



Bayless School District School Improvement Plan

School: Bayless Intermediate School

School Year: 2010-11

Student Performance

The 2009-10 school year was the final year of participation in the McRel school improvement process study. Throughout last school year a seven member leadership team worked closely with two McRel facilitators on a monthly basis to examine student data for needs assessment and determining appropriate solutions. In addition to the focus of vocabulary strategies, Bayless Intermediate staff continued to utilize peer observation. There was also a continued focus on a Balanced Literacy approach to reading, as well as 6+ 1 Traits Writing. The team used MAP data and continually monitored Acuity, running records and the AIMSweb assessment data. Calibration amongst teachers on the writing prompt was utilized to assess writing. At the end of last year, 60% of third graders and 84% of fourth graders were reading at or above grade level. Overall improvement on the AIMSweb Assessment was at 45.7% increase over baseline, which met the SIP goal. Based on data from the writing prompt, the goal of students increasing one or .5 of a point was not met, and after evaluating this goal for the past several years, staff feel that expecting 1 point of growth on a 4 point scale in a year needs to be changed to .5.

After the third year of utilizing Everyday Math with our students, as well as having a Math Coach, Intermediate Students' MAP scores showed significant gains. The teams used Map and Acuity data to monitor progress and determine student needs. Improvement was measured by examining whether or not students moved up to the next higher Tier on Acuity. The average percentage for all grade levels was that 80% of 3-5th graders scored in Tiers III and IV, and 77.25% of 3-6th graders scored in Tiers III and IV.

Having the Positive Behavior Supports system in place and being utilized effectively has allowed a focus to begin on Character Education and teaching social skills using Boys Town routines. Growth in this area was evidenced by a 24% decrease in office referrals for the 2009-10 school year.

Professional Development

Professional development in the areas of SIOP and character education was provided before the start of the school year. This year the leadership team will continue to provide training on peer observation as a tool to monitor the success of current initiatives including Balanced Literacy, Everyday Math, Vocabulary Strategies, 6+1 Traits, and Peer Observation. Training will be ongoing throughout the year for all staff in SIOP.

August 2006

Community Engagement

The Parent Engagement committee continues to focus on parent and community engagement by organizing events like Career Day and Morning Munch. Success is measured by data collected in our parent contact logs and signs. This year parents are being added to the committee. In regards to community involvement, the South County Rotary club and Affton Elks contribute to our school by providing dictionaries for students and t-shirts for Drug and Alcohol Resistance Education.

Principal

Date

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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 Reading program and intervention provided through the RtI process.	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.	Response to Intervention groups will be identified using Aimsweb to provide accommodations for struggling readers and sub-groups as outlined in the district CSIP	Student performance in the area of reading will improve by 20% from fall to spring as measured by AIMSweb assessment data.	Second and third grade teachers will share reading strategies and will participate in peer coaching. Teachers will participate in data driven instruction with Acuity, Aimsweb and MAP.			46	20%		
		An assessment wall will be utilized to monitor student growth in reading.								
		The staff will be trained in and utilize Boys Town strategies to support PBS and increase quality student learning time as evidenced by a reduced number of office referrals.								
		The staff will develop and implement school-wide Caring School Community components to promote autonomy, belonging and competence								
		Monthly curriculum teaming will focus on Reading strategies to meet the needs of at-risk students including all NCLB sub groups.	75% of Third grade students and 75% of Fourth Grade students will read independently at or above grade level as measured by year end Running Records and Fountas and Pinnell Reading Levels as follows: Third Grade (Level P) Fourth GradeLevel S)	Teachers will participate in peer observation. Teachers will receive training/Professional Development in the SIOP Model of instruction.	68%	96%	60%	75%		
		At risk students will attend before or after school tutoring.			82%	90%	84%	75%		
		Teachers will utilize Marzano's six steps for vocabulary instruction.								
		Interventionists will utilize Corrective Reading and Earobics for Tier II and III kids.								

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Student performance in the areas of reading and language arts will improve through full implementation of a Writer's Workshop approach.	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.	Formative assessments using the district rubric will be utilized to monitor student growth in writing three times (fall, winter, spring) .	The 3rd-6th grade average writing score will increase .5point on a four point scale on the District Assessment from pre to post-assessment as measured by the 6+1 Traits Scoring Guide.	Refresher training and training for new teachers will be provided in 6+1 Traits and Writer's Workshop. Teachers will receive training in the SIOP Model of instruction.	52%	31% 4th 44% 5th	3rd-56%			
		The staff will implment Character Education and Boys Town strategies to increase quality student learning time measured by office referrals.								
		The staff will develop and implement school-wide Caring School Community components to promote autonomy, belonging and competence								
		Monthly curriculum teaming will focus on Writing strategies to meet the needs of at-risk students including all NCLB sub groups.								
		At risk students will attend before or after school tutoring.								
Staff will continue to implement Positive Support strategies and expectations and analyze behavior data.										

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Student performance in Mathematics will improve through full implementation of a the Everyday Mathematics program and RtI intervention.	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>Acuity and Aimsweb 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 including all NCLB sub groups.</p> <p>At risk students will attend before or after school tutoring.</p> <p>RtI interventions will be used for Tier II and III students, whose scores on Everyday Math assessments will increase by</p> <p>An Everyday Math Coach will provide on going staff development.</p> <p>Grade levels will examine data by Math strands to target instructional interventions for students.</p>	80% of students will score at Tier III and Tier IV as measured by the Spring Acuity Math Assessment. From fall to spring student scores on Everyday Math Assessments will improve. (baseline)	Teachers will participate in grade level meetings to analyze Acuity and Everyday Math Assessment data and brainstorm student interventions. Teachers will receive training in the SIOP Model of instruction.	52%	75%	3rd-5th-80% 3rd-6th-77.25%	80%		

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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	Utilize SchoolReach to contact parents to inform and invite them to participate in parent planned school events.	Increase the percent of parents involved in school and instructional activities by 10% annually.	Teachers will continue training in Caring School Communities and Character Education, including parents in the planning process. Teachers will receive training in the SIOP Model of	52%	71%	110%			
		The Reading Specialists and ELL Specialists will offer Title I & III workshops and parent meetings.								
		The parent engagement committee will continue to add school events such as Morning Munch, Picnic with your Parents, Movie Night, and Math Night.								