

Pleasant Hill R-III School District



Building Improvement Plan for Pleasant Hill Intermediate School

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August 2019 – June 2020

Building Continuous Improvement Plan

Building 'Continuous Improvement' Plan

Pleasant Hill R-III Intermediate School

English Language Arts
Need(s): The percentage of students in the Proficient and Advanced levels of the Benchmark English Language Arts Assessment needs to increase. The percentage of students in the Basic and Below Basic levels of the Benchmark English Language Arts Assessment needs to decrease.
District Goal(s): Focus 1: Develop and enhance quality education/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.
Building Goal(s) 1: 100% of PHIS students will show growth throughout the year measured by Illuminate Benchmark and FastBridge ELA Assessments.
Action Strategies and Steps that have been implemented that will continue: <ul style="list-style-type: none">• Tutoring• Differentiated Instruction• RtI embedded into class instruction (one-on-one, small group, high quality tier 1 instruction)• Co-teaching• Balanced Literacy• 6 Trait Writing• ELA Non-negotiables• Use of Assessments to drive instruction and meet student needs• Theories of Learning embedded• Technology effectively used by students and staff to enhance learning• Gifted subgroup strategies implemented by PHYRE teacher• Utilize strategies and methodologies that support Indicators 1.1 (Academic Conversations), 1.2 (Cognitive Engagement), 4.1 (Critical Thinking), 5.3b (Teacher/Student Relationships)

Strategy 1

Ensure we have a guaranteed and viable curriculum that is used to differentiate instruction to meet the needs of all students.

Action Plans				
What	Who	Resources	Timeline	Evaluation
1. Implement Reader's and Writer's Workshop model.	Teachers from each grade level, Principal, District Curriculum Facilitator	<i>180 Days</i> by Gallagher & Kittle <i>Guiding Readers and Writers</i> by Fountas and Pinnell Units of Study-Reading & Writing by Lucy Calkins Invitation to Notice <i>Reading Conferences</i> by Jennifer Serravallo	August – May	Walk-throughs, Curriculum Writing Components
2. Utilize Illuminate & Fastbridge data to drive instruction in class and with RtI/WIN groups.	Teachers from each grade level, Principal, District Curriculum Facilitator. Building Assessment Facilitator	Illuminate, FastBridge	August – May	FastBridge Data, Illuminate Data MAP Results Scoring Rubrics
3. Increase understanding and effective use of formative assessments.	Teachers, principal	Network for Educator Effectiveness (Indicator 7.4)	August - May	NEE Walk-through Data
4. Implement SBR in order to align with curriculum and		SBR scoring rubrics, Professional Development and support (late	August - May	Progress report, student, parent, and teacher feedback

better identify students' level of mastery in order to meet needs.	Teachers, principal, Central Office Support	starts and other PD opportunities), School Information System		
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Mathematics

<p>Need(s): The percentage of students in the Proficient and Advanced levels of the Benchmark Math Assessment needs to increase. The percentage of students in the Basic and Below Basic levels of the Benchmark Math Assessment needs to decrease.</p>
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<p>District Goal(s): Focus 1: Develop and enhance quality education/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.</p>
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<p>Building Goal 2: 100% of PHIS students will show growth throughout the year measured by Illuminate Benchmark and FastBridge Math Assessments.</p>

<p>Action Strategies and Steps that have been implemented that will continue:</p> <ul style="list-style-type: none"> ● Tutoring ● Differentiated Instruction ● Rtl embedded into class instruction (one-on-one, small group, high quality tier 1 instruction) ● Co-teaching ● Problem and Project Based Learning ● Big 6 Math Problem Solving Strategies ● Math Non-negotiables ● Use of Assessments to drive instruction and meet student needs ● Theories of Learning embedded ● Technology effectively used by students and staff to enhance learning ● Gifted subgroup strategies implemented by PHYRE teacher ● Utilize strategies and methodologies that support Indicators 1.1 (Academic Conversations), 1.2 (Cognitive Engagement), 4.1 (Critical Thinking), 5.3b (Teacher/Student Relationships)
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<p>Strategy 1 Ensure we have a guaranteed and viable curriculum that is used to differentiate instruction to meet the needs of all students.</p>

Action Plans

What	Who	Resources	Timeline	Evaluation
1. Study and implement Eureka Math.	Teachers from each grade level, Principal	Engage NY - Great Minds	August – May	Walk-throughs PD & Curriculum Components
2. Utilize Fastbridge and Illuminate data to drive instruction in class and embedded RtI groups.	Teachers from each grade level, Principal, District Curriculum Facilitator, Building Assessment Facilitator	Illuminate, FastBridge Engage NY Math RtI resources such as: math resources, Number Worlds, Eureka Math, Khan Academy, etc.	August – May	FastBridge Data, Illuminate Data MAP Results Scoring Rubrics Formative and Summative Data
3. Increase understanding and effective use of formative assessments.	Teachers, principal	Network for Educator Effectiveness (Indicator 7.4)	August – May	NEE Walk-through Data
4. Implement SBR in order to align with curriculum and better identify students' level of mastery in order to meet needs.	Teachers, Principal, Central Office Support	SBR scoring rubrics, Professional Development and support (late starts and other PD opportunities), School Information System	August - May	Progress Reports; student, parent and teacher feedback

Science

Need(s): The percentage of 5th grade students in the Proficient and Advanced levels of the Benchmark Science Assessment needs to increase.
 The percentage of 5th grade students in the Basic and Below Basic levels of the Benchmark Science Assessment needs to decrease.
 The percentage of students mastering objectives at both grade levels need to increase.

District Goal(s):
 Focus 1: Develop and enhance quality education/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.

Building Goal(s)
3: 5th Grade: 100% of 5th grade students will show growth throughout the year measured by Illuminate Benchmark Assessments.
4: 6th Grade: 100% of 6th grade students will show growth from pre-test to post-test on all Common Assessments.

- Action Strategies and Steps that have been implemented that will continue:**
- Tutoring
 - Differentiated Instruction
 - Rtl embedded into class instruction (one-on-one, small group, high quality tier 1 instruction)
 - PLTW
 - Problem and Project Based Learning
 - Science Non-negotiables
 - Support the literacies (annotating text, close reads, text complexity, etc.)
 - Use of Assessments to drive instruction and meet student needs
 - Theories of Learning embedded
 - Technology effectively used by students and staff to enhance learning
 - Utilize strategies and methodologies that support Indicators 1.1 (Academic Conversations, 1.2 (Cognitive Engagement), 4.1 (Critical Thinking), 5.3b (Teacher/Student Relationships)
 - Continue the use of problem solving and critical thinking strategies..

Strategy 1
 Ensure we have a guaranteed and viable curriculum that is used to differentiate instruction to meet the needs of all students.

Action Plans				
What	Who	Resources	Timeline	Evaluation

1. Utilize Common Assessments to drive instruction in class.	Teachers from each grade level, Principal,	Common Assessments	August – May	Illuminate Data (5th grade), MAP Data, Common Assessment Data, PLTW Performance Events
2. Increase understanding and effective use of formative assessments.	Teachers, principal	Network for Educator Effectiveness (Indicator 7.4)	August – May	NEE Walk-through Data

School Culture and Community Outreach

Need(s): Improve specific areas of the PHIS culture in order to ensure students and staff have positive, rewarding experiences.

District Goal(s):

Focus 1: Develop and enhance quality education/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.

Focus 4: Promote, facilitate, and enhance parent, student, and community involvement in LEA/District Educational Programs.

Building Goal(s)

5: Redesign current family events and increase opportunities that allow for improved communication and collaboration between school and home.

6: Opportunities will be provided that allow staff to build trust among one another.

7: Provide tailored instruction that focuses on specific needs: missing skills, reinforcement, enrichment/challenges.

8: Staff will learn techniques to self-regulate and help students self-regulate creating resilient classrooms.

9: Opportunities will be provided for students to take responsibility for their own-learning.

Action Strategies and Steps that have been implemented that will continue:

- Mini guidance lessons taught in the Morning Motivator
- Violence prevention and self-esteem strategies
- Growth Mindset
- Students will set academic, attendance, and character goals
- Celebrate achievements--this will include sending weekly Positive Postals
- Students of the Week
- Optimist Super Citizen Students of the Month
- Awards Assemblies
- Get to Know, Team Building, Classbuilding Activities
- Spot-light Staff/Teams in "How We Help Our Students Shine!"--formerly: "Get to Know"
- Complements & Celebrations (staff meetings)
- Teacher and Staff Member of the Month
- Professional Learning Communities
- Quarterly peer walk-throughs
- Professional Development Opportunities
- Continue using the format created during the 2018-19 school year for PHIS Family Night (formerly known as Mingle and Play)

Strategy 1

Increase school to home communication as well as offer meaningful learning opportunities for parents.

Action Plans

What	Who	Resources	Timeline	Evaluation
1. Teachers will communicate to parents regarding SBR on a regular basis.	Teachers	Possible communication modes: phone calls, emails, letters	September– May	SIS Parent Contact Log
2. When possible, teachers will utilize the Remind app (or similar app) to increase	Teachers	Remind app (or similar app)	August – May	Perceptual data/surveys

effective communication with parents.				
3. Teachers will share monthly or quarterly a curriculum map to parents sharing the focus of learning.	Teachers	Google Docs or similar format, email to parents and students	August - May	Perceptual data/surveys Feedback from parents

Strategy 2
Provide avenues that enables staff to build positive relationships with one another.

Action Plans				
What	Who	Resources	Timeline	Evaluation
1. Staff will continue to engage in activities to build relationships.	Staff	Personality Color resources Brain Smart Starts Shine Journals	August - May	Teacher Culture Survey
2. There will be a continued focus on PLCs. Additional strategies will be implemented to improve PLC structures and Data Cycles.	Teachers, Principal, Assessment Facilitator, District Curriculum Facilitator	Protocols Checklist PLC Logs Time for PLCs	September - May	Teacher Survey and feedback Student data regarding growth

Strategy 3
Provide instruction through WIN that decreases gaps in student learning.
Provide instruction through WIN that reinforces student learning.
Provide instruction through WIN that challenges student learning.

Action Plans

What	Who	Resources	Timeline	Evaluation
1. Expand learning opportunities during WIN that targets students' specific learning needs.	Teachers	WIN resources (Guided Reading sets, free online resources, Wonders, 6 Minute Solution (fluency), Phonics Blitz, MakerSpace, FastBridge, Writer's Workshop resources, CBMR assessment, Cross-curricular resources from Art, PE, Music, Computer--Passion Projects/Advanced Research Skills resources, Wilson Reading	September - May	FastBridge and Illuminate Data
Strategy 4				
Staff will engage in a variety of Professional Development regarding meeting the needs of the whole child (classroom management, trauma informed, self-regulation) through books, videos and workbooks. Strategies will be introduced and utilized in classrooms.				
Action Plans				
What	Who	Resources	Timeline	Evaluation
1. Staff will continue to explore Conscious Discipline strategies and learn new strategies. Support will be given as teachers/staff implement in classrooms.	Teachers, staff, Principal, Counselor	Conscious Discipline videos, books, and workbooks <i>Classroom Management for Art, Music, and PE Teachers</i> by Michael Linsin (Elective Teachers) Trauma Informed resources	September - May	Discussions/feedback from PD, observations
Strategy 5				
A variety of methods will be utilized to help ensure students are successful as they become more independent learners.				
Action Plans				
What	Who	Resources	Timeline	Evaluation

<p>1. Students will log into SIS regularly to view current grades, missing assignments, attendance, etc. They will take action based on their current status.</p>	<p>Students (with support from teachers and staff)</p>	<p>Device, SIS log-in info</p>	<p>September - May</p>	<p>Perceptual data and feedback</p>
<p>2. Student Opportunities and Support (SOS) will be available to students once weekly as needed.</p>	<p>Teachers and students</p>	<p>Time built into the schedule</p>	<p>September - May</p>	<p>Perceptual data and feedback</p>
<p>3. Students will set attendance goals and academic goals.</p>	<p>Students and staff</p>	<p>Growth Mindset Journals, Google Classroom, Data Bank System</p>	<p>August - May</p>	<p>Perceptual data and feedback, SIS attendance reports</p>