - Evaluate Race | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|--------|----------|------------|------------|-------------------|-------------------|---|
| School improvement team will review implementation and student achievement data to evaluate the impact of RACE | Professional Learning, Curriculum Development, Teacher Collaboration | Tier 1 | Evaluate | 01/01/2018 | 06/15/2018 | \$0 | Other | School Improvement Team and Building Administrators |

Strategy 2:

Writing Process- Essay Scorer - All ELA Teachers will utilize Essay Scorer writing program on a quarterly basis.

Category: English/Language Arts

Tier: Tier 1

| Activity - Essay Scorer | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|-------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

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|---|--|--------|-----------|------------|------------|----------------------|------------------------|---|
| All ELA teachers will use Essay Scorer quarterly to assess writing. | Implementa tion | Tier 1 | | 09/01/2017 | 06/30/2018 | \$0 | Other | ELA Teachers, Administra tion |
| Activity - Monitor Essay Scorer | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsibl e |
| Teachers, School Improvement Team, and Administrators will meet to monitor student achievement data to evaluate the impact of Essay Scorer. | Professiona l Learning, Teacher Collaborati on | Tier 1 | Implement | 09/01/2017 | 06/30/2018 | \$0 | No Funding Required | ELA Teachers, Administra tors and SI Team |

Goal 3: All students at Bedford Junior High School will become proficient in math literacy as it applies to all content areas.

Measurable Objective 1:

60% of All Students will demonstrate a proficiency in the area of mathematics in Mathematics by 06/16/2017 as measured by local and state common assessments..

Strategy 1:

Lowest 30% of all students will improve their math scores based on Common Quarterly Math Assessments - Teachers will document and monitor differentiation and specialized accommodations utilized with the lowest 30% of students in mathematics.

Category: Mathematics

Research Cited: As an integral part of their teaching, teachers have to regularly assess their students' performance, abilities, and behavior. They need to plan, supervise, and foster students' learning progress in order to promote the strengths and reduce the weaknesses of their individual students (e.g., National Board of Professional Teaching, 2002)

Tier: Tier 1

| | | | | | | | | |
|--|------------------|--------|---------|------------|------------|----------------------|------------------------|---|
| Activity - Differentiation lowest 30% of students in Math | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsibl e |
| All math teachers will document differentiation and accommodations to increase math proficiency in the lowest 30% of all students. | Monitor | Tier 1 | Monitor | 06/30/2017 | 06/30/2018 | \$0 | No Funding Required | Math teachers, administra tion |
| Activity - Evaluate Math Differentiation/ Accommodation for lowest 30% | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsibl e |

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| <p>School Improvement Team, Math Teachers, and School Administration will review implementation, documentation, student achievement data to evaluate the impact of monitored differentiation.</p> | <p>Evaluation</p> | <p>Tier 1</p> | <p>Evaluate</p> | <p>06/30/2017</p> | <p>06/30/2018</p> | <p>\$0</p> | <p>No Funding Required</p> | <p>School Improvement Team, Math Teachers and Building Administration</p> |
|---|-------------------|---------------|-----------------|-------------------|-------------------|------------|----------------------------|---|

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|------------------|--|-----------------------|--------|-----------|------------|------------|-------------------|--|
| Teacher Training | Teachers in all curriculum areas will implement and document (via lesson plans) writing activities that meet grade level content expectations. | Professional Learning | Tier 1 | Implement | 08/31/2017 | 11/03/2017 | \$0 | All teachers will implement and document (via lesson plans) writing activities that use the RACE Writing Strategy for written response |

No Funding Required

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|----------------------|---|--|--------|-----------|------------|------------|-------------------|--|
| Monitor Essay Scorer | Teachers, School Improvement Team, and Administrators will meet to monitor student achievement data to evaluate the impact of Essay Scorer. | Professional Learning, Teacher Collaboration | Tier 1 | Implement | 09/01/2017 | 06/30/2018 | \$0 | ELA Teachers, Administrators and SI Team |

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|-----------------------|--|-----------------------|--------|-----------|------------|------------|-----|--|
| Grading and Reporting | 100% of teachers will communicate the BJHS Common Grading Practices as defined by 2016 PLC School Improvement Groups on their class syllabus and digital communication (website, or alternate) | Teacher Collaboration | | Monitor | 06/09/2016 | 06/15/2018 | \$0 | 100% of teachers will communicate the BJHS Common Grading Practices as defined by 2016 PLC School Improvement Groups on their class syllabus and digital communication (website, or alternate). Administrators will monitor implementation via staff eval. |
| Formative Assessment | All teachers will perform weekly formative assessments and document in all classes. | Implementation | Tier 1 | Implement | 09/01/2016 | 06/30/2018 | \$0 | Classroom teachers to implement formative assessment. Admin. to evaluate for implementation and documentation. |

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|---|---|-----------------------|--------|---------------|------------|------------|-----|--|
| Differentiated Reading Strategies | Teachers will implement and document strategies such as: providing feedback, identifying similarities and differences, advance organizers, graphic organizers, cooperative learning, summarizing, note taking, vocabulary development, and student discourse. | Direct Instruction | Tier 1 | Monitor | 09/01/2016 | 06/15/2018 | \$0 | All content area teachers will implement and document. Administration will access implementation via staff evaluation process. |
| Differentiation lowest 30% of students in Math | All math teachers will document differentiation and accommodations to increase math proficiency in the lowest 30% of all students. | Monitor | Tier 1 | Monitor | 06/30/2017 | 06/30/2018 | \$0 | Math teachers, administration |
| Data Analysis Evaluations | All teachers will meet quarterly to analyze common assessment data (state or local), lowest 30% of student achievement data, and develop differentiated intervention plans. | Teacher Collaboration | Tier 1 | Implement | 09/01/2016 | 06/15/2018 | \$0 | Teachers will attend quarterly meetings. Administration will monitor implementation and participation of Data Analysis Teams. |
| Professional Development | All staff will participate in 1 or more hours of Professional Development in the area of Data Analysis | Professional Learning | Tier 1 | Getting Ready | 06/09/2016 | 06/30/2018 | \$0 | All teaching and administrative staff. |
| Evaluate Math Differentiation/ Accommodation for lowest 30% | School Improvement Team, Math Teachers, and School Administration will review implementation, documentation, student achievement data to evaluate the impact of monitored differentiation. | Evaluation | Tier 1 | Evaluate | 06/30/2017 | 06/30/2018 | \$0 | School Improvement Team, Math Teachers and Building Administration |

Other

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| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|--|---|--------|-----------|------------|------------|-------------------|--|
| Essay Scorer | All ELA teachers will use Essay Scorer quarterly to assess writing. | Implementation | Tier 1 | | 09/01/2017 | 06/30/2018 | \$0 | ELA Teachers, Administration |
| Monitor Implementation for RACE | Teacher, School Improvement Team and Building Administrators | Professional Learning, Teacher Collaboration, Walkthrough | Tier 1 | Implement | 11/03/2017 | 06/15/2018 | \$0 | All teachers, school improvement team and administration |
| Reading in Content Area- Informational Text | All non- ELA teachers will incorporate 1 non-fiction common reading assignment per marking period in the content area. | Direct Instruction, Supplemental Materials | Tier 1 | Implement | 08/31/2017 | 06/15/2018 | \$0 | Staff in content area (all non- ELA Teachers) |
| Evaluate Race | School improvement team will review implementation and student achievement data to evaluate the impact of RACE | Professional Learning, Curriculum Development, Teacher Collaboration | Tier 1 | Evaluate | 01/01/2018 | 06/15/2018 | \$0 | School Improvement Team and Building Administrators |
| Schoology Learning Management System | 100% of teachers and students will use Schoology Learning Management System to support teaching and learning. | Teacher Collaboration, Parent Involvement, Academic Support Program, Technology | Tier 1 | Implement | 09/01/2017 | 06/15/2018 | \$0 | All teachers, technology department and administrators |