

BEDFORD ELEMENTARY SCHOOL MAKES GREAT STRIDES IN IMPROVING SUCCESS FOR DIVERSE POPULATION

▶▶ **Bedford Elementary School, Bedford, Virginia**, has been working with aha! Process and county certified trainers since 2004 to better meet the needs of its diverse population of students. Student achievement in math and reading has continued to increase each year since the school began to implement the strategies from *A Framework for Understanding Poverty*. In addition, Bedford Elementary has analyzed individual student data, and the students with the highest level of poverty have been supported with strategies from *Research-Based Strategies*. Follow-up has been provided through the training of new teachers and paraprofessionals.

▶▶ Student Gains in Proficiency Since 2003

Reading	Third Through Sixth Grade	2003–2004 Proficiency	2009–2010 Proficiency	Gain
	All Students	68%	82%	14%
	Black Students	57%	72%	15%
	White Students	71%	85%	14%
	Students with Disabilities	35%	68%	33%
	Economically Disadvantaged	53%	76%	23%
Math				
	All Students	72%	81%	9%
	Black Students	62%	73%	11%
	White Students	75%	83%	8%
	Students with Disabilities	41%	74%	33%
	Economically Disadvantaged	62%	76%	14%

▶▶ Elizabeth Winters, Principal



Bedford Elementary School's staff has been highly successful in addressing the needs of our diverse population over the past six years. Extensive and specific professional development opportunities have been provided to the staff in order to clearly communicate the unique needs of our students from various backgrounds, with emphasis on the needs of children of poverty. In addition, great strides have been made in teacher commitment to implementing and utilizing instructional methods that fit the students' learning styles. The staff has embraced research-based reading and math strategies, analyzed test data, and used the data to make informed decisions about instruction. All staff members throughout this work have remained student-centered and committed to helping our students reach their fullest potential.