

*Bedford Hills Elementary School*

A TRADITION OF EXCELLENCE FOR ALL



LYNCHBURG CITY SCHOOLS

## 2012-2013 School Improvement Plan Bedford Hills Elementary School

### VISION

A Tradition of Excellence  
for All

### MISSION

Every child, by name and by  
need, to graduation

### GOAL

Excellence in Achievement,  
Behavior, Culture,  
Operations and Personnel

A TRADITION OF EXCELLENCE FOR ALL



LYNCHBURG CITY SCHOOLS

*“Every child, by name and by need, to  
graduation”*

**Excellence in Achievement**

**Excellence in Behavior**

**Excellence in Culture**

***Bedford Hills Elementary School***

*“Educating **all** students while expecting excellence and recognizing  
successes both large and small.”*



## 2012-2013 School Improvement Plan Bedford Hills Elementary School

# *Indicators of Excellence*

## **A**chievement

### BHS Achievement Indicators

- Extend the opportunities for remediation and enrichment beyond the classroom
- Analysis of Classroom Observation Data
- Analysis of Student Learning Data
- Teachers will engage in constructive feedback
- Yearly Learning Goals are Data Driven

## **B**ehavior

### BHS Behavior Indicators

- Focus on a positive behavior management system.
- Weekly meetings with a focus on setting student goals.
- Positive student-teacher relationship building
- Communication with parents

## **C**ulture

### BHS Culture Indicators

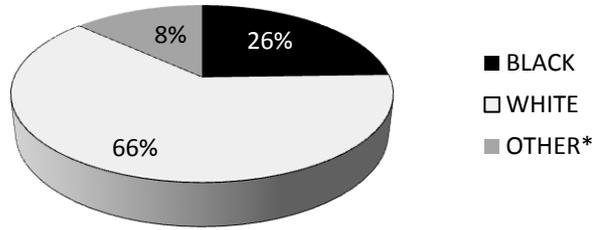
- Professional development through peer observations and conferences
- Visible celebrations of students and staff
- Continued feedback and communication with parents



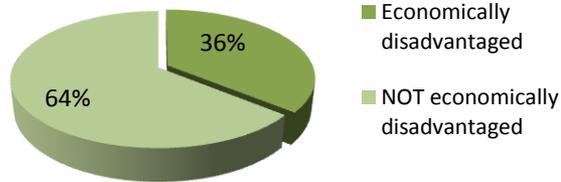
# 2012-2013 School Improvement Plan Bedford Hills Elementary School

## Introductory Data

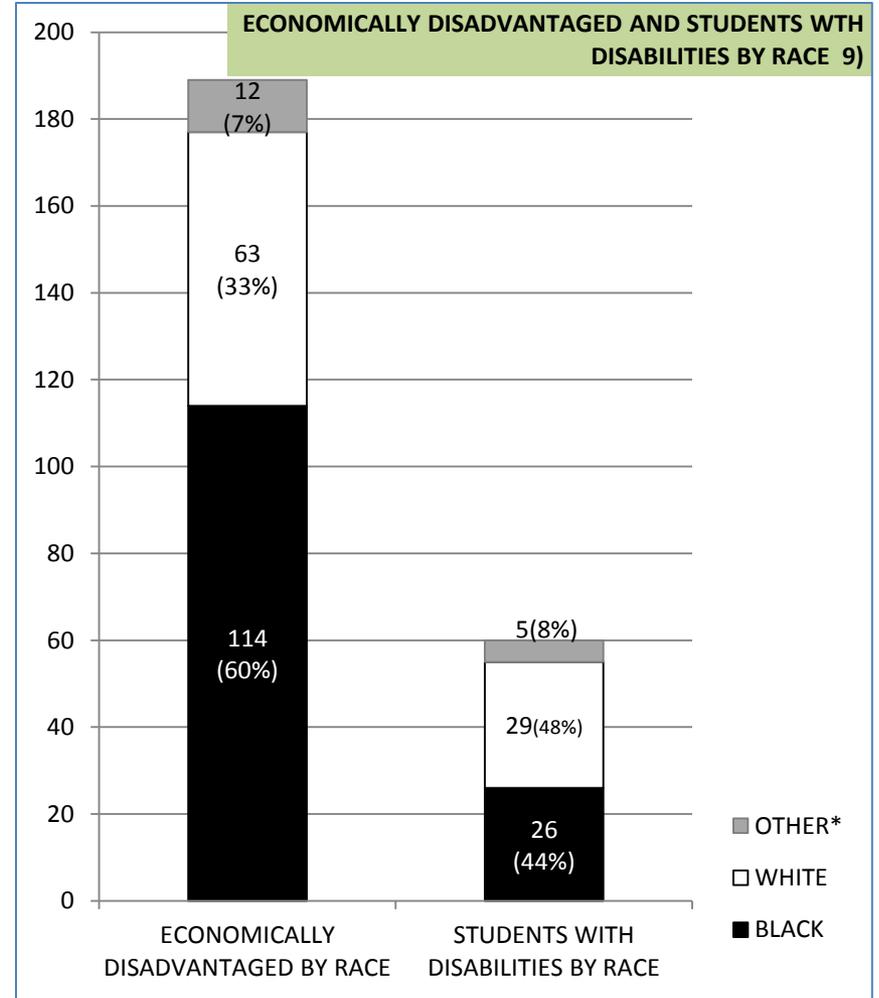
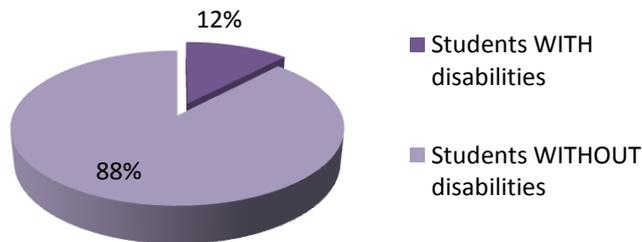
**2011-2012 STUDENT POPULATION BY RACE**



**STUDENT POPULATION SPLIT BY ECONOMICALLY/NOT ECONOMICALLY DISADVANTAGED**



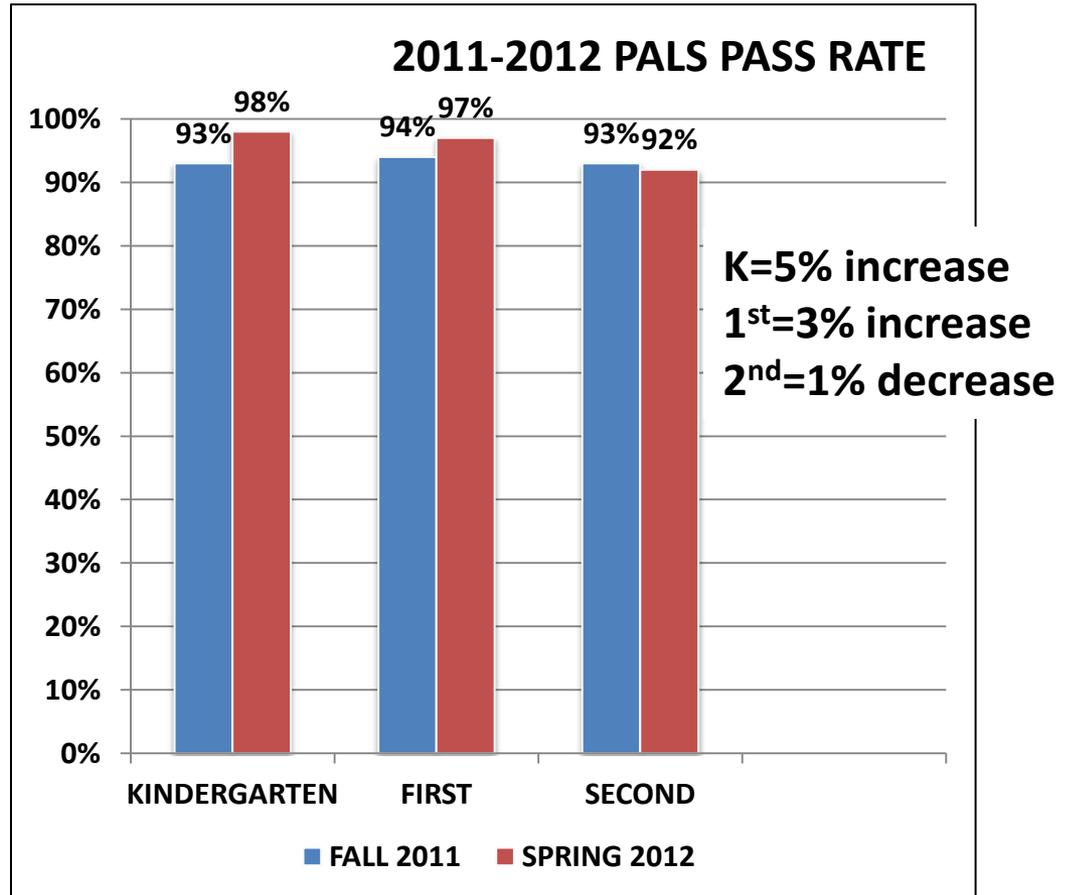
**SPLIT BY STUDENTS WITH DISABILITIES**



\*Includes Asian, American Indian, Hispanic, Hawaiian, and Multi-Ethnic, or Unspecified. In the 2010-2011 school year, the state required a change to ethnicity reporting, which allowed for additional subgroups. The data will show more significant changes in subgroups because someone who may have previously been included in the white or black sub group, would transfer to the other subgroup.

**A LCS GOAL: By the end of 2<sup>nd</sup> grade reduce the failure rate on the PALS by 10% each year and decrease the failure rate on the SOL Reading Assessments by 10% each year.**

Percentage of students “passing” is calculated based on the number of students who met or exceeded the “summed score” or benchmark for their grade level.



**2012-2013 School Improvement Plan  
 Bedford Hills Elementary School**

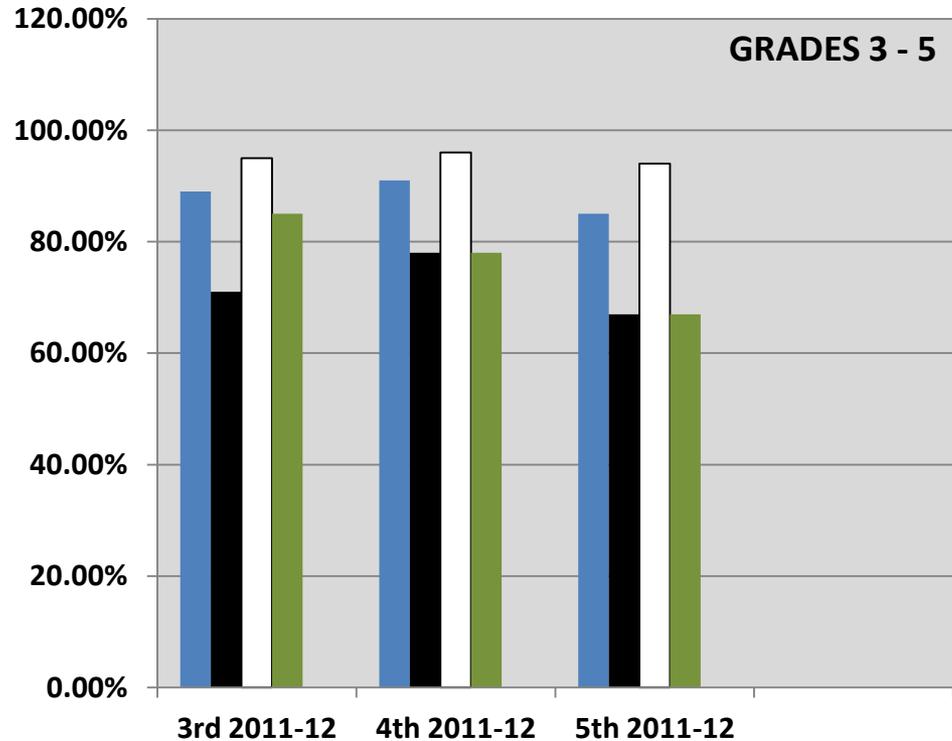
**Reading Achievement Data**

**A LCS GOAL: By the end of 2<sup>nd</sup> grade reduce the failure rate on the PALS by 10% each year and decrease the failure rate on the SOL Reading Assessments by 10% each year.**

■ Total    
 ■ Black    
 □ White    
 ■ Economically Disadvantaged    
 ■ Students with Disabilities

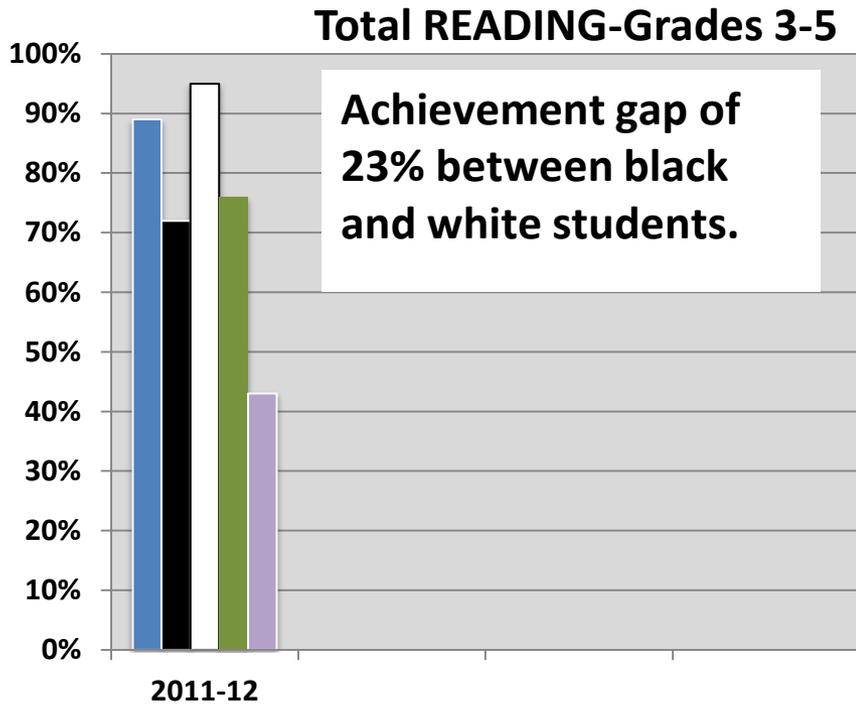
**Achievement Gap exists between black and white students:**  
 3<sup>rd</sup> Grade=24%  
 4<sup>th</sup> Grade=18%  
 5<sup>th</sup> Grade=27%

**2012 Spring SOL Reading Test**



**A** LCS GOAL: All schools will be fully accredited and all subgroups will show positive progress each year toward meeting the Federal Annual Measurable Objectives on SOLs as determined by the Virginia Department of Education.

■ Total ■ Black □ White ■ Economically Disadvantaged ■ Students with Disabilities



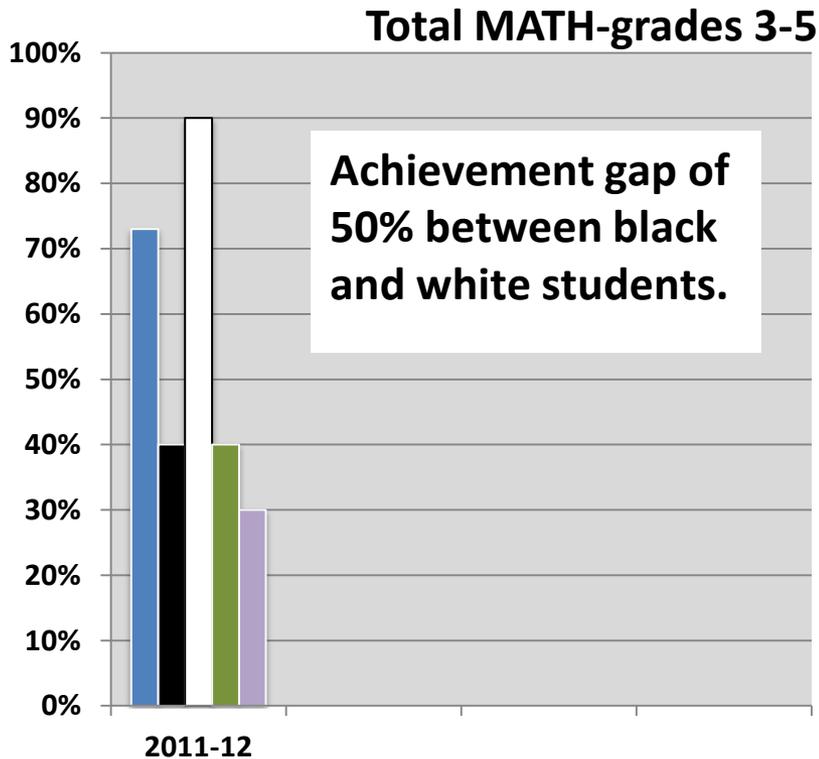
**Proficiency Gap Dashboard (FAMO)**

|              | AMO Targets | BHS AMO Results | Met AMO |
|--------------|-------------|-----------------|---------|
| All Students | 85%         | 89%             | Yes     |
| Gap Group 1  | 76%         | 72%             | No      |
| Gap Group 2  | 76%         | 72%             | R10     |
| Gap Group 3  | 80%         | <               | TS      |

- Proficiency Gap Group 1 – Students with disabilities, limited-English proficient (LEP) students and economically disadvantaged students, regardless of race and ethnicity
- Proficiency Gap Group 2 – African-American students, not of Hispanic origin, including those also counted in Proficiency Gap Group 1
- Proficiency Gap Group 3 – Hispanic students, of one or more races, including those also counted in Proficiency Gap Group 1

**A** LCS GOAL: All schools will be fully accredited and all subgroups will show positive progress each year toward meeting the Federal Annual Measurable Objectives on SOLs as determined by the Virginia Department of Education.

■ Total   
 ■ Black   
 □ White   
 ■ Economically Disadvantaged   
 ■ Students with Disabilities



### Proficiency Gap Dashboard (FAMO)

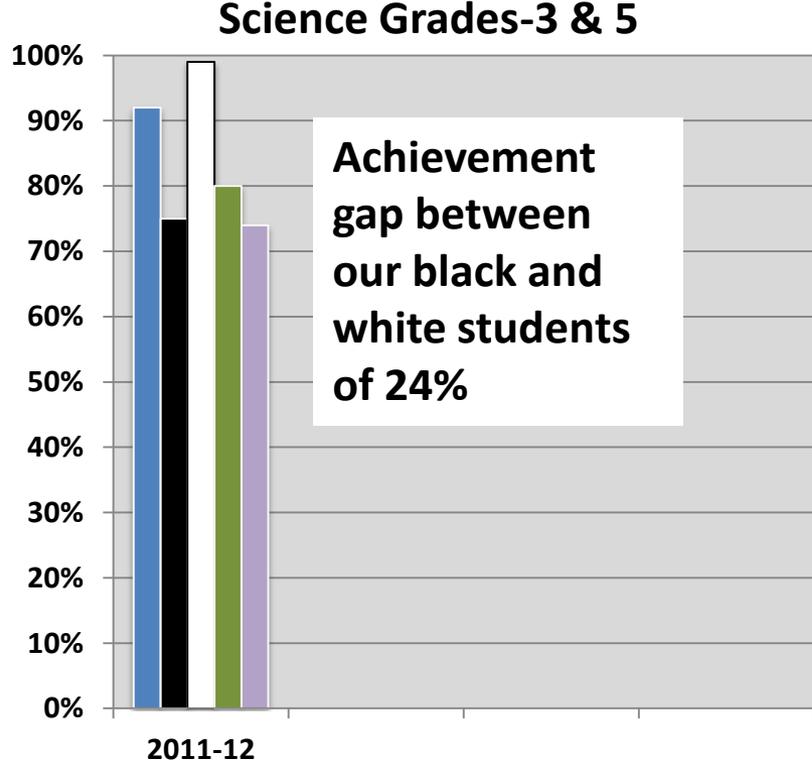
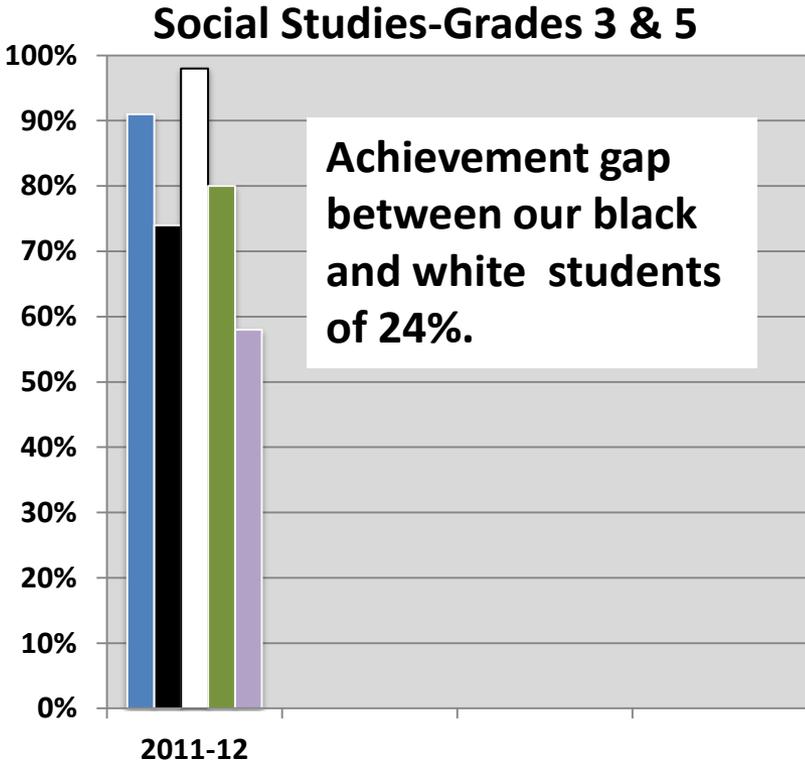
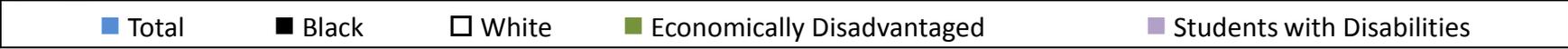
|              | AMO Targets | BHS AMO Results | Met AMO |
|--------------|-------------|-----------------|---------|
| All Students | 61%         | 73%             | Yes     |
| Gap Group 1  | 47%         | 41%             | 3 yr.   |
| Gap Group 2  | 45%         | 40%             | 3 yr.   |
| Gap Group 3  | 52%         | <               | TS      |

- Proficiency Gap Group 1 – Students with disabilities, limited-English proficient (LEP) students and economically disadvantaged students, regardless of race and ethnicity
- Proficiency Gap Group 2 – African-American students, not of Hispanic origin, including those also counted in Proficiency Gap Group 1
- Proficiency Gap Group 3 – Hispanic students, of one or more races, including those also counted in Proficiency Gap Group 1

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**2012 SOL Achievement Data**

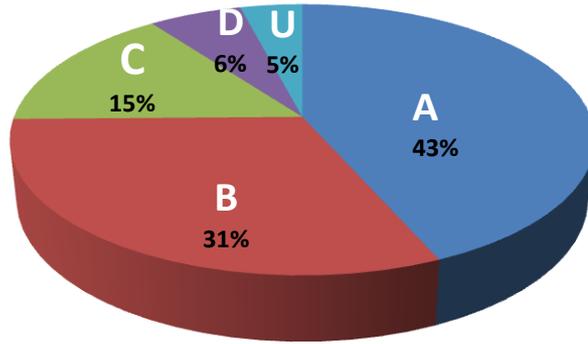
**A LCS GOAL: All schools will be fully accredited and all subgroups will show positive progress each year toward meeting the Federal Annual Measurable Objectives on SOLs as determined by the Virginia Department of Education.**



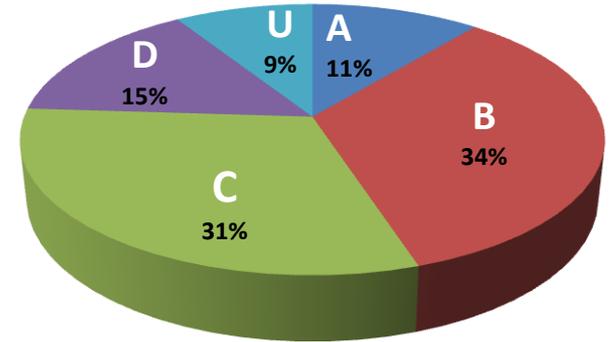
**A** **LCS GOAL: Review grading practices and develop instructional strategies that encourage students to accurately demonstrate what they have learned.**

**Reading Grades 3-5**

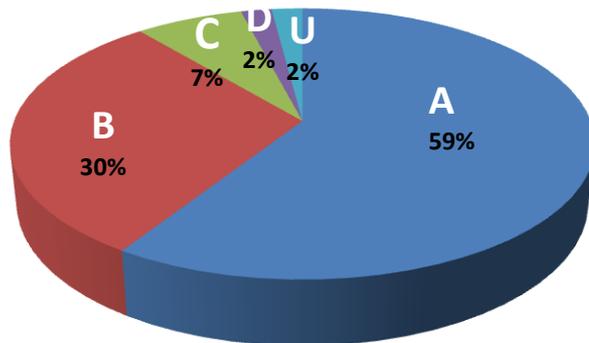
**Grade Distribution 3-5: All**



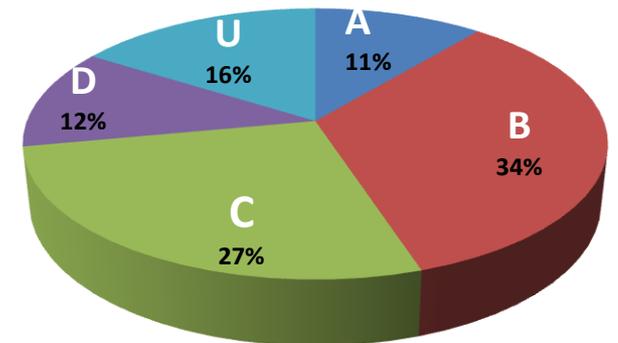
**Grade Distribution 3-5: Black Students**



**Grade Distribution 3-5: White Students**



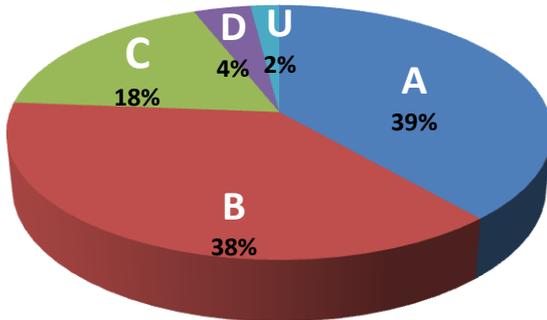
**Grade Distribution 3-5: Econ. Disadvantaged**



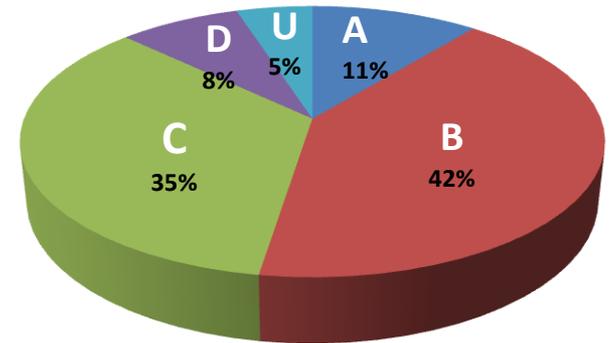
**A** **LCS GOAL: Review grading practices and develop instructional strategies that encourage students to accurately demonstrate what they have learned.**

**Math Grades 3-5**

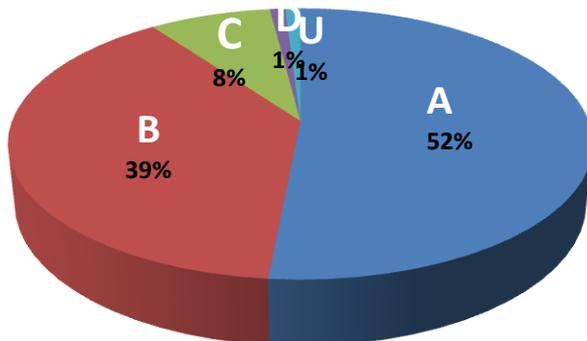
**Grade Distribution 3-5: All**



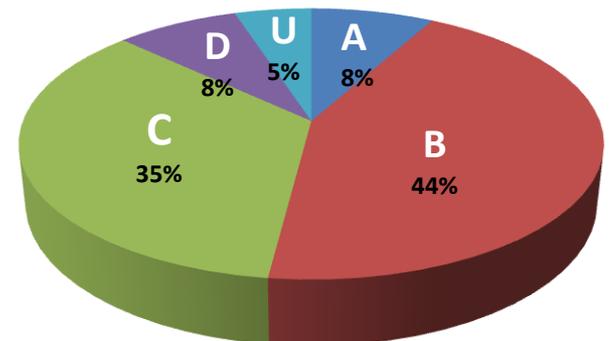
**Grade Distribution 3-5: Black Students**



**Grade Distribution 3-5: White Students**



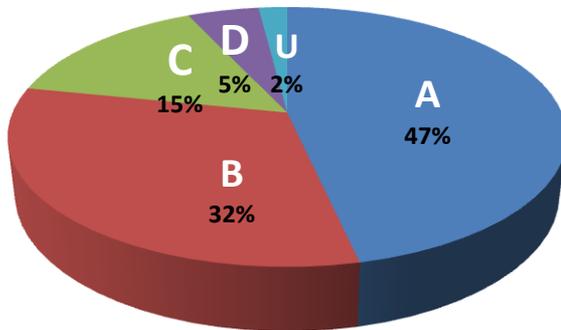
**Grade Distribution 3-5: Econ. Disadvantaged**



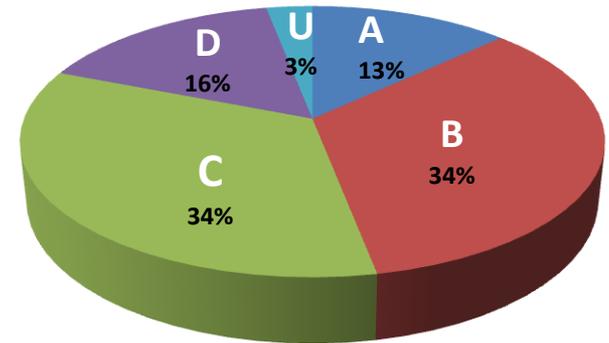
**A** LCS GOAL: Review grading practices and develop instructional strategies that encourage students to accurately demonstrate what they have learned.

Science Grades 3-5

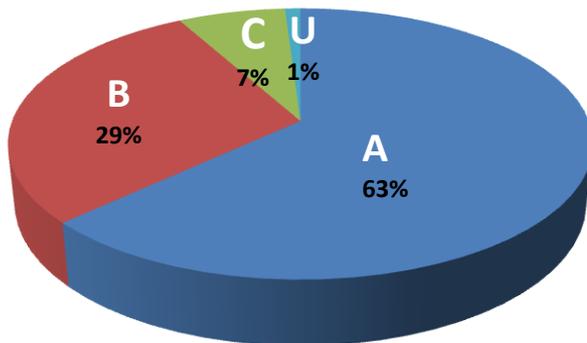
Grade Distribution 3-5: All



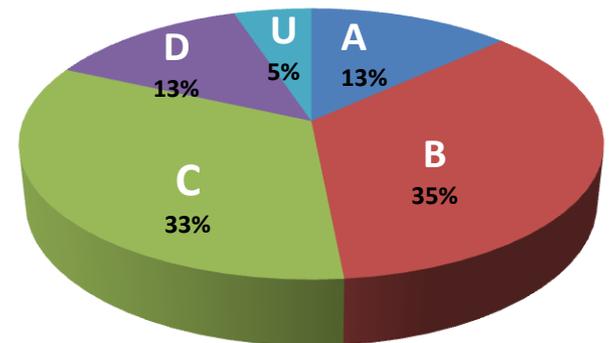
Grade Distribution 3-5: Black Students



Grade Distribution 3-5: White Students



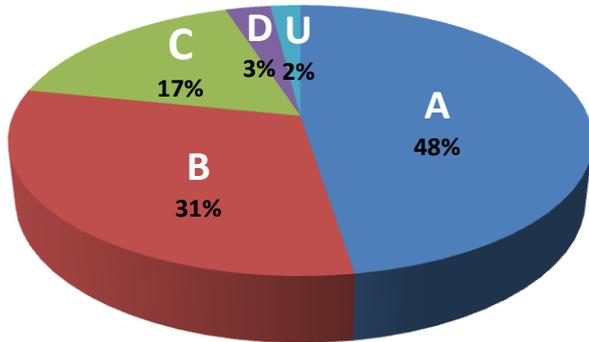
Grade Distribution 3-5: Econ. Disadvantaged



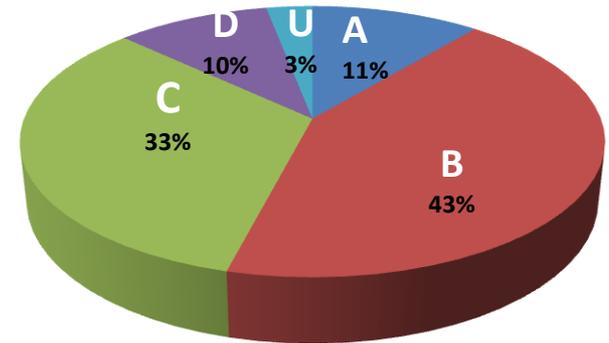
**A** **LCS GOAL: Review grading practices and develop instructional strategies that encourage students to accurately demonstrate what they have learned.**

**Social Studies Grades 3-5**

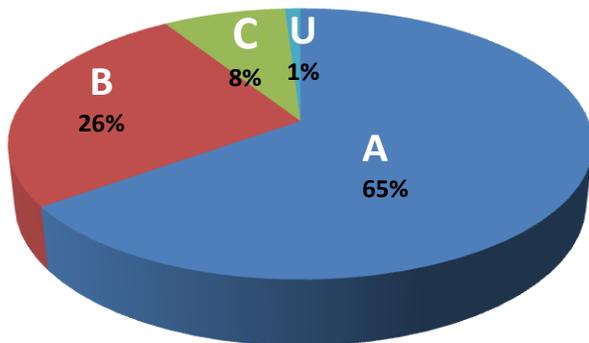
**Grade Distribution 3-5: All**



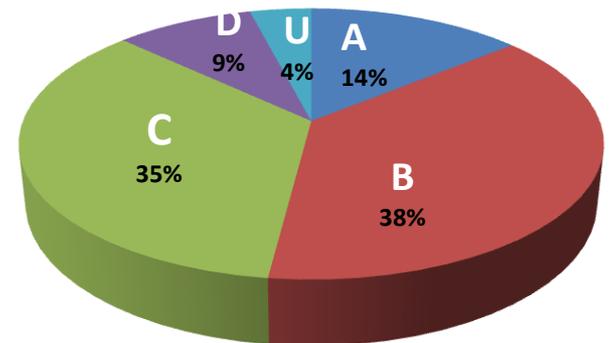
**Grade Distribution 3-5: Black Students**

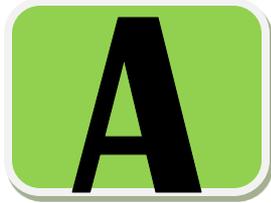


**Grade Distribution 3-5: White Students**



**Grade Distribution 3-5: Econ. Disadvantaged**





# Excellence In Achievement

**IE07 The principal will monitor curriculum and classroom instruction regularly.**

**IIIA31 All teachers will interact instructionally with students (explaining, checking, giving feedback).**

**IID06 Yearly learning goals will be set for the school by the leadership team, utilizing student learning data.**

**IIF02 The school will provide all students extended learning opportunities (e.g., summer programs, after-school and supplemental educational services, enrichment programs) to keep them on track for promotion.**



## 2012-2013 School Improvement Plan Bedford Hills Elementary School

**A** IE07 The principal will monitor curriculum and classroom instruction regularly.

| Strategies  | Evidence of Completion/Evaluation  | Responsibility                                     |
|---|--|--|
| <p>The administrative team will review teachers' lesson plans and their completion as outlined by Skillful Teacher to assess the use of Lynchburg City Schools' Curriculum Pacing Guides during walk-through and formal observations.</p> | <p>Wufoo online observations<br/>Teacher Lesson Plans<br/>Formal evaluations</p> | <p>K-5 Teachers<br/>Faye James<br/>Daniel Rule</p> |
| <p>The Principal and Administrative Assistant will conduct formal observations of the professional staff as noted in the LCS Professional Growth Handbook.</p>  | <p>Formal observation completion</p>   | <p>K-5 Teachers<br/>Faye James<br/>Daniel Rule</p> |
| <p>The Principal and Administrative Assistant will each conduct at least five "walk throughs" per week to collect data on teaching practices being used throughout the school.</p>  | <p>Wufoo online observations</p>   | <p>K-5 Teachers<br/>Faye James<br/>Daniel Rule</p> |



## 2012-2013 School Improvement Plan Bedford Hills Elementary School

**A** IE07 The principal will monitor curriculum and classroom instruction regularly.

| Strategies  | Evidence of Completion/Evaluation                                      | Responsibility                                     |
|---|--|--|
| <p>The Principal and Administrative Assistant will review students' report cards each grading period making note of student progress and meet privately with teachers when concerns are noted during these reviews.</p> | <p>Student report cards and comments</p>                               | <p>K-5 Teachers<br/>Faye James<br/>Daniel Rule</p> |
| <p>The principal and administrative assistant will analyze grade distribution reports each grading period for trends.</p>   | <p>Grade distribution reports<br/>Data conference reflection forms</p> | <p>K-5 Teachers<br/>Faye James<br/>Daniel Rule</p> |
| <p>PLC teams will meet once a week to discuss student academic and behavioral progress while submitting meeting minutes to the server.</p>  | <p>Server minutes</p>  | <p>Unit Leaders</p>                                |
| <p>The administrative team will meet with each grade level PLC to reflect upon the data collected through various sources of evaluation each 9 week period.</p>   | <p>Data Notebooks</p>  | <p>Faye James</p>                                  |



## 2012-2013 School Improvement Plan Bedford Hills Elementary School

**A IIIA31 All teachers will interact instructionally with students (explaining, checking, giving feedback).**

| Strategies  | Evidence of Completion/Evaluation              | Responsibility              |
|---|--|-----------------------------|
| All teachers will identify students and document remediation strategies being used as part of their data analysis form completed for their green notebooks.                       | Data notebooks                                 | K-5 Teachers                |
| During each unit of study, all units will provide opportunities for small group re-teaching and remediation.  | Wufoo online observations<br>Data notebooks    | K-5 Teachers                |
| Students in grades 1-5, working with their teacher, will create and monitor individual learning or behavioral goals to ensure the best atmosphere is in place for their learning. | Weekly Journals<br>Data notebooks with samples | Students<br>K-5 Teachers    |
| Teachers will include in their lessons a daily mastery of objectives assessment as outlined by using Skillful Teacher.  | Lesson plans<br>Administrative observations    | K-5 Teachers                |
| Teachers will give students opportunities to show their learning as outlined by Skillful Teacher (Formative assessments, dipsticking, exit tickets, projects, Q & A, etc.)        | Lesson Plans<br>Administrative observations    | K-5 Teachers<br>Admin. Team |



## 2012-2013 School Improvement Plan Bedford Hills Elementary School

A

IID06: Yearly learning goals will be set for the school by the Leadership Team, utilizing student learning data.

| Strategies   | Evidence of Completion/Evaluation                                | Responsibility                              |
|--|--|---|
| <p>After teachers establish baseline data with their children and determine the needs of their students, they will come up with a SMART Goal (either individually or as a unit) to show growth in a deficit area of reading or math.</p> | <p>SMART Goal completed form<br/>Conference with admin. team</p> | <p>K-5 Teachers<br/>Administrative Team</p> |
| <p>The Reading Resource teacher will meet with classroom teachers to identify students in need of remediation and provide ideas to reach targeted students in the teaching of reading.</p>   | <p>Reading Teachers lesson plans</p>                             | <p>K-5 Teachers<br/>Gilda Reichert</p>      |
| <p>The Administrative Team will meet with PLC teams once each grading period to analyze student data collected (DWAP deficit report, PALs, and grades) and discuss remediation strategies to meet the student's needs.</p>               | <p>Reflection form from these data conferences</p>               | <p>K-5 Teachers<br/>Administrative Team</p> |
| <p>The Student Performance by Question Report for students that did not pass their reading and/or math DWAP for grades 1-5 will be distributed to teachers and kept in their Green Data notebooks.</p>                                   | <p>Data notebooks</p>  | <p>K-5 Teachers<br/>Administrative Team</p> |



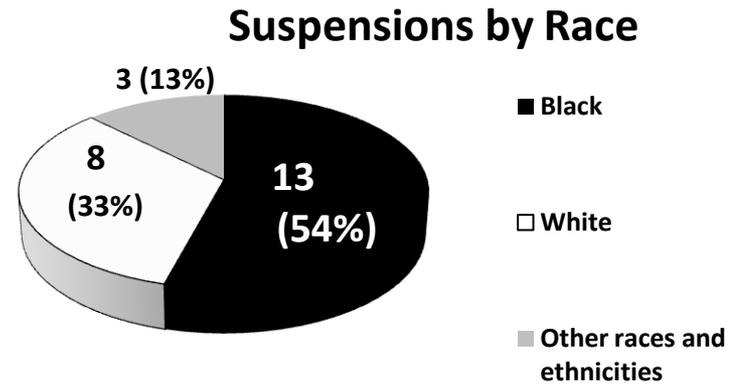
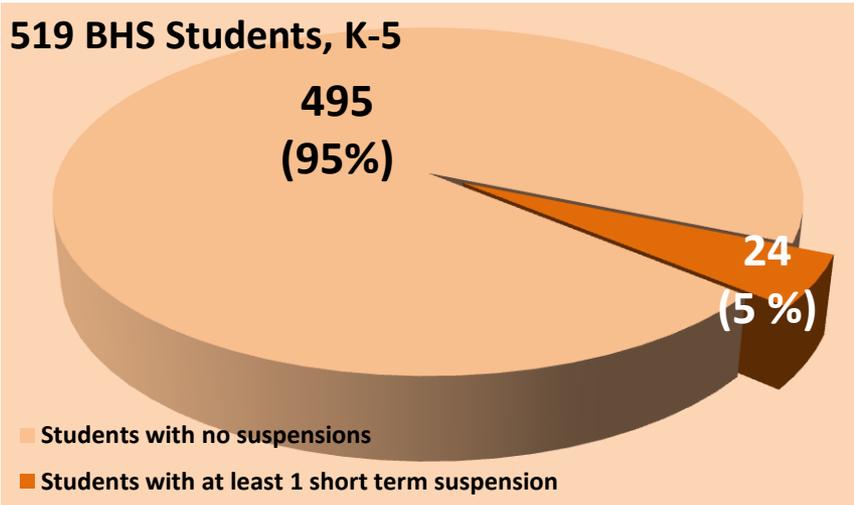
## 2012-2013 School Improvement Plan Bedford Hills Elementary School

**A IIF02: The school will provide all students extended learning opportunities (e.g., summer programs, after-school and supplemental educational services, enrichment programs) to keep them on track for promotion.**

| Strategies   | Evidence of Completion/Evaluation  | Responsibility  |
|--|--|---|
| Each quarter, the school will bring in an enrichment program for all the kids to participate with.                           | Log of enrichment programs<br>School Calendar                                  | Faye James<br>Daniel Rule<br>(Pending Grant approval)   |
| Teachers will provide an enrichment opportunity (1 day a week over a period of 3 weeks) in the fall and again in the spring. | School Calendar<br>Pictures<br>Log of enrichment programs/activities           | Linda Irwin<br>Parent Volunteers<br>K-5 Teachers        |
| Teachers will provide instruction for a remediation program in math and reading.   | (Pending Fund approval)<br>Attendance record and plans for identified students | K-5 Teachers<br>Retired Teachers<br>Administrative Team |
| Every student will engage in the division wide ST Math program weekly in the computer lab                                    | ST Math records  | K-5 Teachers  |
| The Reading Teacher will implement the LLI for all identified students.  | LLI Records  | Gilda Reichert  |

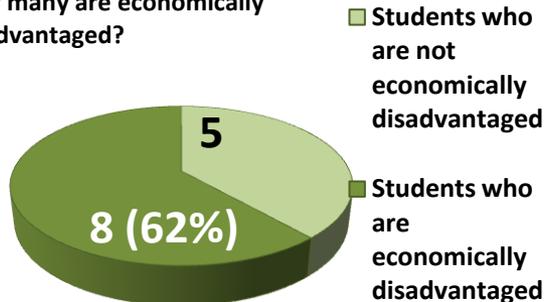
## 2012-2013 School Improvement Plan Bedford Hills Elementary School

**B** LCS Goal: Decrease suspensions by 5% per year.

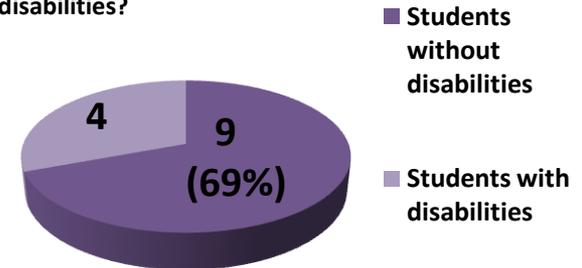


### A CLOSER LOOK at the 13 black students with at least 1 short term suspension

How many are economically disadvantaged?



How many are students with disabilities?



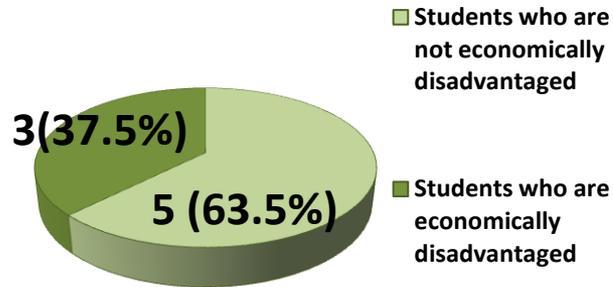
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# B

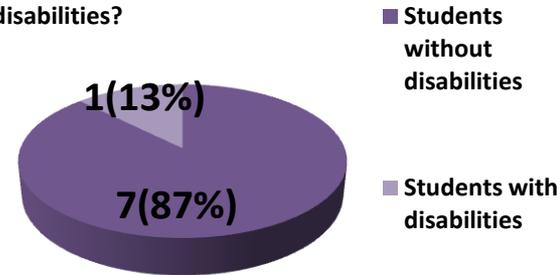
## LCS Goal: Decrease suspensions by 5% per year.

### A CLOSER LOOK at the 8 white students with at least 1 short term suspension

How many are economically disadvantaged?

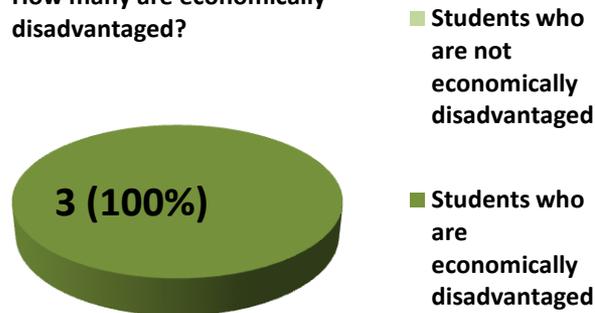


How many are students with disabilities?

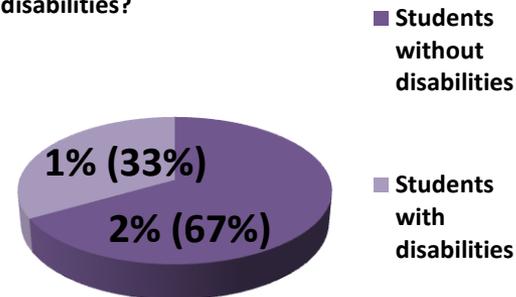


### A CLOSER LOOK at the 3 other students with at least 1 short term suspension

How many are economically disadvantaged?

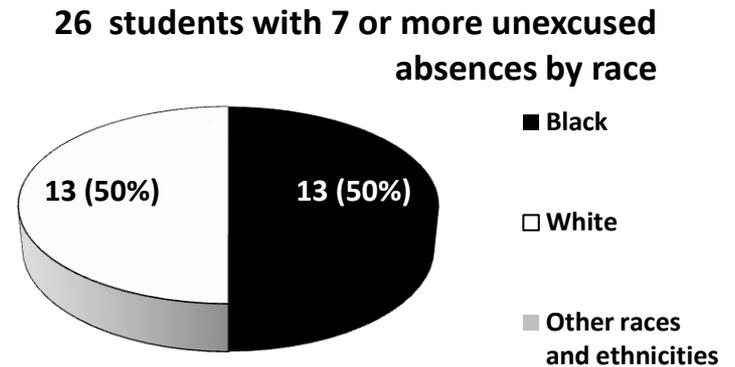
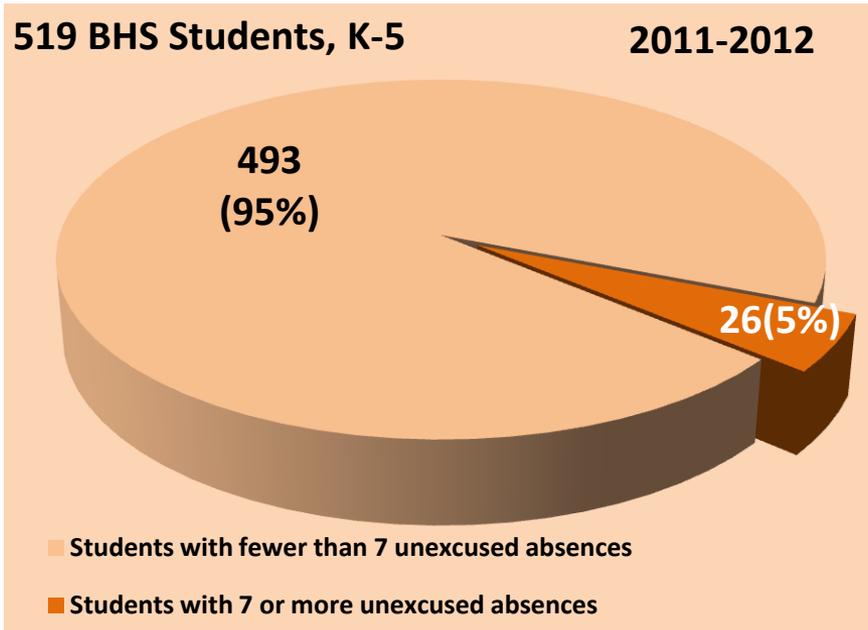


How many are students with disabilities?

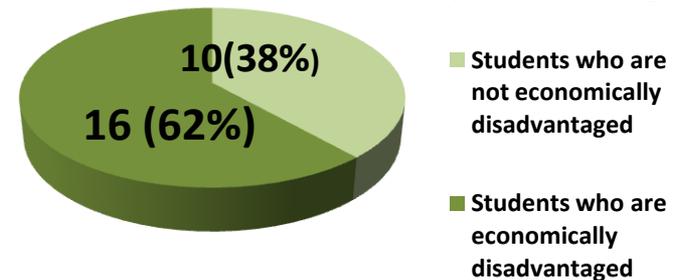


## 2012-2013 School Improvement Plan Bedford Hills Elementary School

**B** LCS Goal: Reduce by 10% the number of students with 7 or more unexcused absences.



Of the 26 students with 7 or more unexcused absences, how many are economically disadvantaged?





## Excellence In Behavior

**IIIA32 All teachers will interact socially with students.**

**IIIA33 All teachers will interact managerially with students.**

**IIIC10 All teachers will reinforce classroom rules and procedures by positively teaching them.**



## 2012-2013 School Improvement Plan Bedford Hills Elementary School

**B** IIC10 All teachers will reinforce classroom rules and procedures by positively teaching them.

| Strategies   | Evidence of Completion/Evaluation   | Responsibility                                    |
|--|---|---|
| Each classroom will implement a positive reinforcement system for classroom behavior.  | Positive rewards (intrinsic and extrinsic) in place in each classroom           | Administrative Team<br>K-5 Teachers               |
| Husky Habits will be posted in each classroom and students will earn 'Huskies' for following these rules which will be posted in the main hallway.   | Husky Habits posted<br>Husky Wall of Fame                                       | Administrative Team<br>K-5 Teachers               |
| Units will submit, each week, 1 student who is the "Student of the Week" for that particular grade level. This student will be highlighted on the Morning Show for their positive behaviors. | BHS Morning Show<br>TV in entrance lobby with their picture on it for the week. | Susan Wolk<br>Administrative Team<br>K-5 Teachers |

## 2012-2013 School Improvement Plan Bedford Hills Elementary School

**B** IIIA32: All teachers will interact managerially with students (reinforcing rules, procedures).

| Strategies   | Evidence of Completion/Evaluation                               | Responsibility                          |
|--|---|---|
| Common areas will have rules posted (Bathroom, Halls, Cafe). These rules will be taught and reinforced by student leadership.    | Visual evidence in the area<br><br>BHS Morning show w/ examples | All Staff<br><br>Administrative Team    |
| Every classroom needs to have behavior management program that is visible and able to be utilized when an adult enters the room. | Visual evidence posted in class                                 | All Staff<br><br>Administrative Team    |
| Teachers will post, discuss, and reinforce the Husky Habits.   | Husky Wall  | All Staff<br><br>Administrative Team    |
| The itinerary will be posted or stated so that students are clear about daily procedures.  | Wufoo online observations                                       | K-5 Teachers<br><br>Administrative Team |



## 2012-2013 School Improvement Plan Bedford Hills Elementary School

**B**

**IIIA33 All teachers will interact socially with students.**

| Strategies   | Evidence of Completion/Evaluation             | Responsibility                      |
|--|---|-------------------------------------|
| Teachers will attend 1 school sponsored event each semester.   | Log of attendance                             | K-5 Teachers<br>Administrative Team |
| Teachers will display examples of all student's work.  | Visual evidence in hallways and classroom     | K-5 Teachers<br>Resource Teachers   |
| Teachers will greet students as they arrive at their learning area.  | Wufoo observations<br><br>Formal observations | K-5 Teachers<br>Resource Teachers   |
| Teachers will implement a weekly meeting as an opportunity to discuss character education, create learning or behavior goals, and to have students discuss events that happened outside of the school day. | Weekly Journals                               | K-5 Teachers                        |
| Build positive peer and student/adult relationships through Helping Hands.   | Documentation of students involved            | Daniel Rule<br>PTO                  |

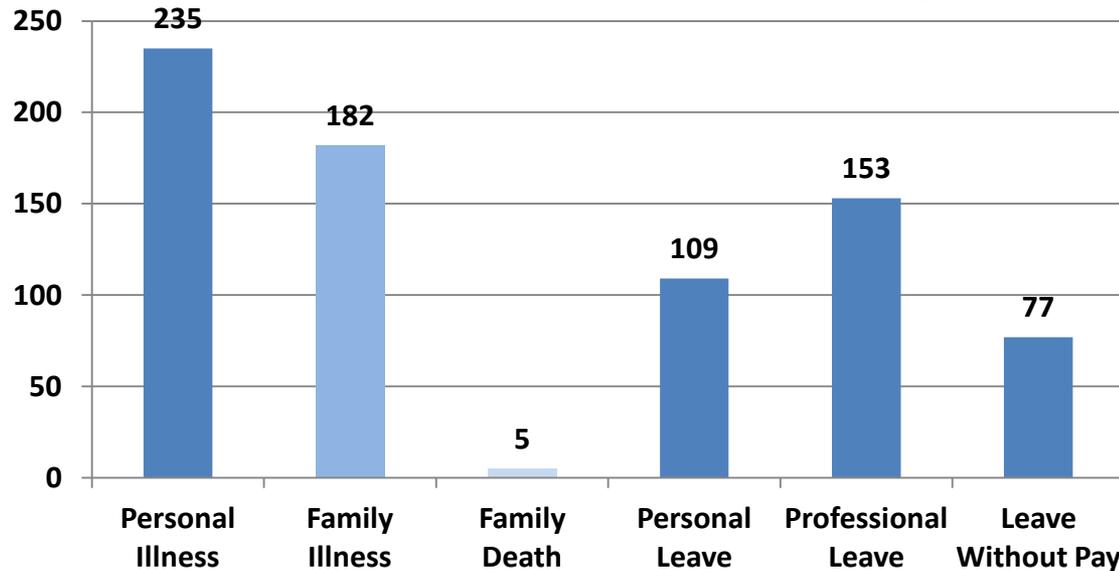


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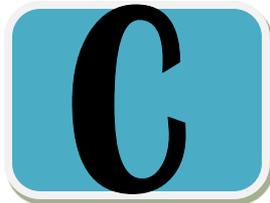
# C

**LCS Goal: Reduce costs associated with staff absences.**

### 2011-2012 Staff Absences (Whole Days)



**55 employees reported a total of 761 absences.**  
**235=personal illness**  
**182=family illness**  
**5=family death**  
**109=personal leave**  
**153=professional leave**  
**77=leave without pay**



## Excellence In Culture

**IE10** The principal will celebrate individual, team, and school successes, especially related to student learning outcomes.

**IF04:** Professional development for teachers will include observations by peers related to indicators of effective teaching and classroom management.

**IG02:** The school will provide all students extended learning opportunities (e.g., summer programs, after-school and supplemental educational services, enrichment programs) to keep them on track for promotion.



## 2012-2013 School Improvement Plan Bedford Hills Elementary School

**C IE10 The principal will celebrate individual, team, and school successes, especially related to student learning outcomes.**

| Strategies  | Evidence of Completion/Evaluation | Responsibility                      |
|---|-----------------------------------|-------------------------------------|
| Teachers will recognize each other through submissions to the 'Hall of Fame' posted in the main hallway.  | Teacher Hall of Fame              | All BHS Staff                       |
| The Administrative team will recognize students following the 'Husky Habits' behavioral plan by showcasing 'Huskies' they earn from their teachers. | Husky Wall<br>Husky incentives    | BHS Staff<br>Administrative Team    |
| The BHS Morning Show will highlight students and staff.   | BHS Morning Show                  | Susan Wolk<br>K-5 Teachers          |
| The Principal will recognize B.U.G. (Bring Up Grades) club winners at semester recognition assemblies.  | BUG recipients at the assembly    | K-5 Teachers<br>Administrative Team |



## 2012-2013 School Improvement Plan Bedford Hills Elementary School

**C IF04 Professional development for teachers will include observations by peers related to indicators of effective teaching and classroom management.**

| Strategies  | Evidence of Completion/Evaluation   | Responsibility |
|---|-------------------------------------|----------------|
| A reflection form will be created for teachers to use when participating in a peer observation session.   | Reflection form found on the server | Faye James     |
| Teachers will complete two observations (one each semester) and will complete a reflection form.  | Data Notebooks                      | K-5 Teachers   |
| Teachers will post conference following the observation. The post observation will occur within a week of the observation. During the post conference, teachers will discuss praises and discuss potential upgrades to the lesson observed. Teachers will include the meeting date on the peer observation log in the network folder. | Data Notebooks                      | K-5 Teachers   |
| Teachers will share ideas, suggestions, and other positive information obtained during these observations with their grade level PLC or during a faculty meeting. Teachers will complete the peer observation log in the network folder.  | Data Notebooks                      | K-5 Teachers   |



## 2012-2013 School Improvement Plan Bedford Hills Elementary School

**C IG02: Parents will receive regular communication (absent jargon) about learning standards, their children’s progress, and the parents’ role in their children’s school success.**

| Strategies  | Evidence of Completion/Evaluation                         | Responsibility                          |
|---|---|---|
| Green Folders will go home weekly with graded student work and school news.   | Weekly green folders                                      | K-5 Teachers                            |
| Parents will receive weekly communication (ie. Newsletter, weekly email) regarding upcoming SOLs being taught in the classroom, important information, and important dates. | Connect Ed. Log<br><br>Website News<br><br>Weekly folders | Administrative Team<br><br>K-5 Teachers |
| Progress Reports being sent home every 9 weeks will include a rough outline of what skills are to be taught for the upcoming 9 weeks.                                       | Progress Reports Envelopes                                | K-5 Teachers                            |



**2012-2013 School Improvement Plan  
Bedford Hills Elementary School**

**What does this mean for BHS in 2012-13?**

| <b>New</b>                       | <b>Improved</b>                       |
|----------------------------------|---------------------------------------|
| <b>Classroom Weekly Meetings</b> | <b>Data Collection and Discussion</b> |
| <b>Student self-assessment</b>   | <b>Positive reinforcement for all</b> |
| <b>Remediation Program</b>       | <b>Communication with parents</b>     |
| <b>ST Math</b>                   | <b>Enrichment programs</b>            |
| <b>B.U.G. Club</b>               | <b>Opportunities for ALL</b>          |
| <b>Common Area Rules</b>         | <b>Professional Growth</b>            |
| <b>LLI Reading Instruction</b>   | <b>Morning Show</b>                   |
|                                  | <b>Student-Teacher relationships</b>  |
|                                  | <b>Helping Hands Program</b>          |

## Bridging the Gap?

**-Opportunities for *all* students**

**-Helping Hands: mentorship, daily snacks, weekend meals**

**-Husky Academy Proposal**

**-Enrichment programs intentional focus**

**-Communication access to *all***

**-Community partnerships**

**-PTO tutoring program**

**-Focused research-based interventions based on data analysis**

**-Diversity training**



*“Every child, by name and by need, to graduation”*

# Bedford Hills Elementary School



*“Educating  
all students while  
expecting excellence  
and recognizing  
successes both large  
and small.”*