

Strategic and Continuous School Improvement Plan

For

**Pleasant Hill Elementary
6240**

For the period of

September 2015 to August 2018

**Anthony Tharp
Principal**



**Certification of Superintendent's Review and Adherence to Timelines as
Established by I.C. 20-10.2-3-2**

Step 1 – I.C. 20-10.2.3.2 Sec. 2. (a)

The committee, comprised of the building principal, administrators, teachers, parents, and community and business leaders, must submit a school's initial plan to the Superintendent by February 17, 2016, of the school year before the year of implementation.

Signature of Building Principal

Date of Submission for Superintendent Review

Step 2 – I.C. 20-10.2-3-2 Sec 2. (a) (1) (2) (3)

The Superintendent shall review the plan to ensure that the plan aligns with the school corporation's objections, goals, and expectations; and may make written recommendations of modifications to the plan to ensure the alignment and return plan and recommendations to the committee by February 20, 2016 of the school year of implementation.

Signature of Superintendent

Date of Return

Step 3 – I.C. 20-10.2-3-2 Sec. 2. (b) (c)

The school committee may modify the plan to comply with the recommendations made by the Superintendent. The school committee shall submit the plan and the written recommendations of the Superintendent to the local governing body by March 1, 2016 of the school year of implementation.

Signature of Building Principal

Date of Submission for Board Review

Resolution of the Board of School Trustees to Adopt the Strategic and Continuous School Improvement Plan

The Board of School Trustees adopts the resolution for North Montgomery Community School Corporation, Montgomery County, Indiana.

WHEREAS, a three year Strategic and Continuous School Improvement Plan has been developed and coordinated by the building principal with input from a committee of persons which included administrators, teachers, parents, and community and business leaders for Pleasant Hill Elementary as required by I.C. 20-10.2-3-1, and

WHEREAS, the Superintendent of Schools has, as required by I.C. 20-10.2-3-2 Sec 2 (a), reviewed the plan to ensure that the plan aligns with the school corporation’s objectives, goals, and expectations, and

WHEREAS, the governing body is required under I.C. 20-10.2-3-2 Sec. 2 (d) to review said plan, and

WHEREAS, the governing body reviewed this plan on February 22, 2016, at the Office of the Superintendent of Schools, 480 W. 580 N. Crawfordsville, Indiana, 47933.

THEREFORE BE IT RESOLVED that the governing body will submit this plan to the Indiana Department of Education as required under 511 IAC 6.2-3-5 Sec. 5 and directs that a copy of this plan remain on file for public review in the Office of the Principal.

ATTEST:

BOARD OF SCHOOL TRUSTEES

Superintendent

President

Vice President

Secretary

Member

Member

Member

Member

**Documentation of Support for the Professional Development Section of the
Strategic and Continuous School Improvement Plan by the North Montgomery
Community School Corporation Teachers' Association**

As required by 511 IAC 6.2-3-3, I, as a representative of the North Montgomery Community School Corporation Teachers' Association, have reviewed and am in support of the Professional Development Section of the Strategic and Continuous School Improvement Plan for Pleasant Hill Elementary School.

Signature of a representative of the NMCSC Teachers' Association

Printed name of a representative of the NMCSC Teachers' Association

Date

**Documentation of the Annual Review of the Strategic and Continuous School
Improvement and Achievement Plan and Professional Development Grant**

Both IC 20-10.2-3-3(a)(2) and 511 IAC 6.2-3-1(a)(2) require that a strategic and continuous school improvement and achievement plan “must be annually reviewed and revised to accomplish achievement objectives of the school.”

The principal shall verify that the strategic and continuous school improvement and achievement plan and professional development program for each school have been reviewed and revised as needed, as required by statute and State Board of Education rules. The review and revisions shall be reported to the Division of Accreditation each year on the required reports that must be submitted by March 1. The exclusive representative must also sign the professional development report of annual review and revision.

Goal #1 English/Language Arts

Pleasant Hill Elementary School's overall ELA pass rate on ISTEP+ will increase by 3% or higher to achieve a minimum of 60.3% in the spring of 2016.

Strategies

- 1. All students will receive 90 minutes of core reading instruction based on the Indiana College and Career Readiness Standards.**
- 2. All students will receive 30 minutes of Tier 2 small group reading instruction using differentiated independent reading routines.**
- 3. All students will receive at least 40 minutes of daily writing instruction based upon Lucy Calkins instructional strategies.**
- 4. All students will utilize and apply connections from prior knowledge.**
- 5. All students will use higher order thinking skills and strategic thinking of inferring, synthesizing, critiquing, creating and summarizing.**
- 6. All students will be taught through guided reading activities.**
- 7. All students will experience a variety of reading genres.**
- 8. All teachers will utilize higher order Depth of Knowledge questions to stimulate higher order thinking skills.**
- 9. All teachers will utilize Gradual Release of Responsibility strategies for all core instructional content areas.**

Goal # 2 Mathematics

Pleasant Hill Elementary School's overall Mathematics pass rate on ISTEP+ will increase 3% or higher to achieve a score of 67.9% in the spring of 2016.

Strategies

- 1. All students will receive 60 minutes or more of direct math instruction based on the Indiana College and Career Readiness Standards for mathematics on a daily basis.**
- 2. All students will receive instruction and classroom experience in applying the Mathematical Process as stated by IDOE.**
- 3. All students will be taught problem solving strategies.**
- 4. All students will be able to solve multi-step mathematical problems.**
- 5. All students will be able to clearly and concisely write an explanation of their mathematical thinking when solving problems.**
- 6. All students will participate in differentiated; on-line math instruction via Dreambox in grades K-5. All teachers will utilize Gradual Release of Responsibility strategies for all core instructional content areas.**

Goal # 3

Pleasant Hill Elementary School will achieve an average daily attendance rate of 97% or higher for the 2015 – 2016 school year.

Strategies

- 1. A school-wide attendance program will be implemented encourage students and set a positive tone for regular school attendance.**
- 2. Periodic information will be provided to parents regarding the benefits of regular school attendance.**
- 3. All classes will display a perfect attendance sign “Something to Chirp About” in the hallway when all students in the class are present at 8:15 each morning.**
- 4. All students will participate in a school-wide classroom competition to have weeks of “perfect attendance”. Classes that achieve this will receive recognition and incentives. A bulletin board will display stars for every week that a class achieves “perfect attendance”.**

Proposed Interventions Based on Student Achievement Objectives/Goals

Pleasant Hill will use the following Interventions to achieve our objectives and goals:

- Gradual Release of Instruction – direct instruction, guided practice, independent practice, transfer of skills to real-world application,**
- Co-Taught Instruction**
- Monthly data meeting to address bottom 25%.**
- Data and ICCRS driven unit and lesson planning**
- Lucy Calkins Writer’s Workshop strategies**
- EnVision math instruction strategies**
- Wonders ELA instructional strategies**
- A tiered instruction approach that provides additional minutes of instruction for students who are performing below grade level expectations**
- School wide behavior expectations**
- School wide attendance programing and encouragement**
- Effective feedback on teacher effectiveness through the use of RISE**
- Regularly scheduled professional development for educators**
- Implement strategies from Love and Logic for the Classroom to create positive environments within classrooms**
- Student Success Team that meets weekly to develop individualized student behavior or academic improvement plans.**

Professional Development

Professional development initiatives are continuous, ongoing, and directly related to the academic goals for our students. The following activities are planned for the upcoming school year for our goals.

2015 – 2016 School Year Professional Development Schedule

August	Staff Retreat. Co-panning, Tier 1, 2, and 3 instruction, Growth Mindset
September	New formative assessment training, Co-teaching, Data training
October	New formative assessment training, Co-teaching, Data training
November	Co-teaching, Data training
December	Co-teaching, Data training
January	Depths of Knowledge Training, Data training, Formative assessment training
February	Depths of Knowledge Training, Data training, Co-teaching
March	Depths of Knowledge, Data training, Formative assessment training

Non-violent Crisis Intervention (CPI) two day training is ongoing with in-house certified trainers. To date nearly all of Pleasant Hill staff are trained. Refresher courses for veteran staff members and initial courses for new staff are scheduled for this school year. This training helps us provide a safe and nurturing environment for all students.

The principal, instructional coach, and classroom teachers analyze data monthly from BOY MOY EOY and benchmark assessments throughout the year to guide instruction and identify student strengths and weaknesses. Each teacher is currently responsible for all of their students, but provides data that focuses on their underperforming students (bottom 25%). They are responsible to progress monitor bi-weekly using oral reading fluency and complete a monthly reading assessment called a running record with the use of Fountas and Pinnell materials to track strengths and weaknesses of the students' reading

ability on their student who are identified as the bottom 25%. These data points lead our discussions, track student performances, and address student needs and professional development.

Teachers in grades k– 5 will receive training in the use of Pivot Inspect and Raps360 assessments that will be implemented this year to prepare students for success and provide appropriate data to help improve instruction.