



Bayless School District
School Improvement Plan

School: Bayless High School

School Year: 2010-2011

Narrative

The Bayless Senior High enrollment for 2010-2011 beginning the third week of school was as follows: 9th grade 176, 10th grade 119, 11th grade, 115, 12th grade 113 for a total of 523.

The BHS way, “Respect and Responsibility”, will continue to be our building motto. This year we will continue to look for ways to involve students and staff in the growth and development of our character education program that specifically supports adolescent growth and a positive school culture. At BHS, we need to build a fundamental belief and guiding principle that can be best described in a core belief statement:

“Good character does not grow on trees – it is taught, learned, and nurtured.”

Over the course of the year we hope to accomplish much as we strive to transform the Principal’s Advisory Committee (PAC) into a CHARACTERplus team which will strengthen the character traits within our high school. Activities we hope support our efforts may include but are not limited to:

- Bulletin Board/ Hall Displays- Advisories will create visual displays of appropriate character traits
- Lesson Planning- Students are active in the development of character education lessons to be supported using advisory. Students begin to own the program
- Random Acts of Kindness Week- Students recognize and post random acts of kindness they observe in the halls of BHS and within the activities at BHS.
- Broncho Buddies- BHS will strengthen and focus the buddies program to improve student achievement and nurture character development. Broncho Buddies received a Character Education Partnership (CEP) *Promising Practices* award in 2008.
- Explore the possibility of developing a successful *Missouri School of Character* recognition program
- Grim Reaper Day- Acknowledging the tragic and senseless death of high school students related to Prom/Dances where alcohol and driving unfortunately mix

Many, many, committed staff continue to support BHS and have before I arrived in my current leadership position. I hope to bring “management scaffolding” that helps the building function more effectively and efficiently when examining our routines and daily/weekly operations. In addition, we plan to construct a Data Wall (with the assistance of the HS CAT members) to examine current data, make effective decisions, and grow teacher leadership within BHS. During orientation week BHS had access to and analyze the district and HS data related to:

Adequate Yearly Progress Summary Report, MAP Achievement Level 4 Report (Social Studies GV), MAP Achievement Level 4 Report (Science B1), MAP Achievement Level 4 Report (Mathematics A1), MAP Achievement Level 4 Report (Com. Arts E2), Annual Report School Data Attendance 2005-2009, Annual Drop-Out Rate 2005-2009, Graduation Rates 2005-2009,

Graduation Analysis 2005-2009, ACT Test Results 2009-2010, Grade distribution for all quarters and both Semesters, Bayless School District AYP, and Bayless High School AYP.

In order to examine both the lens through which we view our current reality and the notion of Systems Thinking related to school improvement, the BHS faculty will be using both *The Adaptive School: A Sourcebook for Developing Collaborative Groups* (Garmston and Wellman) and *The Art of Possibility* by (Zander and Zander). Parts of each book will be woven throughout the year to support the BHS journey and our work related to the BHS School Improvement Plan.

It's my hope that in addition to asking routine important questions like, "Why do we do this?" and "Why do we do this, this way?" we will come to better understand BHS and support the core beliefs of the Bayless School District. I believe every effective leadership team needs to truly understand the organization, celebrate successful people, and look for ways to link/create efforts that support the vision of the building and the district.

The Faculty and Staff

Over the past year, there has been minimal/no staff turnover; however, this year BHS did welcome a new instrumental music teacher that is a shared position with BJHS. Instrumental music has a long and proud tradition in the Bayless District; thus, this new individual will need extra attention and support to be successful in the classroom and live up to community expectations. Faculty members on this staff serve on numerous district/building committees, and this year should be no exception to past efforts. Personnel information indicates that just sixteen teachers at BHS have achieved the level of Tenured Staff out of 33 certified positions. In addition, fourteen certified staff members have been employed by the district for less than three years. This can be a challenge as the younger teachers (in terms of district tenure) grow and develop finding their way in the Bayless world.

Student Performance

As evidenced by the 2009-2010 AYP assessments (EOC exams Algebra I and English II), the academic achievement of BHS Students on these assessments was impressive. Overall Status for both Communication Arts and Math as well as the additional indicator were all **MET**. This allowed BHS to continue in the Non-Title I School Improvement **Year 1, Delayed**. This is important to note as BHS did not progress farther down the path of NCLB School Improvement.

In the area of Mathematics, our students last year **did meet** the AYP benchmark of 63.3% using the Annual Proficiency Target Safe Harbor provision. It should be noted that the students scoring proficient/advanced improved from 12% in 2009 to 43.3% in 2010 (+31.3%). However, BHS **did not meet** the Annual Proficiency number of 63.3% (without Safe Harbor). In the area of Communication Arts, the High School students **did meet** the benchmark goal of 67.4%. It should be noted that the students scoring proficient/advanced improved from 62.4% in 2009 to 77.4% in 2010 (+15.0%). In addition, BHS **did exceed** the annual proficiency target number of 67.4%

Finally, BHS **did meet** the additional indicators with an attendance rate of 92.4% and a graduation rate of 97.5%

In terms of literacy development at BHS, this year we will be using the Gates MacGinitie (GMRT-4) Reading Assessment scores to identify students who may need additional assistance beyond Communication Arts instruction. Once identified, some of the students, if appropriate, will receive READ 180 instruction. READ 180 is a powerful research-based teaching tool designed to: 1) deliver individualized, adjusted reading instruction to move students to grade level, 2) provide practice and application of skills in multiple contexts to increase achievement, and 3) support and motivate students as they progress toward becoming lifelong readers

and learners. All BHS students can receive further diagnostic assessments using the SRI component of the READ 180 program.

Professional Development

For the BHS staff, professional development last year focused on extensive instruction in Sheltered Instructional Observation Protocol (SIOP). Specifically, all staff received training on the eight components and thirty features along with examining their own use of SIOP in one prep during the course of the previous year. This year we plan to double the number of prep's in which we hold teachers accountable for using SIOP and hope to leverage our efforts working within multiple classes (i.e. multiple English I sections, Algebra II Sections). This, in an effort to expose more students to the SIOP research based instructional model. This will be a goal in 2010-2011 with appropriate strategies and indicators implemented below. Likewise, our building will also receive training on Pulse so we will be able to filter and analyze data. Staff will also receive training on Acuity, Aleks Math, and USA Test Prep. We hope that teachers are able to access test-questions (from test-banks) to support our teachers' Individual Professional Development Plans related to increased student achievement. The teachers (HS Communication Arts) will also participate in essay scoring calibration exercises based upon the *6+1 Writing Traits* as facilitated by the District Instruction and Professional Development coordinator during building-level professional development sessions.

Community Engagement

The High School will engage our community by encouraging our parents to become more involved in their children's education by maintaining communication with teachers and by participating in school-sponsored programming and events. The HS will use advisory and require Advisors to communicate regularly with parents as we strengthen the tie between the school and home. Strategies to accomplish this with indicators will be identified below.

We will increase parent involvement in both academics and expanded extracurricular activities. The following parent nights have already occurred or are being planned for this school year:

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|--|------------------------|
| ➤ BHS Open House | August 2010 |
| ➤ Bayless College Fair | September 2010 |
| ➤ FAFSA Night | October 2010 |
| ➤ Fall Student-led Conferences | October 2010 |
| ➤ Fall Theater Production | November 2010 |
| ➤ Winter Vocal/Instrumental Music Production | November/December 2010 |
| ➤ Multicultural Parent/Student Night | December 2010 |
| ➤ Financial Aide Workshop –w/translation | January 2010 |
| ➤ 8 th Grade Transition Night | March 2010 |
| ➤ Spring Student-led Conferences | March 2010 |
| ➤ Spring Play | March 2010 |
| ➤ 9 th Grade Parent Night | April 2010 |
| ➤ Junior College Night | April 2010 |
| ➤ Combined Junior High/High School Choir | May 2010 |
| ➤ Athletic Awards Banquet | May 2010 |
| ➤ Spring Awards Banquet | May 2010 |
| ➤ Senior Recognition Night | May 2010 |
| ➤ Commencement | May 2010 |

Parental engagement will increase at BHS this year as evidenced by attendance at and participation in many different activities. Data will be collected to determine baseline participation this year, and we will do our best to compare this to the previous year using existing staff that had knowledge of the previous events. Where the event did not exist, we will use baseline data this year to record participation.

In addition, the SIS parent portal will be fully implemented and teachers will be expected to update grades every Monday in an effort to keep parents informed. Likewise, we will advertise the SIS parent Portal in many (if not all) communications sent home each month in an effort to increase parental knowledge of grades, attendance, and discipline. We have baseline data during the previous Semester to compare the current year with while demonstrating improvement.

Fiscal Responsibility: Budget

BHS will use monies budgeted in a fiscally responsible manner and increase the value added to students and programs with minimal expense to the district. Likewise, we will look for ways we can spend money smarter and stretch the dollars allocated for the high school farther.

As evidenced by the most recent EOC results, BHS needs to seek out and acquire a remedial math program to assist targeted students with challenges in mathematics (Algebra 1), similar to the READ 180 program which assists many of our students with literacy development. Although we met the math standard using Safe Harbor Provisions, we did not meet the overall benchmark and need to include Aleks Math (and an aide) into the Algebra I, Algebra A, Algebra B, and pre-algebra programs. The continued use of teacher aides needs to remain a strategy at BHS to assist our teachers in providing individual instruction to our unique population of students. Finally, the use of the WIDA and ELL programs needs to target our students whose academic success can improve significantly when English Language limitations or obstacles are removed.

Principal

Date

Form - 1

School:

Bayless High School

2010-11

Goal One	CSIP	Strategies
<ul style="list-style-type: none"> All students will demonstrate significant improvement in their understanding and application of the Missouri Show-Me Standards. 	<p>CSIP Goal One:</p> <p>Bayless students (Black, White, Asian, Hispanic, American Indian, ELL, IEP, and F/R Lunch) will meet or exceed No child Left Behind Standards in Communication Arts, with emphasis in reading and writing, Math and Science.</p>	<ul style="list-style-type: none"> The principal and teachers will analyze EOC data to guide instruction in all areas of instruction, and specifically Communication Arts II, Biology, Algebra I, and Government as evidenced in teacher lesson plans, CLE/GLE completion, and student work. Using the Gates MacGinitie (GMRT-4), each Communication Arts Teacher 9-11, will administer a pre-assessment literacy analysis. CA teachers will teach selected vocabulary and literacy strategies and track student growth throughout the year using fall and spring semester grades. Each Communication Arts Teacher will conduct a post-assessment to determine the literacy growth of each student grades 9-11. The Gates MacGinitie (GMRT-4) will be used to refer students to Read 180, and the SRI will be used to further diagnose literacy deficiencies. Direct instruction for improvement should be the end result. Student participation in the A+ program and those meeting benchmarks (remaining eligible) will be tracked grades 9-10 and those graduating with A+ status will increase grade 12. Case monitoring of individual student attendance will result in increased cumulative attendance 9-12. All teachers will participate in the development and analysis of a HS Data Wall containing AYP, selected APR indicators, Cumulative Attendance, PLAN results, ACT results, PBS Baseline analysis, and current grade distributions by term. BHS will continue modifying the existing advisory system and will establish a CHARACTER_{plus} team in the HS to assist with Character Development and Lesson Implementation. District SIOP coaches will assist with SIOP sustainability and BHS teachers will increase student exposure to the SIOP Instructional Model. Communication Arts Teachers will participate in essay scoring calibration professional development based upon the <i>6+1 Writing Traits</i> as facilitated by the District Instruction and Professional Development coordinator during building-level professional development.

Goal Two	CSIP	Strategies
<ul style="list-style-type: none"> Parents will become more involved in their children's education by maintaining communication with teachers and by participating in school sponsored events. 	<p>CSIP Goal Three:</p> <p>Bayless District and the entire community will support the ongoing learning of all students.</p>	<ul style="list-style-type: none"> The principal and teachers will host informational nights and increase participation through multicultural approaches, advisory invitations, and community outreach through school clubs, organizations, and student groups and the use of B-TV. All high school students will be required to complete a student-led conference in the fall and spring as evidenced by parent sign-in sheet with an emphasis on 100% student participation and increased parent/guardian participation. Grade-level advisors will make two parent contacts per week through telephone, e-mail, or postcard notes. Contacts will be both positive and proactive in an effort to support students academically and increase parent support for BHS programs. All teachers will maintain current grades and assignment information using SIS in an effort to increase the use of the SIS Parent Portal. All advisors will maintain and document communication with parents as evidenced by bi-monthly submission of parent-contact logs. A CHARACTERplus Committee will be used to teach and develop specific character traits which further define the Bayless Way, mission, and purpose. This effort will positively impact both students and parents creating opportunities for parent feedback and involvement. Through events scheduled throughout the school year like the National Honor Society Induction Ceremonies and the college/career planning nights, parent attendance and participation at BHS events will tracked and studied.

Indicators of Success Directions: Develop at least one indicator for each goal.	Related Professional Development	Prior Score/ Performance Rate		Desired Score/Rate	Complete at end of Plan Cycle	
		08-09	09-10	10-11	Actual Score / Rate	Target Met/Not Met
<p>Goal One:</p> <p>On-going:</p> <ol style="list-style-type: none"> In an attempt to reduce the <i>Achievement Gap</i> of students, disaggregated data will show improved reading performance by two NCEs (National Curve Equivalents) as measured by the Fall and Spring <i>Gates MacGinitie Reading Assessment</i> scores. For students needing additional assistance, they will be enrolled in the READ 180 program. Collect data for 9th and 10th grade students to predict who will be eligible and increase the current 12th grade students who are able to access A+ funding upon graduation by 10% over the previous year's eligibility %. Cumulative 9-12 attendance will rise over the previous year. The number of students scoring at or above the national average on the ACT will indicate Met Status as reported on BHS APR. The number of failing grades according to the SIS 9-12 grade distribution report will decrease by 10% as assigned each semester. Student scores (proficient or advanced) on all state EOC exams will meet or exceed state averages or increase 5% (Preliminary Prediction June) Algebra I. Student scores (proficient or advanced) on all state EOC exams will meet or exceed state averages or increase 5% (Preliminary Prediction June) American Government. Student scores (proficient or advanced) on all state EOC exams will meet or exceed state averages or increase 5% (Preliminary Prediction June) Biology. Student scores (proficient or advanced) on all state EOC exams will meet or exceed state averages or increase 5% (Preliminary Prediction June) CA II. 	<p>For the BHS staff, professional development this year will again focus on sustaining instruction in <i>Structured Instructional Observation Protocol (SIOP)</i>.</p> <ul style="list-style-type: none"> BHS teachers will also receive training on "Pulse" so they will be able to filter and analyze data. <p>BHS teachers will visit the HS data wall a minimum of 2 times a year as they become accustomed to tracking APR current data.</p>	<p>On-going:</p> <ol style="list-style-type: none"> No baseline data 13.33% of graduating class No Baseline data No baseline data No baseline data No baseline data No baseline data No baseline data No baseline data 	<p>On-going:</p> <ol style="list-style-type: none"> No baseline data 12.58% of graduating class 9-12 attendance 92.4% NOT Met according to the 2010 APR. Previous year SIS report by Qtr. See Map Achievement Level 4 Report See Map Achievement Level 4 Report See Map Achievement Level 4 Report See Map Achievement Level 4 Report 	<p>On-going:</p> <ol style="list-style-type: none"> Improved reading performance by two NCEs. 13.5%% of graduating class Cumulative attendance above 92.4% Met according to the 2011 APR. Decrease by 10% as measured by Sem.1 Sem.2 grade distribution EOC exams will meet or exceed state averages or increase by 5% EOC exams will meet or exceed state averages or increase by 5% EOC exams will meet or exceed state averages or increase by 5% EOC exams will meet or exceed state averages or increase by 5% 	<ol style="list-style-type: none"> 	<ol style="list-style-type: none"> 4. Met

Indicators of Success Directions: Develop at least one indicator for each goal.	Related Professional Development	Prior Score/ Performance Rate		Desired Score/Rate	Complete at end of Plan Cycle	
		08-09	09-10	10-11	Actual Score / Rate	Target Met/Not Met
<p align="center">Goal Two</p> <p>On-going:</p> <ol style="list-style-type: none"> Parents using the SIS Parent Portal will increase by 10%. The average completion rate for the Fall and Spring Student-led Conferences will meet or exceed 80%. Parental engagement will increase at BHS as evidenced by attendance or participation in Guidance Parent Activities, honors ceremonies, and special parent events. Parent Contact Logs will be turned in to administration every two weeks per the BHS Advisory Program. 	<p>Information about accessing the SIS parent portal will be distributed to each family quarterly.</p> <ul style="list-style-type: none"> • <p>In-service instruction and data analysis of parental participation rates will occur at HS Faculty Meetings.</p> <ul style="list-style-type: none"> • 	<ol style="list-style-type: none"> No baseline data 2008-09 Fall and Spring Student-led Conferences averaged a completion rate averaged 100%. No baseline data for parental involvement No baseline data No baseline data 	<ol style="list-style-type: none"> 42% of registered families accessed the system 1 or more times 2009-10 Fall and Spring Student-led Conferences averaged a completion rate averaged 100%. No baseline data for parental involvement No baseline data No baseline data 	<ol style="list-style-type: none"> 52% Fall and Spring Student-led Conferences average 100% with 80% parent participation 17,000 hits on class pages. 100% of advisors turned logs in. 2008-09 Fall and Spring Student-led Conferences averaged a completion rate averaged 100%. No baseline data for parental involvement 	<ol style="list-style-type: none"> 1. 2. 3. 4. 	<ol style="list-style-type: none"> 1. 2. 3. 4.