



Bayless has set a high standard in the past, but the real spirit of Bayless is to aspire for greater excellence in the future.

Violet C. Bascom, Bayless Superintendent
1932

District Strategic Plan: 2014-2019

BAYLESS SCHOOLS

Message from the Superintendent of Schools



Every student has the right and potential to graduate from *Bayless Schools* ready to succeed in college or to begin a productive career. As Superintendent of Schools, I am intent on creating a learning environment where academic success is the standard for each child.

Our nearly 1,700 students come from diverse family, religious and ethnic backgrounds. They speak numerous native languages and represent many cultures. Despite various differences, there is one important quality that unites all of our students - the potential to reach peak academic performance.

I believe that my job as Superintendent is to advance the torch which has been entrusted to me and my team as we work to fulfill Violet C. Bascom's vision to *make Bayless an outstanding educational institution*. We will continue to create a culture of proficiency and personal responsibility where each child reaches peak performance.

But I can only do this work with the help of my colleagues and the support of the community. With this strategic plan as a guide, I will work with administrators and teachers to implement this vision. A former teacher and principal myself, I understand the crucial role these educators play and the support they need to lead a school up a pathway of continuous improvement. Strong teachers, robust curriculum, relentless use of real-time data and support networks are all pieces of the puzzle which, when pieced together, compose a picture of student success.

I am privileged to have this wonderful opportunity to serve as the leader of this school district. I have dedicated my entire career to public education, and I know what great potential lies ahead for the Bayless Schools. I am deeply committed to improving our educational culture for our students and for our community.

Sincerely,
Ronald J. Tucker
Superintendent of Schools

A Brief History of Bayless Schools

Bayless started as a one-room stone schoolhouse in 1868. The name “Bayless” is taken from two German brothers, Samuel M. and James Bayles, who owned land south and east of Weber Road in the 1860’s. Samuel was a teacher in other South County areas, and despite the fact that a school never fronted upon his road, his influence extended to the school district name adopted with the formal organization in 1909. The extra “s” was added to the name in all probability, because the name was pronounced “bayless” in English.

By the late 1920’s, the district had three grade schools and the high school was added. Bayless’ first high school graduating class was in 1932.

As the district continued to grow, the Elementary school was moved onto campus in 1952. In 1957 a new high school building along with a larger gymnasium building, opened next to the old high school. At the same time an Intermediate School was being built. That school first opened its doors in 1960 and was completed in 1965. An auditorium was built between the two high school buildings in 1965.

Currently there are three schools on the Bayless campus (two buildings on one side of the street and two on the other): Elementary A, with grades K-2 with a separate Early Childhood program; Elementary B, with grades 3-5; Junior High, with grades 6-8; and Senior High, with grades 9-12. District enrollment is approximately 1,700 students.

District and Its Community

The small size of the Bayless District has had its advantages and disadvantages over the years. In its early years, most of the district was farmland with a sparse yet growing population. Over the years, as South County became more developed, the Bayless district primarily became residential. This was great for the district, as attendance rose rapidly with hundreds of new families moving into the area. However, due to the extensive residential development, land available for businesses remained scarce. To this day the majority of the Bayless School District is residential, which at times places a financial burden on the schools and its community members. However, in 2012 and 2014, the Bayless voters approved a tax increase to improve operations funding and a no-tax increase bond issue to finance capital improvements.

Bayless is like a big family because a small school leads to a more intimate setting and smaller class sizes. Teachers and students get to know each other very well because students often have the same teacher for more than one course and/or multiple years. Bayless has wonderful parent support and teachers, and parents get to know one another on a personal basis.

The small school atmosphere also provides for all students to participate in school activities and social programs, where students, parents and teachers again come into close contact. Bayless has been fortunate to have members of the community support

teachers and district activities. Frequently, community groups bring by “goodies” for the school staff to enjoy during holidays and enthusiastically attend athletic and cultural events.

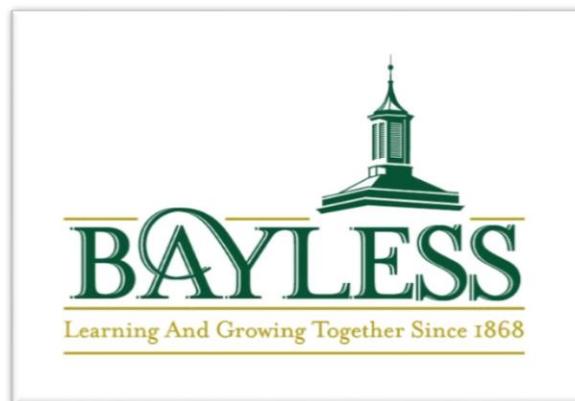
A Multi-Cultural School

Bayless’ location in South St. Louis County has become an epicenter for many immigrant families. Large Bosnian populations, along with families from Mexico, Albania, Vietnam, Pakistan, Germany, China, Iraq, Afghanistan and Somalia have all found their way to the district. Bayless welcomes everyone with open arms and is prepared to do whatever it takes to make sure that ALL students receive a quality education.

Our wonderfully diverse student body allows for all students to develop a greater understanding of cultural differences that they might not otherwise have the opportunity to do in other areas of the country. Bayless is working hard to develop and expand an effective ELL program so students can have assistance in learning the English language and becoming accustomed to American society.

The Bayless Logo

The logo, also known as the brand identity, is a visual representation of the Bayless School’s brand. It represents the vision, mission and values, as well as the impressions that the community has of our District. The logo was designed to reflect the outline of the District’s original high school. The building has served our community and its students well over the years and has been adapted to meet our changing needs. Its time-proven usefulness reminds us to think ahead as we plan for the education of our students and the renovation and maintenance of our facilities. It also serves as an inspiration for future plans.



BAYLESS SCHOOLS

The Bayless Vision

Every student will be *Smart, Good and Strong*.

Mission Statement

The Bayless School District will provide a safe and enriching environment where ALL children will learn to become responsible and empowered citizens, where diversity builds character and strength, knowledge enhances freedom and opportunity, and commitment leads to success.

Belief Statements

We believe...

- Education and commitment to excellence is the foundation to achieve success;
- A small school district provides a personalized education; and
- Communication among parents, teachers and students and the community is vital.

Aspiring for Greater Excellence...

In five years:

- The Bayless Schools are world class learning environments that produce 21st century leaders.
- Our students will graduate from Bayless High School *College and Career Ready*.
- The Bayless Schools attract and retain knowledgeable, highly effective teachers and principals who want to work in a high performing district.
- The Bayless Schools' safe facilities and grounds will serve as a source of community pride, which will be used to promote intellectual, physical and character development.
- Parents and community members are moving into Bayless Schools for the privilege of sending their students to schools that are thriving to produce students who are *Smart, Good, and Strong*.

Theory of Action

IF there are highly effective and knowledgeable principals and teachers in every school who can create a learning environment of respect and mutual accountability, use curriculum to guide instruction and data to differentiate and drive instruction and convince each student to achieve,

THEN...all students will graduate College and Career Ready.

Targets for the Next Five Years

We have set continuous improvement targets that will need the support and assistance of our entire community: students, parents, teachers, staff, administrators and the public. While these targets are determined by continuous growth, we believe they are reachable and are critical to the academic achievement of our students.

Our target is to see improvement in student achievement, as measured by different local assessment indicators and the Missouri Assessment Program (MAP). Our goal is to increase or maintain growth as appropriate in the Annual Performance Report (APR) in the areas of: Student Achievement, Subgroup Achievement, College and Career Ready, Attendance and Graduation rates.

Goals

CSIP Goal 1:

Develop and enhance quality education and instructional programs to improve performance and enable students to meet their personal, academic, and career goals.

MSIP Standards: 6.1-6.6, 7.1-7.3, 7.7, 7.8, 9.1-9.6

CSIP Goal 2:

Recruit, attract, develop, and retain highly-qualified staff to carry out the local educational agency (LEA), District mission, goals, and objectives.

MSIP Standards: 6.7, 8.4

CSIP Goal 3:

Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.

MSIP Standards: 2.1, 3.1, 3.2, 4.1-4.3, 6.4, 6.6, 6.8, 6.9, 8.6, 8.10, 8.11, 8.12-8.14

CSIP Goal 4:

Promote, facilitate, and enhance parent, student, and community involvement in LEA/District educational programs.

MSIP Standards: 6.4, 7.4, 7.5, 7.6, 7.7, 7.8, 8.8, 8.9

CSIP Goal 5:

Govern the LEA/District in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the District.

MSIP Standards: 8.2, 8.3, 8.5, 8.6, 8.7, 9.6

DISTRICT GOALS AND STRATEGIES

Goal 1: Student Performance

1. The EC-12 (Early Childhood thru Senior Year) written curriculum will meet state standards, district goals and the Missouri Learning Standards for the development of curricular resources using Rigorous Curriculum Design (RCD) (e.g., curriculum units, pacing calendar and common formative assessments) aligned to the Missouri Learning Standards/Grade-Course Level Expectations and state assessments (MAP/EOC/ACT) and is implemented throughout the instructional programs.
2. An EC-12 emphasis on research-based best practices in reading and writing will be implemented and monitored in all curriculum areas and in all grade levels.
3. An EC-12 emphasis on research-based best practices in mathematics will be implemented and monitored in all grades.
4. Common and summative assessments aligned to the Missouri Learning Standards/Grade-Course level expectations will be developed and implemented for each subject/grade.

5. Core/grade level and vertical teams will utilize data to drive instruction through collaborative teams (*Decision Making for Results, Data Teaming*) to collaborate about best practices, analyze data, monitor progress and adjust strategies.
6. A variety of academia and activity opportunities will be available for students to encourage regular attendance and engage in extracurricular school activities.
7. Alternative instructional programs will be available to meet students' unique, individual needs (High School Alternative Education Program, Missouri Options Program, Diploma Bound, Credit and Grade recovery, Extended Learning, Early Childhood, PAT)
8. Implement Standards-Based Grading for core subject areas.

Goal 2: Highly-Qualified Staff

1. Recruit and retain a highly qualified and effective staff.
2. Based on student population growth and financial data, additional staff and administrative positions will be considered yearly.
3. District-wide professional development activities will be available to staff.
4. Provide a tuition reimbursement program for certified and classified staff.
5. Implement the Network for Educator Effectiveness (NEE) educator evaluation system with fidelity.
6. Provide job-embedded professional development.
7. Provide a Teacher Induction Program (TIP).

Goal 3: Facilities, Support and Instructional Resources

1. Maintain a rolling five-year maintenance and facility plan.
2. Continuously evaluate opportunities to improve facilities and grounds.
3. Implement building programs under Bayless *Prop C* which will enhance safety, security and extend the utility of our existing buildings for decades to come.
4. Periodically review facility needs with our administrators, faculty, staff, students, parents and community to ensure that our facility goals conform to the needs of our CSIP.

5. Provide technology solutions that support and enhance teachers' learning and teaching experience.
6. Develop and expand Infinite Campus data dashboard system for teachers and administrators to include new sources of data and analytical tools.

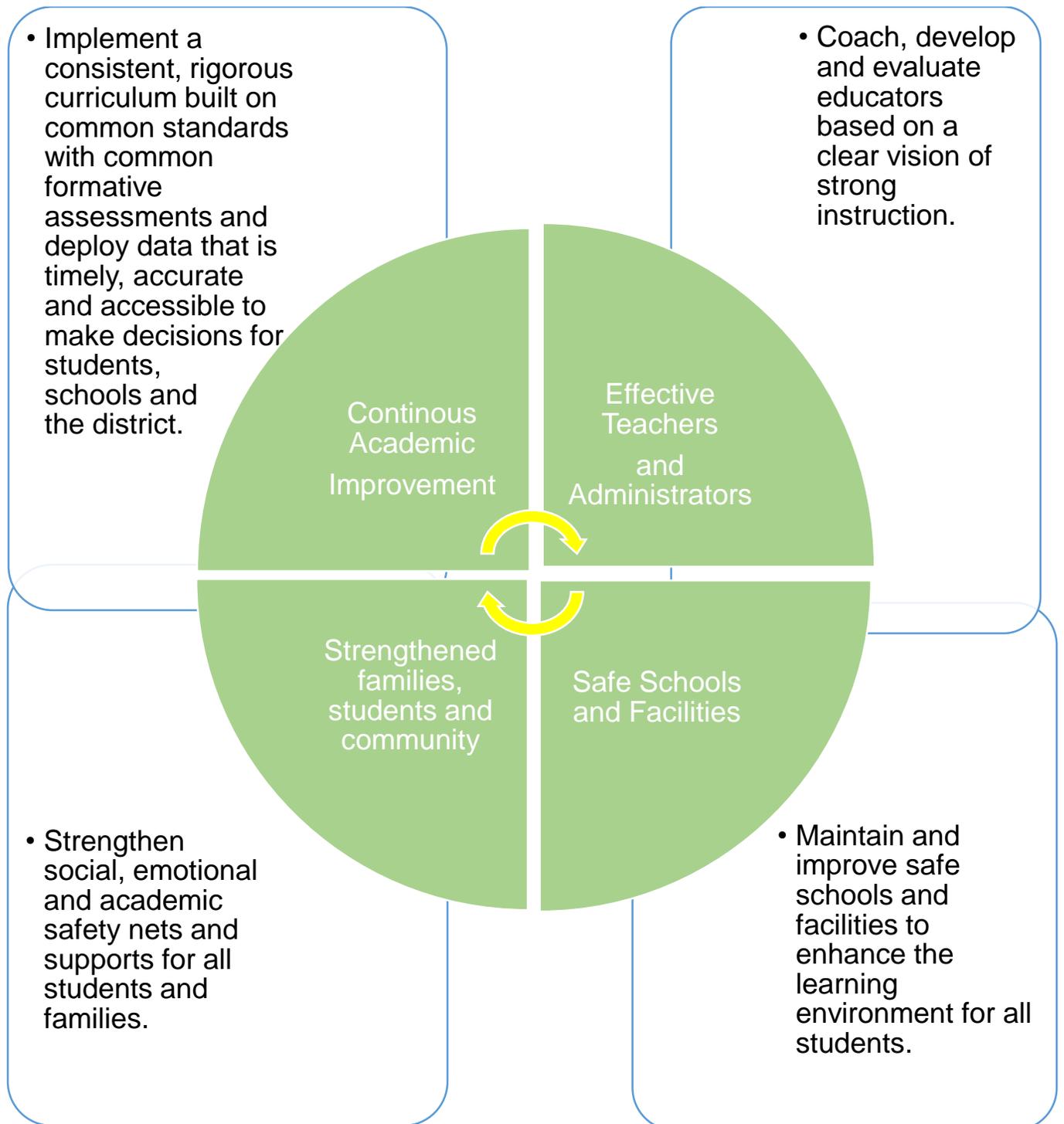
Goal 4: Parent, Student and Community Involvement

1. Implement and expand Character Education and Positive Behavior Intervention Support (PBIS) initiatives.
2. Provide wrap-around services to students and families (e.g., community agencies, backpack program).
3. Provide regular communication to parents about their child's educational progress, the educational and building programs in the district, and of activities and events (Parent Portal, Newsletters, Website, Constant Contact, SchoolReach, Twitter, Facebook).
4. Strengthen parent and community engagement through building level activities (e.g., Literacy Night, FAFSA Night, Homecoming, etc.)
5. Provide parent and community engagement through districtwide committees: Audit, Finance, Student Achievement, Facilities and Wellness.

Goal 5: Governance

1. The Building School Improvement Plans (B-SIP) will be updated yearly, and specific goals and objectives will be determined based on disaggregated student data and needs assessments.
2. Board policies and procedures will be current (have been revised within the last two years).
3. Systematic procedures will be in place to ensure fiscal accountability and management of District funds.
4. Board members will complete 16 hours of training within 12 months of their election/appointment.
5. The Bayless Board of Education will continue to pursue recognition programs sponsored by the Missouri School Board Association.

The Flow Chart of Continuous Improvement



As Bayless Moves Forward...

This strategic plan presents an exciting direction for Bayless Schools for the next five years. It is not enough to just have a plan. Timely execution with consistent monitoring is critical to producing outcomes. The metrics that will help monitor our progress will include the following:

Metric	Frequency	Strategic Priorities Monitored
Student Performance Indicators:		
Missouri Assessment Program	1x/year	#1: curriculum and data deployment #2: educator development
ACCESS	1x/year	
GalileoK12 Benchmarks (ELA, MA, SC for grades 2-12)	3x/year	
Fountas and Pinnell Running Record scores (K-5)	3x/year	
AIMSweb Reading (K-12) and Math (K-5) Screening Tool	1x/year Sweep Ongoing Monitoring (support only)	
District Writing Assessment	2x/year	
ACT scores	1x/year	
Highly-Qualified Educator Indicators:		
Number of observations conducted	8x/year	#1: curriculum and data deployment #2: educator development
Student Surveys	2x/year (1x per semester)	
Unit of Instruction (UOI)	1x/year	
Individual PDP	1x/year	
Facilities, Support and Instructional Resource Indicators:		
Five year plan	2x/year	3: facilities, support, & IR
Parent, Student and Community Involvement Indicators:		
Course failures	4x/year	#1: student performance #4: parent, student and community involvement
Attendance	Monthly	
Dropout	1x/year	
Graduation	1x/year	
Suspensions	Monthly	
PAT visits	Monthly	
Character Ed Surveys	1x/year	
PBIS SET/ISSET	1x/year	
Governance Indicators:		
Board Docs	Monthly	#5: Governance

SCHOOL IMPROVEMENT PLAN

GOAL 1: STUDENT PERFORMANCE

Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.

Objectives:

1. Students demonstrate significant improvement in their academic standards.
2. Students demonstrate and communicate content knowledge and academic language.
3. The district's teachers support the cognitive engagement of all students.
4. The district's teachers implement curriculum standards.
5. The district's teachers use student assessment data to analyze and modify instruction.

EVALUATION: THE PROGRESS OF THE OBJECTIVES MEASURED BY:

- Analyzing data from APR, MAP and ACT reports, local and common assessments
- Analyzing scores of subgroups to determine strengths and weaknesses
- Comparing state and other district scores to the district's scores
- Analyzing Network for Teacher Evaluation (NEE) reports
- Analyzing responses from parent and student survey data

Goal/ Objective	Strategy	Timeline Start/End	Person(s) Responsible	Professional Development	Funding/ Resources	Progress
Goal 1 Obj.1 - 4	1. The EC-12 written curriculum will meet state standards, district goals and the Missouri Learning Standards for the development of curricular resources using Rigorous Curriculum Design (RCD) (e.g., curriculum units, pacing calendar, and common formative assessments) aligned to the Missouri Learning Standards/GLEs/CLEs and state assessments (MAP/EOC/ACT) and is implemented throughout the instructional programs.	August 2013 to May 2015	Assistant Superintendent Principals Instructional Coordinators	Missouri Learning Standards Rigorous Curriculum Design BYOC	District Title II	
	2. An EC-12 emphasis on research-based best practices in reading and writing will be implemented and monitored in all curriculum areas and in all grade levels.	August 2013 to May 2015	Assistant Superintendent Principals ELA Coordinators Literacy Coach	Daily 5/Café Reading Workshop Lucy Calkins Writing Process Text Complexity	District Title I Title II	
	3. An EC-12 emphasis on research-based best practices in mathematics will be implemented and monitored in all grades.	August 2013 to May 2015	Assistant Superintendent Principals Math Coordinators	Eight Mathematical Practices	District Title I Title II	
	4. Common and summative assessments aligned to the Missouri Learning Standards/Grade-Course level expectations will be developed and implemented for each subject/grade.	August 2013 to May 2016	Assistant Superintendent Principals/AC ELA/Math Coordinators	Lead and Learn Center GalileoK12 PLC/Data Teams	District Title I Title II	
	5. Core/grade level and vertical teams will utilize data to drive instruction through collaborative teams (Decision Making for Results, Data Teaming) to collaborate about best practices, analyze data, monitor progress and adjust strategies.	August 2013 to May 2016	Assistant Superintendent Principals/AC ELA/Math Coordinators	Lead and Learn Center PLC/Data Teams	District Title I Title II	
	6. A variety of academia and activity opportunities will be available for students to encourage regular attendance and engage in extracurricular school activities.	August 2013 to May 2019	Assistant Superintendent Principals Athletic/Activity Director		District	
	7. Alternative instructional programs will be available to meet students' unique, individual needs (BALC, Missouri Options Program, Diploma Bound, Credit and Grade recovery, Extended Learning, Early Childhood, PAT).	August 2013 to May 2016	Director of Secondary Guidance Principals EC Director		District	
	8. Implement Standards Based Grading for core subject areas.	August 2013 to May 2016	Principals	Rick Wormeli SBG	District Title II	

SCHOOL IMPROVEMENT PLAN

GOAL 2: HIGHLY-QUALIFIED STAFF

Recruit, attract, develop, and retain highly-qualified staff to carry out the Local Educational Agency (LEA), the District mission, goals, and objectives.

Objectives:

1. The district will attract and retain highly qualified staff.
2. The district assists staff to seek and create professional learning opportunities.
3. All staff participate in collegial activities to build relationships and encourage growth with the educational community.

EVALUATION: THE PROGRESS OF THE OBJECTIVES MEASURED BY:

- Staff surveys, needs assessments, and log of professional development activities
- Student achievement scores
- Network for Educator Effectiveness reports

Goal/ Objective	Strategy	Timeline Start/End	Person(s) Responsible	Professional Development	Funding/ Resources	Progress
Goal 2 Obj.1 - 3	1. Recruit and retain a highly qualified and effective staff.	August 2013 to May 2015	Superintendent Assistant Superintendent Principals Instructional Coordinators		District Title I Title II Title III	
	2. Based on student population growth and financial data, additional staff and administrative positions will be considered yearly.	August 2013 to May 2015	Superintendent CFO		District	
	3, District-wide professional development activities will be available to staff.	August 2013 to May 2015	Assistant Superintendent Principals Instructional Coordinators		District Title I Title II	
	4. Provide a tuition reimbursement program for certified and classified staff.	August 2013 to May 2016	Superintendent Human Resources		District Title I Title II	
	5 .Implement the Network for Educator Effectiveness (NEE) educator evaluation system with fidelity.	August 2013 to May 2016	Superintendent Assistant Superintendent Principals	Network for Educator Effectiveness	District Title I Title II	
	6. Provide job-embedded professional development.	August 2013 to May 2019	Assistant Superintendent Principals Instructional Coordinators		District Title I Title II Title III Perkins	
	7. Provide a Teacher Induction Program (TIP).	August 2013 to May 2016	Assistant Superintendent Principals Instructional Coordinators		Title II	

SCHOOL IMPROVEMENT PLAN

GOAL 3: FACILITIES, SUPPORT AND INSTRUCTIONAL RESOURCES

Provide and maintain appropriate instructional resources, support services, and functional, safe facilities.

Objectives:

1. All district facilities will be appropriate for present and future students' programming needs.
2. Provide a safe, secure learning environment for all students and staff.

EVALUATION: THE PROGRESS OF THE OBJECTIVES MEASURED BY:

- Responses from parent/staff/student surveys

Goal/ Objective	Strategy	Timeline Start/End	Person(s) Responsible	Professional Development	Funding/ Resources	Progress
Goal 3 Obj. 1 - 2	1.Maintain a rolling five-year maintenance and facility plan.	August 2013 to May 2018	COO Director of Maintenance and Grounds		District Prop C	
	2.Continuously evaluate opportunities to improve facilities and grounds	August 2013 to May 2018	COO Director of Maintenance and Grounds			
	3.Implement building programs under Bayless <i>Prop C</i> which will enhance safety, security and extend the utility of our existing buildings for decades to come.	August 2013 to May 2018	Superintendent COO		Prop C	
	4.Periodically review facility needs with our administrators, faculty, staff, students, parents and community to ensure that our facility goals conform to the needs of our CSIP.	August 2013 to May 2018	Superintendent COO			
	5.Provide technology solutions that support and enhance teachers' learning and teaching experience.	August 2013 to May 2016	COO Assistant Superintendent		District	
	6.Develop and expand Infinite Campus data dashboard system for teachers and administrators to include new sources of data and analytical tools.	August 2013 to May 2019	COO Assistant Superintendent	Infinite Campus Community	District	
	7.District and Building level crisis plans will be developed and reviewed annually and practice drills (tornado, fire, intruder) will be conducted at least quarterly.	August 2013 to May 2016	COO Principals			

SCHOOL IMPROVEMENT PLAN

GOAL 4: PARENT, STUDENT AND COMMUNITY INVOLVEMENT

Promote, facilitate, and enhance parent, student, and community involvement in LEA/District educational programs.

Objective:

1. At least ---% of parents will participate in district and building activities/programs/communication tools.

EVALUATION: THE PROGRESS OF THE OBJECTIVES MEASURED BY:

- Parent/Community surveys
- Parent-Teacher and Student-Led Conference data
- Technology reports
- DESE PAT reports
- SET/ISSET reports
- Sign-in sheets

Goal/ Objective	Strategy	Timeline Start/End	Person(s) Responsible	Professional Development	Funding/ Resources	Progress
Goal 4 Obj. 1-	1.Implement and expand Character Education and Positive Behavior Intervention Support (PBIS) initiatives.	August 2013 to May 2018	Principals	Character Education PBIS	District	
	2.Provide wrap-around services to students and families (e.g., community agencies, backpack program).	August 2013 to May 2018	Principals Social Worker Counselors Nurses	PBIS	District	
	3.Provide regular communication to parents about their child's educational progress, the educational and building programs in the district, and of activities and events (Parent Portal, Newsletters, Website, Constant Contact, SchoolReach, Twitter, Facebook).	August 2013 to May 2018	Superintendent COO Principals		District	
	4.Strengthen parent and community engagement through building level activities (e.g., Literacy Night, FAFSA Night, Homecoming, etc.)	August 2013 to May 2018	Principals		District Title I Title III	
	5.Provide parent and community engagement through districtwide \ committees: Audit, Finance, Student Achievement, Facilities and Wellness.	August 2013 to May 2018	Superintendent Assistant Superintendent COO CFO		District	

SCHOOL IMPROVEMENT PLAN

GOAL 5: GOVERNANCE

Govern the LEA/District in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

Objective:

1. The Board of Education and the Superintendent will work together to effectively manage and lead the schools to higher levels of student achievement.

EVALUATION: THE PROGRESS OF THE OBJECTIVES MEASURED BY:

- Board Docs

Goal/ Objective	Strategy	Timeline Start/End	Person(s) Responsible	Professional Development	Funding/ Resources	Progress
Goal 5 Obj. 1-	1. The Building School Improvement Plans (B-SIP) will be updated yearly, and specific goals and objectives will be determined based on disaggregated student data and needs assessments.	August 2013 to May 2018	Superintendent		District	
	2. Board policies and procedures will be current (have been revised within the last two years).	August 2013 to May 2018	Superintendent		District	
	3. Systematic procedures will be in place to ensure fiscal accountability and management of District funds.	August 2013 to May 2018	Superintendent CFO	MOASBO	District	
	4. Board members will complete 16 hours of training within 12 months of their election/appointment.	August 2013 to May 2018	Board of Education	MSBA	District	
	5. The Bayless Board of Education will continue to pursue recognition programs sponsored by the Missouri School Board Association.	August 2013 to May 2018	Board of Education		District	