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Foreword

**Bedford Middle School
School Improvement Plan Prepared in
Compliance with Indiana Public Law 221
For the year of 2012**

This school improvement plan is submitted on behalf of Bedford Middle School. It was prepared under the leadership of the building principal working in cooperation with the school improvement committee appointed in compliance with Indiana Public Law 221. The plan is structured using the guidelines provided in rules approved by the Indiana State Board of Education, and under the auspices of Phi Delta Kappa International. It covers a three-year period starting in the 2009 - 10 school year. It has always been a goal of those of us at Bedford Middle School to provide for continuous improvement in student achievement. This plan is a statement to the community as to how those of us at Bedford Middle School expect to fulfill that commitment in the coming years.

Introduction

CITY/COUNTY PROFILE:

Bedford Middle School has for many years functioned as a traditional seventh and eighth grade junior high school in the city of Bedford, the county seat of Lawrence County. Lawrence County is located in south central Indiana in the heart of the world famous Indiana limestone country. The city of Bedford has proudly proclaimed itself to be the "Limestone Capital of the World". Limestone from area quarries has been used in buildings and monuments the world over. The Empire State building and the Washington Cathedral are examples of the use of Lawrence County limestone.

Bedford is within commuting distance of six degree granting institutions, including Indiana University and numerous vocational and technical schools. Oakland City University/Bedford provides a four-year program for citizens in the area. Additional education opportunities are available through the public library and adult education classes at Bedford-North Lawrence High School. Indiana State University supports a site and is the fiscal entity for the Area Learning Center. The Area Learning Center offers college credit and non-credit face to face and distance education courses to interested students.

There are two school corporations in Lawrence County. Those systems are the Mitchell Community Schools and the North Lawrence Community School Corporation. There are several private schools and home schooled students have increased in number in recent years. According to the 2000 census, the population of the county is 45,922. The current student population in the North Lawrence is 5557. North Lawrence is comprised of one high school, three middle schools, ten elementary buildings and one special needs facility. The corporation houses students from a 291 square mile area and a transportation system which moves by bus approximately 4000 students a distance of nearly 3000 miles daily. In addition, the NLCS Vocational Technical Center, on the campus of B-NL serves students from five adjacent school corporations in three counties. The Joint Services Co-operative directs educational programs and personnel meeting the needs of special education students from school systems in Lawrence, Orange, Jackson, Martin and Greene counties. Many of these special students' needs are served within NLCS facilities and their programs delivered by NLCS faculty and staff.

Historically, reorganization began within the county in the mid 1960's and was complete with the opening of the Bedford-North Lawrence High School in the mid 1970's. Township K-12 buildings were reorganized, some closed and the former Bedford High School was converted to Bedford Junior High School. The current Five Year Plan, adopted by the NLCS Board of Trustees in November of 2001, called for immediate renovation of the Bedford Junior High academic building and did direct the corporation to move all three middle level schools to the "middle school concept" with a grade configuration of six, seven and eight.

In addition to the limestone industry and the school systems, some of Lawrence County's largest employers are GM Powertrain, Ford Visteon, Bedford Regional Medical Center and Dunn Memorial Hospital. There are multiple manufacturers and businesses in the surrounding area including large farming and cattle operations. The Crane Division,

Naval Weapons Surface Warfare Center, a few miles west of Bedford is another major player in the area's employment picture.

The city of Bedford has many fine parks and recreational areas. Ball diamonds, a state of the art swimming pool, tennis courts, walking trails, shelter houses, a unique limestone band-shell, and an 18 hole golf course are among the assets of the city.

Spring Mill State Park, located fifteen miles south of Bedford, offers additional recreational options including hiking, spelunking, and horseback riding, swimming and boating. Many visitors enjoy touring the authentic pioneer village with a working grist mill powered by an overshot waterwheel as the centerpiece of the village. The Virgil "Gus" Grissom Memorial receives throngs of visitors annually. Grissom is just one of three Lawrence County men who have achieved the status of NASA astronaut. Grissom was the product of Mitchell High School and was followed into space by two Bedford High School graduates, Charles Walker and more recently, Ken Bowersox.

The Bedford area is proud of active Girls and Boys Clubs which provide outstanding social and recreational programs for local youths. The programs are delivered by a host of adult volunteers. Both clubs have recently enjoyed multi-million dollar support from the community in donations for the construction of Wylie Park which opened in 1999 and a new facility to house the Girls Club which opened in the spring of 2002.

Monroe Reservoir is located approximately twenty miles north of Bedford and offers boating, fishing, birding, camping and other activities for the outdoor enthusiast. The Inn of the Four Winds offers lodging on the lake and golf is available there as well. Three other golf courses have opened in the county in recent years.

The Bedford area is fortunate to have many performing arts facilities. A modern 1800 seat Performing Arts Center is located on the campus of Bedford-North Lawrence High School. Schafer Auditorium, a 900 seat facility, is an integral part of the Bedford Middle School complex. Both of these facilities are used often by school and community groups. Each has hosted outstanding amateur and professional programs and entertainment. Bedford enjoys an active Little Theater group also. Little Theater recently completed a major renovation and expansion project. The city is proud of and enjoys an active community band. The IU Auditorium series, on the campus at Bloomington, with its spectacular annual show bill is less than one half hour away for most Lawrence County residents.

Downtown Bedford continues to pursue its revitalization project. The Court House, Masonic Temple and downtown bank buildings are fine examples of the use of Indiana limestone. The Lawrence County Museum, housed for many years in the basement of the Court House, is expanding and moving to its own facility on the public square in the near future.

Shopping opportunities are available in malls and the downtown area. These market areas provide local and national retail offerings. Recent upgrades to arterial thoroughfares have enhanced the traffic flow and tended to move the business and retail centers toward the four lane by-pass on the western edge of the city. Two new motels were opened on the by-pass in recent years.

BEDFORD MIDDLE SCHOOL PROFILE:

Bedford Middle School had offered a traditional seventh and eighth grade junior high curriculum since its inception, continuing through the 2002-03 school year. The campus occupies the buildings and related facilities that once were Bedford High School. Physical renovation and philosophical reformation has occurred as outlined in last year's school improvement document. Renovation decisions were driven by the desire to make room for the addition of a sixth grade class and at the same time create the best possible physical environment, given building constraints, for operating within the philosophy of the "middle school concept". Bedford Middle School, for school year 2003-04, experienced its first year as a three grade facility and is currently engaged in the implementation of the "middle school concept". In making the "leap" from the traditional junior high with an enrollment approximately 440, to a three grade format with an enrollment of nearly 700 students, BMS has made significant adjustments. Each of the three grade levels is divided into two teaching teams installed on three respective floors of our academic building. Each team consists of approximately 105 to 115 students randomly scheduled into each team. One teacher from each of the four major academic areas: mathematics, social studies, language arts and science comprise each team. Health and physical education teachers are also part of the rotation for teams in the seventh and eighth grades.

The related arts offered at BMS are band, orchestra, vocal music, family and consumer science, industrial technology/business, art, computer skills and library skills.

The Bedford Middle School day begins at 8:00A.M. and ends at 3:00 P.M. There is a four minute break between classes and all students have five academic classes, two related arts classes and an advisory period daily. All classes are forty-five minutes with the exception of ERA which is thirty-four minutes. Every student is issued a locker with a combination lock. Breakfast is offered and there are three separate lunch periods. All three grade levels dine independently of one another. Each teacher has a forty-five minute planning period and each team is scheduled for a forty-five or thirty minute daily team planning time as well.

This master schedule allows great flexibility and the daily schedule can be changed, amended, blocked or altered in many ways at any time to fit the daily needs of the individual teaching teams.

In describing the campus, a new food preparation facility was added in 1989, the old high school gym, (gym #1, affectionately known as the Quarry), was renovated in 1990. New lighting and a new roof were part of the upgrades for Schafer Auditorium in recent years. A new sound system has been installed in the auditorium this school year. The current renovation project in the academic building is virtually complete and some additional renovation did occur in the annex housing band and orchestra and Industrial Technology/Business classes as well.

The campus is comprised of five separate areas. **1.** The academic building; **2.** The auditorium/auxiliary gym/kitchen/cafeteria; **3.** Gymnasium #1; and **4.** The annex building mentioned above. The Joint Services administrative offices are also located on this campus in the annex building. **5.** The football/track complex used by BMS students is located four blocks west of the campus. These athletic facilities are shared with the

two other middle schools in the corporation for home football, track and cross country events.

See appendix A for a graphic school portrait.

Current faculty and staff numbers for this school year are as follows:

Bedford Middle School Faculty and Staff Profile, School Year 2012-2013

Full Time Personnel:		Part Time Personnel:	
Principal	1	Athletic Director	1
Assistant Principal	1	Instrumental Music	2
Counselor	1	Nurse	1
Classroom Teachers	34	Speech/hearing	1
Special Needs Teachers	6	Custodian	2
Instructional Assistants	6	Food Services	5
Computer Lab Assistant	1	Library/Media Center	2
Secretaries	3	Physical Education	1
Custodians	3		
Food Services	1		
Media Center	1		

Most of the certified staff in this school have more than ten years of experience and have earned advanced degrees. The licensure for the BMS staff meets or exceeds the requirements necessary to have earned accreditation by the North Central Association. The school has been a North Central Association accredited school since 1987.

Enrollments at Bedford Middle School have tended to generally decline for several years. However, the trend for the next several years indicates that enrollments are expected to continue in the neighborhood of two hundred students per class.

Bedford Middle School provides facilities and instruction for a significant number of special needs children. There is a self-contained classroom for moderately mentally handicapped students. There are two self-contained classrooms for the emotionally handicapped. Learning disabled students are scheduled inclusively and are not restricted to one classroom. The entire staff is familiar with the process of modification of instruction for special needs students included in their classes as directed by the child's Individualized Education Program, (IEP). SEH students are also scheduled inclusively when at all possible. There is a strong feeling among the staff that recent requirements for ISTEP+ reporting involving special needs students is an area that begs for study. Schools, such as the Bedford Middle School, with special needs programs to report, tend to feel the negative impact when reports are made public without the public having been well informed as to how an EH student, for example, might be expected to respond to the ISTEP+ test.

PARTNERSHIPS: The local Chamber of Commerce supports a monthly meeting of an Education Committee determined to offer support for schools and school initiatives as well as to keep their organization well informed on school news and needs. This committee provides an excellent partnership with BMS as well as with all North

Lawrence Schools. In addition, the North Lawrence Community School Foundation, Inc. which has provided scholarship money for eligible seniors has developed a partnership with BMS and the two other middle level schools for the purpose of providing resources to encourage the unique middle level student population to view planning for positive outcomes in education as imperative before entering high school. Other stakeholders, such as the Bedford Urban Enterprise Zone, Crane, GM and Visteon have all engaged in partnering with BMS and indeed other North Lawrence schools.

Curriculum: Curriculum information is available to the public through the Central Office at 460 “W” Street by way of the Curriculum Coordinator’s office or by visiting the Bedford Middle School office at 1501 “N” Street, Bedford.

The curriculum for the 2012-2013 school year will not be significantly different. However, it should be noted that the delivery of this curriculum has changed dramatically in recent years. Teaming, which is the cornerstone of the middle school concept allows for interdisciplinary unit planning and instruction. Teachers continue to embrace the benefits of purposeful collaboration. These changes will drive the staff development components of this document and are summarized in the Action Plan as they were last year.

The curriculum followed by Bedford Middle School is based upon Indiana’s published standards. The BMS faculty and staff is currently discussing, learning about and purposefully implementing plans for curriculum alignment with state standards. This work is being done through our active participation in TOPHAT, an improvement model presented by the Indiana Department of Education. Curriculum alignment efforts are focused on key concepts that students should know. These concepts are supported by state academic standards. Efforts to align academic curricula marks an important step toward moving all instructional practices toward a systematic approach that draws from collaboration and critical self analysis.

Assessment: The ISTEP+ testing is the primary standardized assessment instrument for students in NLCS and Bedford Middle School. Additionally, the BMS staff, particularly teachers of language arts and math, have developed standards based assessments. These assessments will be administered at regular intervals throughout the school year. The assessments are designed to mirror the ISTEP in form and general content. It is intended that these local assessments will provide important information to the BMS staff as we monitor student achievement in important areas throughout the school year.

Also, state sponsored Acuity tested will be continued during the 2011 school year. This on-line testing allows teachers to assess levels of student achievement in key academic areas. Teachers receive instant results and are able to quickly make instructional decisions based on results.

Assessment of students is a concerted effort on the part of teachers, administrators, parents and students. Evaluation of ISTEP+ results, teacher constructed instruments and student produced outcomes relative to content areas are the most common assessment elements in this school. In addition, the faculty and staff monitor

department data such as suspension or expulsion reports. There is attention to socio-economic impact upon student performance as well as attention to recommendations by the General Education Intervention, (GEI) Committee, Individual Education Plans (IEP's), and any special needs referrals. School attendance is an important component of the assessment of the school's progress as well as an important factor in assessment of the individual student's performance. When indicated, we also use Title I, Brigrance, Wrat, ALS and NLCS tests.

Parent Involvement: Parent involvement has always been welcomed and encouraged in this school. Historically, there have been attempts to promote and sustain an active PTA or PTO. In recent years there has not been a group identified as a PTA/O. Parent volunteers have typically been available and eager to participate when asked relative to any project or program that needs assistance. The Homework Access Line, our school web site, and Weekly Bulletin serve as important connections for parents. Every student in the corporation receives a daily assignment/organizer as well as the traditional report card every nine weeks. A progress report is also generated for parent information midway in each nine week grading period. A group called "Friends of Bedford Middle School" was recently organized for the purpose of strengthening parental involvement and providing an excellent resource for helping with school events, projects and even assistance in daily operations. The NLCS and BMS provide on-line opportunities for direct parent involvement should they choose to access these sites.

Mission

Bedford Middle School is committed to creating an environment that will meet the intellectual, physical, social and emotional needs of every student.

Vision

Bedford Middle School shall be a safe and secure place in which to learn and grow. The concerted effort of parents, educators and community resources shall be committed to fostering a school family. Students will achieve at high levels, participate positively in school and community activities and receive recognition for their accomplishments. Bedford Middle School shall be known as an outstanding school based upon its educational quality, student-centered focus, outstanding faculty and staff, and service to the community.

Beliefs

The staff of Bedford Middle School adapted an instrument created by Phi Delta Kappa to determine our set of underlying beliefs about education.

We believe Bedford Middle School students should:

- 1. Develop skills in reading, writing, speaking, and listening.**
 - A. Develop ability to communicate ideas and feelings effectively
 - B. Develop skills in oral and written language

- 2. Understand and practice democratic ideas and ideals and learn how to be good citizens.**
 - A. Develop an awareness of civic rights and responsibilities
 - B. Develop attitudes for productive citizenship in a democracy
 - C. Develop an attitude of respect for personal and public property
 - D. Develop an understanding of the obligations and responsibilities of citizenship
 - E. Develop loyalty to American democratic ideals
 - F. Develop patriotism and loyalty to ideas of democracy
 - G. Develop knowledge and appreciation of the rights and privileges in our democracy
 - H. Develop an understanding of our American heritage

- 3. Learn how to examine and use information**
 - A. Develop ability to examine information constructively and creatively
 - B. Develop ability to use scientific methods
 - C. Develop reasoning abilities
 - D. Develop skills to think and proceed logically
 - E. Develop ability to apply skills in real-life experiences
 - F. Develop a fund of information and concepts
 - G. Develop special interests and abilities
 - H. Develop skills in mathematics
 - I. Develop skills in science
 - J. Develop ability to use leisure time productively
 - K. Develop a positive attitude toward participation in a range of leisure time activities—physical, intellectual, and creative
 - L. Develop appreciation and interests which will lead to wise and enjoyable use of leisure time
 - M. Develop ability to use changing technology to meet individual needs
 - N. Develop skills derived from interdisciplinary classroom experiences

- 4. Learn how to respect and get along with people with whom we work and live or those who may think, dress, and act differently.**

- A. Develop an appreciation for and an understanding of other people and other cultures
- B. Develop an understanding of political, economic, and social patterns of the rest of the world
- C. Develop awareness of the interdependence of races, creeds, nations, cultures
- D. Develop an awareness of the processes of group relationships
- E. Develop appreciation and respect for the worth and dignity of individuals
- F. Develop respect for individual worth and understanding of minority opinions and acceptance of majority decisions
- G. Develop a cooperative attitude toward living and working with others

5. Develop good character and self-respect which leads to pride in work and a feeling of self-worth.

- A. Develop a feeling of student pride in achievements and progress
- B. Develop self-understanding and self-awareness
- C. Develop a student's feeling of positive self-worth, security and self-assurance
- D. Develop moral responsibility and a sound ethical and moral behavior
- E. Develop the student's capacity for constructive discipline in work, study and play
- F. Develop a moral and ethical sense of values, goals and processes of free society
- G. Develop standards of personal character and ideals

6. Appreciate the culture and beauty in the world by learning about and trying to understand the changes that take place in the world

- A. Develop ability to adjust to changes in society
- B. Develop an awareness of and the ability to adjust to a changing world and its problems
- C. Develop understanding of the past, identify with the present, and the ability to meet the future
- D. Develop abilities for effective expression of ideas and cultural appreciation—fine arts
- E. Cultivate appreciation for beauty in various forms
- F. Develop creative self-expression through various media—art, music, writing, etc.
- G. Develop special talents in music, art, literature, and foreign cultures

7. Develop a desire for learning now and in the future

- A. Develop intellectual curiosity and eagerness for lifelong learning
- B. Develop a positive attitude toward learning

- C. Develop a positive attitude toward continuing independent education
- D. Gain information needed to make job selections
- E. Develop the ability to use information and counseling services related to job selection
- F. Develop a knowledge of specific information about varied vocations
- G. Develop an awareness of opportunities and requirements related to a specific field of work
- H. Develop an appreciation for good workmanship
- I. Promote self-understanding and self-direction in relation to student's occupational interests

8. Practice and understand the ideas of health and safety.

- A. Establish an effective, individual, physical fitness program
- B. Develop an understanding of good physical health and well being
- C. Establish sound personal habits and information
- D. Develop a concern for public health and safety

Collecting and Analyzing Data

Bedford Middle School annually collects and analyzes data for the purpose of guiding important decisions relative to curriculum and programs. Consideration of disaggregated information from testing has enabled us to learn more about our student profile. We have identified unique community and student characteristics that appear to have an impact upon our outcomes in significant and sometimes unexpected ways. Former students and parents have also provided us with valuable insights and information.

NEEDS ASSESSMENT: Attendance: The Bedford Middle School attendance report may be viewed in two interesting ways. Should one focus on special needs attendance separate from general education students one is likely to see an important difference in these two populations. Our school hosts a statistically significant number of students with special needs arriving from neighboring school corporations. Looking at the attendance for these special students aside from general education students, one can see that there is a significantly negative impact upon the school's reported attendance rate based upon attendance issues that are unique to these special needs children. The attendance rate has averaged near 95.% over the last seven years for the entire student population. However, by looking at the same span of years, special needs attendance rates average only 91.4%. The impact of reporting this data inclusively tends to distort the overall attendance rate when we are compared with other similar schools who are not receiving these students.

Academics: The same case can be made for including the ISTEP+ scores of emotionally handicapped students as a part of the test results reported for this school. One might even raise the same questions relative to the inclusion of mildly mentally handicapped student's results and those of the learning disabled in that none of these reports are weighted in any way to reduce the impact the special needs student's performance might

have on the school’s test results. The point being that Bedford Middle School has a greater percentage of special needs students than a number of other buildings within the corporation. Additionally, a number of the emotionally handicapped students are not residents of the North Lawrence attendance area. These students are served, as mentioned above, as a “magnet” component of the Joint Services Co-operative. What this means for us is that Bedford Middle School presents a profile that is not necessarily an accurate portrayal of this school in the same sense that other schools are portrayed. Certainly, one important element of this school improvement process must include the question of how to improve our performance on behalf of these special needs children. However, we hope at some point that there are improvements in the process for reporting their results. Special needs issues aside, it is clear that the need to pursue curriculum alignment with the faculty and identify areas that must be addressed to improve all student scores is still very much a need. In addition to special needs student assessment and reporting, our needs assessment discloses a need to focus on males as well as our free and reduced lunch populations. Data supports that while free and reduced lunch recipients tend to perform at a lower rate than higher SES students, the BMS average for this group is consistently higher than state averages. All other data, specifically, grades issued by teachers, our percentage of retentions, successful inclusion students, our remediation report, accelerated mathematics reports, past Climate Audit information and longitudinal follow up from Bedford-North Lawrence High School, including SAT scores tend to be positive for us.

For a graphic portrait of student performance please see Appendix A.

Conclusions

Our conclusions are to work on those issues over which we have control. We have selected goals for the next three years that address the weaker elements in our student performance as identified through ISTEP+ testing in recent years. These goals are related specifically to improving student performance in language arts and mathematics.

For appropriate comparison, ISTEP scores reviewed will begin with the 2009-2009 school year, when all schools began spring testing. ISTEP test performance comparing Bedford Middle School, all grades tested, meeting state standard to the state average meeting standard are as follows:

YEAR	GRADE(S)	NUMBER OF STUDENTS TESTED	BMS PERCENT PASSING (ALL GRADES)	STATE PERCENT PASSING (ALL GRADES)
09-10	6,7,8	630	59%	72%
10-11	6,7,8	627	65%%	74%
11-12	6,7,8	631	63%	73%

The school continues to believe that language arts and mathematics scores might be raised as indicated in the **Student Achievement Objectives** section below. This school will pursue ways to better serve the needs of all males and those youngsters, male and female, who qualify for free or reduced lunches. The Academic Standards Cross Tabulation Report supports the postulate that there exists a significant difference in the performance of these two subgroups, in both language arts and math. (see **appendix A**)

Summary Regarding Educational Programming

TECHNOLOGY PLAN FOR BEDFORD MIDDLE SCHOOL: Bedford Middle School and all North Lawrence schools have enjoyed the addition of outstanding technological implementation. The technology is well directed and supported and appears to be a promising tool for teachers and students into the future.

A technology plan exists corporation-wide. Every teacher has access to a teacher station that is networked for internet and corporation-wide communications. Faculty and staff have been offered training in file management, internet usage, Microsoft Word, PowerPoint presentations and related subjects.

INTEGRATION OF TECHNOLOGY INTO THE CURRICULUM: Bedford Middle School currently has on-demand access to Dell and Compaq computers which have a network infrastructure that ensures connectivity and ability to use future technologies. BMS has high speed Internet access for all learners, educators and communities that allow on-line resources for information. BMS also provides appropriate school information and resources to the public electronically via our web page. The web page can be particularly valuable to our parents and school families. All NLCS web pages link to the Bedford Public Library where students and teachers may check out books electronically. Moreover, all teachers at BMS have developed a web page. Some of these teachers have utilized the digital images to enhance their web pages. Many of these web pages features samples of student work. All students at Bedford Middle School have access to educational multimedia resources for classroom learning opportunities. The computer lab at BMS is arranged to coordinate with class activities and curriculum. Students are able to use technology to demonstrate mastery of essential skills. Students and teachers at Bedford Middle School have access to appropriate software such as ALS+, Inspiration, and Microsoft Office, Plato and Accelerated Reader which are aligned with the Indiana standards. Curricular components taught in the lab environment at this school have high standards that encompass higher level thinking, problem solving, and information processing skills. The desire is for students to master the proficiencies outlined in the K-12 plan through grade eight upon completion of the BMS experience.

The administrators and teachers have access to student achievement data to guide and support teaching and learning. The data identifies and in turn allows diagnostic opportunities to develop remediation plans for at-risk students in the area of mathematics

and language arts. Data analysis of this nature drives the decision making process for providing BMS students with the best possible opportunities for success in school.

Remediation aides deliver the technology plan in a computer lab with thirty stations. Each class room has at least one student station and one teacher station where there is access to the Internet, e-mail and application programs that are in alignment with the NLCS established technology goals.

At Bedford Middle School, remediation aides provide assistance for students who do not meet the standards for essential skills. These staff members also assist with software and hardware issues that arise in the lab or in the class room. Student remediation is established by matching the non-mastered items as reported via ISTEP+ reports as well as SSP activity. Technology utilizing ALS+ software is an important component of remediation activity in the lab. Documentation for assessment is maintained by the remediation aide and is available for teachers.

Hardware, software and staff development is planned as a part of a CAST supported project. CAST is a not-for-profit education research and development organization that uses technology to make education more flexible and accessible for all students, especially those with disabilities. CAST supports Universal Design for Learning.

SAFE AND DISCIPLINED LEARNING ENVIRONMENT: Bedford Middle School is blessed with a veteran staff. There is an awareness that comes with experience that promotes a safe and disciplined environment. The awareness, alertness and professionally intuitive qualities of the personnel in the building are the best defense against disruptive behaviors and unsafe conditions. In addition, the corporation has developed a safe school plan in cooperation with agencies and authorities within the community at large. The school is in compliance with all state and federal requirements relative to periodic drills and signage for visitors to the campus. All areas that are unoccupied are kept locked. The telephone system is two way (office/classroom), and administrators are equipped with radios that can easily reach all bus drivers, central office personnel and other schools. Office personnel are asked to monitor local media sources for issues that represent concerns for a safe and healthy environment.

Student Achievement Objectives

Having reviewed the data over the last five school years, the following achievement objectives were conceived. The objectives for school year 2008-09 are to facilitate an increase in the number of students achieving state standards in both language arts and math.

A comprehensive data analysis reveals that the areas in language arts and mathematics that offer the greatest potential for immediate gains are as follows:

Language arts,

1. Lit. Response & Analysis
2. Reading Comp
3. Language Conventions

Mathematics,

1. Algebra and Functions
2. Data Analysis & Prob
3. Problem Solving

The administration, faculty and staff will continue to monitor student performance by comparison via established benchmarks to determine objectives for the following year(s).

The specific goals and strategies relative to these achievement objectives may be found in this document included below within the section entitled, “**Annual Benchmarks for Progress**”. An important element of determining the mastery of Indiana Academic Standards as measured by the ISTEP+ is the adoption and utilization of Student Success Process, (SSP).

Attendance Rates

The attendance rate for Bedford Middle School is good. There indeed is plenty of room for improvement. The administrative team, classroom teachers, and advisors, working within the framework of the Advisor/Advisee circle, monitor attendance closely. School attendance officials work in concert with agents of the court, healthcare providers and parents to ensure the highest possible levels of daily student attendance. A telephone call is made to every home daily to determine the nature of an absence for the health and safety of every absentee provided the school has not been apprised otherwise. It is recognized that there is a high correlation between success in school and good school attendance.

It should be noted that as one examines the BMS attendance data, general education student attendance is significantly better than that of the special needs population. A variety of factors are involved in the discrepancy between the attendance patterns of these populations.

(See the discussion of this attendance issue under the heading, “Collecting and Analyzing Data”)

Specific Areas where Improvement is Needed Immediately

The immediate concern expressed by this faculty and staff is to facilitate the improved student achievement. Males and low income students tend to more consistently achieve below expectation. The “proposed interventions” and “professional development”

sections of this document will be driven primarily again by two major forces. We will continue to closely monitor student achievement and ensure that instruction is closely aligned with academic standards and our own expectations for student achievement.

Proposed Interventions

Data has indicated that there are elements of language arts and mathematics instruction that require attention. The most profound and promising intervention strategy designed to improve student achievement centers around a significant cultural shift. As a group of educators, we at Bedford Middle School are shifting our focus from teaching to learning. Our focus will be on student learning. Team teaching, scheduling, curriculum alignment, data collection and analysis, and identification of student learning trends and instructional best practice will be our focus.

The basis of our school improvement model will be founded on critical self analysis, seeking best instructional practice. How and what are students learning, and what seems to be working best? Our approach will be purposeful and driven by data analysis. We will rely on research based best practices as outlined by Robert Marzano, in his **What Works** series.

Specific Interventions:

Language Arts: All students will improve their writing in all areas of the curriculum

- Writing development has historically been one of our poorer performance areas on standardized assessments.
- Language usage continues to be one of the lower performance scores for this school and in our corporation.

Mathematics: All students will improve problem solving skills across the curriculum

- Problem solving perennially produces some of our poorest scores.
- Problem solving is an area of teacher concern and has produced low scores annually.

Goal Number One: All students will improve their writing skills across the curriculum. Special attention will be focused upon males and free/reduced student population.

Intervention: Develop and implement a writing curriculum that is aligned with state standards for each content area and grade level.

Assessment: ISTEP+, writing rubric, and classroom writing assessments.

Goal Number Two: All students will improve problem solving skills across the curriculum. Special attention will be focused upon males and free/reduced student population.

Intervention: Develop and implement a mathematics curriculum that is aligned with state standards and implement a problem-solving emphasis across all content areas at each grade level.

Assessment: ISTEP+ test, pre and post testing in all mathematics courses and quarterly problem-solving assessments in all other courses.

Annual Benchmarks for Progress

School Year 2010-2011

Academic:

- The eighth grade class of 2010-2011 will meet or exceed the state average percentage meeting standard on the ISTEP + test in both language arts and mathematics.
- The seventh grade class of 2010-2011 will meet or exceed the state average percentage meeting standard on the ISTEP+ test in both language arts and mathematics.
- The sixth grade class of 2010-2011 will meet or exceed the state average percentage meeting standard on the ISTEP+ test in both language arts and mathematics.
- Grades six, seven and eight, respectively as groups, will demonstrate positive growth when compared to their previous ISTEP+ test report.

School Year 2011-2012

Grades six, seven and eight will meet or exceed the state average meeting standard on the ISTEP+ test in both language arts and mathematics.

Grades, six, seven and eight, respectively as groups, will demonstrate positive growth when compared to their previous ISTEP+ test report.

Professional Development

Bedford Middle School looks to the Indiana Middle Level Education Association, National Middle School Association, and Phi Delta Kappa for staff development opportunities. While less concentrated energy is devoted to discovering what it means to be a middle school, examining components of effective middle schools continues to be an important part of our professional development approach.

Professional development at BMS is devoted primarily at improving student learning. The staff of BMS is participating in HMS TOPHAT sponsored by the Indiana Department of Education. TOPHAT is a research based approach to critically examine current and best practices. The approach is based in large part on the work of Dr. Robert Marzano. The goal of all professional development is to gain insight into the best use of resources to bring about improved student learning.

Certain subgroups require professional attention. Specifically, special needs students and students of low social economic status typically have performed below expectations both in the classroom and on standardized tests. Certain professional development activities are designed to target these groups.

As professional development monies provided by the state continue to dwindle, the staff of BMS will look to provide more in-house growth opportunities. The greatest resource associated with BMS is the collective experience and expertise of the staff. This knowledge base combined with a desire to improve student achievement provide us with the desire and ability to explore effective teaching strategies. Traditional walls that serve to restrict critical self analysis and genuine collaboration are slowly coming down. Meaningful professional dialogue occurs more naturally than in the past, and teachers understand, more than ever, the importance of data supported student achievement.

Special Needs Students

We are moving toward re-designing Individualized Education Plans to become academic standards driven. This transition will align instruction to standardized assessment (ISTEP). Additionally, all local assessment will accurately reflect standards driven instruction. Special education teachers are working collaboratively to develop a systematic approach to complete the transition to standards based I.E.P.s.

Low Social Economic Status

An area of long-standing concern centers around achievement levels of low income students. Part of our school-wide professional development plan involves regular professional conversations designed to examine teaching and learning trends. Certainly, large amounts of team planning time are devoted to discussions about best instructional practices for impacting low income students. Additionally, Ruby Payne and her book, [A Framework for Understanding Poverty](#), has proven to be a valuable resource.

Throughout all that we do, groups and individuals are asked to critically examine the following points:

- A. What do our students know? Examine national testing, state testing, local assessments, (classroom, school, district, grade distributions, etc.).
- B. How are our students engaged? Look at the data relative to attendance/tardy, success in grade nine and throughout high school and beyond, percent of students involved in rigorous study or engaged in athletics, fine arts, clubs, student government, community service.
- C. Examine issues of behavior/safety. Know our behavioral referral situation, number of suspensions, expulsions, incarcerations, hospitalizations.
- D. Examine program and process issues. Know about remediation activity and numbers involved. Be aware of ESL/LEP students and their needs. Monitor IEP driven students. Know, write and edit curriculum, assessment, instruction. Develop and grow leadership.
- E. Examine infrastructure. Know the facility and technology.

Critical Questions

- a.** What do we already know about the performance of our students that matters most to us?
- b.** How significant is the gap that exists between what we know our students can do and what we wish our students could do?
- c.** What don't we know and therefore need to find out via a variety of data-gathering strategies?
- d.** What is the number-one priority of staff, parents and students in our school with regard to student learning?

These questions mirror guiding questions found in most professional learning communities. What do we want our students to know? How will we know what they know? What will we do when students don't know what is expected?

Remediation

Strengthening student achievement is of critical concern to Bedford Middle School community members. Of particular concern are students' whose achievement is below standard as reflected by ISTEP scores. Any student who scores below ISTEP standard receives special assistance focused on unique areas of academic concern.

Students in need of basic skill remediation receive support through their involvement in a year-long course, Foundations. A variety of instructional approaches are used in this course to meet the needs of learners. The Student Success Program (SSP) is used in this course.

As another means to strengthen student achievement, all instruction is strictly academic standards based. Content area teachers work collaboratively to prioritize standards and develop effective lesson plans. This alignment with state standards allows for constant

and consistent monitoring of academic progress. Teachers make adjustments as need to address areas in need of support.

Culture Component

Of the three subgroups identified on ISTEP results, three are statistically significant – SES, special ed, and gender. Achievement results within subgroups varies, however, it is encouraging to note improvement in special needs student achievement. While low income students continue to exceed state averages, their performance levels fall below AYP cut scores. Of course subgroup scores significantly impact total student population achievement rates.

The following tables reflect achievement by a particular student class (grade) over time. With the move from fall to spring ISTEP testing data is currently incomplete.

SPECIAL EDUCATION

SUBJECT	GRAD. YR.	GROUP	2010-11 8 th grade	2009-2010 7 th grade	2008-09 6 th grade
	2016		% PASSING	% PASSING	% PASSING
Language Arts		Special Ed.	33%	27%	21%
		General Ed.	73%	75%	77%
Mathematics		Special Ed.	42%	33%	26%
		General Ed.	84%	76%	88%

SUBJECT	GRAD. YR.	GROUP	2010-11 7 th grade	2009-10 6 th grade
	2017		% PASSING	% PASSING
Language Arts		Special Ed.	18%	33%
		General Ed.	80%	89%
Mathematics		Special Ed.	23%	31%
		General Ed.	77%	88%

SUBJECT	GRAD. YR.	GROUP	2010-11 6 th grade
	2018		% PASSING
Language Arts		Special Ed.	20%
		General Ed.	79%
Mathematics		Special Ed.	20%
		General Ed.	76%

SES

SUBJECT	GRAD. YR.	GROUP	2011-12 8 th grade % PASSING	2010-11 7 th grade % PASSING	2009-10 6 th grade % PASSING
	2016				
Language Arts		Free/R	60%	61%	58%
		Paid	78%	73%	81%
Mathematics		Free/R	75%	61%	56%
		Paid	83%	74%	77%

SUBJECT	GRAD. YR.	GROUP	2011-12 7 th grade % PASSING	2010-11 6 th grade % PASSING
	2017			
Language Arts		Free/R	66%	71%
		Paid	78%	90%
Mathematics		Free/R	59%	69%
		Paid	82%	90%

SUBJECT	GRAD. YR.	GROUP	2011-12 6 th grade % PASSING
	2018		
Language Arts		Free/R	55%
		Paid	48%
Mathematics		Free/R	53%
		Paid	67%

Professional development strategies targeted for these subgroups are described in the preceding section.

Action Plan Summary

The shift is on to utilize this plan and plans that must follow in subsequent years as instruments that are guided by purposeful data collection. It is clear that commentary regarding all of the elements of accountability, i.e. test results, attendance, growth and development must be couched in terms of metrics rather than jargon. Aims and goals, no matter how lofty, must be measurable. There must be the opportunity for all stakeholders to see the trends, positive or negative, so that adjustments can be made in mid-stream.

While much has been accomplished in the way of embracing the ideals of middle school instruction, much is yet to do. As with any major change project, growth is not always comfortable. As Bedford Middle School finishes its fifth year as a middle school, we continue to seek opportunities to reflect upon and refine our new approach.

Bedford Middle School is currently accredited by the Indiana Department of Education. Over the past several years the school has initiated the very popular parent/teacher activity, Quarry Fest. We have implemented a homework hotline and annually reflected upon the results of our performance on behalf of our students. With this document, we have completed our fifth annual edition of our school improvement plan. This self-study began in the fall of 2001. Faculty members have been apprised and have participated in all phases of the study. All faculty members have had the opportunity to develop interventions and goals. Triangulated data that support the choice of each goal is cited below each of our goals which will be our primary focus for the next five years.

1. All students will improve their writing in all areas of the curriculum
 - Writing development has one of the lowest scores at all grade levels
 - Teachers frequently referenced problems with student writing
 - All instruments of measure for writing skills indicate lower than desirable performance
2. All students will improve their problem solving skills across the curriculum
 - Problem-solving is one of the lowest math scores on the ISTEP.
 - Teachers identified problem-solving as an area of concern
 - All instruments of measure have identified problem-solving as a perennially low performance area for our students.

APPENDIX A

2010-2011 ETHNIC BREAKDOWN

2011-12	645
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YEAR	TOTAL ENROLLMENT
2001-02	412
2002-03	430
2003-04	695
2004-05	668
2005-06	622
2006-07	627
2007-08	624
2008-09	630
2009-10	644
2010-11	621
2011-12	645

White	609
Black	2
Hispanic	11
Asian	2
Native American	8
Multi-racial	13

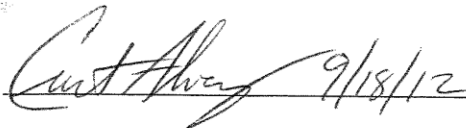
YEAR	PAID LUNCH	REDUCED LUNCH	FREE LUNCH
2000-01	67.8%	10.2%	22.0%
2001-02	66.5%	6.6%	26.9%
2002-03	63.0%	7.2%	29.8%
2003-04	54.8%	11.5%	33.7%
2004-05	58.1%	11.5%	30.4%
2005-06	57.7%	10%	32.3%
2006-07	62%	11%	27%
2007-08	59.6%	10.3%	30.1%
2008-09	55.1%	10.6%	34.3%
2009-10	54%	10%	36%
2010-11	49%	8.9%	42.2%
2011-12	48.2%	11.8%	40%

Bedford Middle School
Public Law 221


Document Review Form

Prior to submission of the above-stated school's Public Law 221 School Improvement Plan document, all or pertinent components of the document have been reviewed by the individuals listed below.

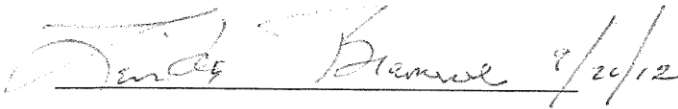
The signature of each individual represents that the individual has reviewed the document. Their signature also denotes that the individual is in agreement with the information contained in the document.

 9/18/12


Mr. Curt Alvey, BMS Teacher - Date

 9/20/12

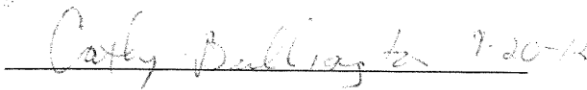
Mrs. Anna Blackwell, BMS Parent - Date

 9/20/12

Mrs. Linda Brammer, BMS Teacher - Date

 9/14/12

Mr. David Schlegel, BMS Principal - Date

 9-20-12

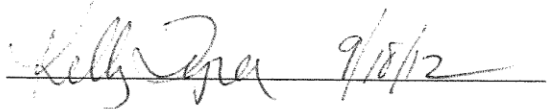
Mrs. Cathy Bullington, BMS Teacher - Date

 9/19/12

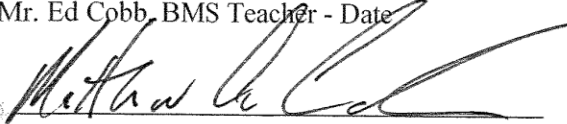
Mrs. Kristie Strauser, BMS Teacher - Date



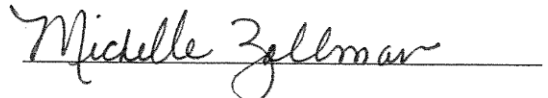
Mr. Ed Cobb, BMS Teacher - Date

 9/18/12

Mrs. Kelly Tyree, BMS Teacher - Date



Mr. Matt Canada, BMS Ass't Principal - Date



Mrs. Michelle Zollman, BMS Teacher - Date