

# Pleasant Hill R-III School District



*Building Improvement Plan  
for  
Pleasant Hill Intermediate School*

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*August 2008 – June 2009*

# Building Continuous Improvement Plan

## Building 'Continuous Improvement' Plan

### Pleasant Hill R-III Intermediate School

|  |  |   |
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| <b>Accomplishments:</b>  |  |   |
| <p><b>Need(s):</b> The percentage of students in the Proficient and Advanced levels of the MAP Communication Arts test needs to increase.<br/>         The number of students scoring below grade level on standardized reading tests needs to decrease.<br/>         Improvement of a cohort group from year to year is needed to validate that students are increasing their knowledge.</p>  |  |   |
| <p><b>District Goal:</b><br/>         3. We will earn the recognition from the Missouri Department of Elementary and Secondary Education as "distinguished in performance" each year.<br/>         5. We will hold all staff accountable for outstanding student academic and activity achievement and adhering to board policy.</p>   |  |   |
| <p>Building Objective #1: By August 2009, the percentage of 5<sup>th</sup> grade students scoring at the Advanced and Proficient Level on the 5<sup>th</sup> grade MAP Communication Arts Assessment will increase from 50.6% to meet or exceed the state goal of 59.2% (50.6%-59.2%).</p> <p>Building Objective #2: By August 2009, the percentage of 6<sup>th</sup> grade students scoring at the Advanced and Proficient Level on the 6<sup>th</sup> grade MAP Communication Arts Assessment will increase from 57.5% to 59.2% or above.</p> <p>Building Objective #3: By May 2009, the number of 5<sup>th</sup> grade students scoring below grade level on the Gates-MacGinitie test will decrease by at least 10% from 36% to 26%.</p> <p>Building Objective #4: By May 2009, the number of 6<sup>th</sup> grade students scoring below grade level on the Gates-MacGinitie test will decrease by at least 10% from 33% to 23%.</p> <p>Building Objective #5: The number of students in the class of 2015 (6<sup>th</sup> grade in 2008-09) that scored proficient and advanced will increase from the 2007-2008 MAP test to meet or exceed the state goal of the 2008-09 MAP test in Communication Arts which is at least an 8.6% increase (50.6% to 59.2%).</p> <p>Building Objective #6: The number of students in the class of 2016 (5<sup>th</sup> grade 2008-09) that scored proficient and advanced will increase from the 2007-2008 MAP test to meet or exceed the state goal of the 2008-09 MAP test in Communication Arts which is at least a 14.8% increase (44.4% to 59.2%).</p> |  |   |
| <p><b>Objective Final Outcome:</b> <input type="checkbox"/> Met Established Benchmark; <input type="checkbox"/> Did Not Meet Established Benchmark</p> <p><b>Comments:</b></p>   |  |   |
| <p><b>Strategy 1</b><br/>         Offer before/after school tutoring for students who are reading below grade level</p>  | <p><b>Strategy 2</b><br/>         Utilize leveled reading within the Communication Arts classrooms</p> | <p><b>Strategy 3</b><br/>         MAP style assessments will be utilized in communication arts class at least quarterly</p> |

| Action Plans  |                               |   |                 |   |
|---|-------------------------------|---|-----------------|---|
| What  | Who                           | Resources   | Timeline        | Evaluation  |
| <p><b>Strategy 1</b><br/>Tutoring sessions will be available for students scoring below grade level on STAR, Gates, &amp;/or MAP.</p>                                   | Teacher from each grade level | Building funds to pay teacher or Career Ladder student contact hour resources                       | September – May | STAR Reading (quarterly) and Gates-MacGinitie results   |
| <p><b>Strategy 2</b><br/>Students will be provided differentiated instruction by reading selections at their reading level within the communication arts classroom.</p> | Communication Arts teachers   | The communication arts textbook series incorporate leveled reading and differentiated instruction   | August – May    | MAP Results<br>Gates-MacGinitie Results (beginning and end of year)<br>STAR Reading Results (quarterly)<br>Assessments from textbook series |
| <p><b>Strategy 3</b><br/>MAP style assessment and released items used in communication arts class</p>   | Communication arts teachers   | DESE website of available samples and released items as well as items created by classroom teachers | August – May    | MAP Results and analysis of scores on the items used by students  |

Building 'Continuous Improvement' Plan

Pleasant Hill R-III Intermediate School

| Building Objective #1 - #6 Continued  |                              |  |   |  |
|---|------------------------------|--|---|--|
| Objective Final Outcome: <input type="checkbox"/> Met Established Benchmark; <input type="checkbox"/> Did Not Meet Established Benchmark<br>Comments:   |                              |  |   |  |
| Strategy 4 Teachers in all areas will continue to utilize Word Walls in daily instruction   |                              | Strategy 5 Guided Reading Groups will be utilized during Rooster Reading   | Strategy 6 Teachers will continue to utilize strategies from <i>Literacy Strategies for Grades 4-12: Reinforcing the Threads of Reading</i> . |  |
| Action Plans  |                              |  |   |  |
| What  | Who                          | Resources  | Timeline  | Evaluation   |
| <p><b>Strategy 4</b><br/>All PHIS teachers will utilize Word Walls to develop vocabulary of students during daily instruction. Marzano's work on vocabulary building is the basis for the word walls.</p>         | All teachers                 | <p>Sentence strips</p> <p>Vocabulary from content being taught in class</p>  | August – May  | <p>Teacher observation and class assessments of vocabulary</p> <p>Gates scores</p> <p>Walk-throughs and classroom observations</p> |
| <p><b>Strategy 5</b><br/>Teachers will work with guided reading groups during Rooster Reading. The small group instruction will be used to reinforce comprehension strategies, build fluency, and vocabulary.</p> | All Rooster Reading Teachers | <p>Leveled fiction and non-fiction books, magazine and newspaper articles, &amp; poetry have been located and leveled for student use</p> <p>Professional development for teachers on comprehension strategies and guided reading techniques</p> | August- May   | STAR Reading scores, Gates scores  |
| <p><b>Strategy 6</b><br/>Teachers will continue to incorporate strategies and</p>   | All teachers                 | <i>Literacy Strategies for Grades 4-12: Reinforcing the Threads of Reading</i>   | August - May  | Classroom observations, walk-through   |

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| activities provided in the book, <i>Literacy Strategies for Grades 4-12: Reinforcing the Threads of Reading</i> , including learning to help the struggling reader, building fluency, vocabulary, and incorporating higher-order thinking into reading instruction. |  |  |  | observations, STAR Reading scores, Gates scores |
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Building 'Continuous Improvement' Plan

Pleasant Hill R-III Intermediate School

| Building Objective #1 - #6 Continued   |                          |  |                 |   |
|--|--------------------------|--|-----------------|---|
| Objective Final Outcome: <input type="checkbox"/> Met Established Benchmark; <input type="checkbox"/> Did Not Meet Established Benchmark<br>Comments:    |                          |  |                 |   |
| <b>Strategy 7</b><br>Continue to incorporate Reading Comprehension Strategies into guided reading instruction during Rooster Reading Time                |                          | <b>Strategy 8</b><br>Emphasize non-fiction reading strategies during Rooster Reading and in all content areas      |                 | <b>Strategy 9</b><br>Building-wide focus on incorporating cooperative learning strategies into instructional practices in all classrooms. Cooperative learning is an effective instructional strategy, according to Marzano's book, <i>Classroom Instruction That Works</i> . |
| Action Plans   |                          |  |                 |   |
| What   | Who                      | Resources  | Timeline        | Evaluation  |
| <b>Strategy 7</b><br>Use/teach comprehension strategies (connections, predicting, questioning, and visualizing) to students during Rooster Reading Time. | Rooster Reading teachers | Professional Development in the effective use of Literature Response Forms<br><br><i>Literature Response Forms</i> | August – May    | STAR Reading (quarterly), Gates-MacGinitie results (beginning and end of year comparison), Class assessments, Literature Response Forms   |
| <b>Strategy 8</b><br>Non-fiction reading strategies will be utilized in all classrooms and in all subjects as well as during Rooster Reading Time.       | All teachers             | <i>Time for Kids: Critical Thinking</i>  | September – May | MAP Results<br>Gates-MacGinitie Results (beginning and end of year)<br>STAR Reading Results (quarterly)<br><i>Time for Kids: Critical Thinking</i> assessment scores  |
| <b>Strategy 9</b><br>Teachers will implement cooperative learning  | All teachers             | Cooperative Learning training<br>Cooperative Learning teaching   | August - May    | Classroom observations,   |

|   |  |           |  |                           |
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| strategies in their daily instruction. At least one structure will be utilized in each class, each day. |  | resources |  | walk—through observations |
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Building 'Continuous Improvement' Plan

Pleasant Hill R-III Intermediate School

| Building Objective #1 - #6 Continued  |              |  |               |  |
|---|--------------|--|---------------|--|
| Objective Final Outcome: <input type="checkbox"/> Met Established Benchmark; <input type="checkbox"/> Did Not Meet Established Benchmark<br>Comments:   |              |  |               |  |
| <b>Strategy 10</b><br>Ensure we have a guaranteed and viable curriculum   |              | <b>Strategy 11</b><br>Continue to incorporate Depth of Knowledge Level 3 and 4 into instruction                    |               | <b>Strategy 12</b><br>Building-wide book study over <i>Beyond Monet: The Artful Science of Instructional Integration</i>     |
| Action Plans  |              |  |               |  |
| What  | Who          | Resources  | Timeline      | Evaluation   |
| <b>Strategy 10</b><br>Teachers will utilize pacing guides for each course taught to ensure enough time for all objectives taught.   | All teachers | Pacing Guides created in 2007  | August -May   | Review of pacing guides by principal and curriculum facilitator  |
| Teachers will note in lesson plans each GLE that is taught and/or will keep a tally sheet to visually see the progress of teaching each objective.  | All teachers | GLEs, lesson plan book, GLE tally sheet  | August – May  | Viewing of plan book and tally sheet by principal. Discussions with curriculum facilitator about progress of addressing GLEs |
| Teachers will focus on assessment by creating new scoring guides and improving current ones. Teachers will ensure that scoring guides align with GLE objectives and will continue to incorporate Depth of Knowledge Level 3 & 4. Teachers will also | All teachers | Schoolweb.missouri.edu/stoutland and other various websites, scoring guides<br>Curriculum/lesson plans, DOK charts | November -May | Viewing of scoring guides and lesson objectives by principal and curriculum facilitator                                      |



Building Objective #1 - #6 Continued

Objective Final Outcome:  Met Established Benchmark;  Did Not Meet Established Benchmark  
 Comments:

**Strategy 13**  
 Teachers will effectively integrate Smart Board instruction

**Strategy 14**  
 Six-Trait Writing will be used in Communication Arts classes

**Action Plans**

| What   | Who                                | Resources  | Timeline             | Evaluation  |
|--|------------------------------------|--|----------------------|---|
| <p><b>Strategy 13</b><br/>           There will be a focus on technology with an emphasis on effectively integrating Smart Board usage and instruction into all classes.</p> | <p>All teachers</p>                | <p>Smart Boards<br/><br/>           Professional development for all teachers</p>  | <p>November -May</p> | <p>Classroom observations, walk-through observations</p>  |
| <p><b>Strategy 14</b><br/>           The Six-Trait Writing Model will be used in Communication Arts classes to improve writing.</p>  | <p>Communication Arts teachers</p> | <p><i>6+1 Traits of Writing: Grades 3 and Up</i><br/><br/>           Informational packets from spring Professional Development by S.T.A.R.R. teacher Kathy Lassiter</p> | <p>August -May</p>   | <p>Classroom observations, walk-through observations, student scores on writing assignments</p> |

**Building 'Continuous Improvement' Plan**

**Pleasant Hill R-III Intermediate School**

| <p><b>Need(s):</b> The number of student scoring at the proficient and advanced level of the MAP math test needs to increase.<br/>Improvement of a cohort group from year to year is needed to validate that students are increasing their knowledge.</p>   |                                       |   |                        |   |
|---|---------------------------------------|---|------------------------|---|
| <p><b>District Goal:</b><br/>3. We will earn the recognition from the Missouri Department of Elementary and Secondary Education as "distinguished in performance" each year.<br/>5. We will hold all staff accountable for outstanding student academic and activity achievement and adhering to board policy.</p>  |                                       |   |                        |   |
| <p>Building Objective #7: By August 2009, the percentage of 5<sup>th</sup> grade students scoring at the Advanced and Proficient Level on the 5<sup>th</sup> grade MAP Math Assessment will increase from 57.7% to 60.7%.</p> <p>Building Objective #8: By August 2009, the percentage of 6<sup>th</sup> grade students scoring at the Advanced and Proficient Level on the 6<sup>th</sup> grade MAP Math Assessment will increase from 64.7% to 67.7%.</p> <p>Building Objective #9: The number of students in the class of 2015 (6<sup>th</sup> grade 2008-09) that scored Proficient and Advanced will increase by at least 5% from 2007-08 to 2008-09 MAP test in Mathematics (57.7% to 62.7%).</p> <p>Building Objective #10: The number of students in the class of 2016 (5<sup>th</sup> grade 2008-09) that scored Proficient and Advanced will increase from the 2007-08 MAP test to meet or exceed the State goal of the 2008-09 MAP test in Mathematics which is at least a 9.1% increase (45% to 54.1%).</p> |                                       |   |                        |   |
| <p><b>Objective Final Outcome:</b> <input type="checkbox"/> Met Established Benchmark; <input type="checkbox"/> Did Not Meet Established Benchmark</p> <p><b>Comments:</b></p>  |                                       |   |                        |   |
| <p><b>Strategy 1</b><br/>Math Tutoring Sessions offered before/after school</p>   |                                       | <p><b>Strategy 2</b><br/>Math concepts and problem solving taught during Team Time on a regular basis</p> |                        | <p><b>Strategy 3</b><br/>MAP style assessment will be utilized in math class and team time at least quarterly</p> |
| Action Plans  |                                       |   |                        |   |
| What  | Who                                   | Resources   | Timeline               | Evaluation  |
| <p><b>Strategy 1</b><br/>Tutoring sessions</p>  | <p>Teachers from each grade level</p> | <p>Building funds to pay teacher or Career Ladder student contact hour resources</p>                      | <p>September – May</p> | <p>STAR Math and class grades</p>   |
| <p><b>Strategy 2</b><br/>Math concepts and problem solving strategies taught/reinforced during</p>  | <p>All teachers</p>                   | <p>Problem solving strategies from teacher resources, the internet, etc.</p>                              | <p>October – May</p>   | <p>MAP Results</p>  |

|   |                                       |   |                        |   |
|---|---------------------------------------|---|------------------------|---|
| <p>team time</p> <p><b>Strategy 3</b><br/> MAP style assessment and released items used in math class and team time. Teachers will have students work through scoring the items so the students are more familiar with expectations for constructed response and performance questions.</p> | <p>Math teachers and all teachers</p> | <p><i>TestSmart for Math Book 1-Concepts, &amp; Book 2-Math Operations and Problem Solving</i> for grades 5 &amp; 6</p> <p>DESE website of available samples, model curriculum, item banks, and released items as well as items created by classroom teachers</p> | <p>September - May</p> | <p>MAP Results and analysis of scores on the items used by students</p> |
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Building 'Continuous Improvement' Plan

Pleasant Hill R-III Intermediate School

| Building Objective #7 - #10 Continued   |               |  |               |  |
|---|---------------|--|---------------|--|
| Objective Final Outcome: <input type="checkbox"/> Met Established Benchmark; <input type="checkbox"/> Did Not Meet Established Benchmark<br>Comments:   |               |  |               |  |
| <b>Strategy 7</b><br>Ensure we have a guaranteed and viable curriculum  |               | <b>Strategy 8</b><br>Utilize math computer programs to increase math knowledge during math class and team time     |               | <b>Strategy 9</b><br>Incorporate Depth of Knowledge Level 3 and 4 into instruction   |
| Action Plans  |               |  |               |  |
| What  | Who           | Resources  | Timeline      | Evaluation   |
| <b>Strategy 7</b><br>Teachers will utilize pacing guides for each course taught to ensure enough time for all objectives to be covered.   | All teachers  | Pacing Guides created in 2007  | August -May   | Review of pacing guides by principal and curriculum facilitator  |
| Teachers will note in lesson plans each GLE that is taught and/or will keep a tally sheet to visually see the progress of teaching each objective.  | Math teachers | GLEs, lesson plan book, GLE tally sheet  | August - May  | Viewing of plan book and tally sheet by principal. Discussions with curriculum facilitator about progress of addressing GLEs |
| Teachers will focus on assessment by creating new scoring guides and improving current ones. Teachers will ensure that scoring guides align with GLE objectives and will continue to incorporate Depth of Knowledge Level 3 & 4. Teachers will also ensure that the objective, assessment activity, | All teachers  | Schoolweb.missouri.edu/stoutland and other various websites, scoring guides<br>Curriculum/lesson plans, DOK charts | November -May | Viewing of scoring guides and lesson objectives by principal and curriculum facilitator                                      |



Building Objective #7 - #10 Continued

Objective Final Outcome:  Met Established Benchmark;  Did Not Meet Established Benchmark  
 Comments:

**Strategy 10**  
 Teachers will effectively integrate Smart Board instruction

**Strategy 11**  
 Building-wide book study over *Beyond Monet: The Artful Science of Instructional Integration*

**Action Plans**

| What   | Who                 | Resources   | Timeline             | Evaluation   |
|--|---------------------|---|----------------------|--|
| <p><b>Strategy 10</b><br/>           There will be a focus on technology with an emphasis on effectively integrating Smart Board usage and instruction into all classes.</p>             | <p>All teachers</p> | <p>Smart Boards<br/><br/>           Professional development for all teachers</p> | <p>November -May</p> | <p>Classroom observations, walk-through observations</p> |
| <p><b>Strategy 11</b><br/>           Teachers will incorporate strategies and activities provided in the book, <i>Beyond Monet: The Artful Science of Instructional Integration</i>.</p> | <p>All teachers</p> | <p><i>Beyond Monet: The Artful Science of Instructional Integration</i></p>       | <p>August -May</p>   | <p>Classroom observations, walk-through observations</p> |

**Building 'Continuous Improvement' Plan**

**Pleasant Hill R-III Intermediate School**

| <b>Need(s):</b> Improvement of a sub-group from year to year is needed to validate that all students are increasing their knowledge.   |                |   |                 |  |
|--|----------------|---|-----------------|--|
| <b>District Goal:</b><br>3. We will earn the recognition from the Missouri Department of Elementary and Secondary Education as "distinguished in performance" each year.<br>5. We will hold all staff accountable for outstanding student academic and activity achievement and adhering to board policy.  |                |   |                 |  |
| Building Objective #11: The percent of gifted students in the advance category will increase to meet or exceed the state average for 5 <sup>th</sup> grade on the MAP Communication Arts test and the MAP Mathematics test; 6 <sup>th</sup> grade will also increase to meet or exceed the state average on the MAP Communication Arts test and on the MAP Mathematics test. |                |   |                 |  |
| <b>Objective Final Outcome:</b> <input type="checkbox"/> Met Established Benchmark; <input type="checkbox"/> Did Not Meet Established Benchmark<br><b>Comments:</b>  |                |   |                 |  |
| <b>Strategy 1</b><br>Utilize effective problem solving strategies  |                | <b>Strategy 2</b><br>Analyze information from various sources and develop in-depth projects to communicate to authentic audiences |                 | <b>Strategy 3</b><br>Incorporate Depth of Knowledge level 3 and 4 into class instruction and assignments each class session. |
| Action Plans   |                |   |                 |  |
| What   | Who            | Resources   | Timeline        | Evaluation   |
| <b>Strategy 1</b><br>Real world problems will be used to build upon and increase students' problem solving ability.  | PHYRE teachers | Printed teacher material, interdisciplinary units   | September - May | Scoring of student work<br>MAP results   |
| <b>Strategy 2</b><br>Students will analyze information from the internet and various print sources to develop in-depth projects for a specific audience.   | PHYRE teachers | Computers, printed materials, PowerPoint, video, internet   | September - May | Scoring of student work<br>MAP results   |

|   |                       |  |                        |  |
|---|-----------------------|--|------------------------|--|
| <p><b>Strategy 3</b><br/>Depth of Knowledge 3 and 4 will be utilized during each discussion and on assignments for PHYRE classes.</p> | <p>PHYRE teachers</p> | <p>Depth of Knowledge charts<br/>Effective Questioning Resources<br/>Classroom Instructions That Works</p> | <p>September - May</p> | <p>Walk-throughs,<br/>observations, assignments<br/>and scoring guides</p> |
|---|-----------------------|--|------------------------|--|

Building Objective #11 Continued

Objective Final Outcome:  Met Established Benchmark;  Did Not Meet Established Benchmark  
Comments:

**Strategy 4**  
Teachers will implement Constructed Response questions into lessons on a weekly basis

**Action Plans**

| What  | Who            | Resources  | Timeline        | Evaluation                             |
|---|----------------|--|-----------------|--|
| <b>Strategy 4</b><br>Students will respond to Constructed Response questions on a weekly basis. | PHYRE teachers | Printed teacher materials, interdisciplinary units | September - May | Scoring of student work<br>MAP results |

| <b>Need(s):</b> The number of student scoring at the proficient and advanced level of the MAP Science test needs to increase.   |                  |   |                 |   |
|---|------------------|---|-----------------|---|
| <b>District Goal:</b><br>3. We will earn the recognition from the Missouri Department of Elementary and Secondary Education as "distinguished in performance" each year.<br>5. We will hold all staff accountable for outstanding student academic and activity achievement and adhering to board policy. |                  |   |                 |   |
| Building Objective #12: By August 2009, the percentage of 5 <sup>th</sup> grade students scoring at the Advanced and Proficient Level on the 5 <sup>th</sup> grade MAP Science Assessment will increase from 48.8% to 53.8%.  |                  |   |                 |   |
| <b>Objective Final Outcome:</b> <input type="checkbox"/> Met Established Benchmark; <input type="checkbox"/> Did Not Meet Established Benchmark<br><b>Comments:</b>   |                  |   |                 |   |
| <b>Strategy 1</b><br>MAP style assessments will be utilized in Science class at least quarterly   |                  | <b>Strategy 2</b><br>Teachers in all areas will continue to utilize Word Walls in daily instruction |                 | <b>Strategy 3</b><br>Building-wide focus on incorporating cooperative learning strategies into instructional practices in all classrooms. Cooperative learning is an effective instructional strategy, according to Marzano's book, <i>Classroom Instruction That Works</i> . |
| Action Plans  |                  |   |                 |   |
| What  | Who              | Resources   | Timeline        | Evaluation  |
| <b>Strategy 1</b><br>MAP style assessment will be used in Science classes. Teachers will have students work through scoring the items so the students are more familiar with expectations.  | Science teachers | Available samples, model curriculum, item banks, as well as items created by classroom teachers     | September – May | MAP Results and analysis of scores on the items used by students  |
| <b>Strategy 2</b><br>All PHIS teachers will utilize Word Walls to develop vocabulary of students during daily instruction. Marzano's work on vocabulary building is the basis for the word walls.   | All teachers     | Sentence strips<br><br>Vocabulary from content being taught in class                                | August - May    | Teacher observation and class assessments of vocabulary<br><br>Walk-throughs and classroom observations   |

|   |                     |  |                     |  |
|---|---------------------|--|---------------------|--|
| <p><b>Strategy 3</b><br/>Teachers will implement cooperative learning strategies in their daily instruction. At least one structure will be utilized in each class, each day.</p> | <p>All teachers</p> | <p>Cooperative learning training<br/>Cooperative learning teaching resources</p> | <p>August - May</p> | <p>Classroom observations, walk-through observations</p> |
|---|---------------------|--|---------------------|--|

Building Objective #12 Continued

Objective Final Outcome:  Met Established Benchmark;  Did Not Meet Established Benchmark  
 Comments:

**Strategy 4**  
 Incorporate Depth of Knowledge Level 3 and 4 into instruction

**Strategy 5**  
 Building-wide book study over *Beyond Monet: The Artful Science of Instructional Integration*

**Strategy 6**  
 Teachers will effectively integrate Smart Board instruction

**Action Plans**

| What  | Who                 | Resources   | Timeline            | Evaluation   |
|---|---------------------|---|---------------------|--|
| <p><b>Strategy 4</b><br/>                     Depth of Knowledge Level 3 and 4 will be incorporated into class discussion and into assignments.</p>   | <p>Teachers</p>     | <p>Depth of Knowledge Chart</p> <p><i>Classroom Instruction That Works</i> by Marzano, Pickering, and Pollock</p> <p>Effective Questioning Resources</p> <p>Professional Development built into staff meetings to provide additional support and examples</p> <p><i>Beyond Monet: The Artful Science of Instructional Integration</i></p> | <p>August – May</p> | <p>Classroom observations, walk-through observations</p> |
| <p><b>Strategy 5</b><br/>                     Teachers will incorporate strategies and activities provided in the book, <i>Beyond Monet: The Artful Science of Instructional Integration</i>.</p> | <p>All Teachers</p> | <p><i>Beyond Monet: The Artful Science of Instructional Integration</i></p>   | <p>August - May</p> | <p>Classroom observations, walk-through observations</p> |
| <p><b>Strategy 6</b></p>  |                     |   |                     |  |

|   |              |   |              |   |
|---|--------------|---|--------------|---|
| There will be a focus on technology with an emphasis on effectively integrating Smart Board usage and instruction into all classes. | All teachers | Smart Boards<br><br>Professional development for all teachers | August - May | Classroom observations, walk-through observations |
|---|--------------|---|--------------|---|

Building Objective #12 Continued

Objective Final Outcome:  Met Established Benchmark;  Did Not Meet Established Benchmark  
 Comments:

|  |                 |                 |
|--|-----------------|-----------------|
| <b>Strategy 7</b><br>Ensure we have a guaranteed and viable curriculum | <b>Strategy</b> | <b>Strategy</b> |
|--|-----------------|-----------------|

**Action Plans**

| What  | Who              | Resources   | Timeline       | Evaluation   |
|---|------------------|---|----------------|--|
| <p><b>Strategy 7</b><br/>Teachers will utilize pacing guides for each course taught to insure enough time for all objectives to be covered.</p>   | All teachers     | Pacing Guides created in 2007   | August – May   | Review of pacing guides by principal and curriculum facilitator  |
| <p>Teachers will note in lesson plans each GLE that is taught and/or will keep a tally sheet to visually see the progress of teaching each objective.</p>   | Science teachers | GLEs, lesson plan book, GLE tally sheet   | August - May   | Viewing of plan book and tally sheet by principal. Discussions with curriculum facilitator about progress of addressing GLEs |
| <p>Teachers will focus on assessment by creating new scoring guides and improving current ones. Teachers will ensure that scoring guides align with GLE objectives and will continue to incorporate Depth of Knowledge Level 3 &amp; 4. Teachers will also ensure that the objective, assessment activity, instructional method, and learning activity include the same verbiage.</p> | All teachers     | Schoolweb.missouri.edu/stoutland and other various websites, scoring guides Curriculum/lesson plans, DOK charts | November – May | Viewing of scoring guides and lesson objectives by principal and curriculum facilitator                                      |

|   |                  |   |                 |   |
|---|------------------|---|-----------------|---|
| Science teachers will review current curriculum needs. After textbook needs are assessed, teachers will view various supplemental resources and determine items desired to enrich science curriculum. | Science teachers | Textbook products/samples<br><br>Allocated Textbook/Science funds | September - May | Science teachers,<br>Curriculum Facilitator,<br>Principal |
|---|------------------|---|-----------------|---|

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**Pleasant Hill R-III Intermediate School**

| <b>Need(s):</b> Improvement of building climate from year to year is needed to improve the daily experience for both students and staff.   |   |   |               |   |
|--|---|---|---------------|---|
| <b>District Goal:</b> We will ensure a safe and positive learning environment and assess school climate on a regular basis.  |   |   |               |   |
| <p>Building Objective #13: The number of "agree" and "strongly agree" responses on the staff survey conducted at mid-year will increase from 26% (that strongly agreed) from the 2007-08 survey to at least 60% on the 2008-09 survey in the area of recognizing excellent teaching and/or support service.</p> <p>Building Objective #14: The number of "agree" and "strongly agree" responses on the end of the year student survey will increase from 26.6% (that strongly agreed) on the 2008 survey to at least 50% on the 2009 survey for the statement "I have fun learning".</p> <p>Building Objective #15: The number of "agree" and "strongly agree" responses on the end of the year student survey will increase from 31.8% (that strongly agreed) on the 2008 survey to at least 50% on the 2009 survey for the statement "I am recognized for good work".</p> <p>Building Objective #16: The number of "agree" and "strongly agree" responses on the end of the year student survey will increase from 23.7% (that strongly agreed) on the 2008 survey to at least 50% on the 2009 survey for the statement "Students in my school treat me with respect".</p> <p>Building Objective #17: The number of "agree" and "strongly agree" responses on the end of the year student survey will increase from 21.1% (that strongly agreed) on the 2008 survey to at least 50% on the 2009 survey for the statement "In my classes, time is spent working in cooperative groups".</p> |   |   |               |   |
| <b>Objective Final Outcome:</b> <input type="checkbox"/> Met Established Benchmark; <input type="checkbox"/> Did Not Meet Established Benchmark<br><b>Comments:</b>  |   |   |               |   |
| <b>Strategy 1</b><br>Implement student recognition on a regular basis  |   | <b>Strategy 2</b><br>Implement recognition of building staff on a regular basis |               | <b>Strategy 3</b><br>Homerooms will be recognized for outstanding work on building-wide topics and activities |
| Action Plans   |   |   |               |   |
| What   | Who   | Resources   | Timeline      | Evaluation  |
| <b>Strategy 1</b><br>Students will be recognized for gains greater than actual time on STAR Math and STAR Reading test (i.e. 2 months since last test, 3 month or more growth is recognized). Honor Roll awards will also be given.  | Principal, secretaries, counselor, Library Media Specialist | Certificate paper; Certificate Maker program                                    | October - May | Survey Results  |

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| <p>"Citizenship" Awards will be given to selected students who demonstrate the character trait of the month.</p>  | <p>Principal, counselor, all staff</p>          | <p>Certificate paper; Certificate Maker program</p>  | <p>September – May</p> | <p>Survey Results</p> |
| <p>"Team Awards" will be presented weekly to students that excel in citizenship, academics, sportsmanship, etc. Awards will be displayed on a bulletin board along with the students' photos.</p> | <p>Team 5A, 5B, 6A, 6B, &amp; Elective team</p> | <p>Team certificates</p>   | <p>September -May</p>  | <p>Survey Results</p> |
| <p><b>Strategy 2</b><br/>Teachers will recognize and complement peers at staff meetings. Those complimented receive a pop or bottle of water.</p>   | <p>Principal, counselor<br/>All staff</p>       | <p>Pop, water, clapper</p>   | <p>August – May</p>    | <p>Survey Results</p> |
| <p>A "PHIS" teacher and staff member will be selected and honored each month based on the submission criteria for name being submitted.</p>   | <p>Principal, counselor, all staff</p>          | <p>Certificate paper; Certificate Maker program</p>  | <p>September – May</p> | <p>Survey Results</p> |
| <p>Teachers and staff members will be recognized for achievements.</p>  | <p>Principal</p>                                | <p>Reese Pieces: You are an important <i>PIECE</i> to the PHIS team!</p> <p>Tootsie Rolls: For the awesome "<i>ROLL</i>" in helping our students achieve!</p> <p>Peppermint Patties: Thanks for your <i>Commit-MINT</i> to our students!</p> | <p>August -May</p>     | <p>Survey Results</p> |

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| <p>Celebration of teacher/staff birthdays, and various days of recognition (i.e.: nurse's day, custodians' day, teacher appreciation day, etc.)</p> <p><b>Strategy 3</b><br/> Homeroms will submit results from school wide studies over various topics and activities. Homeroms with the highest percentage of increase will be recognized with various rewards (popcorn party, 3 min. free time, extra recess, electronic party, etc.).</p> | <p>Principal, counselor, all teachers and staff members</p> <p>Principal<br/> Homerom teachers</p> | <p>Birthday luncheons, as well as, special celebrations decided upon by teachers and staff for other various days of recognition</p> <p>Popcorn, classroom materials</p> | <p>September -May</p> <p>August -May</p> | <p>Survey Results</p> <p>Survey Results</p> |
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