

Bayless School District
School Improvement Plan

School: Bayless Junior High

School Year: 2010-2011

The Bayless School Districts' mantra this year is "*Growing Leadership.*" What I like best is that it allows for both students and faculty to grow their leadership capacity individually.

A community is like a ship; everyone ought to be prepared to take the helm. – Henrick Isben.
This will be the motto on our student and faculty t-shirts.

Over the last few years BJHS has received quite an assortment of recognitions and awards for demonstrating excellence in a variety of areas. To cite a few:

- Successfully piloted *Missouri SIOP Initiative* from 2006-2008
- Awarded 2007, 2008, and 2009 Character Education Partnership (CEP) *Promising Practices* recognition
- Awarded 2008 *Missouri School of Character* recognition (1 of 6 schools)
- Awarded *Positive Behavior Support Missouri Excellence Award* in 2008
- Made academic progress as evidenced by school improvement plan, 2009 Adequate Yearly Progress (AYP) Report, Character-Plus survey and Positive Behavior support data
- Awarded *National School of Character* recognition in 2009 (1 of 10 in the United States – 1 of 7 public schools)

The Faculty and Staff

The staff continues to exhibit many of the characteristics of a Professional Learning Community. Over the past six years, there has been minimal staff turnover. This year BJHS did welcome one veteran teacher and administrator. Junior high teachers average over nine years' experience with 100% of our classes being taught by highly qualified staff. Faculty members serve on numerous District leadership positions, including Bayless Working Together (BWT), Curriculum Action Team (CAT), as well as coaching and/or sponsoring numerous sports and intramurals. Several staff members are actively pursuing post-graduate degrees, and in the recent past, four teachers have been selected as *Bayless School District Teacher of the Year*.

Student Performance – Competency Goal #1

As evidenced by the Spring 2010 annual MAP assessments, academic achievement of Bayless Junior High Students was mixed. In the area of Mathematics, our students did not meet the State benchmark of 63.3%. However, we did demonstrate a 5% improvement over the 2009 MAP. In the area of Communication Arts, the Junior High students did not meet the benchmark goal of 67.4%, however, our African-American students improved over 20%. Free/Reduced students increased over 6% in Mathematics and in Communication Arts, our Free/Reduced subgroup improved 2% over the scores from last year.

In terms of literacy development at BJHS, we continue to use the Gates MacGinitie Reading Assessment scores to identify students who may need additional assistance beyond communication arts instruction. Once identified, some students 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 BJHS students are assessed using the District Writing Assessment to determine their writing proficiency. The math teachers at the junior high will be piloting a computer-based math program called ALEKS that will focus on essential skills to provide support to students needing additional math instruction.

Professional Development

Junior High teachers will continue to be provided with ongoing, systematic, comprehensive professional development with a focus on sustaining the *Structured Instructional Observation Protocol* (SIOP). Teachers will also have the opportunity to grow and pursue individual professional development interests related to their subjects. The junior high and high school will be working more closely this year to align 7-12 curriculums and developing a vertical team approach.

Community Engagement – Caring Goal #2

The Junior High will improve our caring outcomes by encouraging parents to become more involved in their children’s education by maintaining communication with teachers and by participating in school sponsored activities and events.

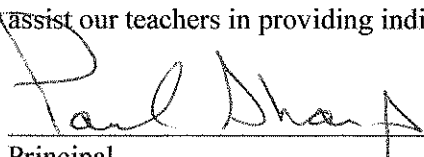
We will increase parent involvement in both academics and extracurricular activities. The following parent nights have already occurred or are being planned for this school year:

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|---|----------------|
| ➤ BJHS Open House | September 2010 |
| ➤ BJHS “Days of Our Lives” Parent Night | September 2010 |
| ➤ Fall Student-led Conferences | October 2010 |
| ➤ Multi-Cultural Parent Night | October 2010 |
| ➤ Red Ribbon Parent Night | October 2010 |
| ➤ Character Education Parent Workshop | January 2011 |
| ➤ Internet Safety Night | February 2011 |
| ➤ Spring Student-led Conferences | March 2011 |
| ➤ Sixth Grade Parent Night | May 2011 |
| ➤ Eighth Grade Transition Night (Freshman Registration) | May 2011 |

Parental engagement success at BJHS this year will be measured by attendance at and participation in school-related functions, events and activities. The SIS program will also be utilized to log and record all contacts with parents, along with electronic and written communication on a regular basis.

Fiscal Responsibility: Budget

The ever-increasing need to find more monies will continue to be a factor and constraint. This being said, more instructional time in communication arts, with an emphasis on Balanced Literacy and the workshop model, would be recommended. The continued use of teacher aides needs to remain a strategy at BJHS to assist our teachers in providing individual instruction to our unique population of students.



 Principal

9-9-10

 Date

AYP School Improvement Timeline 2010-2011

TIMELINE:	ACTIVITIES:
August - September	<ul style="list-style-type: none"> • Continue Reading Strategies as an additional support for students identified through multiple data sources and teacher recommendation • CA teachers work collaboratively with coordinators to implement program and participate in additional professional development • Continue Math Intervention as an additional support for students identified through multiple data sources and teacher recommendation • Review MAP scores and IBDs to identify trends in data • Identify AYP Target Groups in CA, Science and Math • SSD teachers identify and track IEP progress (share with teachers) • CA teachers continue collaborating with coordinators • Math Interventions teachers continue monitoring of individual students • Reading teachers continue monitoring of individual students • Establish AYP timeline and update school improvement plan • MAP skill of the day calendar implementation • Administration begins departmental classroom walkthroughs • PD plan presented with a focus on sustaining SIOP, reading/writing in the content area and character education • Acuity Predictive A • Gates-MacGinitie Pre-Assessment • ½ day mini MAP • Review attendance expectations with students • Sustaining SIOP
October - November	<ul style="list-style-type: none"> • SSD teachers monitor and track IEP progress (share with team) • Math Interventions teachers continue monitoring of individual students • Reading teachers continue monitoring of individual students • Continued MAP skill of the day calendar activities • English teachers continue collaborating with literacy coach and implement balanced literacy • SSD embeds MAP strategies in resource classes • AC meets with SSD • Administration continues departmental classroom walkthroughs • Acuity Science Predictive • Acuity B Predictive • 2nd quarter writing scores

<p>December - January</p>	<ul style="list-style-type: none"> • Continue monthly AYP meetings with Administration • Continued MAP skill of the day calendar activities • Math Interventions teachers continue monitoring of individual students • Reading teachers continue monitoring of individual students • English teachers continue collaborating with coordinators CAT early release activities— sustaining SIOP, reading/writing in the content area, character education • AC meets with SSD • Administration continues departmental classroom walkthroughs • Continued MAP skill of the day calendar activities • Use old EXPLORE books to teach MAP prep
<p>February - March</p>	<ul style="list-style-type: none"> • Continued MAP skill of the day calendar activities • Continue monthly Team AYP meetings with APs • Math Interventions teachers collaborate in monitoring of individual students • Reading teachers collaborate in monitoring of individual students • English teachers continue collaborating with coordinators • CAT early release activities— responsive teaching, reading/writing in the content area, character education • MAP schedule is created • MAP team meetings • CT teachers collaborate on student profiles • AC meets with SSD • Administration continues departmental classroom walkthroughs • Acuity Science • Test-taking strategies in advisory • ELL ACCESS English Proficiency testing • ½ day mini map • Acuity C Predictive
<p>April - May</p>	<ul style="list-style-type: none"> • MAP Testing • No Interruptions • Continued MAP skill of the day calendar activities • Math Interventions teachers collaborate in monitoring of individual students • Reading teachers collaborate in monitoring of individual students • English teachers continue collaborating with coordinators • PDC/SIT early release activities—data analysis • RTI committee plans for next steps in implementation • AC meets with SSD • Administration continues departmental classroom walkthroughs • Identify students to be served in academic support programs in 2011-12 school year
<p>Summer</p>	<ul style="list-style-type: none"> • Implement summer support programs for identified students • Schedule students and communicate with families being served in academic support programs for the 2011-2012 school year • MAP data analysis

Bayless Junior High School 2010-2011 School Improvement Plan

COMPETENCY

Goal #1: Bayless Junior High School will increase MAP Performance Indexes in the areas of Math, Science and Communication Arts and meet Adequate Yearly Progress (AYP) annual increments with a focused interest in narrowing the achievement gap between subgroups.

Rationale: Increased student achievement is at the center of the mission and values of the school. In accordance with No Child Left Behind (NCLB) regulations, all students must be proficient in the areas of communication arts and math by 2014.

Strategies	Responsible/Roles	Completion Date	Related Professional Dev.
Provide ongoing, systematic, comprehensive professional development for teachers based upon needs assessments and focused on increasing student achievement	CAT, Administration	Ongoing	PD planning
Analyze MAP IBDs to identify themes in low scores and design interventions based upon needs	P. Sharp, S. True, D. Thieman, Teachers	Fall	Department Meetings
Administer Acuity Predictive Assessments in MAP Assessed Content Areas (CA, Math, Science)	S. True, Teachers	2/11	
Establish data teams to utilize the item analysis data gleaned from Acuity to assess individual student weaknesses and adjust instruction to remediate	Administration, S. True, Teachers	Ongoing	Department Meetings/Release Time
Engage all teachers in data analysis in an attempt to get each of them data literate and able to apply the information into individual classrooms	D. Thieman	2 nd Semester	Data Team Training
Differentiate instruction in the classroom to target individual student needs	Teachers	Ongoing	SIOP
Utilize MAP Proficiency Levels and Acuity results to identify a "watch list" of students in each subgroup	Administration, Teachers	2/11	Department Meetings
Maintain ongoing professional development in MAP strategies in all content areas	CAT	Ongoing	Assessment, DI, DOK
Utilize Grade Level Expectations to guide teacher lesson planning and classroom instruction	Teachers, Coordinators	Ongoing	Department Meetings
Sustain SIOP to provide high quality instruction	SIOP Coaches, Teachers	Ongoing	SIOP Best Practices

Continue use of MAP and AP vocabulary list and routinely use terminology	Teachers	Ongoing	Daily MAP words
Embed MAP skills and strategies into routine assessment practice in the classroom	Teachers	Ongoing	
The “Reading Is Hot” incentive program will continue to encourage students to read fictional literary works as a means of assisting all students in becoming better readers	Advisories	Ongoing	
Continue Read 180 reading program to provide support to students who are not reading at grade level	Teachers	5/11	
Implement ALEKS program focused on essential skills to provide support to students needing additional instruction	ALEKS Instructional Aide, Math Teachers	5/11	ALEKS Training
Participate in vertical team activities with BHS to assure student readiness for the rigors of high school and a successful transition of learning experiences	Counselors	5/11	
Collaborate with horizontal and vertical content teams to determine curricular and instruction strengths, deficiencies, and best practices	Administration, Teachers, Coordinators	Ongoing	Department Meetings, Data Teaming
Require all teachers to use writing strategies in the classroom with the focus on consistent expectations.	P. Sharp, Teachers, S. True, CA Teachers	Ongoing	Writing Calibration
Provide daily Bell Work in each classroom	Teachers	Ongoing	
Collaborate with SSD teachers to assure appropriate classroom modifications and routine practice of MAP skills	J. Cassulo, SSD Teachers	Ongoing	
Educate internal and external publics on MAP and identify ways in which they can support students in preparing and motivating them	P. Sharp, Teachers	Ongoing	Parent Groups, Newsletter, E-Notes, Student-led Conferences

Evaluation	Indicators of Success
<ul style="list-style-type: none"> • Acuity Scores • Gates MacGinitie Reading Assessment • MAP Data/IBD Reports • D/F Data • PD Surveys • SMART Goals 	<ul style="list-style-type: none"> • Increased percentage of students scoring proficient and advanced • Increase the total number of students reading at or above grade level

COMPETENCY

Goal #2: Bayless Junior High School will maintain an attendance rate of 95% for all students.

Rationale: Student attendance is a direct correlate to student achievement. In maintaining standards established in the Annual Performance Report (APR), students must maintain 95% attendance.

Strategies	Responsibilities	Completion Date	Related Professional Dev.
Review attendance goal at start of school year during grade level expectations assemblies	P. Sharp	8/10	
Distribute, post, and announce daily attendance	D. Meyer, P. Sharp	Daily	
Contact all parents whose student's absences have not been verified	D. Meyer, C. Bradford	Daily	
Review attendance in advisory	Advisors, C. Bradford	Weekly	PBIS
Communicate attendance goal to all parent group meetings and in monthly newsletters	P. Sharp	Bi-weekly	
Provide parental access to Parent Portal through SIS for grades and attendance	Technology	Daily	Educate community about access
Send student attendance notice after 4/8/12/16 absences	J. Nelson, P. Sharp	Ongoing	
Initiate contact with students who develop a chronic attendance problem	J. Nelson, B. Kohring, C. Hessler, Advisor	Ongoing	
Initiate care team meeting to identify support for students who have frequent absences	Teachers, C. Hessler, J. Nelson	Ongoing	
Honor students who earn monthly perfect attendance with a certificate and pencil	P. Sharp	Monthly	
Honor students who earn annual perfect attendance with a certificate and recognition at awards ceremony	P. Sharp	5/11	

Evaluation	Indicators of Success
<ul style="list-style-type: none"> Monitor monthly attendance rates Compare monthly attendance with historical data 	<ul style="list-style-type: none"> Increased percentage of monthly/yearly student attendance Increased number of students receiving attendance awards

CARING

Goal #1: Bayless Junior High School will improve our caring outcomes as measured by PBIS data, service awards and character education promotion and awareness.

Rationale: Character education impacts the total school climate and we believe is a team effort. This is emphasized in The Bayless Touchstone which states: At Bayless Junior High we take the high road. We take pride in our school. We use kind words and actions, listen thoughtfully, and stand up for ourselves and others. We show respect and take responsibility for our learning.

Strategies	Responsible/Roles	Completion Date	Related Professional Dev.
Establish a Principal Advisory Committee to promote opportunities for voice and belonging among students	P. Sharp	ongoing	
Provide ongoing education regarding Presidential Service Awards	C. Hessler, Advisory	5/11	Info provided at public engagements and during early release days
Embed character education into curriculum and advisory activities	Advisors, C. Hessler	5/11	Early release days and advisories
Continue mentor/mentee activities for at-risk students	J. Nelson, B. Kohring, Teachers	ongoing	
Participate in Characterplus organization	All	ongoing	
Provide an opportunity for CPR certification/renewal	Nurse, P. Sharp	5/11	

Evaluation	Indicators of Success
<ul style="list-style-type: none"> • Principal Advisory Committee Participation/Activity • Presidential Service Awards • CPR certified teachers • Two additional teacher will earn Character Education certification 	<ul style="list-style-type: none"> • Continued logging of service hours • Increased number of teachers earning CPR certification • CharacterPlus Survey

Caring

Goal #2: Bayless Junior High School will improve our caring outcomes by promoting parents to become more involved in their children's education by maintaining communication with teachers and by participating in school sponsored activities and events

Rationale: Increased communication between home and school contributes to the overall success of the school community.

Strategies	Responsible/Roles	Completion Date	Related Professional Dev.
Maintain SIS Grade book by providing current and relevant information and grades	Teachers	Weekly	
Promote health and wellness education throughout the Bayless Junior High School community	Nurse, Health/PE teachers, Counselor, Social worker	Ongoing	
Continue growing a pyramid of interventions identifying systematic supports for student learning	P. Sharp, Counselor, Teachers	Ongoing	Routinely update
Junior High students will be required to complete a student-led conference in the fall and spring	Students, Advisor	Fall/Spring	In-service to new staff
The number of times Bayless Junior High School website is accessed will be tallied/counted	Technology	5/11	
Continue e-notes to the parents to inform them of school events and activities	P. Sharp, Teachers	Bi-weekly	
Grade-level advisors will continue to require and record for a grade weekly parental signatures in the student agendas	Advisors	quarterly	
Document all communication with parents in SIS parent contact log	Teachers	quarterly	
Distribute quarterly newsletters featuring grade level happenings	P. Sharp, D. Meyer, C. Bradford, <i>Courier</i>	quarterly	

Evaluation	Indicators of Success
<ul style="list-style-type: none"> Teacher SIS grade book E-Note participation PD evaluation Participation in "Parent Night" Student-led Conferences 	<ul style="list-style-type: none"> 100% of all teachers will update SIS grade book that is refreshed routinely Increased number of e-note subscribers Increased number of parent at school activities 97% participation in student-led conferences