

Building 'Continuous Improvement' Plan Pleasant Hill R-III Middle School

Accomplishments: New plan developed Fall 2008. Accomplishments will be reported at the conclusion of the 2008-2009 school year.				
Need(s): The state goal for the percentage of students scoring in the advanced & proficient combined categories of the 2009 MAP is 54.10% in order to meet that goal, the class of 2014 must sustain their current pattern of scores which has shown growth over the past three years.				
District Goal: 3. We will earn the recognition from the Missouri Department of Elementary and Secondary Education as "distinguished in performance" 5. We will hold all staff accountable for outstanding student academic and activity achievement and adhering to board policy.				
Building Objective #1: The class of 2014 will increase their current percentage of students in the advanced & proficient categories from 64.70% to 67.70%				
Strategy	Action Steps	Person(s) Responsible	Funding Source/Resources Needed	Evaluation Date
We will analyze the content standards reports and adjust our existing curriculum activities to strengthen our weak areas.	1. The math department will analyze the content standards reports and select 10 low areas to work on strengthening. 2. The department will submit the 10 areas of concern to the building principal, along with a list of specific activities designed to improve those areas. 3. The principal will incorporate this information into the building CSIP plan. 4. The department will implement the new activities.	Math department	Release time to analyze content standards reports and develop activities to improve the areas.	Content standards analysis will begin on September 22, 2008.
The Student Achievement Focus Group will conduct a book study on Dr. Todd Whitaker's book <i>What Great Teachers Do Differently</i> and present appropriate information to all teachers.	1. The focus group will read, study, and discuss the instructional strategies in the book. 2. At the conclusion of each month, the focus group will provide information to the principal on at least one strategy discussed in the book. 3. The focus group will share out information with all staff during building PD time. 4. The focus group leader will attend Todd Whitaker's workshop at the MASSP conference and share findings with focus group and staff. 5. Teachers will implement learned strategies into their daily instruction.	Student Achievement Focus Group, Leader: Janice Martin	copies of book	Yearly evaluation through analyzing student test scores to see if there is an increase in student scores.
We will align our course objectives to the student task and scoring guide, ensuring that the depth of knowledge level of the objective matches the activity while the scoring guide appropriately assesses the intended learning outcome.	1. Teachers will post the daily objective and activities visually in the classroom. 2. All staff professional development training on assessment. 3. Bi-monthly curriculum analysis by all teachers and written reports submitted to building principal. 4. Quarterly displays of student work showing curriculum objective aligned to student task and scoring guide.	Principal	bulletin boards for all teachers for student work display (\$1000); training material on assessment purchased through ASCD (\$600)	Bi-monthly

Strategy	Action Steps	Person(s) Responsible	Funding Source/Resources Needed	Evaluation Date
Through the study and implementation of two-year professional development program, teachers will know the three main functions of formative assessment and how they connect with instruction; understand the recursive nature of the formative assessment process; understand the central role of the student in the formative assessment process and develop strategies for placing and supporting students in that role; be able to use strategies to communicate learning goals, check for understanding, give appropriate feedback, adjust instruction, and support students in setting and pursuing their own learning goals.	1. After a survey study conducted by our Building Improvement Team, we found a need to develop professionally in the area of assessment as it affects student achievement. 2. Our BIT team researched professional development activities and purchased a program through the ASCD. 3. The building-wide focus for the next two years during professional development time will be related to the topic of assessment. 4. Throughout the school year, the principal will assign assessment tasks for teachers to complete throughout their units of instruction. 5. The Building Improvement Team will meet monthly to discuss and make adjustments based on professional development needs related to assessment practices.	Principal and Building Improvement Team	training material on assessment purchased through ASCD (\$600)	on-going
Students will improve the following GLE math objective: A2A8 Algebraic Relationships 2. Represent and analyze mathematical situations and structures using algebraic symbols A. Represent mathematical situations: use symbolic algebra to represent and solve problems that involve linear relationships, including recursive relationships.	Teachers currently teach this concept through the following: 1. Use textbook lessons 2. Use Accelerated Math Program To address this concept differently and/or give more emphasis, we will do the following: Be sure and cover these lessons before MAP testing. Include these type questions several times each quarter as class focus problems and on homework assignments. This type of question is good for a group activity, also.	Math department	na	on-going
Students will improve the following GLE math objective: A3A Algebraic Relationships 3. Use mathematic models to represent and understand quantitative relationships A. Use mathematical models 8. Model and solve problems using multiple representations such as graphs, tables, equations or inequalities.	Teachers currently teach this concept through the following: 1. SmartBoard 2. Textbook instruction 3. Model problems 4. Practice and homework 5. Classzone.com To address this concept differently and/or give more emphasis, we will do the following: 1. Use map released and GLE samples as bell work. 2. Review GLE before MAP test	Math department	na	on-going
Students will improve the following GLE math objective: M2B Measurement 2. Apply appropriate techniques, tools and formulas to determine measurements B. Use angle measurement 7. Use tools to measure angles to the nearest degree 8. Use tools to determine the measure of reflex angles to the nearest degree	Teachers currently teach this concept through the following: 1. Textbook instruction 2. AM 3. Animated Math 4. Worksheets 5. Hands on with protractors to measure angles To address this concept differently and/or give more emphasis, we will do the following: 1. Review "reflex" with 8th grade 2. Use protractors more throughout the year	Math department	na	on-going

Strategy	Action Steps	Person(s) Responsible	Funding Source/Resources Needed	Evaluation Date
<p>Students will improve the following GLE math objective: D2A Data and Probability</p> <p>2. Select and use appropriate statistical methods to analyze data</p> <p>A. describe and analyze data</p> <p>7. Find, use and interpret measures of center and spread, including ranges and interquartile range</p>	<p>To address this concept differently and/or give more emphasis, we will do the following: Present the vocabulary associated with this GLE so that students recognize the terms, especially "interquartile" and "outliers". Practice constructive response type questions continually throughout the year, such as on a focus or bell work problem and also on assignments periodically.</p>	Math department	na	on-going
<p>Students will improve the following GLE math objective: D2B Data and Probability</p> <p>2. Select and use appropriate statistical methods to analyze data</p> <p>B. Compare data representations</p> <p>8. Compare different representations of the same data and evaluate how well each representation shows important aspects of the data.</p>	<p>Teachers currently teach this concept through the following: Analyze and describe data shown in different representations through textbook examples, AM and teacher created examples on SmartBoard. Students do exercises, AM questions, worksheets, and activities on Classzone that involve analyzing and constructing data in various forms including bar, circle, and line graphs along with scatter plots. To address this concept differently and/or give more emphasis, we will do the following: Use different representations of data throughout the year in activities, focus questions, and assessments each quarter.</p>	Math department	na	on-going
<p>Students will improve the following GLE math objective: G1B Geometric and Spatial Relationships</p> <p>1. Analyze characteristics and properties of two- and three- geometric shapes and develop mathematical arguments about geometric relationships.</p> <p>B. Apply geometric relationships</p> <p>7. Describe relationships between corresponding sides, corresponding angles and corresponding perimeters of similar polygons.</p> <p>8. Describe relationships between corresponding sides, corresponding angles and corresponding perimeters of similar polygons.</p>	<p>Teachers currently teach this concept through the following: 1. Solve problems using ratios and using cross products</p> <p>2. AM</p> <p>3. Homework</p> <p>4. Quizzes To address this concept differently and/or give more emphasis, we will do the following:</p> <p>1. Section quizzes</p> <p>2. Tests</p> <p>3. Activity generator</p> <p>4. Animation</p>	Math department	na	on-going
<p>Students will improve the following GLE math objective: D1C Data and Probability</p> <p>1. Formulate questions that can be addressed with data and collect, organize and display relevant data to answer them</p> <p>C. Represent and interpret data</p> <p>7. Select, create and use appropriate graphical representation of data, including circle graphs, histograms and box plots (box and whiskers)</p> <p>8. Select, create and use appropriate graphical representation of data (including scatter plots)</p>	<p>Teachers currently teach this concept through the following: 1. Textbook – present examples</p> <p>2. Accelerated Math Program – practice questions</p> <p>3. Use of quizzes and worksheets</p> <p>To address this concept differently and/or give more emphasis, we will do the following: Include these types of questions on a regular basis, such as with bell ringers and focus problems throughout the year. Review concept again before MAP testing.</p>	Math department	na	on-going

Strategy	Action Steps	Person(s) Responsible	Funding Source/Resources Needed	Evaluation Date
<p>Students will improve the following GLE math objective: M2C Measurement</p> <p>2. Apply appropriate techniques, tools and formulas</p> <p>C. apply geometric measurements</p> <p>8. Describe how to solve problems involving surface area and/or volume of a rectangular or triangular prism or cylinder</p>	<p>Teachers currently teach this concept through the following: 1. Use textbook lessons</p> <p>2. Accelerated Math Program</p> <p>To address this concept differently and/or give more emphasis, we will do the following: Do hands on activities which would practice constructive response type questions. Include constructive response items several times throughout the year on this objective. This would be through homework and/or a class focus problem.</p>	Math department	na	on-going

Need(s): The state goal for the percentage of students scoring in the advanced & proficient combined categories of the 2009 MAP is 54.10% in order to meet that goal, the class of 2013 must sustain their current pattern of scores which has shown growth over the past three years.

District Goal: 3. We will earn the recognition from the Missouri Department of Elementary and Secondary Education as "distinguished in performance" 5. We will hold all staff accountable for outstanding student academic and activity achievement and adhering to board policy.

Building Objective #2: The class of 2013 will increase their current percentage of students in the advanced & proficient categories from 64.60% to 67.60%

Strategy	Action Steps	Person(s) Responsible	Funding Source/Resources Needed	Evaluation Date
We will analyze the content standards reports and adjust our existing curriculum activities to strengthen our weak areas.	1. The math department will analyze the content standards reports and select 10 low areas to work on strengthening. 2. The department will submit the 10 areas of concern to the building principal, along with a list of specific activities designed to improve those areas. 3. The principal will incorporate this information into the building CSIP plan. 4. The department will implement the new activities.	Math department	Release time to analyze content standards reports and develop activities to improve the areas.	Content standards analysis will begin on September 22, 2008.
The Student Achievement Focus Group will conduct a book study on Dr. Todd Whitaker's book <i>What Great Teachers Do Differently</i> and present appropriate information to all teachers.	1. The focus group will read, study, and discuss the instructional strategies in the book. 2. At the conclusion of each month, the focus group will provide information to the principal on at least one strategy discussed in the book. 3. The focus group will share out information with all staff during building PD time. 4. The focus group leader will attend Todd Whitaker's workshop at the MASSP conference and share findings with focus group and staff. 5. Teachers will implement learned strategies into their daily instruction.	Student Achievement Focus Group, Leader: Janice Martin	copies of book	Yearly evaluation through analyzing student test scores to see if there is an increase in student scores.
We will align our course objectives to the student task and scoring guide, ensuring that the depth of knowledge level of the objective matches the activity while the scoring guide appropriately assesses the intended learning outcome.	1. Teachers will post the daily objective and activities visually in the classroom. 2. All staff professional development training on assessment. 3. Bi-monthly curriculum analysis by all teachers and written reports submitted to building principal. 4. Quarterly displays of student work showing curriculum objective aligned to student task and scoring guide.	Principal	bulletin boards for all teachers for student work display (\$1000); training material on assessment purchased through ASCD (\$600)	Bi-monthly

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Through the study and implementation of two-year professional development program, teachers will know the three main functions of formative assessment and how they connect with instruction; understand the recursive nature of the formative assessment process; understand the central role of the student in the formative assessment process and develop strategies for placing and supporting students in that role; be able to use strategies to communicate learning goals, check for understanding, give appropriate feedback, adjust instruction, and support students in setting and pursuing their own learning goals.	1. After a survey study conducted by our Building Improvement Team, we found a need to develop professionally in the area of assessment as it affects student achievement. 2. Our BIT team researched professional development activities and purchased a program through the ASCD. 3. The building-wide focus for the next two years during professional development time will be related to the topic of assessment. 4. Throughout the school year, the principal will assign assessment tasks for teachers to complete throughout their units of instruction. 5. The Building Improvement Team will meet monthly to discuss and make adjustments based on professional development needs related to assessment practices.	Principal and Building Improvement Team	training material on assessment purchased through ASCD (\$600)	on-going
Students will improve the following GLE math objective: A2A8 Algebraic Relationships 2. Represent and analyze mathematical situations and structures using algebraic symbols A. Represent mathematical situations: use symbolic algebra to represent and solve problems that involve linear relationships, including recursive relationships.	Teachers currently teach this concept through the following: 1. Use textbook lessons 2. Use Accelerated Math Program To address this concept differently and/or give more emphasis, we will do the following: Be sure and cover these lessons before MAP testing. Include these type questions several times each quarter as class focus problems and on homework assignments. This type of question is good for a group activity, also.	Math department	na	on-going
Students will improve the following GLE math objective: A3A Algebraic Relationships 3. Use mathematic models to represent and understand quantitative relationships A. Use mathematical models 8. Model and solve problems using multiple representations such as graphs, tables, equations or inequalities.	Teachers currently teach this concept through the following: 1. SmartBoard 2. Textbook instruction 3. Model problems 4. Practice and homework 5. Classzone.com To address this concept differently and/or give more emphasis, we will do the following: 1. Use map released and GLE samples as bell work. 2. Review GLE before MAP test	Math department	na	on-going
Students will improve the following GLE math objective: M2B Measurement 2. Apply appropriate techniques, tools and formulas to determine measurements B. Use angle measurement 7. Use tools to measure angles to the nearest degree 8. Use tools to determine the measure of reflex angles to the nearest degree	Teachers currently teach this concept through the following: 1. Textbook instruction 2. AM 3. Animated Math 4. Worksheets 5. Hands on with protractors to measure angles To address this concept differently and/or give more emphasis, we will do the following: 1. Review "reflex" with 8th grade 2. Use protractors more throughout the year	Math department	na	on-going

Strategy	Action Steps	Person(s) Responsible	Funding Source/Resources Needed	Evaluation Date
<p>Students will improve the following GLE math objective: D2A Data and Probability</p> <p>2. Select and use appropriate statistical methods to analyze data</p> <p>A. describe and analyze data</p> <p>7. Find, use and interpret measures of center and spread, including ranges and interquartile range</p>	<p>To address this concept differently and/or give more emphasis, we will do the following: Present the vocabulary associated with this GLE so that students recognize the terms, especially "interquartile" and "outliers". Practice constructive response type questions continually throughout the year, such as on a focus or bell work problem and also on assignments periodically.</p>	Math department	na	on-going
<p>Students will improve the following GLE math objective: D2B Data and Probability</p> <p>2. Select and use appropriate statistical methods to analyze data</p> <p>B. Compare data representations</p> <p>8. Compare different representations of the same data and evaluate how well each representation shows important aspects of the data.</p>	<p>Teachers currently teach this concept through the following: Analyze and describe data shown in different representations through textbook examples, AM and teacher created examples on SmartBoard. Students do exercises, AM questions, worksheets, and activities on Classzone that involve analyzing and constructing data in various forms including bar, circle, and line graphs along with scatter plots. To address this concept differently and/or give more emphasis, we will do the following: Use different representations of data throughout the year in activities, focus questions, and assessments each quarter.</p>	Math department	na	on-going
<p>Students will improve the following GLE math objective: G1B Geometric and Spatial Relationships</p> <p>1. Analyze characteristics and properties of two- and three- geometric shapes and develop mathematical arguments about geometric relationships.</p> <p>B. Apply geometric relationships</p> <p>7. Describe relationships between corresponding sides, corresponding angles and corresponding perimeters of similar polygons.</p> <p>8. Describe relationships between corresponding sides, corresponding angles and corresponding perimeters of similar polygons.</p>	<p>Teachers currently teach this concept through the following: 1. Solve problems using ratios and using cross products</p> <p>2. AM</p> <p>3. Homework</p> <p>4. Quizzes To address this concept differently and/or give more emphasis, we will do the following:</p> <p>1. Section quizzes</p> <p>2. Tests</p> <p>3. Activity generator</p> <p>4. Animation</p>	Math department	na	on-going
<p>Students will improve the following GLE math objective: D1C Data and Probability</p> <p>1. Formulate questions that can be addressed with data and collect, organize and display relevant data to answer them</p> <p>C. Represent and interpret data</p> <p>7. Select, create and use appropriate graphical representation of data, including circle graphs, histograms and box plots (box and whiskers)</p> <p>8. Select, create and use appropriate graphical representation of data (including scatter plots)</p>	<p>Teachers currently teach this concept through the following: 1. Textbook – present examples</p> <p>2. Accelerated Math Program – practice questions</p> <p>3. Use of quizzes and worksheets</p> <p>To address this concept differently and/or give more emphasis, we will do the following: Include these types of questions on a regular basis, such as with bell ringers and focus problems throughout the year. Review concept again before MAP testing.</p>	Math department	na	on-going

Strategy	Action Steps	Person(s) Responsible	Funding Source/Resources Needed	Evaluation Date
<p>Students will improve the following GLE math objective: M2C Measurement</p> <p>2. Apply appropriate techniques, tools and formulas</p> <p>C. apply geometric measurements</p> <p>8. Describe how to solve problems involving surface area and/or volume of a rectangular or triangular prism or cylinder</p>	<p>Teachers currently teach this concept through the following: 1. Use textbook lessons</p> <p>2. Accelerated Math Program</p> <p>To address this concept differently and/or give more emphasis, we will do the following: Do hands on activities which would practice constructive response type questions. Include constructive response items several times throughout the year on this objective. This would be on homework or a class focus problem.</p>	Math department	na	on-going

Need(s): The state goal for the percentage of students scoring in the advanced & proficient combined categories of the 2009 MAP is 59.20% in communication arts. In order to meet that goal, the class of 2014 must sustain their current pattern of scores which has shown growth over the past several years.

District Goal: 3. We will earn the recognition from the Missouri Department of Elementary and Secondary Education as “distinguished in performance” for the year 2014.
5. We will hold all staff accountable for outstanding student academic and activity achievement and adhering to board policy.

Building Objective #3: The class of 2014 will increase their current percentage of students in the advanced & proficient categories from 57.50% to 60.50%

Strategy	Action Steps	Person(s) Responsible	Funding Source/Resources Needed	Evaluation Date
<p>We will analyze the content standards reports and adjust our existing curriculum activities to strengthen our weak areas.</p>	<p>1. The communication arts department will analyze the content standards reports and select 10 low areas to work on strengthening. 2. The department will submit the 10 areas of concern to the building principal, along with a list of specific activities designed to improve those areas. 3. The principal will incorporate this information into the building CSIP plan. 4. The department will implement the new activities.</p>	Communication Arts department	Release time to analyze content standards reports and develop activities to improve the areas.	Content standards analysis will begin on September 22, 2008.
<p>The Student Achievement Focus Group will conduct a book study on Dr. Todd Whitaker's book <i>What Great Teachers Do Differently</i> and present appropriate information to all teachers.</p>	<p>1. The focus group will read, study, and discuss the instructional strategies in the book. 2. At the conclusion of each month, the focus group will provide information to the principal on at least one strategy discussed in the book. 3. The focus group will share out information with all staff during building PD time. 4. The focus group leader will attend Todd Whitaker's workshop at the MASSP conference and share findings with focus group and staff. 5. Teachers will implement learned strategies into their daily instruction.</p>	Student Achievement Focus Group, Leader: Janice Martin	copies of book	Yearly evaluation through analyzing student test scores to see if there is an increase in student scores.
<p>We will align our course objectives to the student task and scoring guide, ensuring that the depth of knowledge level of the objective matches the activity while the scoring guide appropriately assesses the intended learning outcome.</p>	<p>1. Teachers will post the daily objective and activities visually in the classroom. 2. All staff professional development training on assessment. 3. Bi-monthly curriculum analysis by all teachers and written reports submitted to building principal. 4. Quarterly displays of student work showing curriculum objective aligned to student task and scoring guide.</p>	Principal	bulletin boards for all teachers for student work display (\$1000); training material on assessment purchased through ASCD (\$600)	Bi-monthly

Strategy	Action Steps	Person(s) Responsible	Funding Source/Resources Needed	Evaluation Date
Through the study and implementation of two-year professional development program, teachers will know the three main functions of formative assessment and how they connect with instruction; understand the recursive nature of the formative assessment process; understand the central role of the student in the formative assessment process and develop strategies for placing and supporting students in that role; be able to use strategies to communicate learning goals, check for understanding, give appropriate feedback, adjust instruction, and support students in setting and pursuing their own learning goals.	1. After a survey study conducted by our Building Improvement Team, we found a need to develop professionally in the area of assessment as it affects student achievement. 2. Our BIT team researched professional development activities and purchased a program through the ASCD. 3. The building-wide focus for the next two years during professional development time will be related to the topic of assessment. 4. Throughout the school year, the principal will assign assessment tasks for teachers to complete throughout their units of instruction. 5. The Building Improvement Team will meet monthly to discuss and make adjustments based on professional development needs related to assessment practices.	Principal and Building Improvement Team	training material on assessment purchased through ASCD (\$600)	on-going
Students will improve the following GLE communication arts objective: R1E, Develop vocabulary through text using roots, affixes, context clues, glossary, dictionary, and thesaurus	Students use glossaries, dictionaries and context clues with vocabulary exercises on a weekly basis. Students will do prefix, roots, and affixes as drills and in our reading. Students will use the thesaurus when we edit so that our word choices are better.	Communication Arts department	District-wide PD time for staff development on 6-Trait Writing.	on-going
Students will improve the following GLE communication arts objective: R2C, Use details from text to analyze the influence of setting, characters, plot, resolution (conflict & climax), cause & effect, point of view, problem solving process of characters and effectiveness of solutions	These areas are covered with the novels that are read for reading class. To emphasize these key areas, teachers will also cover each concept separately in the short story unit, and then apply those concepts in the play and novels.	Communication Arts department	na	on-going
Students will improve the following GLE communication arts objective: W1A, Follow a writing process to create a variety of appropriate graphic organizers, apply writing process to write effectively in various forms and types of writing.	Students complete several writing assignments in both language arts and reading class. We will add in more formal writing assignments across the curriculum following the 6 trait writing format.	Communication Arts department	na	on-going
<p>Need(s): The state goal for the percentage of students scoring in the advanced & proficient combined categories of the 2009 MAP is 59.20% in communication arts. In order to meet that goal, the class of 2013 must sustain their current pattern of scores which has shown growth over the last several years.</p>				
<p>District Goal: 3. We will earn the recognition from the Missouri Department of Elementary and Secondary Education as "distinguished in performance" for the 2013-2014 school year. 5. We will hold all staff accountable for outstanding student academic and activity achievement and adhering to board policy.</p>				
<p>Building Objective #4: The class of 2013 will increase their current percentage of students in the advanced & proficient categories from 57.00% to 60.00%</p>				
Strategy	Action Steps	Person(s) Responsible	Funding Source/Resources Needed	Evaluation Date

Strategy	Action Steps	Person(s) Responsible	Funding Source/Resources Needed	Evaluation Date
We will analyze the content standards reports and adjust our existing curriculum activities to strengthen our weak areas.	1. The communication arts department will analyze the content standards reports and select 10 low areas to work on strengthening. 2. The department will submit the 10 areas of concern to the building principal, along with a list of specific activities designed to improve those areas. 3. The principal will incorporate this information into the building CSIP plan. 4. The department will implement the new activities.	Communication Arts department	Release time to analyze content standards reports and develop activities to improve the areas.	Content standards analysis will begin on September 22, 2008.
The Student Achievement Focus Group will conduct a book study on Dr. Todd Whitaker's book <i>What Great Teachers Do Differently</i> and present appropriate information to all teachers.	1. The focus group will read, study, and discuss the instructional strategies in the book. 2. At the conclusion of each month, the focus group will provide information to the principal on at least one strategy discussed in the book. 3. The focus group will share out information with all staff during building PD time. 4. The focus group leader will attend Todd Whitaker's workshop at the MASSP conference and share findings with focus group and staff. 5. Teachers will implement learned strategies into their daily instruction.	Student Achievement Focus Group, Leader: Janice Martin	copies of book	Yearly evaluation through analyzing student test scores to see if there is an increase in student scores.
We will align our course objectives to the student task and scoring guide, ensuring that the depth of knowledge level of the objective matches the activity while the scoring guide appropriately assesses the intended learning outcome.	1. Teachers will post the daily objective and activities visually in the classroom. 2. All staff professional development training on assessment. 3. Bi-monthly curriculum analysis by all teachers and written reports submitted to building principal. 4. Quarterly displays of student work showing curriculum objective aligned to student task and scoring guide.	Principal	bulletin boards for all teachers for student work display (\$1000); training material on assessment purchased through ASCD (\$600)	Bi-monthly
Through the study and implementation of two-year professional development program, teachers will know the three main functions of formative assessment and how they connect with instruction; understand the recursive nature of the formative assessment process; understand the central role of the student in the formative assessment process and develop strategies for placing and supporting students in that role; be able to use strategies to communicate learning goals, check for understanding, give appropriate feedback, adjust instruction, and support students in setting and pursuing their own learning goals.	1. After a survey study conducted by our Building Improvement Team, we found a need to develop professionally in the area of assessment as it affects student achievement. 2. Our BIT team researched professional development activities and purchased a program through the ASCD. 3. The building-wide focus for the next two years during professional development time will be related to the topic of assessment. 4. Throughout the school year, the principal will assign assessment tasks for teachers to complete throughout their units of instruction. 5. The Building Improvement Team will meet monthly to discuss and make adjustments based on professional development needs related to assessment practices.	Principal and Building Improvement Team	training material on assessment purchased through ASCD (\$600)	on-going
Students will improve the following GLE communication arts objective: W2C, In composing text use colon, semicolon, hyphen to divide syllables at end of line.	Teachers currently use lecture and worksheets to teach and assess this skill. Teacher will emphasize this task through the use of more hands-on activities that will reinforce semicolon, colons, and hyphens through proofreading activities, daily grammar practice, and smartboard lessons that are more interactive.	Communication Arts department	na	on-going

Strategy	Action Steps	Person(s) Responsible	Funding Source/Resources Needed	Evaluation Date
Students will improve the following GLE communication arts objective: W2B, Use parts of speech correctly in written text: pronoun case and adverb.	Teachers currently use lecture and worksheets to teach and assess this skill. Teacher will emphasize this task through the use of more hands-on activities that will reinforce pronoun case and adverbs through proofreading in student writing activities, daily grammar practice, and smartboard lessons that are more interactive.	Communication Arts department	na	on-going
Students will improve the following GLE communication arts objective: W2E, In writing, use dictionary, spell-check, and other resources to spell correctly.	Teachers currently use Daily Oral Language, proofreading, peer editing activities, worksheets and games over dictionary usage and word processing programs to teach these concepts. To address these concepts differently and/or give it more emphasis, teachers will hold students more accountable for spelling (encourage/assign dictionary usage in writing actives, more proofreading activities and grade how students proofread, more hands-on activities such as the computer lab)	Communication Arts department	na	on-going
Students will improve the following GLE communication arts objective: W2C, In composing text, use comma rules for punctuating various sentence structures, correct format in writing titles, quotation marks in dialogue, colons in business letter salutations	This concept is assessed through multiple choice items on MAP. We will do more multiple choice types of assessment during bellwork and adding some into our classroom assessments, concentrating on students being able to recognize a business letter and all variations of the salutation.	Communication Arts department	na	on-going
Students will improve the following GLE communication arts objective: W3A, Write a personal narrative text that chronicles a sequence of events, includes sensory detail and dialogue	We currently use the following activities to teach this objective: journal writing using all senses, going to a different environment than the classroom, including dialogue in writing and on scoring guides, bellwork both multiple choice and proofreading. To address this objective differently and/or give it more emphasis, we will do the following: use past writings to go back and add these details to illustrate how much it improves writing, more multiple choice exercises in all these areas since it is assessed on MAP through the use of a multiple choice type of assessment	Communication Arts department	na	on-going
Students will improve the following GLE communication arts objective: R2C, Use details from text to analyze point of view, mood and theme, interpret actions, behaviors, and motives of characters, evaluate problem-solving process of character, consequences of character's actions and effectiveness of solutions.	To address this concept differently and/or give it more phases, we will do the following: Point of view: students will re-write a scene from Anne Frank from two other characters; Mood & theme: students ID on own, share with group, then class (think-pair-share); Actions, behaviors, motives of character: Students will be asked "How would a story be different if character chose different actions or if certain characters weren't there?" when a character behaves a certain way to gain plot; Problem-solving process: Students will defend the character's choice using supporting details to convince the character to behave in a different way and explain how it would change the story.	Communication Arts department	na	on-going

Strategy	Action Steps	Person(s) Responsible	Funding Source/Resources Needed	Evaluation Date
Students will improve the following GLE communication arts objective: R1E, Develop vocabulary through text using roots and affixes, context clues, glossary, dictionary and thesaurus.	To address this concept differently and/or give it more emphasis, we will do the following: Roots & affixes: game of mixing up the words, more focus activities, word dissection; Context clues: continue focus activities where students choose correct definition based on how it's used in a sentence; Dictionary & thesaurus: continue using to define pre-chosen words and also have students list words they come across while reading and find definitions	Communication Arts department	na	on-going
Students will improve the following GLE communication arts objective: R2C, Use details from text to analyze the influence of setting, characters, plot, resolution (conflict and climax), cause & effect, point of view, problem-solving process of characters and effectiveness of solutions.	For short stories, we currently plot the story on a plot diagram together as a class of students. To analyze the influence of setting, students will use very simple short stories and explain how the story would change if the setting changes. For characters, students will have to explain how a story would be different if a certain character wasn't in the book or if the character behaved differently. For plot, we will use storyboards. Each group will analyze one aspect of the plot, then put all together as a class. Then students will complete them individually. For resolution, students will be required to re-write the ending and further analyze why the author choose to end it the way that the story was resolved. For conflict and climax, the students will respond in writing to the following questions: Why did author do it this way? Name one event leading up to the climax and one event in the rising action. What event would change the climax?	Communication Arts department	na	on-going

Need(s): Since technology is ever changing and a part of our daily lives, we need to continually develop and refine our staff and students tech

District Goal: 3. We will earn the recognition from the Missouri Department of Elementary and Secondary Education as "distinguished in performar

Building Objective #5: Technology will be effectively used by students and staff members to guide instructional activities.

Strategy	Action Steps	Person(s) Responsible	Funding Source/Resources Needed	Evaluation Date
We will have each teacher integrate technology into his/her classroom lesson at least once a semester.	1. A technology pre-skills/interest survey will be given to all staff during the September 2008 PD day. 2. At each faculty meeting the Technology Focus Group will train staff on various technology topics related to the pre-skills/interest survey results. 3. Staff members will turn in at least one lesson plan per semester to the focus group demonstrating the use of technology in classroom. 4. The focus group will study and gather information regarding the "Clicker" system for possible purchase and implementation in the building.	Technology Focus Group, Leader: Becky Bornaman	1. Approximately \$3000 for the purchase of 2 classroom clicker systems. 2. PD time during faculty meetings for staff technology training.	September 2008 and April 2008

Need(s): School climate should be assessed on a regular basis at every building.

Strategy	Action Steps	Person(s) Responsible	Funding Source/Resources Needed	Evaluation Date
District Goal: 2. We will ensure a safe and positive learning environment and assess school climate on a regular basis.				
Building Objective #6 We will create a positive school environment where all students, staff, and parents feel valued, healthy, welcomed, and safe.				
Strategy	Action Steps	Person(s) Responsible	Funding Source/Resources Needed	Evaluation Date
We will find more effective ways to talk to students to keep them on-task without having to raise our voice or repeat ourselves.	1. The Classroom Management focus group will read, study, and discuss the book <i>Word Choices</i> . 2. The focus group will present a build-wide in-service on the February PDC day 3. Teacher will utilize the information learned at the training when dealing with students.	Classroom Management Focus Group, Leader: Georgia Gilman	copies of book, PD training time during February PD day	April 2009
We will improve our parent/student participation in parent teacher conferences to at least 80% attendance.	1. Over the past year, the Teaming Focus Group researched student-led conferencing. 2. The Teaming Focus group put together a plan to showcase student's academic work through a portfolio system that would be shared with parents during parent teacher conference week. Students will create a portfolio of academic work and will be responsible for leading student-led conferences with parents and faculty. 3. During advisory class, teachers will have students design their portfolios. 4. Students will lead a conference with their parents and faculty.	Teaming Focus Group, Leader, Jason Beatty	materials for student portfolios (\$600)	November 2008
Need(s): Our middle school IEP students did not meet the state average on the 2008 MAP data.				
District Goal: 3. We will earn the recognition from the Missouri Department of Elementary and Secondary Education as "distinguished in performance" 5. We will hold all staff accountable for outstanding student academic and activity achievement and adhering to board policy.				
Building Objective #7: IEP students will score 1% above the state average in Communication Arts, Math, and Science on the 2009 MAP data.				
Strategy	Action Steps	Person(s) Responsible	Funding Source/Resources Needed	Evaluation Date
Students will use parts of speech correctly in written text.	1. Initially, students will be asked to distinguish between nouns and verbs with verbal answers. 2. Students will work with a partner to find them in newspapers. 3. Students will categorize them in collages. 4. After the initial lesson in paragraph writing, the lessons will be reviewed throughout the year in the written format.	Special education staff	na	on-going

Strategy	Action Steps	Person(s) Responsible	Funding Source/Resources Needed	Evaluation Date
Students will develop vocabulary through text, using glossary, dictionary, and thesaurus.	1. Teacher will read aloud the AR book and students will follow along silently. 2. When a word is pronounced that is unfamiliar to the students, a students is asked to look it up. 3. When the teacher reads the passage of the AR book, students will be instructed to jot down words that they do not know. After the reading is complete, the students will be asked to define the words and rewrite the passages using a synonym instead of the word.	Special education staff	na	on-going
Students taking the MAP A will increase their score on Math, Big Idea 2, Concept A--No5.1.b.--subtract some items from a larger set.	1. MAP A objectives for the students will be correlated better with the students' abilities 2. Modeling and instruction will be provided by the teacher. 3. After receiving instruction, students will be put through a series of trials and their top performances will be documented, compiled, and then sent to the state.	Special education staff	na	January - March 2008
Students taking the MAP A will increase their score in Communication Arts, Big Idea 1, Concept E-RD 5.7.--use a basic dictionary and glossary.	1. MAP A objectives for the students will be correlated better with the students' abilities 2. Modeling will be provided by the teacher (e.g. use a high frequency synonyms and antonyms). 3. After receiving instruction, students will be put through a series of trials and their top performances will be documented, compiled, and then sent to the state.	Special education staff	na	January - March 2008

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Evaluation Method

MAP data will be analyzed in
Fall 2009 to see if there is an
increase in scores.

Principal observation of
strategies during walk
throughs. MAP data will be
analyzed in Fall 2009 to see if
there is an increase in scores.

Principal and curriculum
facilitator will analyze
teacher's objective reports
and student work display to
use as training tools for all
staff during professional
development time.

Evaluation Method

Principal observation of strategies during weekly walk throughs. Monthly analysis by Building Improvement Team. Also, MAP data will be analyzed in Fall 2009 to see if there is an increase in scores.

In order to see if students are mastering this concept in class, teachers will assess this objective through the use of the following:

1. Chapter tests
2. Accelerated Math Tests
3. Bell work

In order to see if students are mastering this concept in class, teachers will assess this objective through the use of the following:

1. Quizzes
2. AM tests
3. Textbook test at end of the unit
4. Class notes, and assignments

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Principal observation of strategies during walk throughs. MAP data will be analyzed in Fall 2009 to see if there is an increase in scores.

Principal and curriculum facilitator will analyze teacher's objective reports and student work display to use as training tools for all staff during professional development time.

Evaluation Method

Principal observation of strategies during weekly walk throughs. Monthly analysis by Building Improvement Team. Also, MAP data will be analyzed in Fall 2009 to see if there is an increase in scores.

Students will do homework drills for prefix, roots, and affixes. The thesaurus work will be required for the Dickens research paper.

Students will be assessed through their work on graphic organizers, writing assignments and constructed response questions on tests.

Students will be assessed through the use of the 6 trait writing scoring guide.

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Principal observation of strategies during weekly walk throughs. Monthly analysis by Building Improvement Team. Also, MAP data will be analyzed in Fall 2009 to see if there is an increase in scores.

In-class tests and worksheets

Evaluation Method

In-class tests and worksheets

Assess students self and peer proofreading skills through teacher observation

Multiple choice test items during class tests and bellwork activities

Asses with multiple choice format and writing performance during daily instructional tasks and assignments

The first evaluation time period will be in November 2008 during the short stories unit. This assessment will then be carried throughout the year with each novel.

Evaluation Method

Teacher will assess this at least twice a month in reading class during daily instructional tasks.

Strategies will be assessed during each novel study in reading class.

Technology related skills.

once" each year.

Evaluation Method

pre-skills/interest survey in September and post-skills/interest survey in April

Evaluation Method

Evaluation Method

Teacher survey evaluation

Parent/student attendance record during conferences.

nce" each year.

Evaluation Method

Students will be assessed on this objective throughout the year to see if they retain the initial information. Students will be asked verbally, on tests administered in class, and during writing activities.

Evaluation Method

Students will be assessed when they complete the sentence(s) with a synonym both verbally and on paper. This will be an on-going activity when reading AR books.

MAP A documentation process

MAP A documentation process