BAYLESS

Comprehensive School Improvement Plan







2026-2031

One Campus.
One Community.
One Commitment.

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BAYLESS
Learning And Growing Together Since 1868



Letter from the Superintendent

It is my honor to introduce the Bayless School District's Comprehensive School Improvement Plan (CSIP) for 2026–2031, a roadmap that reflects both our proud history and our steadfast commitment to the future of our students.

Since our founding in 1868, Bayless Schools have experienced remarkable growth and achievement. Generations of students, families, and educators have shaped a legacy grounded in resilience, opportunity, and high expectations. Today, we build on that legacy with a clear understanding that while we honor our past, our responsibility is to prepare every student for a future filled with possibility. That future is incredibly bright.

This plan is more than a document. It is a unified system designed to ensure that every decision we make and every action we take is aligned to what matters most: student success. As outlined in this CSIP, we are intentionally connecting five key areas — student success, caring culture, premier workforce, resource stewardship, and governance — into a coherent framework that strengthens outcomes and sustains continuous improvement.

At the heart of this work is our shared belief in **One Campus. One Community. One Commitment.**

One Campus reflects the unique strength of Bayless. Our proximity allows us to collaborate deeply, align our work across grade levels, and ensure a seamless experience for every learner from early childhood through graduation.

One Community speaks to the relationships and trust that define us. Our families, staff, students, and community partners share responsibility for creating an environment where everyone feels valued, supported, and connected.



One Commitment is our promise to every student. We are committed to high-quality instruction, meaningful opportunities, and the coordinated supports necessary to ensure each learner graduates success-ready with the knowledge, skills, and experiences to thrive in college, career, and life.

This CSIP reflects the voices of our stakeholders, the dedication of our staff, and the aspirations we hold for our students. It is both ambitious and grounded, designed to guide our work while remaining responsive to the evolving needs of our community.

Thank you for your continued partnership, trust, and belief in Bayless Schools. Together, we will continue to celebrate our progress, elevate our work, and ensure that every student has access to the opportunities they deserve.

With gratitude and optimism,

Amy Ruzicka

Amy Ruzicka
Superintendent, Bayless School District

Letter from the Board of Education

I arrived on the campus of Bayless School District in 1991, a young teacher with a few years under my belt. Bayless seemed small compared to larger districts in the area, but the charm and close-knit community appealed to me. We were a struggling school in those days, but were blessed with caring, dedicated teachers, administrators, staff, and patrons. We worked hard to overcome many obstacles, improving our academics and physical facilities, while strengthening our community.

Bayless has made tremendous gains over the years but the work is never finished. When I retired in 2017, I wanted to continue our great work and joined the Board of Education in 2018. Bayless has striven to give our students opportunities and prepare them to become successful in whatever endeavor they choose to pursue. We have put in the effort to build trust with our community, who recently overwhelmingly supported Proposition I, a no-tax-rate-increase bond issue to continue our mission to provide the best possible education for our children that we can.

At Bayless, we focus on student success, creating a caring culture, developing our premier workforce, being good stewards of our resources, and building a strong Board-Superintendent working relationship. I believe



our strategic plan will continue to serve our students and community well. It has been a privilege to serve on this board and I look forward to the great things Bayless will achieve in the future.



Woody Babb
President, Bayless School District Board of Education



> **“Bayless has striven to give our students opportunities and prepare them to become successful in whatever endeavor they choose to pursue.**

About 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 learn to become responsible and empowered citizens, where diversity builds character and strength, knowledge enhances freedom and opportunity and commitment leads to success.

We Believe

- High expectations inspire higher performance.
- Diversity builds character and strength, knowledge enhances freedom and opportunity, and commitment leads to success.
- Learning is enhanced by a positive and supportive environment that fosters a growth mindset, self-confidence and success.
- Dynamic and supportive partnerships among students, parents, educators and the community are critical to meet student needs and provide enriching experiences.
- A well-rounded PK-12 Education develops students who are problem solvers, collaborative communicators, critical and creative thinkers, and global citizens.

Portrait of a Graduate

Graduate

Problem Solver

A Problem Solver:

- Notices and identifies problems in a variety of contexts.
- Uses imagination, creativity, and sound judgment to generate solutions.
- Applies systems thinking to understand root causes and possible outcomes.
- Tries new approaches and demonstrates perseverance when solutions are challenging.
- Reflects on successes and mistakes, using feedback and failure as opportunities to learn.
- Develops and implements solutions that create meaningful, real-world impact.



Critical & Creative Thinker

A Critical & Creative Thinker:

- Demonstrates curiosity and a willingness to explore new ideas.
- Considers multiple perspectives and stretches thinking beyond initial assumptions.
- Develops, analyzes and refines ideas over time.
- Uses reflection to improve thinking and learning.
- Applies creative and innovative thinking to produce useful contributions.
- Evaluates information and uses reasoning to make informed decisions.



Global Citizen

A Global Citizen:

- Demonstrates good character and integrity through actions.
- Shows empathy, respect and understanding toward others.
- Values and respects differences within and beyond the community.
- Participates actively in school, local and broader communities.
- Acts responsibly with awareness of how choices impact others.
- Thinks globally and acts locally to contribute positively to the world.



Collaborative Communicator

A Collaborative Communicator:

- Expresses ideas, opinions, and thinking clearly.
- Listens actively and responds respectfully to others.
- Communicates effectively with different audiences and for different purposes.
- Works collaboratively to achieve shared goals.
- Contributes positively to group decision-making and problem-solving.
- Demonstrates leadership, responsibility and accountability within teams.



About The 2026-31 CSIP

The Bayless School District's Comprehensive School Improvement Plan (CSIP) is intentionally designed as a coherent, integrated system focused on improving student outcomes while strengthening the conditions that make success possible. Rather than treating improvement as a collection of disconnected initiatives, this plan aligns instruction, culture, workforce, resources and governance around a shared commitment to student success and community trust.

Goal 1: Student Success

Student Success defines what success looks like for every Bayless student from early learning through graduation. This goal focuses on high-quality instruction, coherent curriculum, meaningful assessment, coordinated supports, and success-ready outcomes such as college credit, industry credentials, and career-connected experiences. All other goals exist to support and sustain this core work.

Goal 2: Caring Culture

Caring Culture establishes the conditions under which learning thrives. By prioritizing belonging, social-emotional learning, safety, engagement, and shared responsibility, this goal ensures that students and staff experience schools as supportive, inclusive environments. Culture is intentionally framed not as a program, but as a daily experience shaped by relationships, practices and trust.

Goal 3: Premier Workforce

Premier Workforce recognizes that student success depends on the strength and sustainability of the adults who serve them. This goal focuses on recruiting, developing, and retaining a highly effective workforce through strategic staffing, job-embedded professional learning, leadership development, meaningful feedback, and efficient systems that reduce administrative burden. Workforce systems are designed to support excellence while improving staff sustainability and retention.

Goal 4: Resource Stewardship

Resource Stewardship ensures that financial, physical and technological resources are managed responsibly and aligned to district priorities. Through long-term planning, safety investments, operational efficiency, and strategic use of funding and partnerships, this goal provides the infrastructure that supports high-quality learning and protects public trust.

Goal 5: Governance

Governance defines how the Board of Education and Superintendent work together to lead the system effectively and ethically. Through policy oversight, fiscal accountability, continuous improvement monitoring, and Board development, this goal ensures that the district remains focused, transparent, and responsive to the needs of students and the community.

Working Together

Together, these five goals form a mutually-reinforcing framework:

- Student success is the outcome.
- Culture provides the conditions.
- Workforce systems build capacity.
- Resources sustain the work.
- Governance ensures accountability and alignment.

This coherent structure allows Bayless to pursue continuous improvement with clarity, purpose, and shared ownership — ensuring that every decision, investment, and action supports the success and well-being of students and staff.



Goal Overview

Goal 1 Student Success

Bayless Schools will provide every student with high-quality instruction and coordinated supports from early learning through graduation, preparing graduates to be success-ready through partnerships, personalized pathways, and equitable access to co-curricular, leadership, and career opportunities.

Goal 2 Caring Culture

Bayless Schools foster an inclusive, trusting, and supportive culture where students, staff and families share responsibility for learning, well-being, positive behavior, and engagement, creating the conditions necessary for academic success and personal growth.

Goal 3 Premier Workforce

Bayless Schools will recruit, develop, and retain a highly effective, diverse, and engaged workforce through strategic staffing, professional growth, leadership development, and efficient systems that support student success.

Goal 4 Resource Stewardship

Bayless Schools will responsibly manage financial, physical, and technological resources to ensure safety, sustainability, efficiency, and long-term support for student success.

Goal 5 Governance

Bayless Schools will govern the school system effectively and ethically through strong Board–Superintendent collaboration, data-informed decision-making, and continuous improvement.



Student Success

Bayless Schools will provide every student with high-quality instruction and coordinated supports from early learning through graduation, preparing graduates to be success-ready through partnerships, personalized pathways, and equitable access to co-curricular, leadership, and career opportunities.

Goal 1

Objective 1 — Academic Growth and Readiness

Students and identified student groups will demonstrate academic growth and readiness from early learning through graduation by meeting or exceeding state standards and showing measurable improvement on multiple indicators.

Strategic Action 1.1 — Progress Monitoring and Outcomes

■ *Monitor academic growth and readiness using multiple measures to inform instruction, interventions, and continuous improvement.*

Objective 2 – Coherent, High-Quality Instruction

Bayless Schools will ensure a coherent, research-based, standards-aligned curriculum that is consistently written, taught, and assessed across all content areas to support high-quality instruction for every learner.

Strategic Action 2.1 – Instructional Coherence

■ *Implement aligned, language-rich instructional practices grounded in SIOP, the science of reading, math fluency and problem solving, and cross-curricular literacy and writing to ensure consistent, high-quality instruction across content areas.*

Strategic Action 2.2 – Consistency & Fidelity

■ *Ensure consistent curriculum expectations, instruction, and assessments across classrooms and buildings.*

Strategic Action 2.3 – Artificial Intelligence to Enhance Teaching, Learning, and Readiness

■ *Leverage artificial intelligence as a support tool to enhance instructional planning, differentiation, feedback, and student learning while building responsible AI literacy that supports college, career, and life readiness.*

Strategic Action 2.4 – Digital & Informational Literacy Integration

■ *Library media specialists will collaborate with teachers to integrate digital, informational, and media literacy resources into the instructional program, supporting research skills, academic integrity, and critical thinking across content areas.*

Objective 3 – Family Partnership, Attendance & Engagement

Bayless Schools will partner with students and families to improve attendance, engagement, and academic success through proactive communication, shared responsibility, and responsive supports.

Strategic Action 3.1 – Family Partnership & Engagement

■ *Strengthen family partnerships through clear, consistent, and accessible communication.*

Strategic Action 3.2 – Attendance & Engagement Supports

■ *Implement attendance supports and collaborative problem-solving practices involving students and families.*

Success Measures

■ APR score and growth trends (overall and by subgroup)

■ NEE indicators related to effective, language-rich instruction and instructional feedback

■ Student performance on tasks requiring critical evaluation of information and sources

■ Student performance on research, writing, and inquiry-based tasks across disciplines

■ Evidence of instruction addressing source evaluation, plagiarism prevention, and ethical information use

■ Participation rates in conferences, student-led conferences, and family learning events



Student Success

Bayless Schools will provide every student with high-quality instruction and coordinated supports from early learning through graduation, preparing graduates to be success-ready through partnerships, personalized pathways, and equitable access to co-curricular, leadership, and career opportunities.

Goal 1

Objective 4 – Integrated Whole-Child Supports (MTSS)

Bayless Schools will implement a comprehensive multi-tiered system of support that addresses students' academic, social-emotional, behavioral, cultural, and physical health needs through coordinated, data-informed practices.

Strategic Action 4.1 – MTSS Alignment

- *Align academic, student services, counseling, nursing, and community supports within a comprehensive MTSS framework.*

Strategic Action 4.2 – Data-Informed Intervention

- *Use progress monitoring data to adjust interventions and ensure timely, targeted support.*

Objective 5 – Personalized & Flexible Learning Pathways

Bayless Schools will provide flexible, differentiated, and personalized learning pathways to ensure all students have access to rigorous academic options, alternative programs, and targeted supports aligned to their individual needs and goals.

Strategic Action 5.1 – Personalized Pathways

- *Expand and improve accelerated, alternative, and support-based learning pathways.*

Strategic Action 5.2 – Alignment to Student Goals

- *Align pathway options to student interests, strengths, and postsecondary goals.*

Objective 6 – Enrichment, Leadership & Postsecondary Readiness

Bayless Schools will ensure equitable access to co-curricular activities, leadership opportunities, career and technical education, and postsecondary pathways that promote engagement, collaboration, problem solving, and a sense of belonging.

Strategic Action 6.1 – Access, Participation & Diploma Plus

- *Increase student participation in leadership, co-curricular activities, and Diploma Plus pathways, ensuring every student graduates with a diploma and one or more postsecondary advantages, such as college credit, industry-recognized credentials, apprenticeships, or other career-connected experiences.*

Strategic Action 6.2 – ICAP & CCR Alignment

- *Align co-curricular, CTE, and postsecondary opportunities to student ICAP goals.*

Success Measures

- Percentage of students receiving timely Tier 2 and Tier 3 supports
- Percentage of students successfully exiting interventions
- Enrollment and completion rates in alternative and personalized programs
- Graduation rate trends for students participating in alternative pathways
- Postsecondary follow-up data (college, career, military, training)
- Percentage of graduates earning Diploma Plus indicators (college credit, credentials, apprenticeships, certifications)
- Credential attainment (dual credit, certifications, industry credentials)



Caring Culture

Goal 2

Bayless Schools foster an inclusive, trusting, and supportive culture where students, staff, and families share responsibility for learning, well-being, positive behavior, and engagement, creating the conditions necessary for academic success and personal growth.

Objective 1 — Social-Emotional Learning, Character & Belonging

Students and staff will demonstrate growth mindset, social awareness, emotional regulation, and the district's character values.

Strategic Action 1.1 – SEL & Character Integration

- *Embed social-emotional learning and character education into instruction, counseling, and daily practices.*

Strategic Action 1.2 – Adult Modeling & Reinforcement

- *Ensure adults model and reinforce growth mindset, character values, and respectful interactions.*

Objective 2 – Safe, Supportive & Inclusive Learning Environments

Bayless Schools will maintain a safe, supportive, and inclusive learning environment characterized by high academic and behavioral expectations.

Strategic Action 2.1 – Trauma-Informed & Preventative Practices

- *Implement trauma-informed and preventative practices to support well-being and engagement.*

Strategic Action 2.2 – Restorative & Responsive Behavior Systems

- *Strengthen restorative and responsive practices to address behavior and maintain learning focus.*

Objective 3 – Voice, Engagement & Continuous Improvement

Bayless Schools will use culture and climate data and authentic student and staff voice to strengthen relationships, improve experiences, and guide continuous improvement at the building and district levels.

Strategic Action 3.1 – Data- and Voice-Informed Continuous Improvement

- *Systematically analyze culture, climate, and well-being data and use findings to inform goals, professional learning, and improvement strategies at the district and building levels, ensuring transparency and responsiveness.*

Strategic Action 3.2 – Student & Staff Advisory Councils

- *Establish and sustain student and staff advisory councils at each building and at the district level to elevate voice, strengthen belonging, and inform decision-making.*

Objective 4 — Shared Responsibility & Community Partnership

Students, staff, families, and community partners will share responsibility for fostering engagement, appropriate behavior, consistent attendance, and a sense of belonging.

Strategic Action 4.1 – Family & Community Engagement

- *Engage families and community partners through inclusive communication and activities.*

Strategic Action 4.2 – Attendance & Belonging Supports

- *Strengthen attendance and belonging through collaborative outreach and supports.*

Objective 5 – Staff Well-Being & Professional Experience

The school system will support staff well-being, collective efficacy, and professional culture to sustain a caring and effective learning environment.

Strategic Action 5.1 – Staff Wellness & Support

- *Promote staff well-being through intentional supports and wellness resources.*

Strategic Action 5.2 – Collective Efficacy & Professional Culture

- *Strengthen collaboration, recognition, and shared ownership among staff.*

Success Measures

- Reduction in behavior incidents related to emotional regulation
- Student self-reported data on resilience and belonging
- Recognition of positive behaviors among students and staff
- Counseling and wellness programming utilization trends
- Improvement in targeted survey indicators over time
- Documentation of priority needs, trends, and root causes identified through data review
- Professional learning aligned to identified culture and climate needs
- Regular updates to the Board of Education reflecting student and staff voice
- Recognition and celebration of staff contributions
- Attendance rate and chronic absenteeism trends
- Documentation of advisory council themes, feedback, and recommendations

Premier Workforce

Bayless Schools will recruit, develop, and retain a highly effective, diverse, and engaged workforce through strategic staffing, professional growth, leadership development, and efficient systems that support student success.

Goal 3

Objective 1 – Strategic Recruitment, Staffing & Retention

Bayless Schools will attract and retain high-quality employees through data-informed staffing, competitive compensation, and targeted retention strategies.

Strategic Action 1.1 – Workforce Planning & Retention

- *Align staffing decisions to enrollment, student needs, and program priorities*
- *Maintain competitive compensation, benefits, and targeted incentives in high-need areas*
- *Monitor staffing patterns to ensure reasonable class sizes and workload balance*

Objective 2 – Job-Embedded Professional Learning & Instructional Growth

Staff will engage in continuous professional learning aligned to instructional effectiveness, individual growth goals, and student outcomes.

Strategic Action 2.1 – Professional Learning & Coaching

- *Provide job-embedded professional learning aligned to district instructional priorities*
- *Sustain onboarding and induction supports for new hires*
- *Continue instructional coaching and collaborative learning structures*

Objective 3 – Leadership Development & Succession Planning

Bayless Schools will build leadership capacity and ensure continuity through intentional development and succession planning.

Strategic Action 3.1 – Leadership Pipeline Development

- *Identify and develop teacher leaders through formal leadership pathways*
- *Provide mentoring and leadership development for aspiring administrators*
- *Implement succession planning for key instructional and operational roles*

Objective 4 – Performance Feedback, Coaching & Accountability

The school system will maintain clear performance expectations supported by meaningful feedback and coaching.

Strategic Action 4.1 – Feedback & Evaluation Systems

- *Use evaluation systems to support growth-oriented feedback*
- *Increase the frequency and quality of non-evaluative feedback*
- *Align coaching, feedback, and professional learning plans*

Objective 5 – Operational Efficiency & Staff Enablement

Bayless Schools will improve staff effectiveness and sustainability by reducing administrative burden and improving access to tools and systems.

Strategic Action 5.1 – Systems & Workflow Efficiency

- *Streamline processes and procedures to reduce duplication and manual tasks*
- *Leverage technology and AI-supported tools to support planning, communication, and reporting*
- *Improve access to information and resources for staff*

Success Measures

- Participation in leadership development and mentoring programs
- Staffing ratios and class size data
- Participation in professional learning, induction, and tuition reimbursement
- Evidence of application of professional learning in practice
- Succession plans for critical positions
- NEE observation and feedback data
- Staff survey data related to clarity of expectations and feedback
- Staff feedback on workload and efficiency (culture/climate surveys)
- Time-to-completion metrics for key processes (onboarding, evaluations, reporting)



Resource Stewardship

Goal 4

Bayless Schools will responsibly manage financial, physical, and technological resources to ensure safety, sustainability, efficiency, and long-term support for student success.

Objective 1 – Facilities, Safety & Long-Term Planning

The school system will maintain safe, secure, and well-maintained facilities aligned to district priorities and future needs.

Strategic Action 1.1 – Facilities & Safety Planning

- *Maintain and annually update a rolling five-year facilities and capital improvement plan*
- *Conduct required safety drills and annually review emergency operations plans*
- *Implement facility and security improvements aligned to safety and instructional needs*
- *Secure and maintain collaborative partnerships with local law enforcement, emergency management, first responders, and community agencies to strengthen safety planning, coordination, and response readiness*

Objective 2 – Financial Sustainability & Fiscal Accountability

The school system will ensure sound fiscal management, transparency, and long-term financial stability.

Strategic Action 2.1 – Financial Forecasting, Controls & Transparency

- *Maintain a rolling five-year financial forecast aligned to CSIP priorities*
- *Implement strong internal controls and fiscal oversight practices*
- *Monitor expenditures, fund balances, and financial risk indicators*
- *Proactively communicate the district's financial condition, decisions, and priorities in clear, accessible ways to build and maintain community understanding and trust*
- *Provide transparent explanations of budgets, forecasts, and major financial decisions, including how resources are aligned to student needs and long-term sustainability*

Objective 3 – Efficient Operations & Technology Enablement

The school system will leverage systems and technology to improve efficiency, accuracy, and access.

Strategic Action 3.1 – Systems Modernization

- *Implement and maintain efficient business and operational systems*
- *Provide staff access to current technology and training*
- *Use AI-supported and digital tools to streamline workflows and reporting*

Objective 4 – Strategic Funding & Partnerships

The school system will maximize resources through grants, partnerships, and advocacy.

Strategic Action 4.1 – Funding & Advocacy

- *Pursue grants and alternative funding aligned to district priorities*
- *Maintain partnerships that support students, staff, and community needs*
- *Advocate for equitable and sustainable school funding*

Success Measures

- Annual facilities plan updates and Board presentations
- Completion and review of safety drills and emergency plans
- Safety audit and site assessment findings
- Documentation of active safety partnerships (MOUs, joint trainings, planning meetings, or coordinated drills with community safety agencies)
- Audit findings and corrective actions
- Financial variance and expenditure reports
- Public-facing financial summaries and Board presentations
- System usage and adoption data
- Reduction in manual processes and errors



Governance

Bayless Schools will govern the school system effectively and ethically through strong Board–Superintendent collaboration, data-informed decision-making, and continuous improvement.

Goal 5

Objective 1 – Continuous Improvement Governance

The Board of Education and Superintendent will guide continuous improvement aligned to district goals and student outcomes.

Strategic Action 1.1 – CSIP Oversight & Monitoring

- *Annually review district and building improvement plans*
- *Monitor progress using disaggregated data and needs assessments*
- *Engage in structured Board work sessions focused on student outcomes*

Objective 2 – Policy Oversight & Legal Compliance

The Board of Education will ensure policies are clear, current, and legally compliant.

Strategic Action 2.1 – Policy Review & Adoption

- *Maintain a systematic policy review cycle*
- *Partner with legal counsel and MSBA for policy guidance*
- *Communicate policy changes clearly to stakeholders*

Objective 3 – Fiscal Oversight & Accountability

The Board of Education will ensure responsible stewardship of district finances.

Strategic Action 3.1 – Financial Oversight

- *Oversee budgeting, auditing, and financial reporting*
- *Monitor internal controls and risk management practices*
- *Review findings through Board committees*

Objective 4 – Board Capacity & Effectiveness

Board members will maintain the knowledge, skills, and practices necessary for effective governance.

Strategic Action 4.1 – Board Development & Evaluation

- *Complete required and recommended Board training*
- *Engage in Board self-evaluation and reflection*
- *Participate in retreats and governance development activities*

Objective 5 – Advocacy & Community Leadership

The Board of Education and Superintendent will advocate for policies, resources, and partnerships that advance the success of Bayless students and public education.

Strategic Action 5.1 – Legislative & Community Advocacy

- *Engage with local, state, and federal legislators to advocate for policies and funding that support Bayless students and staff*
- *Partner with MASA, MSBA, and regional organizations to monitor legislation and coordinate advocacy efforts*
- *Provide opportunities for students, staff, and families to participate in advocacy and civic engagement*
- *Communicate legislative updates and district priorities to stakeholders in a timely and transparent manner*

Success Measures

- CSIP progress reports and Board agendas
- Board work session documentation
- Policy review schedules and adoption records
- Board policy manuals
- Budget monitoring and financial dashboards
- Audit reports and corrective actions
- Board training completion records
- Board self-evaluation tools and outcomes
- Retreat agendas and reflections
- Documentation of legislative meetings, advocacy visits, and correspondence
- Updates shared in Board reports, newsletters, or other communications



Glossary of Terms

Artificial Intelligence (AI)

Technology that helps with tasks like planning, organizing information, translating languages, and providing feedback.

How Bayless uses it: To support teaching, learning, and communication more efficiently while keeping teachers and relationships at the center.

APR (Annual Performance Report)

Missouri's school accountability report that measures student achievement, growth, graduation rates, and other outcomes.

Why it matters: APR results help the district and community track progress and guide continuous improvement.

CCR (College and Career Readiness)

College and Career Readiness means students are prepared for life after high school, whether that path includes college, technical training, the military, apprenticeships, or entering the workforce.

Why it matters: CCR focuses on academic skills, problem-solving, communication, and real-world experiences that help students succeed in their chosen next steps.

CERCA (Claim–Evidence–Reasoning–Counterargument–Audience)

A writing and thinking framework used in many classes, not just English.

Why it matters: Helps students explain their thinking, support ideas with evidence, and communicate clearly in all subjects.

Co-Curricular Activities

Learning-connected activities that take place outside the traditional classroom, such as clubs, leadership roles, competitions, and career and technical student organizations. In Bayless, these experiences are viewed as an important part of our educational program, not just something "extra."

Why it matters: Co-curricular experiences support engagement, belonging, and college and career readiness.

Cross-Curricular Literacy

Reading, writing, speaking, and thinking skills taught and reinforced across all subjects, not just English Language Arts.

Why it matters: Helps students apply literacy skills in real-world and academic contexts.

Diploma Plus

Our commitment that every student graduates with a high school diploma and at least one additional advantage.

Examples include:

- College credit
- Industry-recognized credentials
- Apprenticeships or career training
- Career-connected learning experiences

English Language Arts (ELA)

Reading, writing, speaking, listening, and language skills.

Why it matters: Strong literacy skills support success in every subject.

ICAP (Individual Career and Academic Plan)

A personalized plan that helps students explore interests, set goals, and choose courses and experiences aligned to future college and career plans.

Why it matters: ICAP helps students connect learning in school to real-world opportunities and make informed decisions about courses, activities, and Diploma Plus pathways.

LETRS (Language Essentials for Teachers of Reading and Spelling)

Professional learning for teachers focused on how students learn to read and spell.

Why it matters: Helps ensure reading instruction is effective and research-based.

MTSS (Multi-Tiered System of Supports)

A team-based approach to supporting students academically, socially, emotionally, behaviorally, and physically.

Who is involved: Teachers, counselors, nurses, special educators, and other support staff work together to meet student needs.

Glossary of Terms

MTSS Tiered Supports (Tier 1, Tier 2, Tier 3)

Different levels of support provided through the MTSS framework.

- **Tier 1:** High-quality instruction and supports for all students
- **Tier 2:** Targeted supports for students who need additional help
- **Tier 3:** Intensive, individualized supports

Why it matters: Ensures students receive the right level of support at the right time.

NEE (Network for Educator Effectiveness)

Bayless' system for supporting teacher growth and improvement.

Why it matters: Focuses on feedback and professional learning to strengthen instruction.

PBIS (Positive Behavior Interventions and Supports)

A schoolwide approach to promoting positive behavior and a supportive school climate.

Why it matters: Helps create consistent expectations and reduce discipline issues.

SIOP (Sheltered Instruction Observation Protocol)

An instructional approach that supports language development and learning for multilingual students.

Why it matters: Helps all students better understand academic content through clear, language-rich instruction.

SSD (Special School District)

A partner organization that provides specialized services for students with disabilities.

Why it matters: Ensures students receive the supports they need to succeed.

Student-Centered Coaching

A way teachers and instructional coaches work together to improve teaching by focusing on student learning.

Why it matters: Keeps student progress at the center of professional growth.

Student Groups

Student groups are categories of students used by the Missouri Department of Elementary and Secondary Education (DESE) to review outcomes, ensure equitable access to opportunities, and monitor progress for all learners. Under MSIP 6, student groups may include (but are not limited to):

- All Students
- Students with Disabilities
- Multilingual Learners (English Learners)
- Students in Poverty (Free/Reduced-Price Lunch eligible)
- Racial and Ethnic Groups
- Migrant Students
- Homeless Students
- Foster Care Students
- Military-Connected Students

Why it matters: Reviewing data by student group helps the district ensure that every student has access to high-quality instruction, supports, and opportunities. It allows Bayless to identify strengths, address gaps, and make informed decisions so that all students experience success and growth.

Success-Ready Graduate/ Success-Ready Skills

Skills and experiences that prepare students for college, careers, and life, including communication, collaboration, critical thinking, and problem-solving.

Why it matters: These skills are emphasized across instruction, co-curricular activities, and Diploma Plus pathways.







Alignment To MSIP 6

Goal 1: Student Success

Focus: Curriculum, instruction, assessment, MTSS, college and career readiness

MSIP 6 Alignment

AS1 – Viable Curriculum Aligned to Missouri Learning Standards

AS2 – Comprehensive Assessment System

TL1 – Success-Ready Students

TL6 – Effective Instructional Practices

TL7 – Multi-Tiered System of Support (MTSS)

EA1–EA4 – Academic Achievement, Graduation, Follow-Up, Equity

Goal 2: Caring Culture

Focus: Belonging, SEL, safety, engagement, shared responsibility

MSIP 6 Alignment

TL4 – Intra- and Interpersonal Skills
TL10 – Comprehensive School Counseling Program
DB3 – Climate and Culture Data
CC1 – Safe, Orderly, and Caring Environment
CC2 – Culture of High Academic and Behavioral Expectations
CC3–CC4 – Collaborative Partnerships, Parent/Guardian Involvement
L8 – Communication
EA4 – Equity of Educational Experiences

Goal 3: Premier Workforce

Focus: Recruitment, professional learning, leadership capacity, retention, efficiency

MSIP 6 Alignment

TL5 – Teacher and Leader Standards
TL8 – Professional Learning
L7 – Personnel and Program Evaluation
L9 – Personnel
DB3 – Continuous and Innovative Improvement

Goal 4: Resource Stewardship

Focus: Facilities, finance, safety, technology, operational efficiency

MSIP 6 Alignment

L4 – Operations and Resource Management
DB2 – Continuous and Innovative Improvement
CC1 – Safe, Orderly, and Caring Environment
L8 – Communication
EA4 – Equity of Educational Experiences

Goal 5: Governance

Focus: Board leadership, policy, accountability, continuous improvement

MSIP 6 Alignment

L1 – School Board Leadership
L2 – Ethics
L3 – Continuous School Improvement
L5 – School Board Policy
L6 – Superintendent Roles, Responsibilities, and Evaluation
L7 – Personnel and Program Evaluation

Intentional Cross-Goal Alignment

- **Equity (EA4)** is embedded across Goals 1–4
- **Continuous Improvement (DB2/DB3)** spans all five goals
- **Safety and Well-Being (CC1)** are addressed through culture (Goal 2) and facilities/resources (Goal 4)
- **Communication (L8)** supports transparency and engagement across Goals 2, 4, and 5





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