

# Baileywick Elementary

## 2023-2024 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:

- Meaningful learning everyday
- Eliminate gaps
- Well-supported staff
- Improvement and innovation
- Diverse school community
- Partnership
- Learning environments

### 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 subject 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 analyzes 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 a clear purpose, guided by learning targets for which students take ownership and responsibility. Student engagement strategies and activities differentiate instruction and maintain high expectations to bring out the best in all students, cultivating a high-achievement culture.

**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. How children learn is as important as what they learn, and 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 2023-2024

**Goal 1:** By June 2024, Baileywick Elementary will implement five high-impact instructional strategies during differentiated core instruction to positively impact student growth as measured by NC Check-In, mCLASS, NKT, Star Math, CFA, Walkthrough, and Bridges assessment data.

**Goal 2:** By June 2024, Baileywick will increase teacher efficacy by 20% through the implementation of dedicated grade-level instructional coaches. Success will be measured through teacher survey, walkthrough, and formal observation data.

## 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.

**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.

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

**A2.18:** ALL teachers use cooperative learning methods and encourage questioning, seeking help from others, and offering help to others.

### Additional Indicators

**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.

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

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