

ACTION PLAN – 2008-2009
District and Building Goals/School Improvement Plan -- West Des Moines Community School District

BUILDING Clive Elementary

SCHOOL YEAR 2008-2009

District Goals *(check if applicable to your building goal -- at least one building goal needs to directly align with a district goal or long-range student achievement goal)*

Guiding Principles *(check all that apply)*

Close the gap between present practices and the Shared Vision.

Continuous Improvement

Improve student achievement through effective instructional and assessment practices.

Personalized Learning

Optimum Use of Human Resources

Integration

Diversity

Long-Range Student Achievement Goals (5 years)

(check if applicable to your building goal)

Students will grow at least 7 years in reading from grade 3 through grade 8; and they will exceed the national and state averages in growth from grade 9 to grade 11.

Students will grow at least 7 years in mathematics from grade 3 through grade 8; and they will exceed the national and state averages in growth from grade 9 to grade 11.

Students will exceed the national and state averages in growth in Science between grades 7 and 9 and grades 9 and 11.

90% of the students in grades 1-8 will reach the benchmarks for reading and mathematics.

90% of the students in grades 1-8 will reach the benchmarks for science.

Students will report a decrease of alcohol and tobacco usage in grades 6, 8 and 11, as per the Iowa Youth Survey from fall, 1999.

District Annual Improvement Goals (AIG) *(check if applicable to your building goal)*

Elementary/Jr. High

Each grade level (grades 3-8) will grow at least 1.2 years (National Grade Equivalent) in mathematics on the ITBS as it moves from the 2006-07 school year to the 2007-08 school year.

Each grade level (grades 3-8) will decrease the percentage of students in the ITBS "Low Proficiency" level in mathematics as it moves from the 2006-07 school year to the 2007-08 school year.

Each grade level (grades 3-8) will grow at least 1.2 years (National Grade Equivalent) in reading on the ITBS as it moves from the 2006-07 school year to the 2007-08 school year.

Each grade level (grades 3-8) will decrease the percentage of students in the ITBS "Low Proficiency" level in reading as it moves from the 2006-07 school year to the 2007-08 school year.

Grade 4 will increase the percentage of students in the ITBS "proficiency" level in the subgroups scoring below average the previous year.

Jr. High/High School

The 8th grade class will grow at least 1.2 years (National Grade Level Equivalent) from 7th grade in science on the ITBS.

The 11th grade class will increase the percentage of students proficient in mathematics from 9th grade on the ITED.

The 11th grade class will increase the percentage of students proficient in reading from 9th grade on the ITED.

The 11th grade class will increase the percentage of students proficient in science from 9th grade on the ITED.

Shared Vision and District Educational Program Goals (check if applicable to your building goal)

- Shared Vision (Multicultural, Gender Fair Goal)
- Physical and Emotional Development
- Living Things, Physical World and Technology
- Communicating and Critical Thinking

- Visual and Performing Arts
- Citizens in a Democratic Society
- Career and Work Opportunities

NCA Student Performance Goal (Building Goal) (at least one student performance goal needs to address a HF 2272 Annual Improvement Goal [student achievement]; at least one NCA student performance goal should be school-wide and cross all curricular areas)

Learners will increase their ability to read and comprehend grade level texts.

Growth in student comprehension will be measured by:

- 80% of students K-6 performing at grade level as measured by the district narrative benchmark.
- Each grade level increasing their proficiency percentage as measured by the district narrative benchmark.
- Each cohort group increasing the percentage of students scoring at or above grade level as measured by the district narrative benchmark.
- Each grade level (3-6) increasing the percent age of students scoring at or above grade level as measured by the reading comprehension sub-test of the Iowa Tests of Basic Skills.
- Each cohort group increasing the percentage of students scoring at or above grade level as measured by the reading comprehension sub-test of the Iowa Tests of Basic Skills.
- The proficiency percentage of all students in grades 3-6 as measured by the reading comprehension sub-test of the Iowa Tests of Basic skills will increase from 2007-2008 by 5%

Strategies: What strategies are being implemented to achieve the Learner Goal?

Strategy #	Name or Description of Strategy(ies)	Grade or Curricular Area Implemented
#1.	Grade Levels will utilize reading benchmark data from previous school year to set grade level smart goals pertaining to reading comprehension.	K-6 Teachers
#2.	Provide differentiated reading instruction by utilizing small group instructional strategies to deliver instruction including guided reading and literature study.	Grade 3-6 Teachers
#3.	Utilize literacy workstations to provide guided and independent practice of learned literacy skills while students are working in small groups with teacher.	K-2 Teachers
#4	Provide genre based writing instruction that utilizes quality literature as an anchor of units.	K- 6 Teachers

Implementation: To what extent are all teachers implementing the strategy(ies)?

Strategy #	Method Used to Monitor Implementation	Who will Monitor?	How Frequently?
→ #1.	Grade Level Meeting Agendas & Written SMART goals	Principal	Monthly
#2.	Follow up-activities from Professional Development Sessions	Principal/PD Instructor	Monthly
#3.	Student Work Samples	Principal/Grade Level Teams	Monthly

Impact: How will you assess the impact of the strategy(ies) on the Learner Goal for student performance, attitude or behavior?

	*Data Source Used To Assess the Impact on Student of the Strategies Behavior, Performance or Attitude (eg., ITBS Test)	Data Points Used to Assess the Impact (eg., percent of students proficient in reading in grade 8)	Who is Responsible for Collecting this Data?	When will it be Collected?
A.	Spring Narrative Benchmark Assessments	Percent Proficient by Grade Level & Building Cohort Group Proficiency 2008-2009	Classroom Teachers/Principal	April 2009
B.	Iowa Test of Basic Skills—Reading Comprehension Sub-Test	Percent Proficient by Grade Level & Building Cohort Group Proficiency 2008-2009	Classroom Teacher/Principal	November
C.	Iowa Test of Basic Skills—Reading Comprehension—NGE	Percent of Students Demonstrating 1.0 years growth	Classroom Teacher/Principal	November

*** Use at least two data sources**

Professional Development And Teacher Quality Plan:

Professional Development Activities (Please list all that are directed toward meeting the School Improvement Goal)	Who will provide the Professional Development?	When will it be provided?
*Professional Development re: Being a Writer	District Trainers/BAW staff developers	Monthly
*Professional Development re: small group differentiated instruction	Jill Johnson	3 sessions
*Professional Development re: literacy workstations	Clive Staff	Monthly
* Professional Development re: increasing comprehension through read alouds	Lester Laminack	October 2008
Professional Development re: utilizing screening assessment data	AEA	3 times/year
Professional Development re: analysis of data and SMART goals	AEA/Building Staff	ongoing

***Use an asterisk in front of each professional development activity for which Teacher Quality funds area being requested. Use the attached form to specify the budget requested.**

Communication Plan:

Purpose	Message	Audience	Strategies	Timeline	Person(s)
To inform teachers of the plans for implementing the strategies.	We will focus our staff development on best practices in literacy instruction in all classrooms.	Staff	Discuss at staff meetings and collaborations sessions.	April 2008 September 2008-May 2009	Building Leadership Team

To inform parents and the community of the goal and implementation strategies.	We will be implementing the strategies to support all students in their reading instruction.	Parents and the Community	We will communicate this message through the building newsletter, PTO Meetings, Open House, and our SIT meetings.	September 2008-May 2009	Staff & Building Principal
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