

ACHIEVEMENT

2012-2013

School Improvement Plan

BEHAVIOR



CULTURE

WM Bass Elementary School

A TRADITION OF EXCELLENCE FOR ALL



LYNCHBURG CITY SCHOOLS



WILLIAM MARVIN BASS



Bass Elementary School

Excellence in Achievement

Excellence in Behavior

Excellence in Culture

A place where hope begins, dreams come true, and we never give up!

2012-2013 School Improvement Plan Bass Elementary School

VISION

A Tradition of Excellence
for All

MISSION

Every child, by name and by
need, to graduation

GOAL

Excellence in Achievement,
Behavior and Culture

Indicators of Excellence

Achievement

BES Achievement Indicators

- Analysis of School Performance Data
- Units of instruction include pre and post tests.
- Professional development to include Peer Observations
- Teachers check understanding
- Yearly Learning Goals are Data Driven

Behavior

BES Behavior Indicators

- Staff will conduct behavior checks
- Communication with Parents through conferences

Culture

BES Culture Indicators

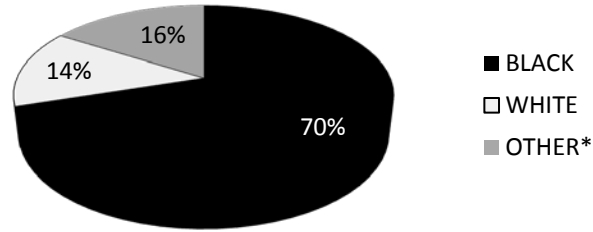
- Communication with parents about the importance of the curriculum of the home
- Intragenerational associations among students
- Opportunities for parents to get to know each other



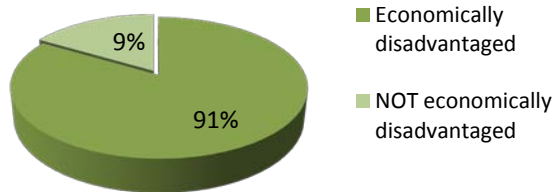
2012-2013 School Improvement Plan Bass Elementary School

Introductory Data

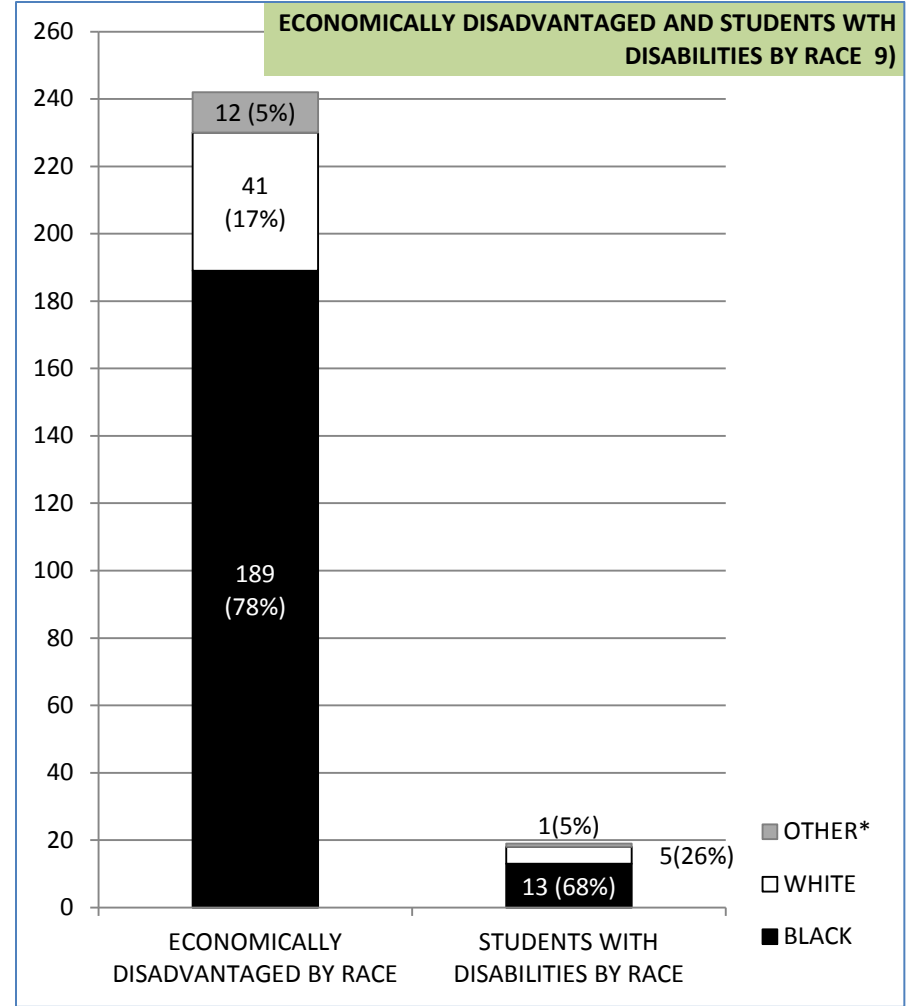
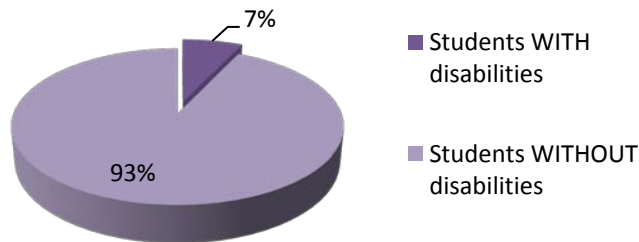
2011-2012 STUDENT POPULATION BY RACE



STUDENT POPULATION SPLIT BY ECONOMICALLY/ NOT ECONOMICALLY DISADVANTGED



SPLIT BY STUDENTS WITH DISABILITIES

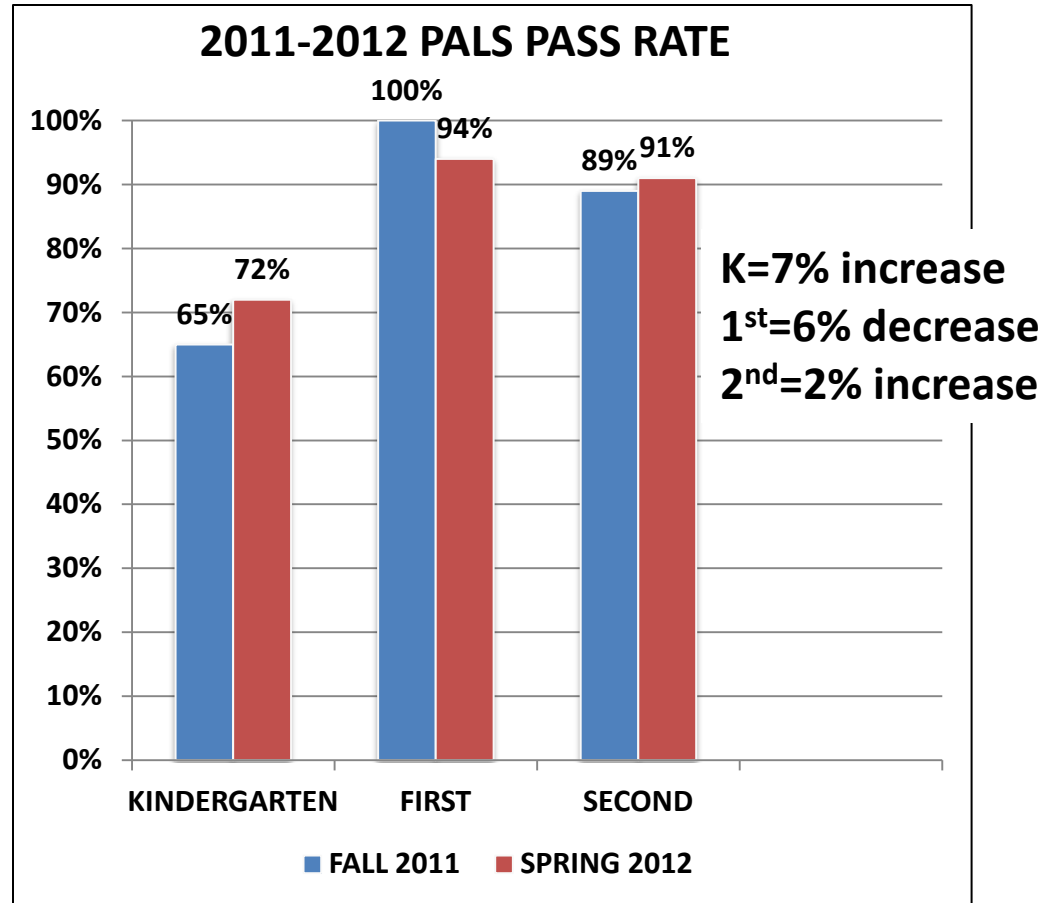


*Includes Asian, American Indian, Hispanic, Hawaiian, and Mult-Ethnic, or Unspecified. In the 2010-2011 school year, the state required a change to ethnicity reporting, which allowed for additional subgroups. The data will show more significant changes in subgroups because someone who may have previously been included in the white or black sub group, would transfer to the other subgroup.

A

LCS GOAL: By the end of 2nd grade reduce the failure rate on the PALS by 10% each year and decrease the failure rate on the SOL Reading Assessments by 10% each year.

Percentage of students “passing” is calculated based on the number of students who met or exceeded the “summed score” or benchmark for their grade level.

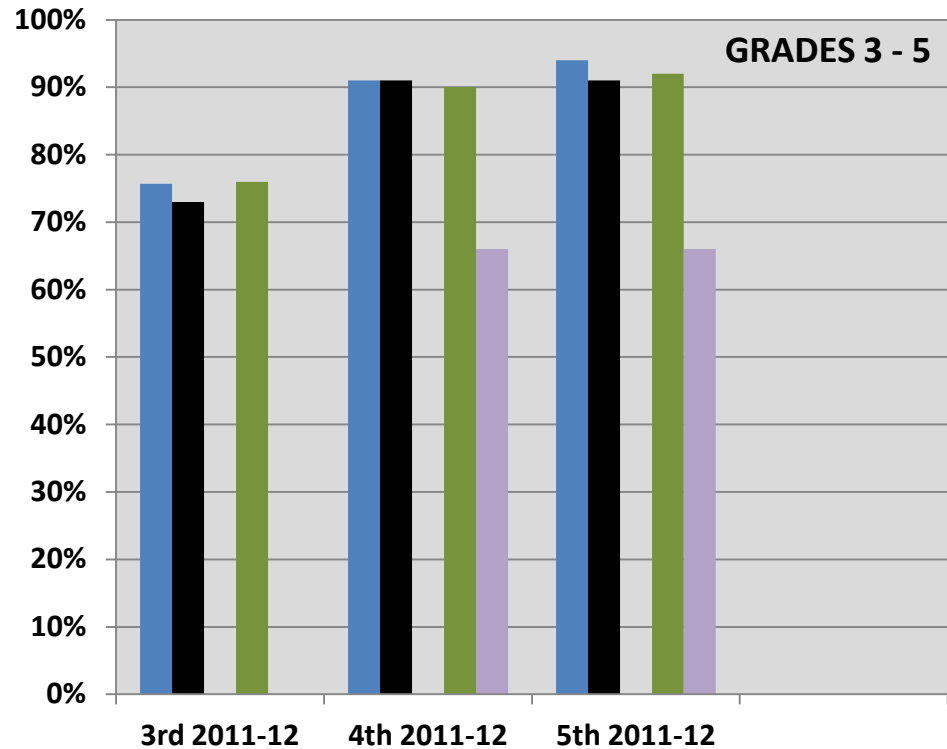


A LCS GOAL: By the end of 2nd grade reduce the failure rate on the PALS by 10% each year and decrease the failure rate on the SOL Reading Assessments by 10% each year.

■ Total ■ Black □ White ■ Economically Disadvantaged ■ Students with Disabilities

Achievement data is not available for white students or students with disabilities. The subgroups are too small.

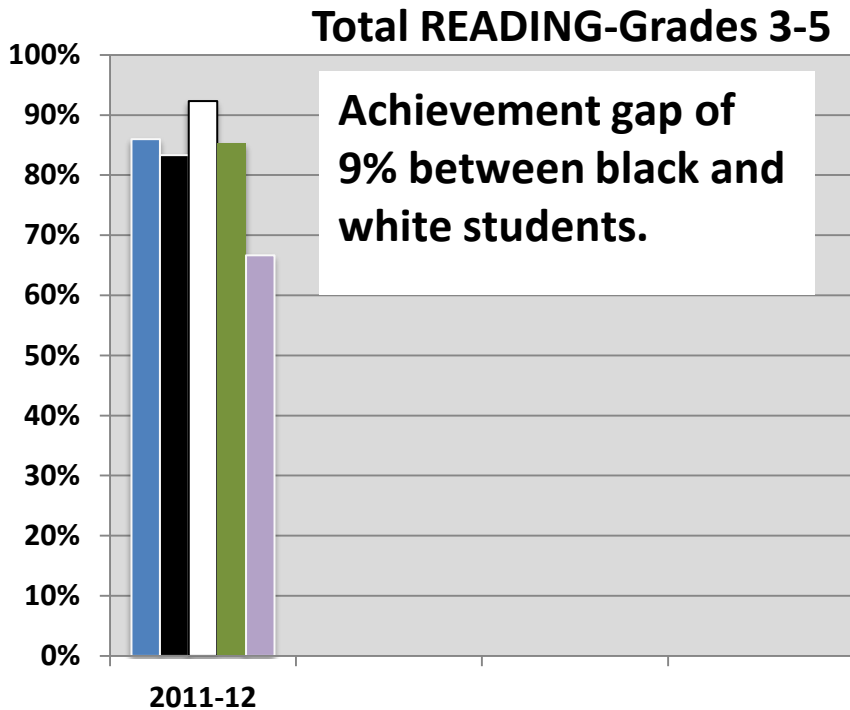
2012 Spring SOL Reading Test



A LCS GOAL: All schools will be fully accredited and all subgroups will show positive progress each year toward meeting the Federal Annual Measurable Objectives on SOLs as determined by the Virginia Department of Education.

■ Total ■ Black □ White ■ Economically Disadvantaged ■ Students with Disabilities

**Proficiency Gap Dashboard
(FAMO)**

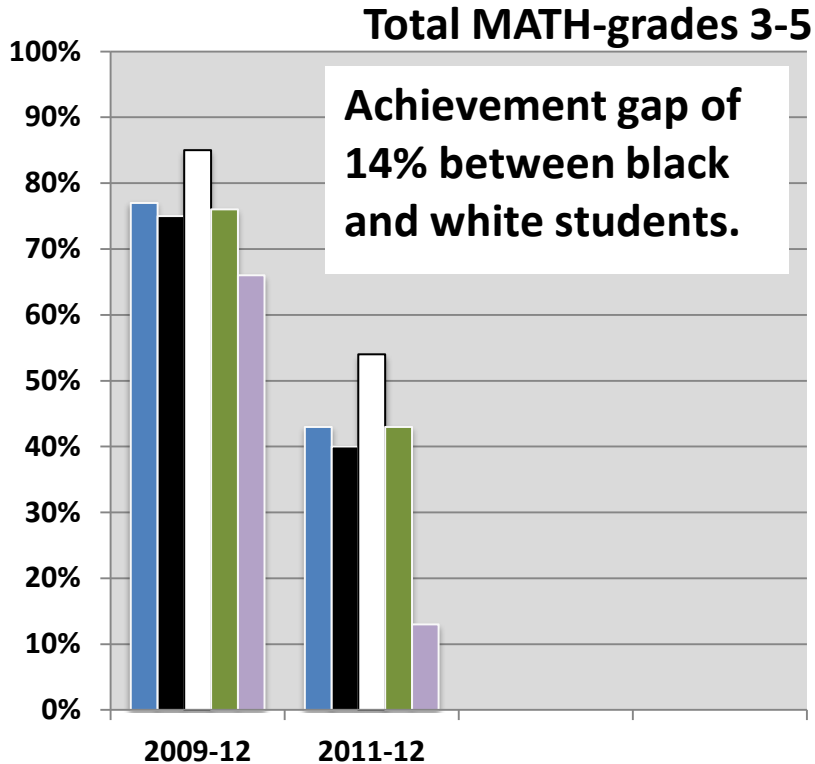


	AMO Targets	BES AMO Results	Met AMO
All Students	85%	86%	Yes
Gap Group 1	76%	85%	Yes
Gap Group 2	76%	83%	Yes
Gap Group 3	80%	TS	TS

A LCS GOAL: All schools will be fully accredited and all subgroups will show positive progress each year toward meeting the Federal Annual Measurable Objectives on SOLs as determined by the Virginia Department of Education.

■ Total ■ Black □ White ■ Economically Disadvantaged ■ Students with Disabilities

Proficiency Gap Dashboard (FAMO)

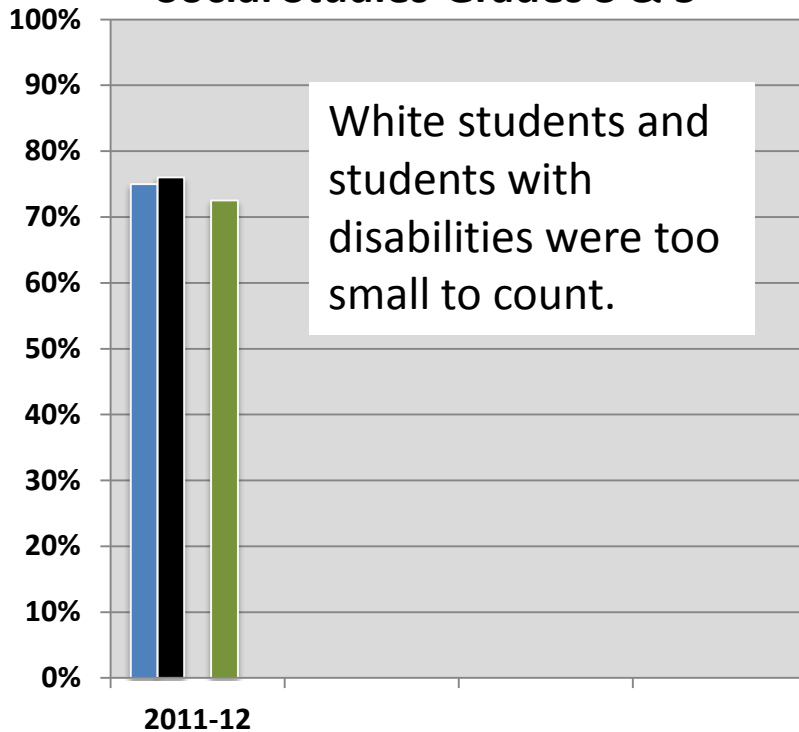


	AMO Targets	BES AMO Results	Met AMO
All Students	61%	43%	3 yr.
Gap Group 1	47%	43%	3 yr.
Gap Group 2	45%	40%	3 yr.
Gap Group 3	52%	TS	TS

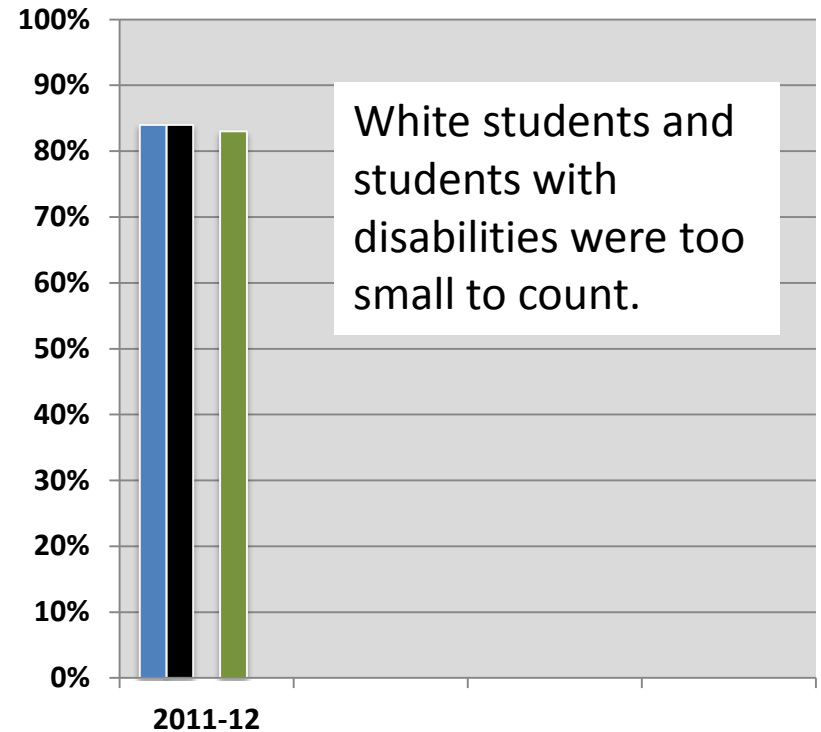
A LCS GOAL: All schools will be fully accredited and all subgroups will show positive progress each year toward meeting the Federal Annual Measurable Objectives on SOLs as determined by the Virginia Department of Education.

■ Total ■ Black □ White ■ Economically Disadvantaged ■ Students with Disabilities

Social Studies-Grades 3 & 5

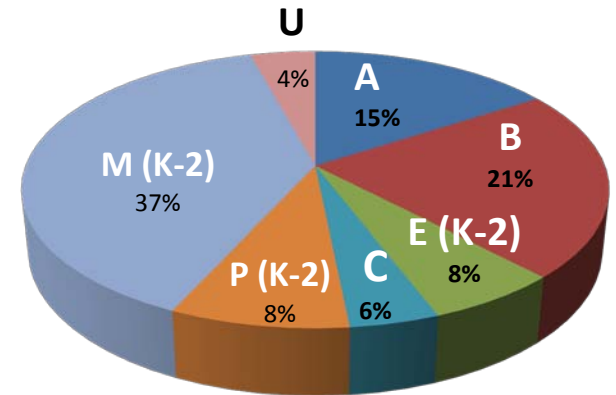
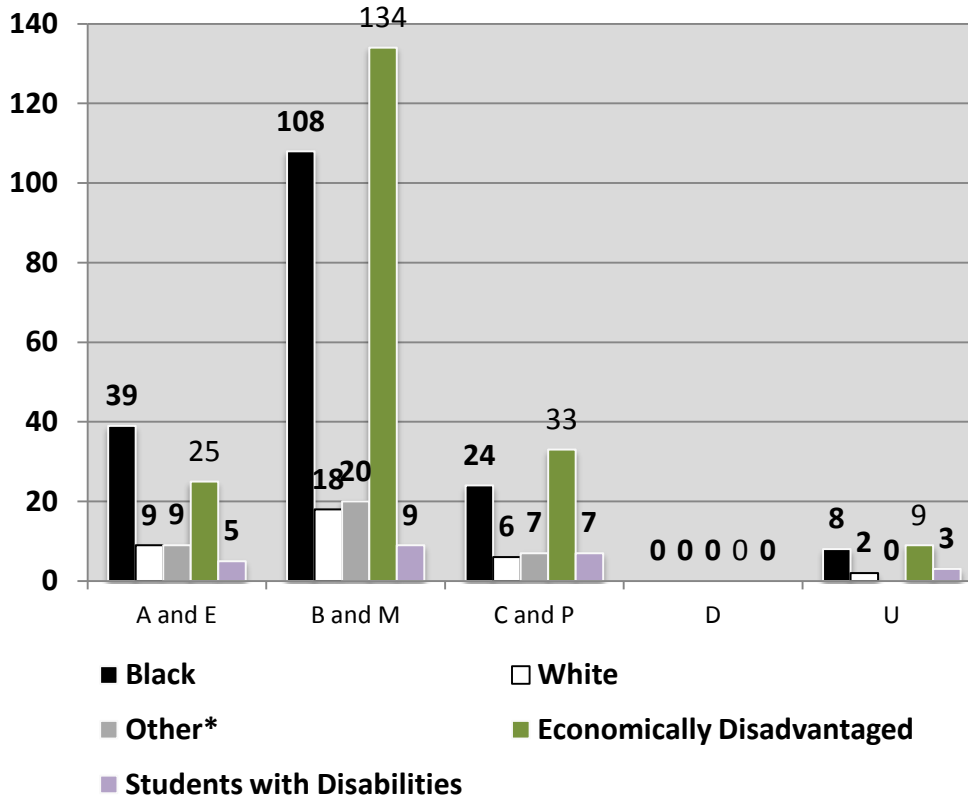


Science Grades-3 & 5



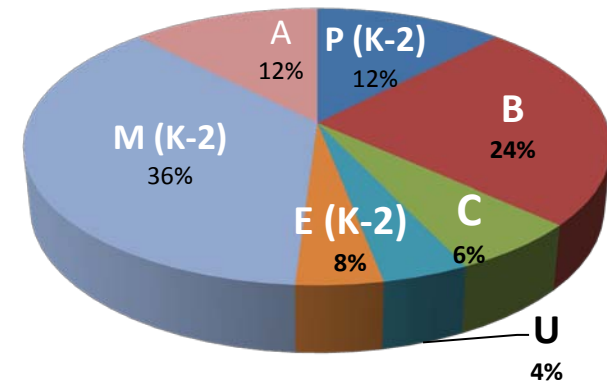
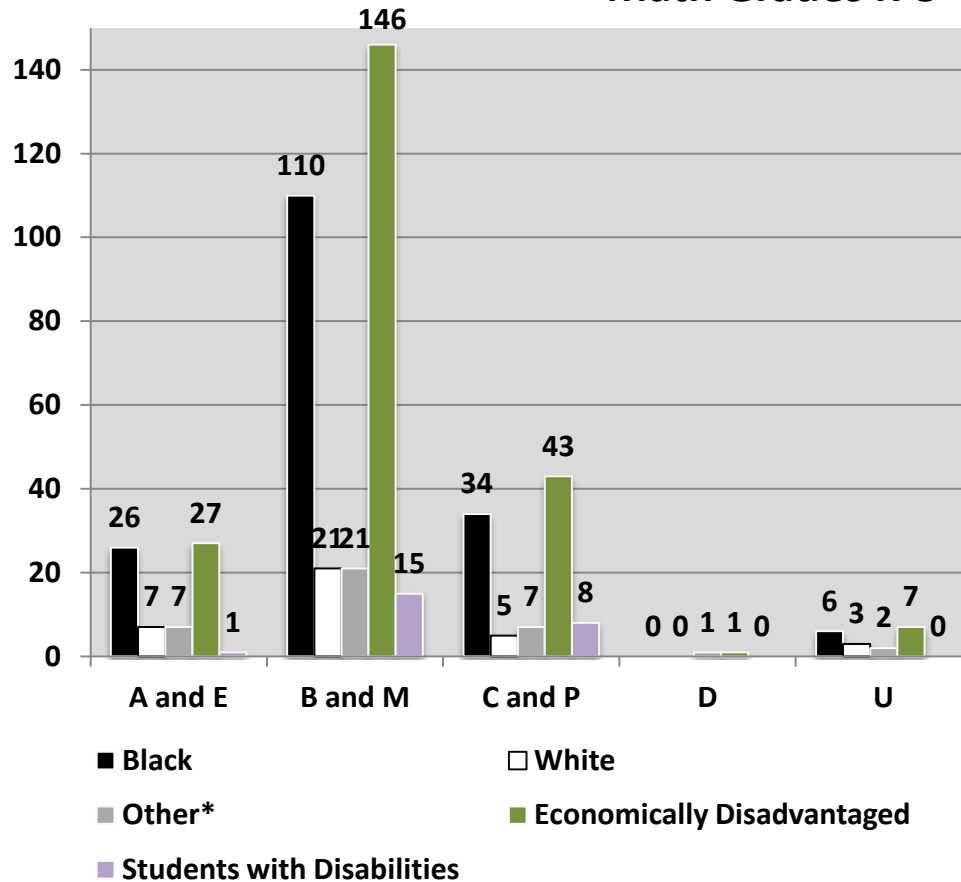
A LCS GOAL: Review grading practices and develop instructional strategies that encourage students to accurately demonstrate what they have learned.

Reading Grades K-5



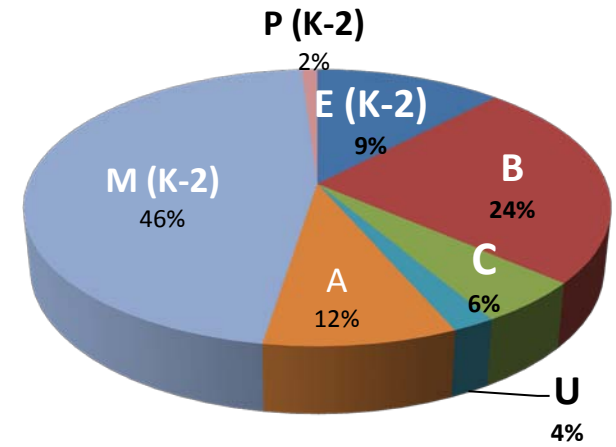
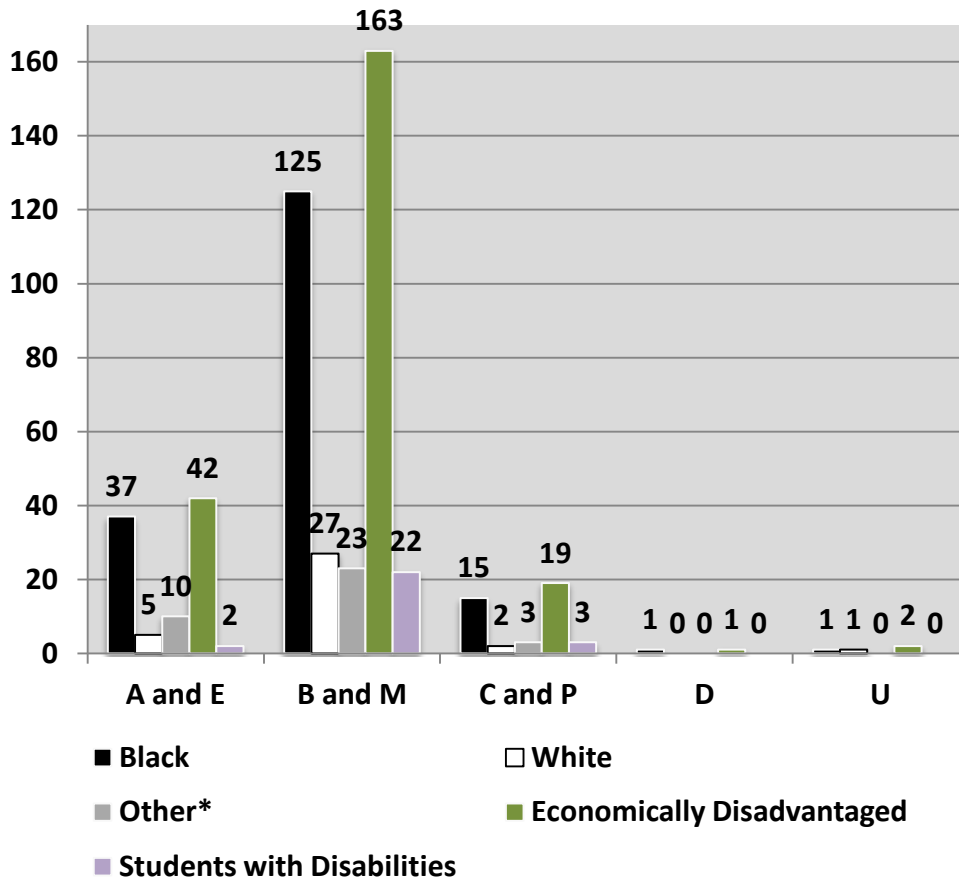
A LCS GOAL: Review grading practices and develop instructional strategies that encourage students to accurately demonstrate what they have learned.

Math Grades K-5



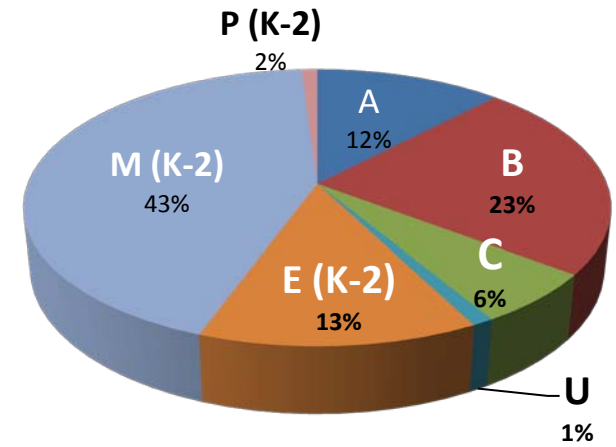
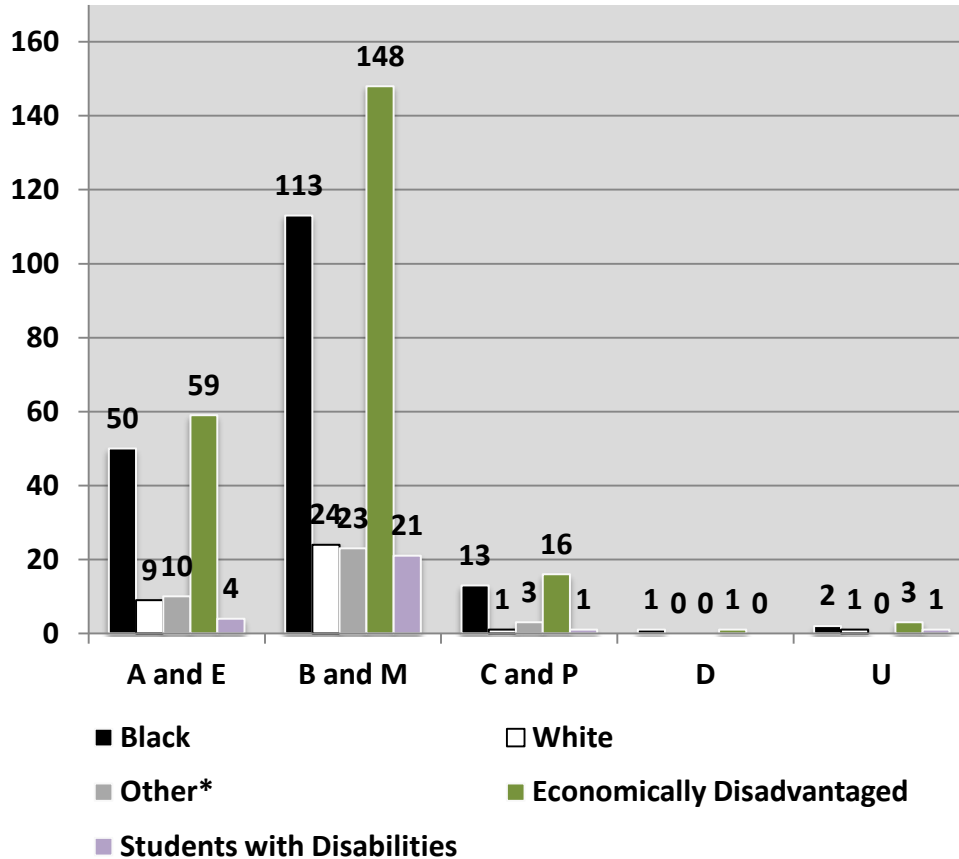
A LCS GOAL: Review grading practices and develop instructional strategies that encourage students to accurately demonstrate what they have learned.

Science Grades K-5



A LCS GOAL: Review grading practices and develop instructional strategies that encourage students to accurately demonstrate what they have learned.

Social Studies Grades K-5





Excellence In Achievement



ID10 The school's leadership team will regularly look at school performance data and aggregated classroom observation data to make decisions about school improvement and professional development needs.



IF04 Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management.



IIB01 Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.



VB05 Staff members use a variety of techniques to check students' understanding through projects or performances (such as Reader's Theater, Graphic Organizers).



2012-2013 School Improvement Plan Bass Elementary School

A ID10 The school’s leadership team will regularly look at school performance data and aggregated classroom observation data to make decisions about school improvement and professional development needs.

Strategies	Evidence of Completion/Evaluation	Responsibility
<p>Using the Skillful Teacher model, the principal will create a checklist to conduct classroom walkthroughs.</p> <p>The Skillful Teacher Checklist and data collected from walkthroughs will be shared with the faculty.</p>	<p>Data collected from conducting walkthroughs will be collected into spreadsheet/graphs and shared with faculty on a quarterly basis at faculty meetings and/or Professional Learning Communities (PLCs)</p> <p>From the data presented, staff will make decisions to change instruction and/or add in house professional development</p>	<p>Principal</p> <p>BES faculty</p>



2012-2013 School Improvement Plan Bass Elementary School

A

ID10 The school's leadership team will regularly look at school performance data and aggregated classroom observation data to make decisions about school improvement and professional development needs.

Strategies	Evidence of Completion/Evaluation	Responsibility
<p>Teachers will create an At Risk Student (ARS) list and update monthly.</p> <p>The principal will meet with grade levels to review At Risk Student List.</p>	<p>ARS list will be updated and discussed in PLC groups and turned in to the principal on a monthly basis</p>	<p>Teachers in grades K-5</p>

2012-2013 School Improvement Plan Bass Elementary School

A ID10 The school's leadership team will regularly look at school performance data and aggregated classroom observation data to make decisions about school improvement and professional development needs.

At Risk Student Spreadsheet

Copy and paste interventions:

- | | | |
|--|---|--|
| <input type="checkbox"/> Parent Communication | <input type="checkbox"/> Title 1 Math (3-5) | <input type="checkbox"/> One on One tutoring |
| <input type="checkbox"/> Extra Time | <input type="checkbox"/> EIRI | <input type="checkbox"/> Recess tutoring |
| <input type="checkbox"/> Extra Copies | <input type="checkbox"/> Full DRA | <input type="checkbox"/> Day Treatment |
| <input type="checkbox"/> Preferential Seating | <input type="checkbox"/> Peer Tutoring/Buddy | <input type="checkbox"/> Compass Math |
| <input type="checkbox"/> Able to correct assignments | <input type="checkbox"/> Child Study Referral | <input type="checkbox"/> Compass Reading |
| <input type="checkbox"/> LLI | <input type="checkbox"/> Afterschool | |
| <input type="checkbox"/> Title 1 Reading | <input type="checkbox"/> Intercession | |
| | <input type="checkbox"/> Speech | |

Updates:

8/10/12 9/14/12 10/22/12 1/7/13

Student Name	Attendance Issues	Behavior Issues	Academic Grades/Needs	Interventions	Comments
John Doe	Absent 2 days; Tardy 10 Absent 6 days 2 nd nine weeks (1/7/13) excused		Reading-D; DWAP-55 Math-B; 70 SS-C; 65 Sci-A; 75	Parent Communication <input type="checkbox"/> Afterschool <input type="checkbox"/> Intercession (Sept/Dec) Compass Reading LLI	Continue to monitor for progress through LLI



2012-2013 School Improvement Plan Bass Elementary School

A ID10 The school’s leadership team will regularly look at school performance data and aggregated classroom observation data to make decisions about school improvement and professional development needs.

Strategies	Evidence of Completion/Evaluation	Responsibility
K-3 PALS data from 3 test administrations (beginning, mid-year, end) will be analyzed to identify students in need of targeted intervention in the area of reading.	K-3 PALS Summary Reports Use of data to track progress of intervention students	School Leadership Team K-3 Teachers Title 1 Teachers
In grade 3, the school leadership team will use 2012 Spring SOL data to identify students in need of targeted intervention because they are at risk of failing the 2013 Spring SOL Math or Reading test.	EIMS Reports Use of data to track progress of 3 rd grade intervention students at risk of failing the 2013 SOL Reading or Math test	School Leadership Team 3 rd Grade Teachers
In grades 4 and 5, the school leadership team will use 2012 Spring SOL data to identify students in need of targeted intervention because they are at risk of failing the 2013 Spring SOL Math or Reading test.	EIMS Reports Use of data to track progress of 4 th and 5 th grade intervention students at risk of the 2013 SOL Reading or Math test	School Leadership Team 4 th and 5 th Grade Teachers



2012-2013 School Improvement Plan Bass Elementary School

A

ID10 The school's leadership team will regularly look at school performance data and aggregated classroom observation data to make decisions about school improvement and professional development needs.

Strategies	Evidence of Completion/Evaluation	Responsibility
The school leadership team will develop and maintain an electronic progress monitoring form (ARS list) to analyze and document the progress of students identified as intervention students.	ARS list will be completed as data is available each nine weeks and saved to the network folder	School Leadership Team
Datacation will be used to monitor the progress of intervention students each nine weeks.	Data summary each nine weeks	School Leadership Team



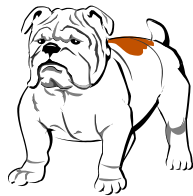
2012-2013 School Improvement Plan Bass Elementary School

A IF 04 Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management.

Strategies	Evidence of Completion/Evaluation	Responsibility
<p>Every teacher will visit at least one classroom at Bass for the 2012-2013 school year.</p> <ul style="list-style-type: none"> •The coordinator will create an observation checklist focusing on Skillful Teacher and Best Practices. •The coordinator will arrange times for post observation discussions in PLCs. 	<p>Completed observation forms and reflections collected by Coordinator, Samantha Raitter</p> <p>Notes/agendas from PLCs and/or post observation meetings</p>	<p>PreK-5 teachers Leverne Marshall Samantha Raitter</p>
<p>The coordinator and the principal will contact other successful and innovative schools and arrange dates for teacher observation teams.</p>	<p>Notes from observation teams and post observation discussions with the team and BES faculty</p>	<p>Leverne Marshall Samantha Raitter</p>

2012-2013 School Improvement Plan Bass Elementary School

A IF 04 Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management.



William Marvin Bass Elementary School Peer Observation Note Page

***Save this page to share in your PLC group; this is anonymous and NOT meant to be evaluative.**

1. Before you get started...How do you think peer observations will change your teaching practice?
2. What grade level is being taught?
3. What subject is being taught?
4. What is the learning objective that you observed?
5. What are students doing to meet the objective?
6. Is there anything in the classroom or lesson that shows that the teacher believes that effort and hard work are important for student achievement?

7. What are some learning strategies that you witnessed?
Circle all that apply:

- Recognition of effort**
- Recognizing similarities and differences**
- Teacher modeling**
- Graphic Organizers**
- Use of technology (KUNO, SmartBoard)**
- Exit Ticket**
- “Hook” to catch student’s attention**
- Quick questioning for understanding**
- End of class summarizer**
- Cooperative learning (groups, centers)**
- Nonlinguistic representation (picture)**
- Providing feedback/correction**

8. Of all of the strategies that you witnessed, what do you want to try in your classroom?
 9. What are the steps you need to take to make that one strategy successful in your classroom?
 10. What did you like about conducting a peer observation?
 11. What would you like to do differently next time?
- Other Observations or Comments:

2012-2013 School Improvement Plan Bass Elementary School

A IBO1 Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.

Strategies	Evidence of Completion/Evaluation	Responsibility
<p>For all grades kindergarten through fifth grade, students will be administered a pre and post test on information for a particular unit of study in mathematics.</p>	<p>Teachers/Grade levels will keep masters of pre/post tests in grade level notebooks to be housed in the classrooms (potentially add to electronic folder for pacing guides)</p>	<p>Classroom teachers K-5 Leverne Marshall</p>
<p>During each nine weeks, teachers will maintain a data spreadsheet that includes individual student performance on SOL/Unit of Study.</p> <ul style="list-style-type: none"> • The coordinator will collect student data spreadsheets from teachers at the end of each nine weeks. 	<p>Teachers will enter student pre/post test data into spreadsheet</p> <p>Data spreadsheets will be discussed in PLCs for updating ARS lists</p> <p>Spreadsheets will be turned into Gwen Robinson at the end of each nine weeks and will be monitored by Leverne Marshall</p>	<p>K-5 classroom teachers Gwen Robinson, coordinator Leverne Marshall</p>

A IIBO1 Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.

***Pre/Post Test Data Spreadsheets to be stored on computer
 Notes for remediation can also be made on spreadsheets and
 shared in PLCs for ARS list updates**

SOL Unit of Study:

Student Name	Pre-test Date	Pre-test score	Post-test Date	Post-Test Score	Remediation
1.					
2.					
3.					

2012-2013 School Improvement Plan Bass Elementary School

A VB05 Staff members use a variety of techniques to check students' understanding through projects or performances (such as Reader's Theater, Graphic Organizers).

Strategies	Evidence of Completion/Evaluation	Responsibility
Teachers will document the formative assessments and projects that they are doing in each grade level and subject.	Teachers will add projects to the pacing guides (write in and e-mail to pacing guide committees)	PreK-5 classroom teachers
The coordinator will assign days for teachers to present projects or other formative assessments (Best Practices) to the entire faculty.	Faculty meeting agendas Best Practices/Mini Workshops for professional development days Sign in sheets and handouts	Pre-K-5 teachers Brittany Whitaker, coordinator Leverne Marshall
Each classroom teacher will do a project or presentation every nine weeks. He/she will e-mail the coordinator(Whitaker), designee(Sterne) and principal letting them know about the project/presentation.	E-mail documentation Classroom handouts Photo documentation and write up of activities	Pre-K -5 teachers Brittany Whitaker, coordinator Denise Sterne, designee Leverne Marshall

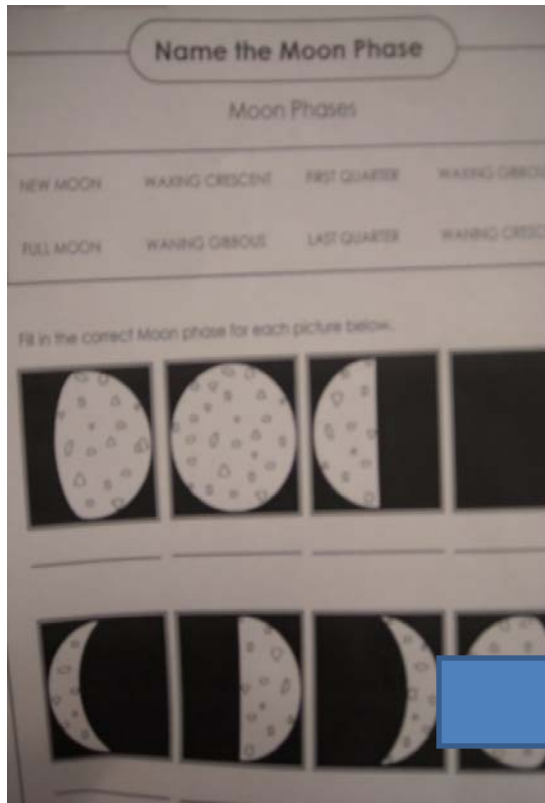
A VB05 Staff members use a variety of techniques to check students' understanding through projects or performances (such as Reader's Theater, Graphic Organizers).

Strategies	Evidence of Completion/Evaluation	Responsibility
<p>Teachers will team up with a grade level or subject partner to present one project/formative assessment Best Practice to the entire faculty. The teachers will be responsible for preparing materials to share and making a copy for the "Idea Book" to be housed in the teacher workroom.</p>	<p>Faculty meeting and mini-workshop agendas</p> <p>Sign in sheets</p> <p>Handouts in "idea book"</p>	<p>Pre-K 5 teachers</p> <p>Brittany Whitaker</p> <p>Leverne Marshall</p>
<p>The coordinator will create a survey to distribute to teachers at the end of the year asking for feedback for the Best Practices presentations from the year. The survey will also ask for comments and suggestions for further professional development for next year.</p>	<p>Completed surveys</p> <p>Data organized in graph</p>	<p>Pre-K 5 teachers</p> <p>Brittany Whitaker</p> <p>Leverne Marshall</p>

The Nine Categories of Instructional Strategies That Affect Student Achievement			
Strategy	Average Effect Size	Percentile Gain	Number of Studies
1. Identifying similarities and differences	1.61	45	31
2. Summarizing and note taking	1.00	34	179
3. Reinforcing effort and providing recognition	.80	29	21
4. Homework and practice	.77	28	134
5. Nonlinguistic representation	.75	27	246
6. Cooperative learning	.73	27	122
7. Setting objectives and providing feedback	.61	23	408
8. Generating and testing hypotheses	.61	23	63
9. Cues, questions, and advance organizers	.59	22	1251
	1.00 = 1 SD 1 SD = 34%		

The Instructional Strategies Defined	
Category	Definition
1. Identifying similarities and differences	Enhance students' understanding of and ability to use knowledge by engaging them in mental processes that involve identifying ways items are alike and different.
2. Summarizing and note taking	Enhance students' ability to synthesize information and organize it in a way that captures the main ideas and supporting details.
3. Reinforcing effort and providing recognition	Enhance students' understanding of the relationship between effort and achievement by addressing students' attitudes and beliefs about learning. Provide students with rewards or praise for their accomplishments related to the attainment of a goal.
4. Homework and practice	Extend the learning opportunities for students to practice, review, and apply knowledge. Enhance students' ability to reach the expected level of proficiency for a skill or process.
5. Nonlinguistic representation	Enhance students' ability to represent and elaborate on knowledge using mental images.
6. Cooperative learning	Provide students with opportunities to interact with each other in groups in ways that enhance their learning.
7. Setting objectives and providing feedback	Provide students a direction for learning and information about how well they are performing relative to a particular learning goal so that they can improve their performance.
8. Generating and testing hypotheses	Enhance students' understanding of and ability to use knowledge by engaging them in mental processes that involve making and testing hypotheses.
9. Cues, questions, and advance organizers	Enhance students' ability to retrieve, use, and organize what they already know about a topic.

A VB05 Staff members use a variety of techniques to check students' understanding through projects or performances (such as Reader's Theater, Graphic Organizers).



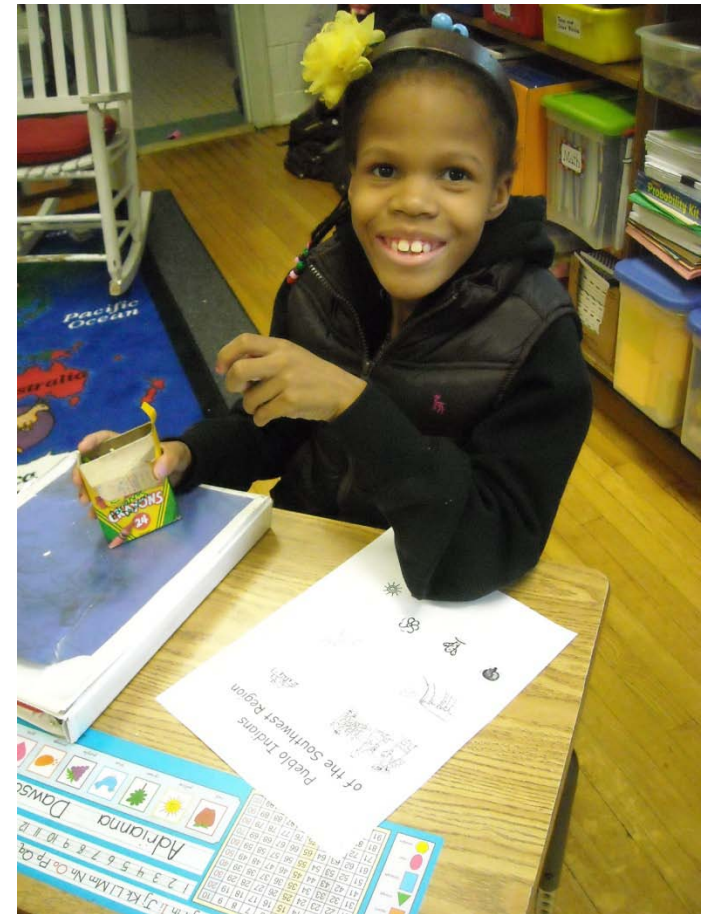
3rd grade Moon Phase Cookies

A VB05 Staff members use a variety of techniques to check students' understanding through projects or performances (such as Reader's Theater, Graphic Organizers).

Kindergarten Book Boxes



A VB05 Staff members use a variety of techniques to check students' understanding through projects or performances (such as Reader's Theater, Graphic Organizers).



2nd grade regions of the US

A VB05 Staff members use a variety of techniques to check students' understanding through projects or performances (such as Reader's Theater, Graphic Organizers).

3rd grade branches of the government



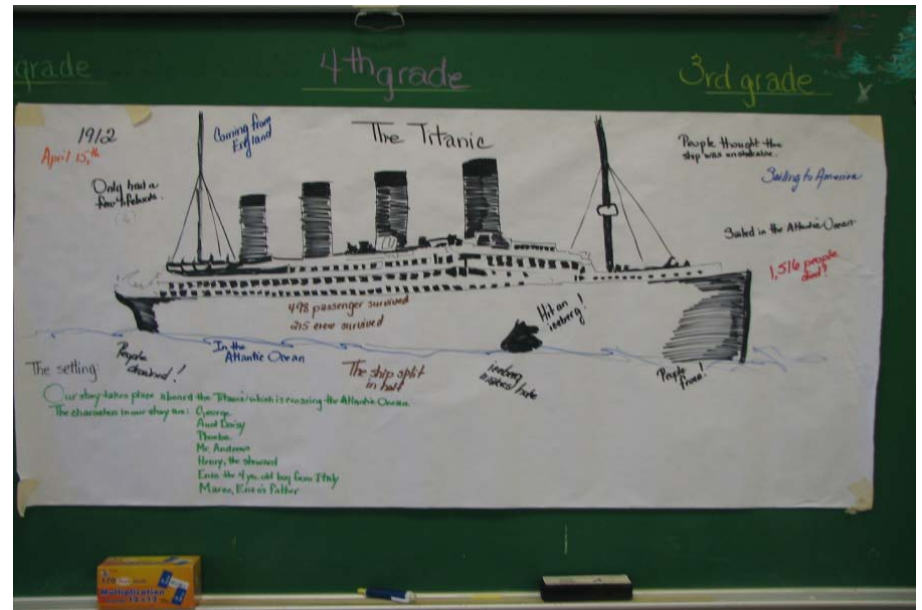
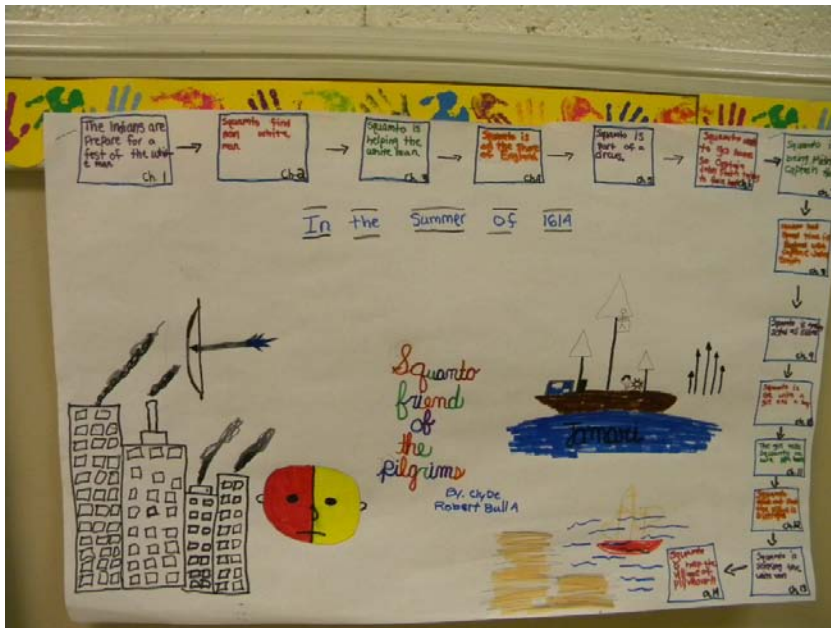
A VB05 Staff members use a variety of techniques to check students' understanding through projects or performances (such as Reader's Theater, Graphic Organizers).



5th grade Reader's Theater

A VB05 Staff members use a variety of techniques to check students' understanding through projects or performances (such as Reader's Theater, Graphic Organizers).

4th and 5th grade Title I Graphic Organizers



A VB05 Staff members use a variety of techniques to check students' understanding through projects or performances (such as Reader's Theater, Graphic Organizers).



3rd grade field trip to the Natural Bridge

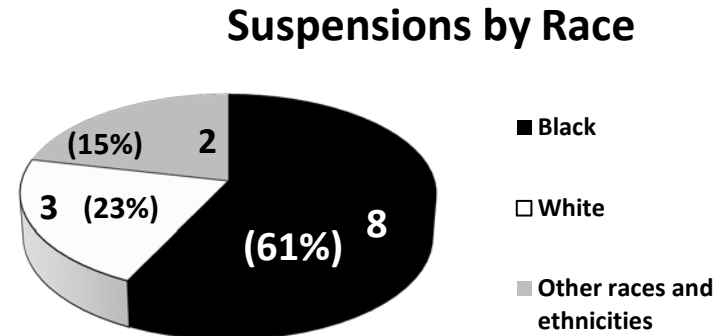
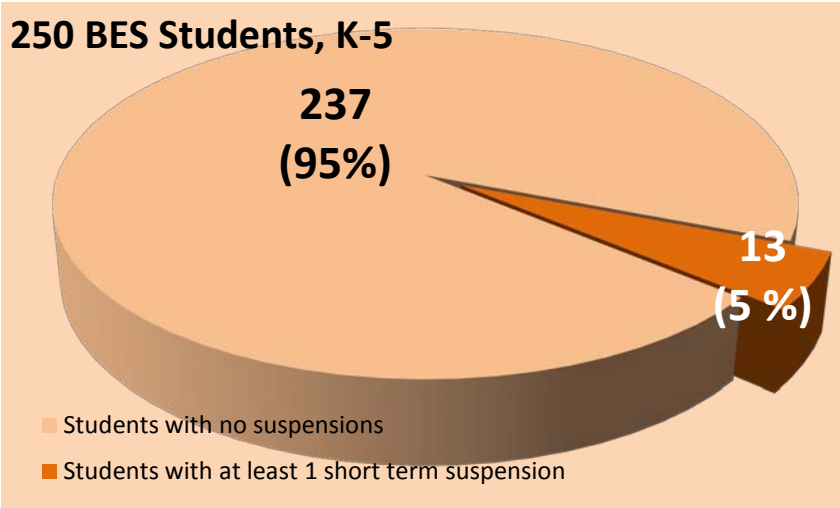
A VB05 Staff members use a variety of techniques to check students' understanding through projects or performances (such as Reader's Theater, Graphic Organizers).

Kindergarten field Trip to the Pumpkin Patch



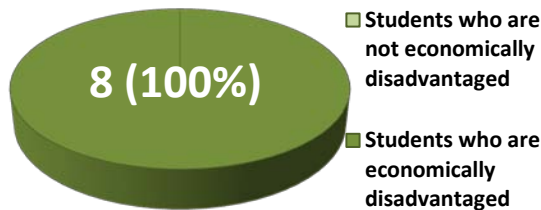
2012-2013 School Improvement Plan Bass Elementary School

B LCS Goal: Decrease suspensions by 5% per year.

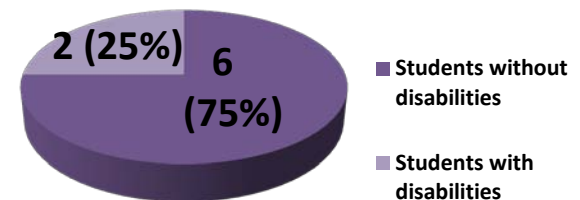


A CLOSER LOOK at the 8 black students with at least 1 short term suspension

How many are economically disadvantaged?



How many are students with disabilities?



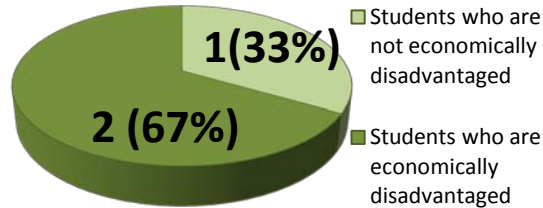
2012-2013 School Improvement Plan Bass Elementary School

B

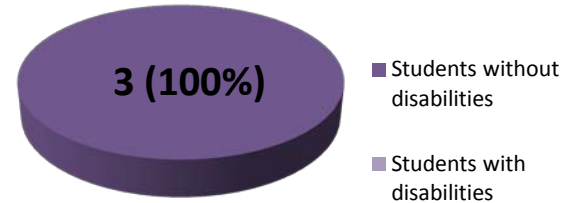
LCS Goal: Decrease suspensions by 5% per year.

A CLOSER LOOK at the 3 white students with at least 1 short term suspension

How many are economically disadvantaged?

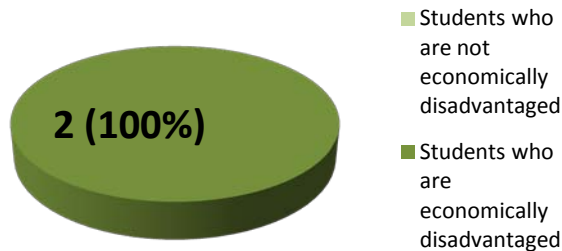


How many are students with disabilities?

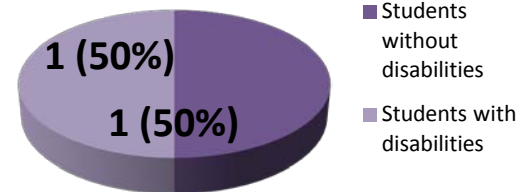


A CLOSER LOOK at the 2 other students with at least 1 short term suspension

How many are economically disadvantaged?



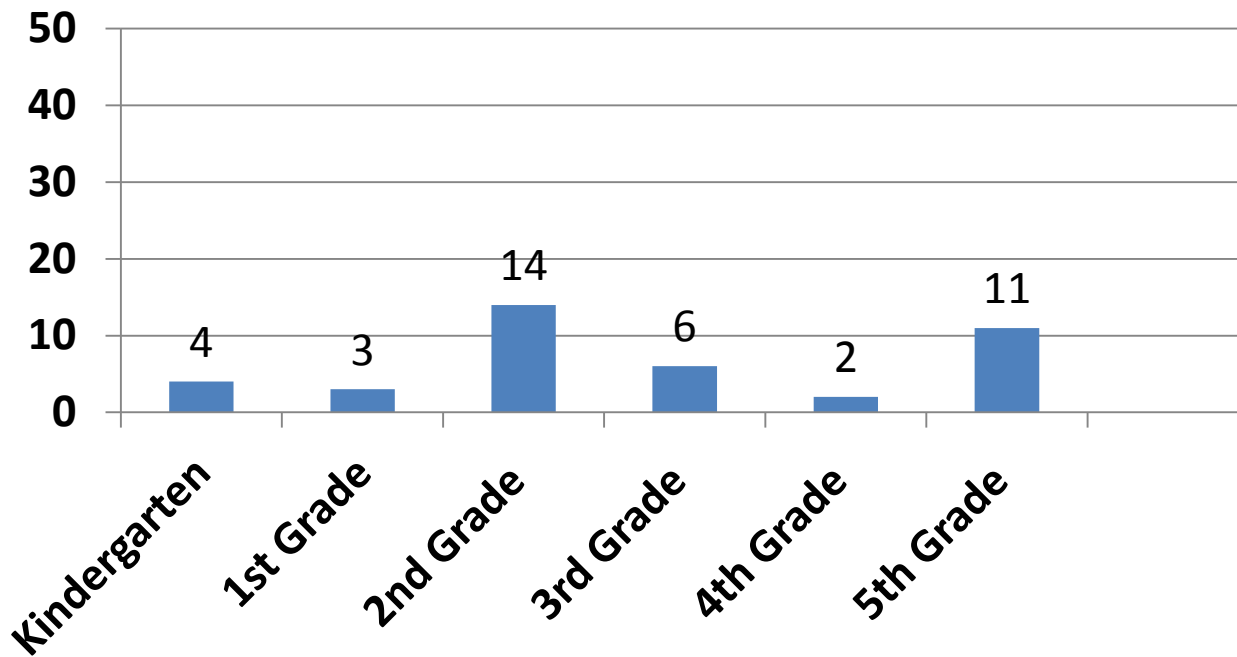
How many are students with disabilities?



2012-2013 School Improvement Plan Bass Elementary School

B LCS Goal: Decrease suspensions by 5% per year.

2011-2012 Disciplinary Referrals

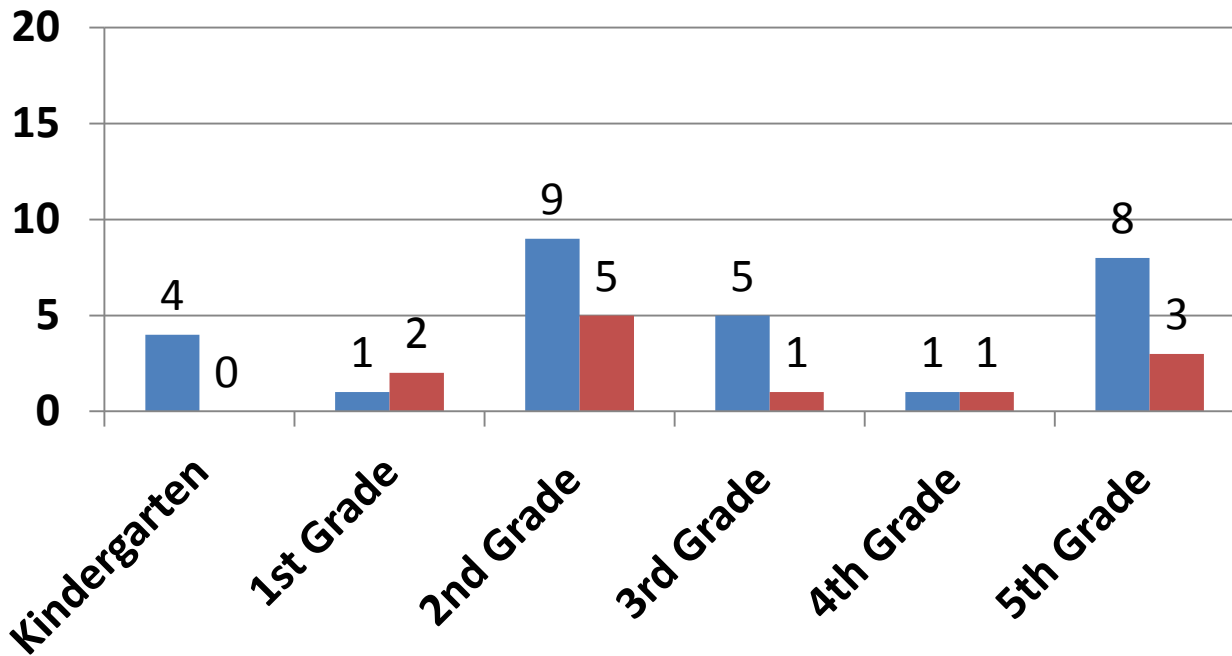


37 different students received a total of 40 disciplinary referrals during the 2011-2012 school year.

2012-2013 School Improvement Plan Bass Elementary School

B LCS Goal: Decrease suspensions by 5% per year.

2011-2012 Disciplinary Referrals by Gender



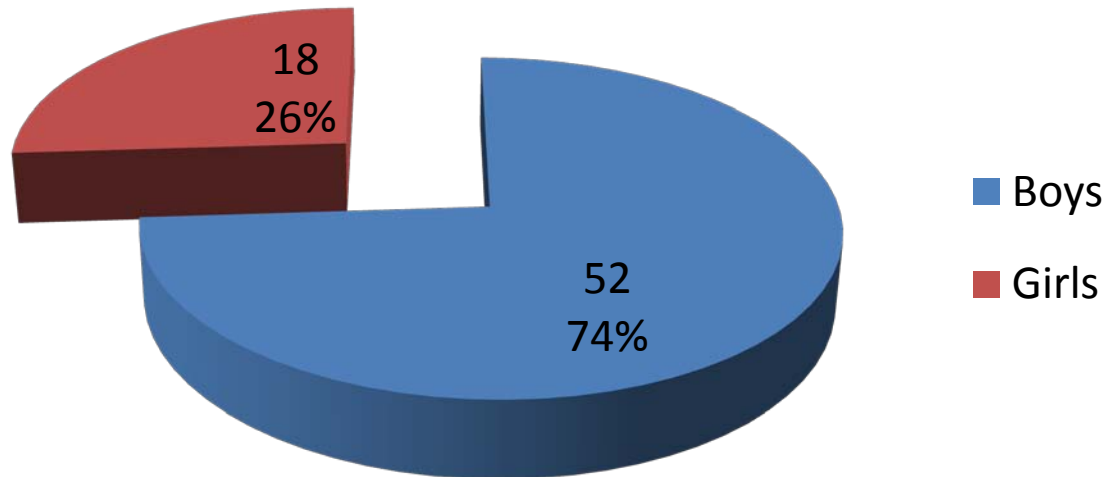
Blue=Males
 Red=Females

B

LCS Goal: Decrease suspensions by 5% per year.

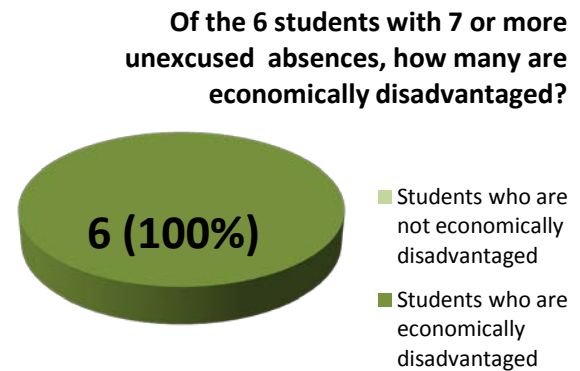
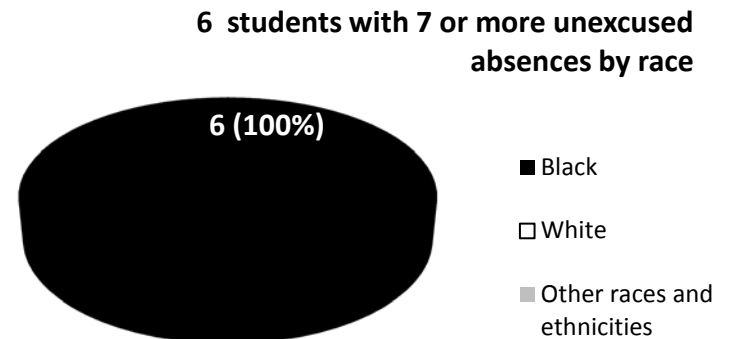
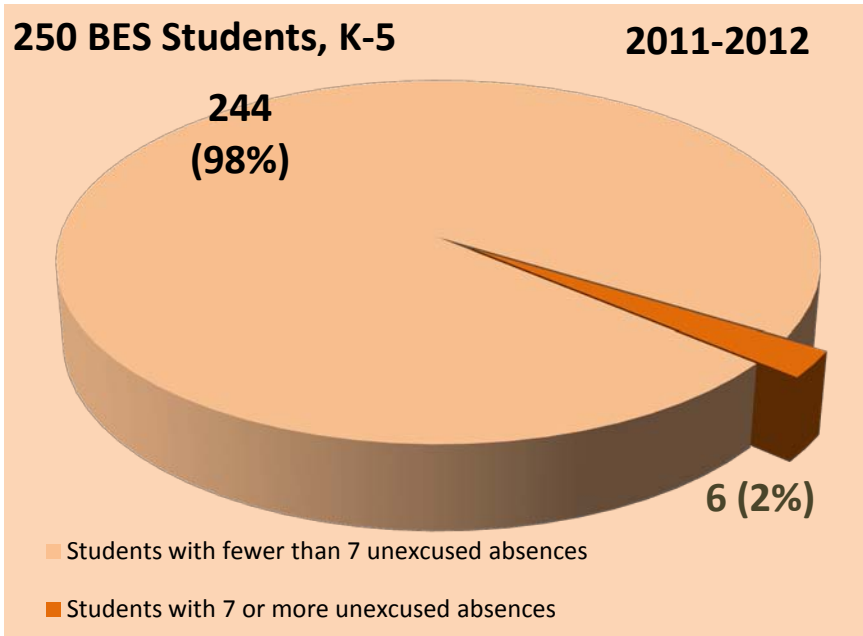
Bus Suspensions 2011-2012

There were 70 bus suspensions in 2011-2012.



2012-2013 School Improvement Plan Bass Elementary School

B LCS Goal: Reduce by 10% the number of students with 7 or more unexcused absences.





Excellence In Behavior

IIIC11 All teachers conduct an occasional "behavior check."



**2012-2013 School Improvement Plan
 Bass Elementary School**

B IIC11 All teachers conduct an occasional "behavior check."

Strategies	Evidence of Completion/Evaluation	Responsibility
Teachers will weekly and informally conduct frequent behavior checks of students behaviors.	<p>Select students will be rewarded through the "bucket filler" program and Terrific Kids for positive behaviors</p> <p>Consistent behavioral concerns regarding bus conduct will be referred to the school's Teacher's assistance Team (TAT)</p>	All classroom teachers
Quarterly guidance lessons explaining and demonstrating examples of good behavior.	Using the school wide behavior program "Bucket fillers", our school Guidance Counselor, Lisa Lowes, will design specific lessons for bus safety and expectations	Lisa Lowes

2012-2013 School Improvement Plan
 Bass Elementary School

B **IIIC11 All teachers conduct an occasional "behavior check."**

Strategies	Evidence of Completion/Evaluation	Responsibility
LCS bus drivers will give a presentation explaining expectations and describing good bus behaviors.	LCS bus drivers will present to students during an assembly per grade level that includes expectations for riding the bus	LCS bus drivers
The principal will establish a reward system that showcases students good bus behaviors.	Recognition on BES morning announcements Quarterly drawing for a bicycle Receive rewards through the bucket filler program	All classroom teachers Leverne Marshall

2012-2013 School Improvement Plan Bass Elementary School

B IIC11 All teachers conduct an occasional "behavior check."



B IIC11 All teachers conduct an occasional "behavior check."



HABIT Parties

B

IIIC11 All teachers conduct an occasional "behavior check."



Bike Giveaway

B III C11 All teachers conduct an occasional "behavior check."

**WE ARE A
BUCKETFILLING SCHOOL**



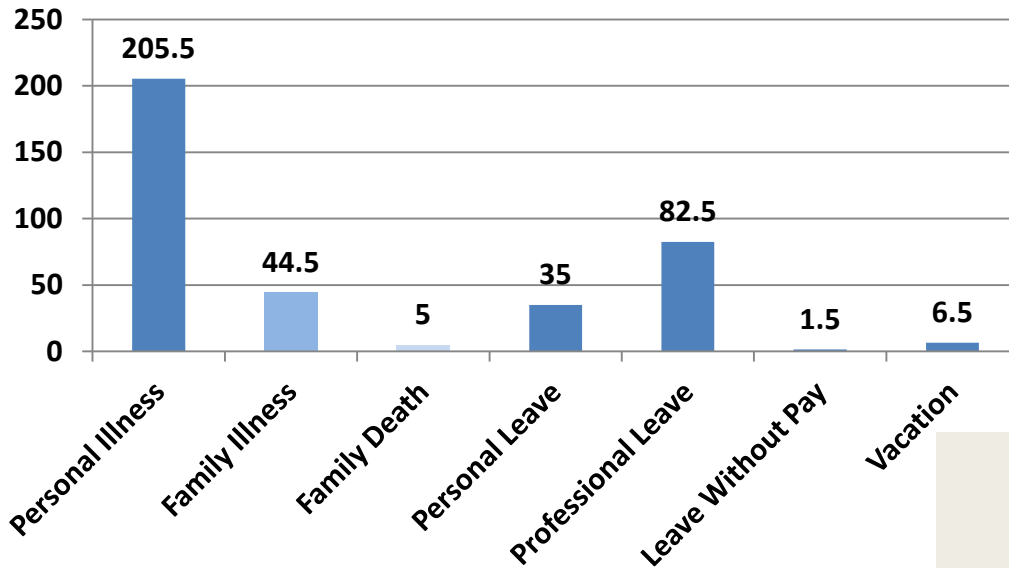
WE FILL BUCKETS...NO DIPPING!

2012-2013 School Improvement Plan Bass Elementary School

C

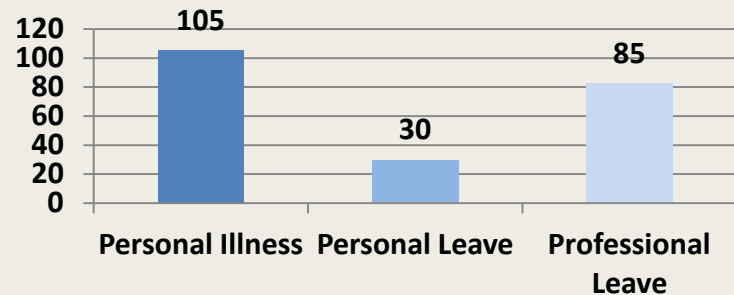
LCS Goal: Reduce costs associated with staff absences.

2011-2012 Staff Absences



35 employees reported a total of 380.5 absences.
 205.5=personal illness (90 of these days were maternity leave)
 44.5=family illness
 5=family death
 35=personal leave
 82.5=professional leave
 1.5=leave without pay
 6.5=vacation

2012-2013 First Semester Staff Absences



C

Lynchburg City Public Schools Bass Elementary

Title One Parent/ Guardian Survey 2011-2012

Parents/Guardians responses indicated...


- Interest in having opportunities to meet other parents at events and workshops
- Increased communication regarding their child's progress
- Interested in attending parent workshops to discuss a variety of topics
- Increased opportunities to showcase their child's success



Excellence In Culture



IIIB01 All teachers maintain a file of communication with parents.



IVA06 The school regularly and clearly communicates with parents about its expectations of them and the importance of the "curriculum of the home."



IVB03 Parent-teacher conferences are held at least twice a year and include students at least once a year.



IVD01 The school provides "intragenerational associations" in which students of different ages are brought together to learn.



IVD03 The school provides opportunities for parents to get to know each other and discuss the "curriculum of the home."



2012-2013 School Improvement Plan Bass Elementary School

C

IIIB01 All teachers maintain a file of communication with parents.

Strategies	Evidence of Completion/Evaluation	Responsibility
Create fliers for parent involvement events related to school improvement indicators. Multiple fliers will be distributed announcing each event in a timely manner.	Fliers will be distributed with all relevant information and will be distributed three times for one event	All classroom teachers PreK-5 Adrienne James
On a rotational basis, selected grade level will contribute to the monthly school newsletter.	October - 5th grade November /December 2nd grade January 1st grade February - 3rd March - 4th April - Kindergarten May - PreKindergarten	All grade level teachers
Contact sheets to be collected twice per year: December 14, 2012 and at the end of the school session in May.	Contact sheets will be turned in by teachers.	All classroom teachers PreK-5 Adrienne James Leverne Marshall

**2012-2013 School Improvement Plan
 Bass Elementary School**

C IVA06 The school regularly and clearly communicates with parents about its expectations of them and the importance of the "curriculum of the home."

Strategies	Evidence of Completion/Evaluation	Responsibility
Title 1 grade level meetings throughout the year. There will be one general meeting in August and grade level meetings in September, November, February, April and May.	Meeting agendas, handouts, activities, photo documentation and notes Sign in sheets	Sandra Mitchell Samantha Raitter Leverne Marshall
FAST program two times a year and FAST Works throughout the year.	Attendance	Lisa Lowes

2012-2013 School Improvement Plan Bass Elementary School

C IVA06 The school regularly and clearly communicates with parents about its expectations of them and the importance of the "curriculum of the home."



Title 1 Parent Workshops

C IVA06 The school regularly and clearly communicates with parents about its expectations of them and the importance of the "curriculum of the home."



Title 1 Parent Workshops

2012-2013 School Improvement Plan Bass Elementary School

C IVA06 The school regularly and clearly communicates with parents about its expectations of them and the importance of the "curriculum of the home."



Title 1 Parent Workshops

2012-2013 School Improvement Plan Bass Elementary School

C

IVD03 The school provides opportunities for parents to get to know each other and discuss the "curriculum of the home."



2012-2013 School Improvement Plan Bass Elementary School

C IVD03 The school provides opportunities for parents to get to know each other and discuss the "curriculum of the home."



2012-2013 School Improvement Plan Bass Elementary School

C IVD03 The school provides opportunities for parents to get to know each other and discuss the "curriculum of the home."



**2012-2013 School Improvement Plan
 Bass Elementary School**

C IVA06 The school regularly and clearly communicates with parents about its expectations of them and the importance of the "curriculum of the home."

Strategies	Evidence of Completion/Evaluation	Responsibility
<p>Each classroom teacher will have at least ONE classroom event for parents. Each teacher will create a welcoming environment to encourage parents to come to grade level and classroom events as a guest or volunteer.</p>	<p>Classroom notices</p>	<p>All Classroom teachers</p>
<p>Parent resource center should be a place where parents can be comfortable and share/check out resources to use at home with their students.</p>	<p>Materials to be re-organized Fliers for parent resource center</p>	<p>Parent Volunteer coordinator</p>

2012-2013 School Improvement Plan Bass Elementary School

C IVA06 The school regularly and clearly communicates with parents about its expectations of them and the importance of the "curriculum of the home."

Strategies	Evidence of Completion/Evaluation	Responsibility
Parent social events with PTO involvement.	Fliers home to parents Sign in sheets	Kim Patsell PTO officers Title 1
The coordinator will develop community and school based service projects.	Fliers to go home to parents FAST works volunteers to coordinate and recruit families for weekend or intercession service projects	Kim Patsell Lisa Lowes PTO Title 1 21 st CCLC
The coordinator will ensure that student work will be showcased through school wide events and classroom events.	Fliers will go home to parents reminding them of the events Press coverage of the events	Denise Sterne Science Fair/History Symposium Committee

2012-2013 School Improvement Plan Bass Elementary School

C IVB03 Parent-teacher conferences are held at least twice a year and include students at least once a year.

Strategies	Evidence of Completion/Evaluation	Responsibility
Teachers will send home a letter to parents/guardians for them to choose their conference times.	Notices collected	Classroom teachers
Teachers will record their attendance for their conference times and submit to the principal the Friday of the conference week.	Conference schedule and sign in sheet Collected conference schedules	Classroom teachers
The principal will file the teachers conference attendance sheets with the classroom teacher's parent contact file, and he will make note of the parents that have missed their appointments.	Collected conference schedules	Leverne Marshall
If parents have missed their conference appointment time, the teacher will contact the parent/guardian and arrange for another meeting date, phone conference or home visit.	Updated conference contact sheet	Classroom teachers Leverne Marshall Lisa Lowes

2012-2013 School Improvement Plan Bass Elementary School

C IVD03 The school provides opportunities for parents to get to know each other and discuss the "curriculum of the home."

Strategies	Evidence of Completion/Evaluation	Responsibility
The coordinator will create a parent interest survey. The committee will use the results to plan events for parent socials.	Topics on the survey will include: Vocational interests, (GED), volunteering opportunities, parenting topics of interests	Denise Sterne School Improvement Committee
Coordinate a career/community fair for parents and students to attend.	Community leaders and businesses will attend and showcase their services and events available for Bass Families; to be held in conjunction with Bass Career Fair.	Lisa Lowes Sandra Miltchell
Title 1 grade level meetings throughout the year.	Meeting Fliers, Agendas and Sign in Sheets	Sandra Mitchell Samantha Raitter
After grade level parent workshops, the coordinator will provide minutes from the meeting to parents who were absent.	Distributed minutes	Parent Volunteer Coordinator Volunteer parent from the meeting
With the assistance of PTO, Title 1, 21 CCLC, provide sponsored parent social events	Fliers, sign in sheets and notes from meetings and discussions	Parent Volunteer Coordinator Leverne Marshall PTO officers

2012-2013 School Improvement Plan Bass Elementary School

C IVD01 The school provides "intragenerational associations" in which students of different ages are brought together to learn.

Strategies	Evidence of Completion/Evaluation	Responsibility
The guidance counselor will develop an intragenerational association in the area of social skills and behavioral interactions among peers.	Bucket Filling Club : 4th and 5th grade students are chosen to model and bring awareness to the concept of “bucket filling” which is doing kind things for others. Students that are positive role models as well as students that could benefit from being a part of the group are chosen by the guidance counselor.	Lisa Lowes
The 21st CCLC Coordinator will develop intragenerational activities in the 21st Century Afterschool Program.	During the afterschool program, students in grades 2-5 have the opportunity to choose their top four enrichment activities. Students are grouped according to interest and not by grade level or gender. Students will have four weeks of each enrichment choice.	Anna Baker

2012-2013 School Improvement Plan Bass Elementary School

C IVD01 The school provides "intragenerational associations" in which students of different ages are brought together to learn.

Strategies	Evidence of Completion/Evaluation	Responsibility
Coordinators will develop intragenerational associations in the area of physical fitness that promote sportsmanship, commitment and endurance.	Fitness Club and B90ed Students from all grades are able to participate in a fitness program that is held before school. (led by Mr. Bryant) Girls on the Run Girls in grades 3rd through 5th build positive relationships with each other, teachers, and parent volunteers.	Neal Bryant Anna Baker Tracie Tkacik Lisa Lowes Veroncia Wayne
Coordinators will develop intragenerational associations in the area of mathematics.	24 Math Team 4th and 5th grade students will participate on the team and play the 24 math game weekly to prepare for the final tournament which takes place in Spring 2013.	Tracie Tkacik Anna Baker
Coordinator will develop intragenerational associations in the area of reading.	Book Buddies 5th grade students read to Pre K students on a weekly basis. This helps with 5th grade students' reading fluency and comprehension. It also helps expose Pre K students to literature, story language, and vocabulary.	Christen Ramsey Doreatha Madison Kim Maxwell

C IVD01 The school provides "intragenerational associations" in which students of different ages are brought together to learn.

Book Buddies



2012-2013 School Improvement Plan Bass Elementary School

C IVD01 The school provides "intragenerational associations" in which students of different ages are brought together to learn.



2011-2012



Citywide Champions!

2012-2013 School Improvement Plan Bass Elementary School

C IVD01 The school provides "intragenerational associations" in which students of different ages are brought together to learn.



C IVD01 The school provides "intragenerational associations" in which students of different ages are brought together to learn.



Afterschool Enrichment

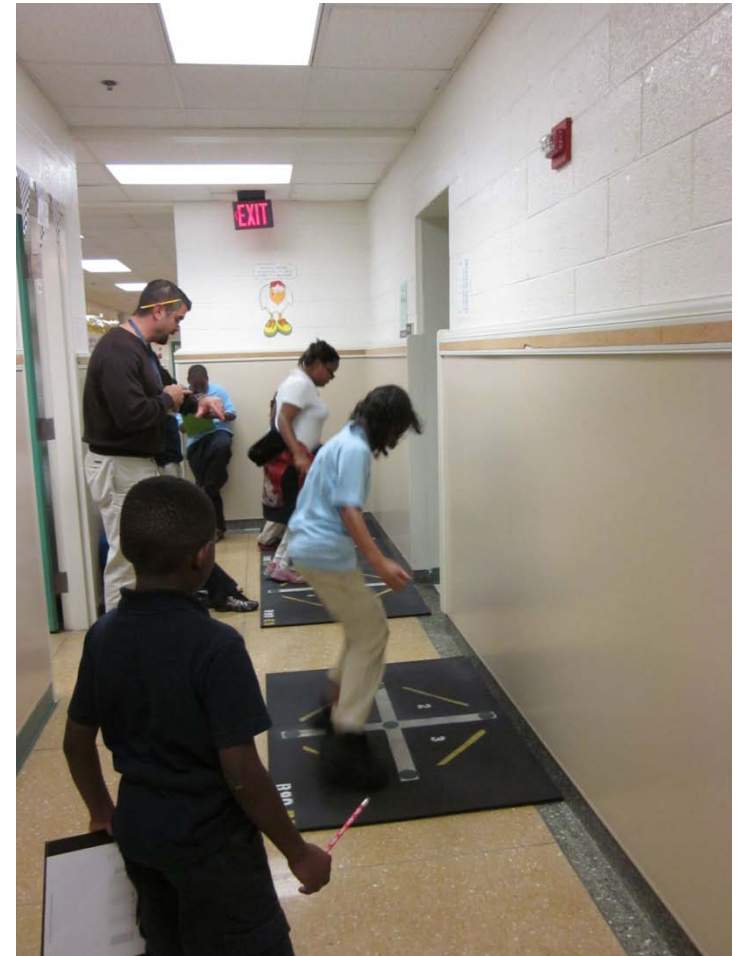
C IVD01 The school provides "intragenerational associations" in which students of different ages are brought together to learn.

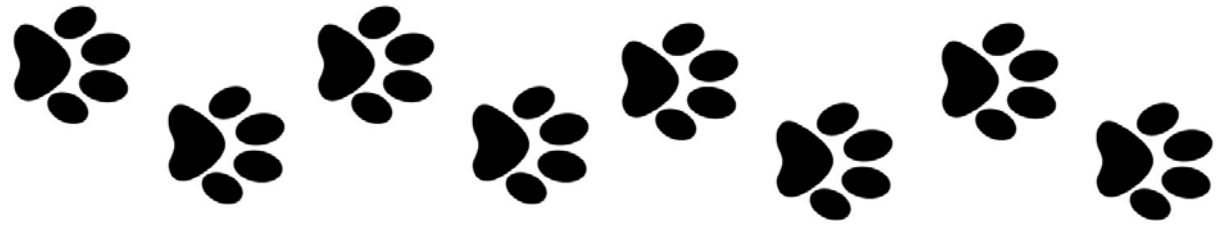


Afterschool Enrichment

C IVD01 The school provides "intragenerational associations" in which students of different ages are brought together to learn.

B90Ed and Before School Exercise





Bass Elementary School
Where HOPE begins and
DREAMS come true!

Thank you for allowing us to
share our path to excellence
in achievement, behavior
and culture!