



## **Williamsburg-James City County Public Schools Mission Statement**

We are committed to providing an excellent education, in partnership with families and community, so that each and every student is prepared for lifelong learning, independent thinking, and responsible citizenship.

### **Vision Statement**

We will be a national leader that provides outstanding programs and opportunities, continually developing the potential and meeting the unique needs of each and every student. We will prepare productive members of society in a safe, challenging, and nurturing environment through collaboration with families and our community.

### **Core Beliefs**

We believe that:

- We have the collective expertise, knowledge, desire and commitment to ensure that every student is successful.
- The students' well-being must be the primary focus of our decision-making.
- All students can learn and we are responsible for ensuring that they do.
- Meaningful collaboration among schools, community and families is necessary to help students achieve their maximum potential.
- A mutual respect for the diversity of the students, community and staff promotes awareness, cooperation and educational success.
- A safe, challenging and inclusive environment is essential to teaching and learning.
- Excellence in education is crucial to the future success of our students and our community.
- A wholesome discontent with the status quo is healthy for the continuous improvement of our schools.

### **Goals**

- We will establish high educational standards for each and every student and ensure that all students achieve these standards in order to graduate fully prepared for employment and/or future education.
- We will eliminate the achievement gap for all groups of students regardless of ethnicity, gender, socioeconomic background or other identified subgroups.
- We will maintain facilities and environments that are safe, inviting, respectful, and supportive.
- We will employ and retain dedicated, caring, diverse, and highly competent teachers, administrators, and staff at all levels
- We will cultivate partnerships to maximize resources that support high quality programs and services for all students.

# **WILLIAMSBURG-JAMES CITY COUNTY PUBLIC SCHOOLS**

## **Long-Range Goals/Annual Improvement Goals**

Clara Byrd Baker Elementary  
**SCHOOL**

Mr. Bruce Brelsford  
**PRINCIPAL**

September, 2010  
**DATE**

### **School Mission**

We are dedicated to preparing our children to become independent, life-long learners, and to foster their maximum potential in a safe and caring learning environment.

### **Vision Statement**

We envision a successful future for all of our students.

### **School Profile**

Williamsburg-James City County Public Schools purchased the site for the Five Forks school in October, 1987. The architectural firm of Smithey and Boynton was hired to design the elementary school building to house 800 students, and construction started in April of 1988. The official name of the school became Clara Byrd Baker.

Clara Byrd Baker was born in Williamsburg in June of 1886. One of eight children, she attended the first school owned by the city of Williamsburg, which was a one-room schoolhouse located by the Powder Magazine in the colonial section of the city. Clara Byrd Baker passed the state Teacher Examination at age 16, and her first assignment was in 1902 at a one-room schoolhouse on ironbound Road ( School #2). She discontinued teaching to raise a family, but started taking classes at Virginia State University. She re-entered teaching in 1920 at the Odd Fellow's Hall on Nicholson Street, then to the JCC training School and then to Bruton Heights School. Clara received her Profession Certificate in 1932 and a Bachelor's degree in 1945. Although she retired in 1952 with 36 years of teaching experience, she continued to substitute in area schools until 1973, Clara Byrd baker was one of the founders of the local chapter of the League of Women Voters. She died in October 1979, and is buried in Cedar Grove Cemetery, Williamsburg, Virginia.

Clara Byrd Baker Elementary School opened in September 1989, under the leadership of Mrs. Betty Jean Shahmouradian. Dr. Lucia V. Sebastian assumed the position of Principal on July 1, 1995 and served the school until June 1998. Mrs. Sandra K. Rogers led the Clara Byrd Baker

School from July 1998 through June 2000. Mr. Bruce Brelsford, who had served as the Assistant Principal at Clara Byrd Baker from 1990 to 2000, was appointed to the principal position July 1, 2000, and continues to serve the students, staff and families of Clara Byrd Baker in this position today.

## Williamsburg-James City County Public Schools Annual Improvement Goals

Clara Byrd Baker  
School

Bruce Brelsford  
Principal

September, 2010

**LONG-RANGE GOAL #1:** *To increase student achievement for all students while closing the gap for black, limited English, disadvantaged, and students with disabilities using the yearly ratings from State Accreditation and Adequate Yearly Progress (AYP).*

**Responsible Party (ies):** Clara Byrd Baker Staff

**Target Date for Completion:** Spring 2011

**Measurable or Observable Evidence:** Increased scores on the Standards of Learning (SOL) tests in all subject areas at all tested grade levels.

**LONG-RANGE GOAL #2:** *To provide professional development to ensure the regular use of quality research-based instruction strategies in the classroom.*

**Responsible Parties:** Academic Services and Clara Byrd Baker Staff

**Target Date for Completion:** Ongoing

**Measurable or Observable Evidence:**

Research-based instructional strategies (RBIS)

Background Knowledge

Direct Vocabulary Instruction (DVI)

Response to Intervention K - 5

Benchmark Assessments K-5

Instructional Technology (ITS)

Grade Level Common Assessments  
Thinking Maps Grades K – 5  
Cloze Assessments Grades 2 – 5

**LONG-RANGE GOAL #3:** *To Maintain or increase the student attendance rate of 94% for all students using the yearly ratings from the state accreditation and Adequate Yearly Progress (AYP).*

**Responsible Parties:** Attendance Clerk, Administrator, Classroom Teachers and Social Worker

**Target Date for Completion:** Spring 2011

**Measurable or Observable Evidence:** Attendance reports and Attendance Improvement Plans (AIP). Send home letters to inform parents of attendance requirements. Also, recognize perfect attendance.

**LONG-RANGE GOAL #4:** *T the overall pass advanced rate.*

**Responsible Party (ies):** Classroom Teachers, SPED Teachers and Visions Teacher.

**Target date for Completion:** Spring 2011

**Measurable or Observable Evidence:**

In Science from 42% to 46%

In History from 66% to 73%

In Reading from 56% to 59%

In Math from 60% to 65%

In Writing from 31% to 36%

**LONG-RANGE GOAL #5:** *To increase the overall pass rate in Writing to 91%.*

**Responsible Parties:** Classroom Teachers, SPED Teachers and Visions Teacher

**Target date for completion:** Spring 2011

**Measurable or Observable Evidence:** SOL Test data for Spring 2011  
Writing Prompt with rubrics K - 5

**ANNUAL IMPROVEMENT GOAL # 1:** *All subgroups in grade 3 will meet or exceed the 85% pass rate in Reading for the 2010 - 2011 school year.*

**Responsible Party (ies):** Classroom Teachers/ SPED Teachers/Resource

**Target Date for Completion:** Spring 2011

**Measurable or Observable Evidence:** Black meet or exceed 85%  
Disadvantaged meet or exceed 85%  
ESL meet or exceed 85%  
Hispanic meet or exceed 85%  
Students with Disabilities meet or exceed 85%

**ANNUAL IMPROVEMENT GOAL #2:** *All subgroups in grade 3 will meet or exceed the 83% pass rate in Math for the 2010 - 2011 school year.*

**Responsible Party (ies):** Classroom Teachers/SPED Teachers/Resource

**Target Date for Completion:** Spring 2011

**Measurable or Observable Evidence:** Black meet or exceed 83%  
Disadvantaged meet or exceed 83%  
ESL meet or exceed 83%  
Hispanic meet or exceed 83%  
Students with Disabilities meet or exceed 83%

**ANNUAL IMPROVEMENT GOAL#3:** *All subgroups in grade 3 will or exceed the 70% pass rate in Science for the 2010 - 2011 school year.*

**Responsible Party (ies):** Classroom Teachers/SPED Teachers/Resource

**Target Date for Completion:** Spring 2011

**Measurable or Observable Evidence:** Black meet or exceed 70%  
Disadvantaged meet or exceed 70%  
ESL from 50% to 70%  
Hispanic from 33% to 70%  
Students with Disabilities meet or exceed 70%

**ANNUAL IMPROVEMENT GOAL # 4:** *All subgroups in grade 4 will meet or exceed the 85% pass rate in Reading for the 2010 - 2011 school year.*

**Responsible Party (ies):** Classroom Teachers/SPED Teachers/Resource

**Target Date for Completion:** Spring 2011

**Measurable or Observable Evidence:** Black from 75% to 85%  
Disadvantaged from 72% to 85%  
ESL meet or exceed 85%  
Hispanic meet or exceed 85%  
Students with Disabilities from 69% to 85%

**ANNUAL IMPROVEMENT GOAL #5:** *All subgroups in grade 4 will meet or exceed the 83% pass rate in Math for the 2010 - 2011 school year.*

**Responsible Party (ies):** Classroom Teachers/SPED Teachers/Resource

**Target Date for Completion:** Spring 2011

**Measurable or Observable Evidence:** Black from 45 % to 83%  
Disadvantaged from 68% to 83%  
ESL meet or exceed 83%  
Hispanic meet or exceed 83%  
Students with Disabilities meet or exceed 83%

**ANNUAL IMPROVEMENT GOAL #6:** *All subgroups in Grade 4 will meet or exceed the 70% pass rate in Virginia Studies for the 2010 - 2011 school year.*

**Responsible Party (ies):** Classroom Teachers/SPED Teachers/Resource

**Target Date for Completion:** Spring 2011

**Measurable or Observable Evidence:** Black from 54% to 70%  
Disadvantaged from 67% to 70%  
ESL meet or exceed 70%  
Hispanic meet or exceed 70%  
Students with Disabilities from 60% to 70%

**ANNUAL IMPROVEMENT GOAL #7:** *All subgroups in grade 5 will meet or exceed the 85% pass rate in Reading for the 2010 - 2011 school year.*

**Responsible Party (ies):** Classroom Teachers/SPED Teachers/Resource

**Target Date for Completion:** Spring 2011

**Measurable or Observable Evidence:** Black from 82% to 85%  
Disadvantaged from 83% to 85%  
ESL meet or exceed 85%  
Hispanic meet or exceed 85%  
Students with disabilities meet or exceed 85%

**ANNUAL IMPROVEMENT GOAL #8:** *All subgroups in grade 5 will meet or exceed the 83% in Math for the 2010-2011 school year.*

**Responsible Party (ies):** Classroom Teachers/SPED Teachers/Resource

**Target Date of Completion:** Spring 2011

**Measurable or Observable Evidence:** Black from 56% to 83%  
Disadvantaged 61% to 83%  
ESL from 0% to 83%  
Hispanic meet or exceed 83%  
Students with Disabilities from 82% to 83%

**ANNUAL IMPROVEMENT GOAL#9:** *All subgroups in grade 5 will meet or exceed the 70% pass rate in Science SOL's for the 2010 - 2011 school year.*

**Responsible Party (ies):** Classroom Teachers/SPED Teachers/Resource

**Target Date of Completion:** Spring 2011

**Measurable or Observable Evidence:** Black from 44% to 70%  
Disadvantaged from 53% to 70%  
ESL from 50% to 70%  
Hispanic meet or exceed 70%  
Students with Disabilities from 67% to 70%

**ANNUAL IMPROVEMENT GOAL #10:** *To implement Thinking Maps in grades 3 - 5 instruction, thus furthering division focus on Research-Based Instructional Strategies (RBIS)*

**Responsible Party (ies):** 3 - 5 Teachers

**Target Date for Completion:** Spring 2011

**Measurable &/or Observable Evidence:** Division wide training, lesson plans, classroom observations, PLC discussions and student work

**ANNUAL IMPROVEMENT GOAL #11:** *To implement Year 3 on Response to Intervention (RTI)*

**Responsible Party (ies):** Administrators, teachers and staff

**Target Date for Completion:** Spring 2011

**Measurable &/or Observable Evidence:** Benchmark data

**ANNUAL IMPROVEMENT GOAL #12:** *Focus on student dropout prevention strategies that increase student engagement*

**Responsible Party (ies):** Administrators, teachers and staff

**Target Date for Completion:** Ongoing

**Measurable &/or Observable Evidence:** Classroom observation data

**Clara Byrd Baker Elementary School  
Staff Development Plan  
2010-2011**

**August 27**

PreK – 2 teachers - ITS Training

3-5 teachers- Thinking Maps Introduction

**September 1**

PreK – 5 teachers- Instructional Technology Training

2-5 teachers - Administer, score and use Cloze testing

**October 22**

K-5 teams with assistance from the Literacy Team will:

- Review division writing rubric
- Review data from school wide writing prompts
- Plan for continued instruction to address student needs in writing

**January 28**

**Writing Instruction**

- Grade level teams will score and analyze school wide writing prompts using writing rubric
- Teams will plan for continued instruction to address student needs in writing

**Ongoing Staff Development**

- Analyze strengths and weakness in writing instruction
- Study dropout prevention predictors and strategies (monthly)
- Classroom teachers will be provided a copy of “What Really Matters in response to Intervention” by Richard L. Allington
- Literacy will continue meeting with grade level teams to discuss and implement the strategies in “What Really Matters in Response to Intervention” by Richard L. Allington.