



Bayless Elementary Missouri School of Character School Improvement Plan 2010-2011

Student Performance

The staff at Bayless Elementary continues to set high standards for student learning and achievement. The School Improvement Plan for the 2010-2011 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 and community members 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 92% in 2009-2010. Writing scores have also improved in two years with 64% at the end of 2005-2006 increasing to 85% at the end of the 2009-2010 school year. The percentage of students scoring At or Above grade level in mathematics has also increased from 82% in 2008-2009 (baseline year) to 85% during the second year of implementation.

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. New to the elementary this year will be SIOP training. Teachers will learn to improve instructional delivery techniques by using the Sheltered Instruction Observation Protocol. Content and Language objectives will be used for each lesson taught and will be included in administrator walk through observations and the Performance Based Teacher Evaluation System. 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 SIOP and 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. By taking stock, focusing on the right solutions, taking collective action, monitoring and adjusting, and maintaining momentum, sustainability is achieved. 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.

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. Most recently Bayless Elementary was recognized on a national level receiving the National Profile in Character Award. Several staff members have been invited to present at state conferences to share strategies used to develop positive character traits in young children and the elementary has hosted a number of Missouri and Illinois schools wishing to observe practices used. The application process for State Schools of Character is quite an arduous process. The staff has worked to coach other schools and districts in their attempts to apply for the Missouri School of Character Award.

The staff is dedicated to developing good moral character and believes this is equally as important as the academic process. The students and staff are truly deserving of 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 most recently, recycling. The Character Carl window cling is displayed in more than twelve businesses in the Bayless Community. Character Carl is used to remind students that positive character traits are expected to be used not only in the school, but in the community as well. In an attempt to increase community involvement, businesses have been asked to commit to working in the school. This may be to work on a special project, help with career day, or simply read to the children. It is our goal to create caring and compassionate citizens committed to improving our community and community members who support the school system.

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%. Last school year, 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; a reading carnival in the fall and a math carnival in the spring. Our goal is to increase parent participation in PPP by 20%.

Principal Signature

Date

Goal(s)	CSIP Goal	Strategies	Indicators of Success	Related Professional Development	Score/Rate			Desired Score/ Rate	End of Plan Cycle	
					07-08	08-09	09-10	10-11	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.	Data teams 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.	Teachers will participate in AIMSweb training and data driven instruction.	N/A	N/A	10%	60% at or above mean		
		An assessment wall will be utilized to monitor student growth in reading.								
		At risk students will attend after school tutoring.	90% 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	91%	93%	92%	90%		
				The reading coach will provide ongoing coaching, training, and modeling.						

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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	
					07-08	08-09	09-10	10-11	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>Grade level data teams 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 after school tutoring.</p>	<p>75% 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.</p>	To create continuity, writing callibration will be provided via the literacy coach.	73%	89%	85%	82%		

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					07-08	08-09	09-10	10-11	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>Grade level data teams will focus on strategies to meet the needs of at-risk students.</p> <p>At risk students will attend after school tutoring.</p> <p>Basic math facts will be integrated into the Everyday Mathematics program.</p> <p>Content and Language objectives will be implemented as a vital component of SIOp.</p>	<p>70% of students will score at or above grade level as measured by Pre and Post Everyday Mathematic Assessments.</p>	<p>Second and third grade teachers will work on curriculum alignment to improve student performance in mathematics.</p> <p>All teachers will attend SIOp training to improve the quality of instruction for English language learners and all students.</p>	N/A	82%	85%	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	
					07-08	08-09	09-10		10-11	Actual Score/Rate
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 two parent activities.</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> <p>Local businesses will display the Character Carl logo and employees will volunteer in a number of capacities.</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	10%	10%	20%		