

Baileywick Elementary

2021-22 School Improvement Plan

Mission

Baileywick Elementary School will provide a relevant and engaging education and will graduate students who are collaborative, creative, effective communicators and critical thinkers.

Core Beliefs:

1. Every student is uniquely capable and deserves to be challenged and engaged in relevant, rigorous, and meaningful learning each day.
2. Every student is expected to learn, grow, and succeed while we will eliminate the ability to predict achievement based on socioeconomic status, race, and ethnicity.
3. Well-supported, highly effective, and dedicated principals, teachers, and staff are essential to success for all students.
4. The Board of Education, superintendent, and all staff, while sustaining best practices, will promote and support a culture of continuous improvement, risk-taking, and innovation that results in a high-performing organization focused on student achievement.
5. The Board of Education, superintendent, and all staff value a diverse school community that is inviting, respectful, inclusive, flexible, and supportive.
6. The Wake County residents value a strong public school system and will partner to provide the support and resources to fully realize our shared vision, accomplish the mission, and sustain our core beliefs.

Vision

Baileywick is a place of joyful and purposeful learning. We honor and develop each child's individual strengths in an environment that encourages risk taking and creativity. Our community's collective diversity of thought, experience and background comprises the strength of our school.

Values

Real World Curriculum: Our approach to curriculum makes standards come alive for students by connecting learning across subjects areas to real-world issues and needs. Academically challenging, inquiry-based learning experiences prepare students for success in their future academic endeavors. Our school ensures that all students have access to a rigorous curriculum, and regularly analyze that curriculum to align with those standards.

Joyful Learning: Our classrooms are alive with discovery, inquiry, critical thinking, problem solving, and collaboration. Teachers talk less while students talk (and think) more. Lessons have clear purpose, guided by learning targets for which students take ownership and responsibility. Student engagement strategies and activities serve to differentiate instruction and maintain high expectations to bring out the best in all students, cultivating a culture of high achievement.

Multiple Performance Measures: In addition to skill-based academic learning and assessment, opportunities for collaboration, feedback, and reflection are integrated throughout the curriculum.

Respectful Culture: We embrace a Responsive Classroom approach to teaching. This approach to teaching emphasizes academic, social, and emotional growth in a strong school community. We believe that how children learn is as important as what they learn, and that academic success is inextricably tied to building social-emotional competencies. All of our educators have been provided with extensive training and resources to help create safe and joyful classrooms where children can thrive.

Goals for 2021-2022

Goal 1: By June 2022, Baileywick will have evaluated new intervention structures and staffing to increase student outcomes as measured by mCLASS, number knowledge screeners, STAR, CFA, Walkthroughs.

Goal 2: By June 2022, all students and staff will grow socially/emotionally as measured throughout the year using core questions on the quarterly student and staff surveys, Responsive Classroom walkthrough data, Restorative Circle sign up data, Culturally Responsive Family Inventory, and SEL lesson products.

School Improvement Indicators

Priority Indicators

A1.08: ALL teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon and reward persistence to mastery.

A1.02: ALL teachers improve their practice by responding to the principal's observations and/or observations by peers.

A3.07: Instructional teams and teachers use fine-grained data to design for each student a learning path tailored to that student's prior learning, personal interests, and aspirations.

E1.05: The "ongoing conversation" between school personnel and parents/guardians is candid, supportive, and flows in both directions.

A2.28: Instructional teams and teachers utilize culturally relevant examples in curriculum and instruction to strengthen student learning.

Additional Indicators

E1.08: Professional development for teachers includes support for working effectively with families

B3.03: The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.

A4.16: The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.

A2.14: Units of instruction include specific learning activities aligned to objectives.

A2.13: Units of instruction include standards-based objectives and criteria for mastery.