



Bayless School District
School Improvement Plan

School: Bayless Intermediate School

School Year: 2009-2010

Student Performance

During the summer of 2008, the Intermediate School was chosen to participate in a study regarding the school improvement process with the McRel Institute. 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 determine appropriate solutions. The team determined a focus of vocabulary and specifically using the six steps for vocabulary instruction. There was also a continued focus on a Balanced Literacy approach to reading, as well as 6+ 1 Traits Writing. The team initially used MAP data and continually monitored Acuity, running records and the Gates MacGinitie Reading Test data. Writing Roadmap was utilized to assess writing; however, some scores were unavailable at the end of the school year due to an error in scoring. At the end of last year, 96% of third graders and 90 % of fourth graders were reading at or above grade level. Overall improvement on the Gates MacGinitie was at 6 NCE's, which met the SIP goal. Due to unreliable data on Writer's Roadmap, the goal of students increasing one or .5 of a point was unable to be assessed.

After the second 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 96.5% of students scored one Tier higher on Acuity.

Having the PBS 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 will be monitored through office referrals and student/ staff surveys.

Professional Development

Professional development in the areas of cooperative grouping, Amesweb, Boys Town Strategies and character education was provided before the start of the school year. The McRel leadership team also attended a two day summer professional development session regarding school culture and climate. This year the team will continue to provide training on peer observation as a tool to monitor the success of current initiatives. Training will also be provided to interventionists for providing identified interventions to at-risk students.

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.

Principal

Date

September 2009

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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	09-10	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 10% from fall to spring as measured by AIMSweb assessment data. (Baseline Year)	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.			New			
		An assessment wall will be utilized to monitor student growth in reading.								
		The staff will be trained in and utilize Boys Town strategies to 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.	95% of Third grade students and 90% 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 Grade (Level S)	Teachers will participate in training and participate in peer observation. Interventionists will be trained in RtI interventions and Aimsweb Assessment.	68%	96%		95%		
		At risk students will attend before or after school tutoring.			3rd	3rd		82%		
		Teachers will utilize Marzano's six steps for vocabulary instruction.								
		Interventionists will utilize Corrective Reading and Earobics for Tier II and III kids.								
		Teachers will utilize Marzano's six steps for vocabulary instruction.								

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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.	<p>Formative assessments using the district rubric will be utilized to monitor student growth in writing three times (fall, winter, spring) .</p> <p>The staff will implment Character Education and Boys Town strategies to increase quality student learning time measured by office referrals.</p> <p>The staff will develop and implement school-wide Caring School Community components to promote autonomy, belonging and competence</p> <p>Monthly curriculum teaming will focus on Writing 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>Staff will continue to implement Positive Support strategies and expectations and analyze behavior data.</p>	65% 4-6 Graders will increase one point on a four point scale in Writer's Roadmap 65% of third graders will increase .5 (half) of a point on Writer's Roadmap	Refresher training and training for new teachers will br provided in 6+1 Traits and Writer's Workshop. Grade level teams will utilize protocols to examine student writing, as well as showing students writing examples.	52%	31% 4th 44% 5th		65%		

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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>Rhymes n Times and 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.	52%	75%		85%		

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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	<p>Utilize SchoolReach to contact parents to inform and invite them to participate in parent planned school events.</p> <p>The Reading Specialists and ELL Specialists will offer Title I & III workshops and parent meetings.</p> <p>The parent engagement committee will continue to add school events such as Morning Munch, Picnic with your Parents, Movie Night, and Math Night.</p>	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.	52%	71%	81%			