



Bayless School District  
School Improvement Plan

School: Bayless Elementary School

School Year: 2009-2010

Missouri School of Character

Student Performance

The staff at Bayless Elementary continues to set high standards for student learning and achievement. The School Improvement Plan for the 2009-2010 school year outlines the focus for three central goals; to improve student performance in Balanced Literacy, to improve student performance in mathematics through the full implementation of Everyday Mathematics and to empower parents to be active participants in the learning process.

We strongly believe in high achievement for all students and we are committed to setting high standards for teaching and learning. Student performance has steadily increased in the areas of reading, writing, and mathematics. Reading scores have increased from 81% in 2005-2006 to 93% in 2008-2009. Writing scores have also improved in two years with 64% at the end of 2005-2006 increasing to 89% at the end of the 2008-2009 school year. The percentage of students scoring At or Above level in mathematics stands at 82% as baseline data due to the implementation of a new program.

Professional Development

Strong schools are created by strong teachers. It is critical that educators continue to improve their instructional delivery techniques, strategies for improved student learning and data collection, analysis and application. Response to Intervention or RTI strategies will be used to address specific areas of weakness in students and assessment data through AIMSweb will be used for planning and guiding instruction for individual students. Ongoing staff development in the areas of RTI, literacy, mathematics and Character Education are an important part of the School Improvement Plan. The school leader provides quality staff development through the Performance Based Teacher Evaluation Process. Through conferencing and the use of cognitive coaching techniques teachers become reflective practitioners as they learn to self-evaluate and self-monitor their own teaching practices. The implementation of district and site-based initiatives such as RTI will be a focus during the observation cycle.

The School Improvement Plan is reviewed and revised by staff and administration at the beginning and conclusion of each school year. Many strategies implemented become part of the school's infrastructure; strategies have become a part of the routine and expectations of the school. As a result, there is no longer a need to focus on those particular strategies. In past years the focus was ongoing staff development in Balanced Literacy and Six Traits Writing. Monitoring for implementation through principal observations, peer coaching, and trimester data collection continues to be an effective practice, yet because it has become a part of what is expected in the daily operations of the school, it has been deleted from the School Improvement

Plan. Due to the implementation of AIMSweb, which is a standardized assessment, the Gates MacGinite will no longer be used to measure reading progress from fall to spring.

Community Engagement

Character Education continues to be a focus. Bayless Elementary is proud to be selected as a Missouri School of Character and will pursue national recognition. The eleven principles indicating successful implementation and required for the documentation in the application process have been in place for a number of years. The staff is dedicated to developing good moral character and believes it is equally as important as the academic process. The students and staff are truly deserving of this recognition. As part of the Character Education program students engage in community service learning projects by providing food and clothing to needy families, thanking service men and women, saving acres of rainforest, servicing the elderly in nursing homes and more. It is our goal to create caring and compassionate citizens committed to improving our community.

For a number of years the elementary school has had great success with parent participation. For the past three years indicators have been met at 100%. Recently, the elementary adopted a new program entitled Practical Parenting Partnership (PPP). This program is designed for parents to assist other parents in becoming involved in the learning process. During the 2009-2010 school year PPP participants will plan two school-wide events for parents; one in the fall and one in the spring. Our goal is to increase parent participation in PPP by 20%.

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Principal

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Date

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Bayless Elementary

Goal(s)	CSIP Goal	Strategies	Indicators of Success	Related Professional Development	Score/Rate			Desired Score/ Rate	End of Plan Cycle	
					06-07	07-08	08-09	09-10	Actual Score-Rate	Target Met- Not Met
Student performance in the areas of reading and language arts will improve through full implementation of a Balanced Literacy program.	Bayless Students (Black, White, Asian, Hispanic, American Indian, ELL, IEP, and F/R Lunch) will meet or exceed NCLB standards in communication arts with emphasis in reading and writing, math and science.	Grade Level Teaming and Professional Learning Community time will focus on developing RTI strategies and using assessment data to drive instruction.	Student performance in the area of reading will improve by 10% from fall to spring as measured by AIMSweb assessment data. (Baseline Year)	Teachers will participate in AIMSweb training and data driven instruction.				60% at or above mean		
		An assessment wall will be utilized to monitor student growth in reading.								
		Incentives will be created and posted to stress the importance of AIMSweb Assessments								
		The staff will develop and implement school-wide PBIS strategies to increase quality student learning time as evidenced by a reduced number of office referrals.								
		The staff will infuse character education strategies in all content areas.								
		The staff will develop and implement school-wide Caring School Community components to promote autonomy, belonging and competence	88% of students will read instructionally at grade level as measured by year end Running Records and Fountas and Pinnell Reading Levels as follows: Kindergarten (Level B) First Grade (Level H) Second Grade Level (L).	Ongoing staff development will include Character Education, PBIS, Caring Schools and Cooperative Learning.	83%	91%	93%	92%		
		At risk students will attend before and after school tutoring.		Second and third grade teachers will share reading strategies and will participate in peer coaching.						

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Goal(s)	CSIP Goal	Strategies	Indicators of Success	Related Professional Development	Score/ Rate			Desired Score / Rate	Complete at End of Plan Cycle	
					06-07	07-08	08-09	09-10	Actual Score/ Rate	Target Met/ Not Met
Student performance in the areas of reading and language arts will improve through full implementation of a Balanced Literacy program.	Bayless Students (Black, White, Asian, Hispanic, American Indian, ELL, IEP, and F/R Lunch) will meet or exceed NCLB standards in communication arts with emphasis in reading and writing, math and science.	<p>Professional Learning Communities will develop strategies to improve writing performance based on data collected from writing assessments.</p> <p>At risk students will be placed in tiers for additional intensive instruction.</p> <p>Character Education concepts will be used to provide writing motivation.</p> <p>At risk students will attend before and after school tutoring.</p>	70% of kindergarten students will write at or above the Emerging Level , 70% of first grade students will write at or above the Developing Level and 70% of second graders will write at or above the Capable Level as measured by the Beginning Writer's Continuum.	To create continuity, writing callibration will be provided via the district Literacy Coach.	69%	73%	89%	85%		

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Goal(s)	CSIP Goal	Strategies	Indicators of Success	Related Professional Development	Score/ Rate			Desired Score/ Rate	Complete at End of Plan Cycle	
					06-07	07-08	08-09	09-10	Actual Score/ Rate	Target Met/ Not Met
Student performance in Mathematics will improve through full implementation of the Everyday Mathematics program.	Bayless Students (Black, White, Asian, Hispanic, American Indian, ELL, IEP, and F/R Lunch) will meet or exceed NCLB standards in communication arts with emphasis in reading and writing, math and science.	<p>Pre and post assessment data will be used to guide mathematics instruction.</p> <p>Monthly curriculum teaming will focus on strategies to meet the needs of at-risk students.</p> <p>At risk students will attend before and after school tutoring.</p> <p>Basic math facts will be integrated into the Everyday Mathematics program.</p>	60% of students will score at or above grade level as measured by Pre and Post Everyday Mathematic Assessments.	Second and third grade teachers will work on curriculum alignment to improve student performance in mathematics.	N/A	N/A	82%	70%		

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Goal(s)	CSIP Goal	Strategies	Indicators of Success	Related Professional Development	Prior Score/ Rate			Desired Score/ Rate	End of Plan Cycle	
					06-07	07-08	08-09	09-10	Actual Score/ Rate	Target Met/ Not Met
Students and their families from all backgrounds (Bosnian, African American, Vietnamese, Hispanic, Asian) will become empowered to be active participants in the learning process.	Bayless School District and the entire community will support the ongoing learning of all students	<p>Parents will receive training through Practical Parenting Partnership (PPP) /PIRC Grant.</p> <p>Through Practical Parenting Partnership (PPP) parents will form a committee and initiate and implement one parent activity.</p> <p>Utilize SchoolReach to contact parents to inform and invite them to participate in parent planned school events.</p> <p>ELL and Reading specialists will host TitleIII And Title I workshops, parent meetings and four school-wide functions.</p> <p>Parents will make personal contact to invite other parents to PPP activites</p>	Increase the percent of parents involved in Practical Parenting Partnership activities by 10% annually.	Parents and teachers will attend Practical Parent Partnership training through the PPP/ PIRC Grant.	N/A	N/A	10%	20%		