

**West Des Moines Community School District  
SCHOOL IMPROVEMENT PLAN/BUILDING GOALS  
YEAR-END EVALUATION  
June, 2009**

**CROSSROADS PARK ELEMENTARY SCHOOL**

**GOAL #1: Learners will improve their writing for a variety of purposes and audiences.**

**1. Student data or other evidence to support changes in student attitude, behavior or performance.**

Kindergarten through sixth grade Professional Learning Communities (PLC's) utilized collective inquiry to analyze students' writing achievement data. PLC's, utilizing Instructional Decision Making processes, created SMART goals for students who required additional extension and challenge. Our SMART goal interventions have had a positive impact upon supplementary instruction, and with improving students' writing achievement scores.

Dr. Mariann Culver (AEA) collaborated and trained faculty members on creating collaborative cultures via Instructional Decision Making processes.

Student achievement in writing improved across all grade levels. Student scores on Being a Writer (BAW) assessments are one measure of achievement. The following data demonstrate improved student achievement when comparing grade level fall, winter, and spring assessment scores (ideas, organization, voice, word choice, sentence fluency, and presentation). On a continuum, 0-8 is the lowest assessment score, and 25-32 is the highest.

*Being a Writer Data  
2008-2009  
Grade 1*

	Student's Score 0-8= None		Student's Score 9-16= Same		Student's Score 17-24= Much		Student's Score 25-32= All	
	Number of Students	Percentage	Number of Students	Percentage	Number of Students	Percentage	Number of Students	Percentage
<b>Fall</b>	0	0	21	33%	24	38%	18	29%
<b>Winter</b>	0	0	11	16%	33	48%	25	36%
<b>Spring</b>	0	0	2	3%	37	55%	28	42%

*Being a Writer Data*

**2008-2009  
Grade 2**

	Student's Score 0-8= None		Student's Score 9-16= Same		Student's Score 17-24= Much		Student's Score 25-32= All	
	Number of Students	Percentage	Number of Students	Percentage	Number of Students	Percentage	Number of Students	Percentage
<b>Fall</b>	3	5%	10	15%	35	53%	18	27%
<b>Winter</b>	3	5%	7	11%	29	45%	25	39%
<b>Spring</b>	0	0%	1	1%	23	35%	42	64%

*Being a Writer Data*  
**2008-2009  
Grade 3**

	Student's Score 0-8= None		Student's Score 9-16= Same		Student's Score 17-24= Much		Student's Score 25-32= All	
	Number of Students	Percentage	Number of Students	Percentage	Number of Students	Percentage	Number of Students	Percentage
<b>Fall</b>	4	5%	17	24%	43	60%	8	11%
<b>Winter</b>	0	0%	9	13%	50	69%	13	18%
<b>Spring</b>	0	0%	0	0%	17	24%	53	76%

**Being a Writer Data  
2008-2009  
Grade 4**

	Student's Score 0-8= None		Student's Score 9-16= Same		Student's Score 17-24= Much		Student's Score 25-32= All	
	Number of Students	Percentage	Number of Students	Percentage	Number of Students	Percentage	Number of Students	Percentage
<b>Fall</b>	4	5%	28	35%	39	48%	10	12%
<b>Winter</b>	4	5%	2	2%	28	33%	51	60%
<b>Spring</b>	0	0%	0	0%	20	25%	60	75%

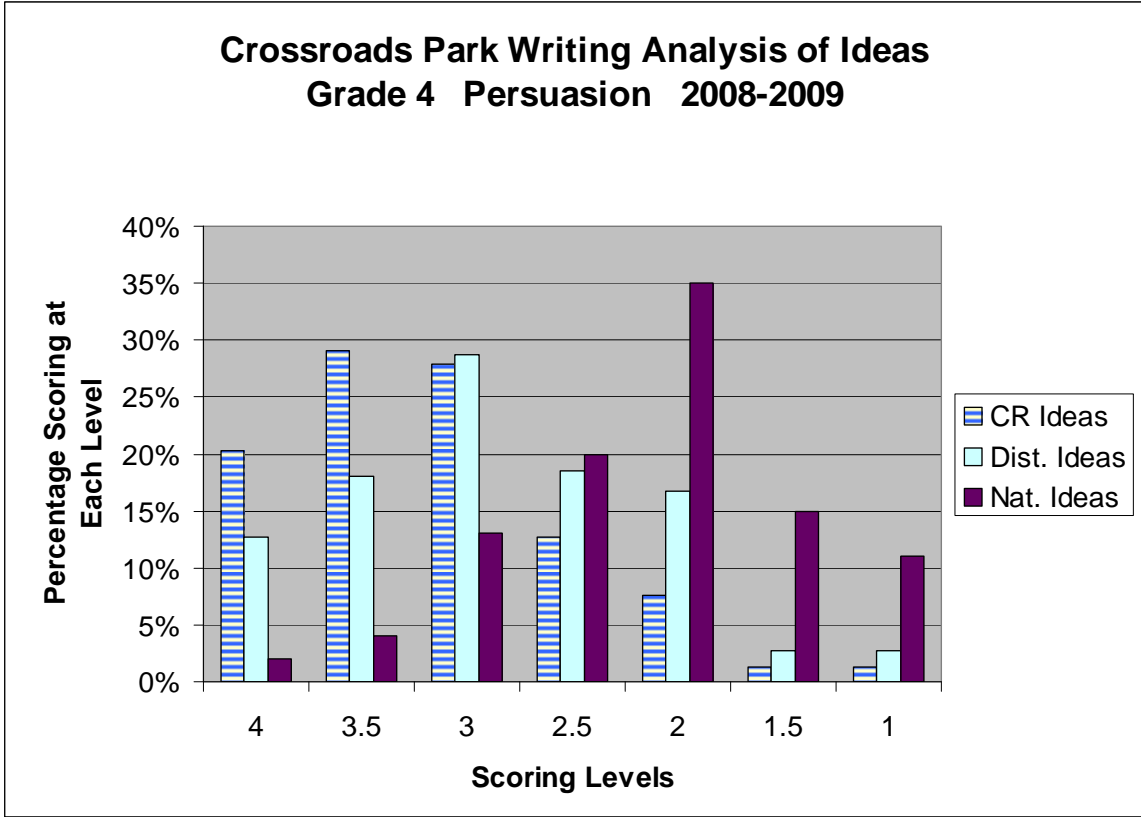
**Being a Writer Data  
2008-2009  
Grade 5**

	Student's Score 0-8= None		Student's Score 9-16= Same		Student's Score 17-24= Much		Student's Score 25-32= All	
	Number of Students	Percentage	Number of Students	Percentage	Number of Students	Percentage	Number of Students	Percentage
<b>Fall</b>	0	0	22	28%	39	50%	17	22%
<b>Winter</b>	0	0	10	12.7%	44	55.7%	25	31.6%
<b>Spring</b>	0	0	10	12.8%	29	37.2%	39	50%

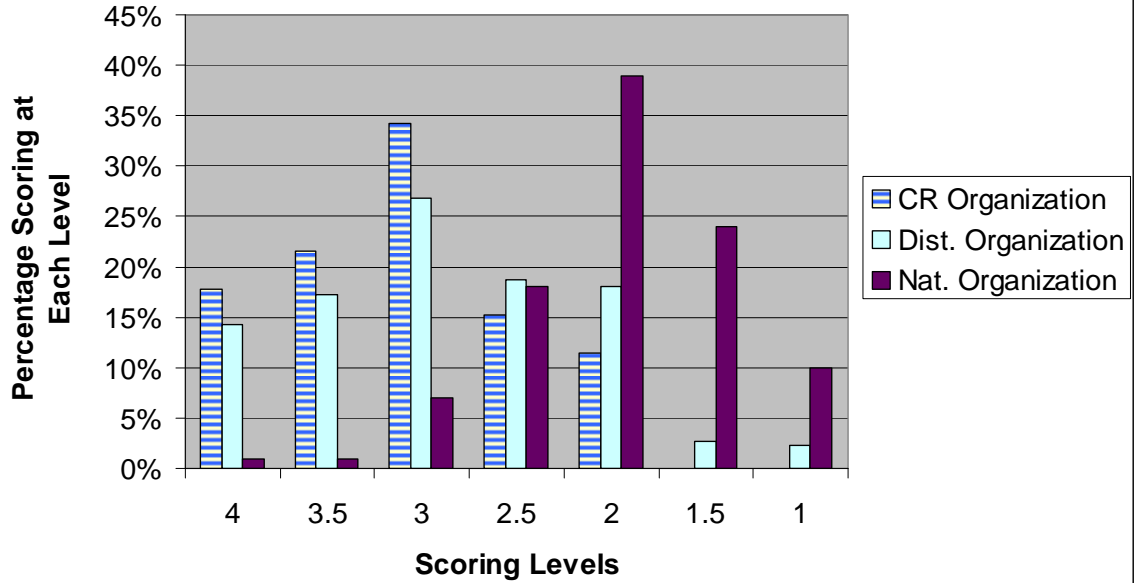
**Being a Writer Data  
2008-2009  
Grade 6**

	Student's Score 0-8= None		Student's Score 9-16= Same		Student's Score 17-24= Much		Student's Score 25-32= All	
	Number of Students	Percentage	Number of Students	Percentage	Number of Students	Percentage	Number of Students	Percentage
Fall	0	0%	18	24%	30	40%	27	36%
Winter	0	0%	24	31%	31	40%	22	29%
Spring	0	0%	15	19%	29	38%	33	43%

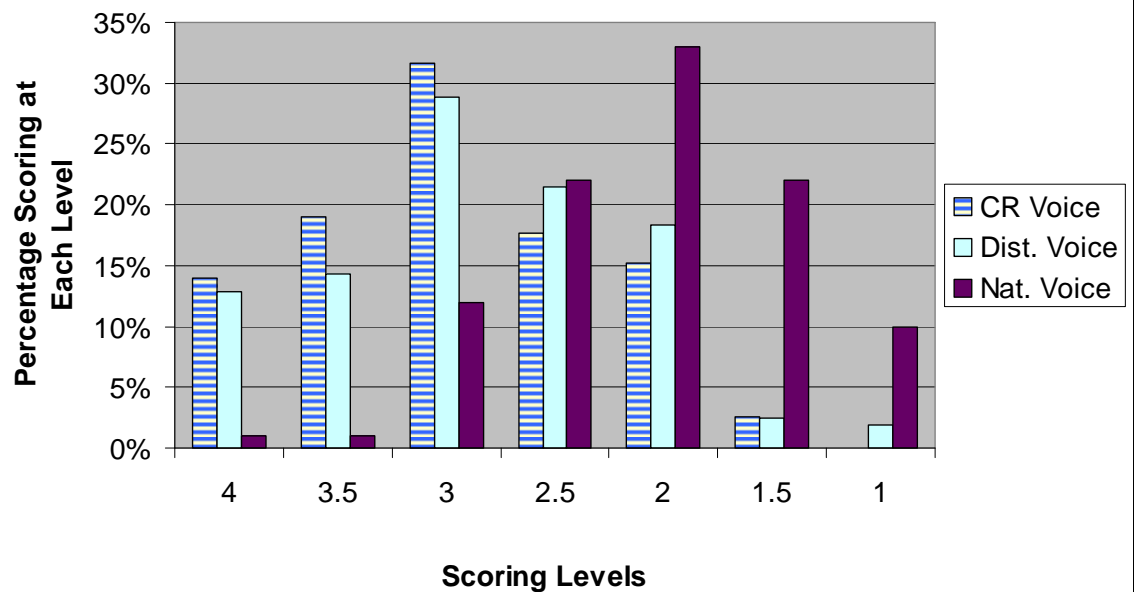
The Iowa Writing Assessment is another measure of achievement in grades four and six. Scores indicated proficiency in Analysis of Ideas, Organization, Voice, and Conventions in Persuasive Writing. The Crossroads Park fourth grade students scored higher overall than the district and national averages in each area. Sixth grade students mirrored district averages, and scored higher than the national averages in each area.



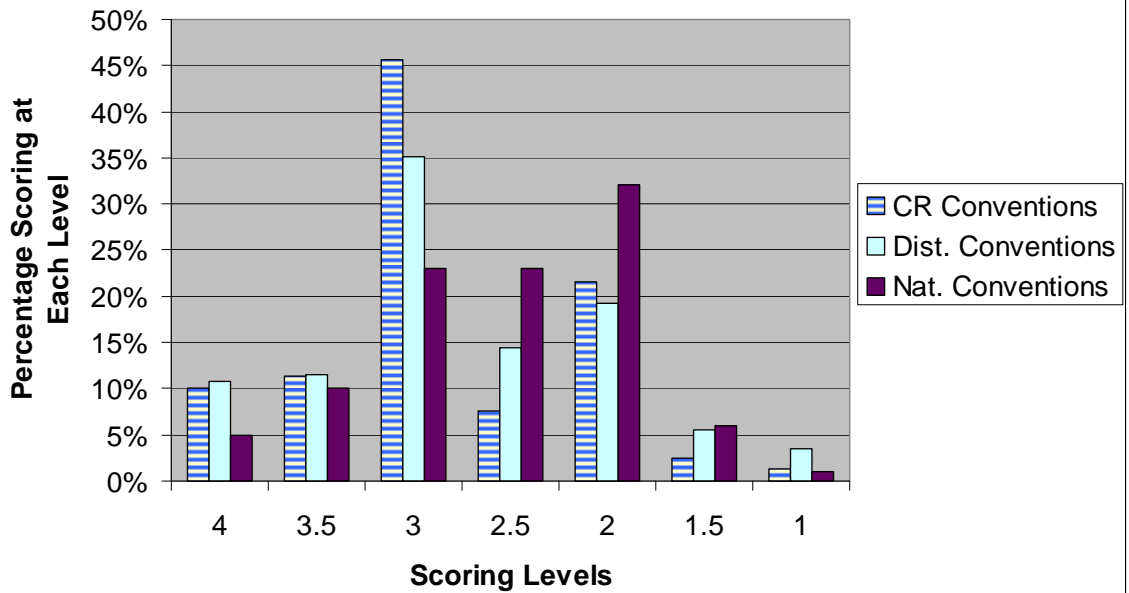
### Crossroads Park Writing Analysis of Organization Grade 4 Persuasion 2008-2009



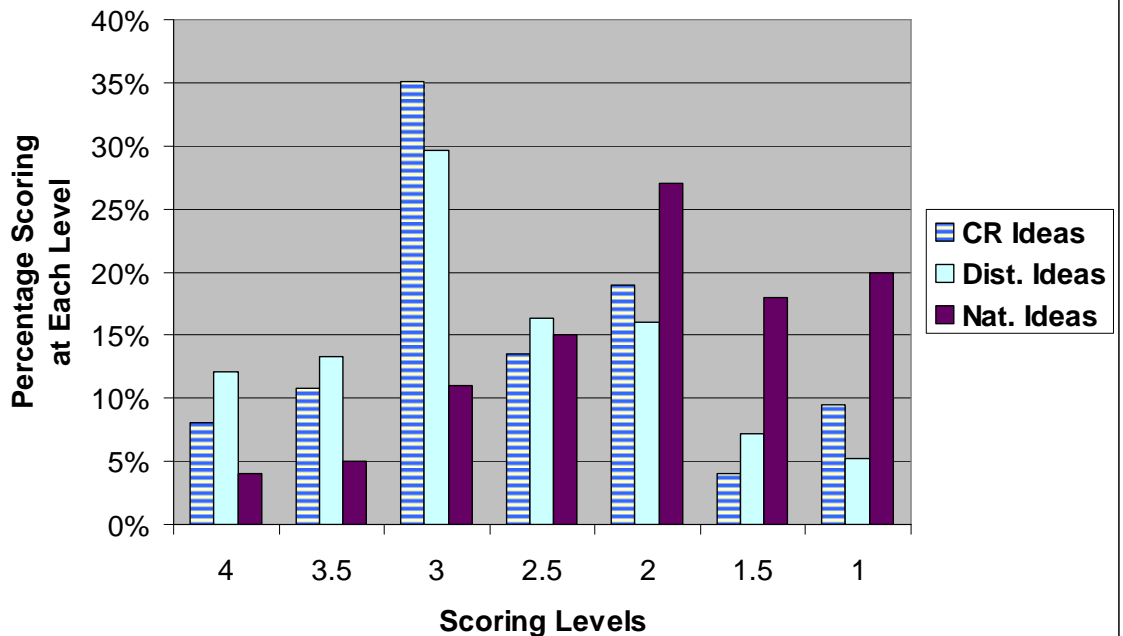
### Crossroads Park Writing Analysis of Voice Grade 4 Persuasion 2008-2009



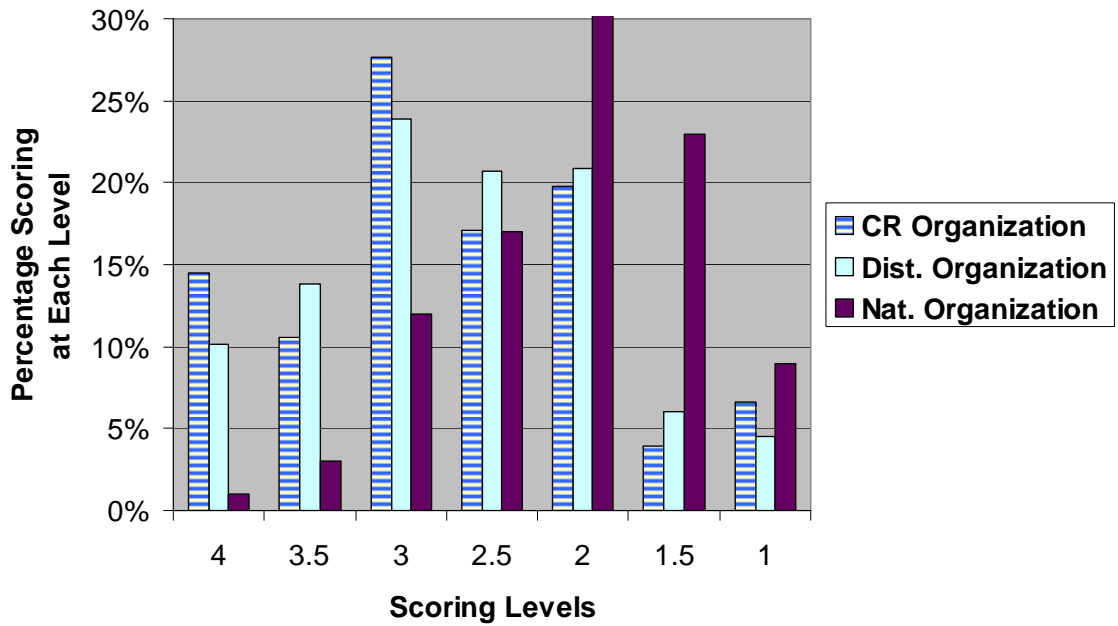
### Crossroads Park Writing Analysis of Conventions Grade 4 Persuasion 2008-2009



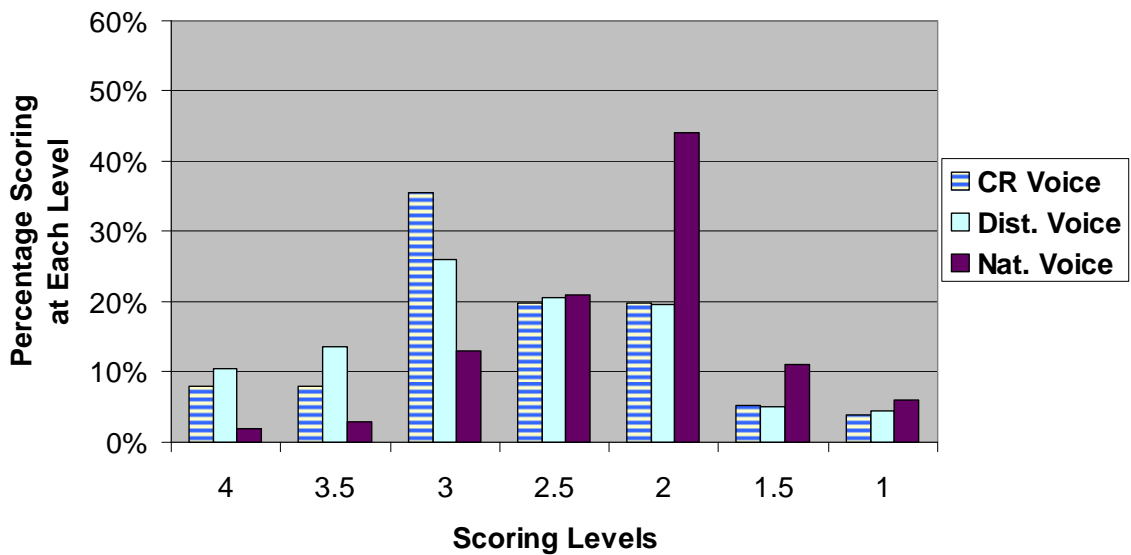
### Crossroads Writing Analysis of Ideas Grade 6 Persuasion 2008-2009



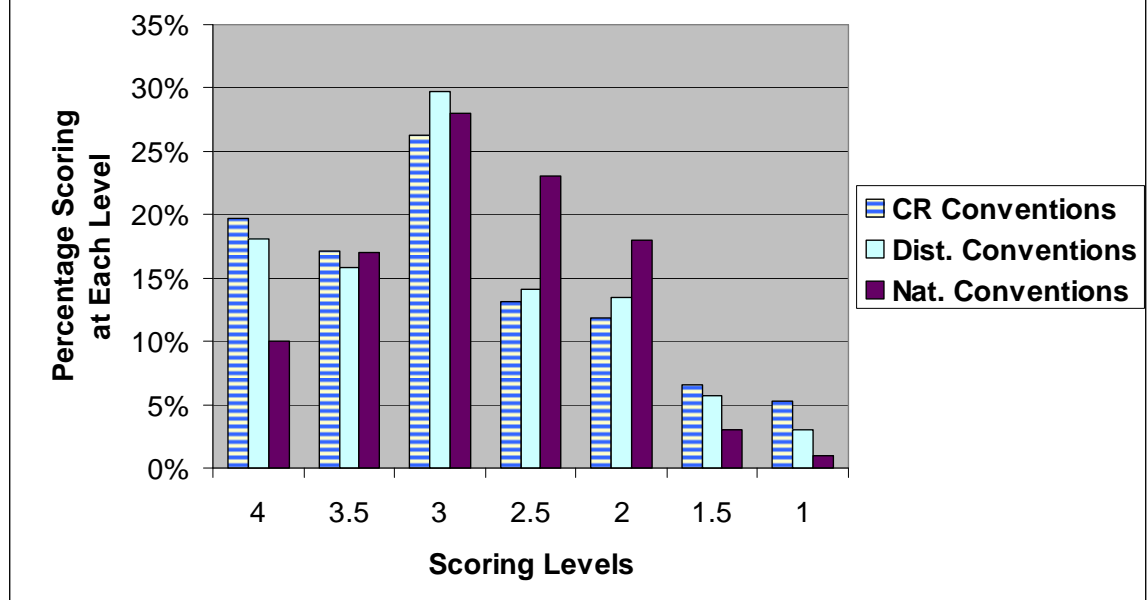
### Crossroads Park Writing Analysis of Organization Grade 6 Persuasion 2008-2009



### Crossroads Park Writing Analysis of Voice Grade 6 Persuasion 2008-2009



## Crossroads Park Writing Analysis of Conventions Grade 6 Persuasion 2008-2009



### 2. Data or other evidence showing that all appropriate staff members are implementing the action steps/strategies.

The Crossroads Park teachers have focused their efforts (using the Instructional Decision Making Processes) on developing precise instruction and interventions via SMART goals. PLC SMART goal reporting and accountability documents are kept on file throughout the year.

To date, we have met and accomplished the following:

#### September

- 3 – Language Arts Meeting Overview – Mrs. Brase, Ms. Nichols, and Mr. Wise
- 10 – Vision Survey Results (2007-2008) – Mr. Cameron / BAT Process – Mrs. Kleusner
- 17 – Professional Learning Communities - Dr. Culver
- 24 – Department/Grade Level Meetings / Tech Bits – Mrs. Niffenegger and Mrs. Grefe

#### October

- 1 – Co-Teaching (Collaboration) Discussion – Mrs. Kleusner, Mrs. Carver, Mrs. Fancher, and Mrs. Holmes
- 8 – Language Arts Triad Meetings – Mrs. Brase, Ms. Nichols, and Mr. Wise
- 13 – Professional Development Day – Tech Bits – Mrs. Niffenegger, and Mrs. Grefe AM / ESL Presentation – Mrs. Carver AM / True Colors Training – Officer Terry PM
- 15 – Professional Learning Communities - SMART Goals

22 – Department/Grade Level Meetings / Professional Learning Communities – Being a Writer – Mrs. Brase, Ms. Nichols, and Mr. Wise

29 – Professional Learning Communities - SMART Goals

#### November

5 – Language Arts Triad Meetings – Mrs. Brase, Ms. Nichols, and Mr. Wise

\* During November, Dr. Culver and Mr. Cameron met with each Professional Learning Community and assessed each group's level of achievement, answered questions, and shared professional literature.

#### December

3 – Language Arts Triad Meetings – Mrs. Brase, Ms. Nichols, and Mr. Wise

10 – Professional Learning Communities - SMART Goals

17 – Professional Learning Communities - SMART Goals

#### January

7 – Co-Teaching (Collaboration) Discussion – Mrs. Kleusner, Mrs. Carver, Mrs. Fancher, and Mrs. Holmes

14 – ITBS Analysis – Dr. Culver

19 – Professional Development Day – BAT Process – Mrs. Kleusner AM / Tech Bits – Mrs. Niffenegger, and Mrs. Grefe AM / Professional Learning Communities – ITBS Analysis PM

21 – Professional Learning Communities – SMART Goals

28 – Department/Building Grade Level Meetings / Math CAB Training – Mrs. Waring, Mrs. Brase, Ms. Kanis, Mrs. Jaramillo, Mrs. Capobianco, Mrs. Mahlendorf, Mrs. Chambers, and Mr. Hargens

#### February

4 – Language Arts Triad Meetings – Mrs. Brase, Ms. Nichols, and Mr. Wise

11 – Professional Learning Communities – SMART Goals

\* During February, Dr. Culver and Mr. Cameron met with each Professional Learning Community and assessed each group's level of achievement, answered questions, and shared professional literature.

#### March

4 – Language Arts Triad Meetings – Mrs. Brase, Ms. Nichols, and Mr. Wise

11 – Professional Learning Communities – SMART Goals

25 – Department/Building Grade Level Meetings / Math CAB Training – Mrs. Waring, Mrs. Brase, Ms. Kanis, Mrs. Jaramillo, Mrs. Capobianco, Mrs. Mahlendorf, Mrs. Chambers, and Mr. Hargens

#### April

1 – Co-Teaching (Collaboration) Discussion – Mrs. Kleusner, Mrs. Carver, Mrs. Fancher, and Ms. Holmes

8 – Language Arts Triad Meetings – Mrs. Brase, Ms. Nichols, and Mr. Wise

15 – Professional Learning Communities – SMART Goals

22 – Department/Building Grade Level Meetings / Math CAB Training – Mrs. Waring, Mrs. Brase, Ms. Kanis, Mrs. Jaramillo, Mrs. Capobianco, Mrs. Mahlendorf, Mrs. Chambers, and Mr. Hargens

24 – Building Goals/Collaboration Day – Tech Bits – Mrs. Grefe and Mrs. Niffenegger /  
ESL – Mrs. Carver / Professional Learning Communities – SMART Goals  
29 – Professional Learning Communities – SMART Goals

May

6 – Language Arts Triad Meetings – Mrs. Brase, Ms. Nichols, and Mr. Wise

13 – Professional Learning Communities – SMART Goals

20 – Tech Bits – Mrs. Grefe and Mrs. Niffenegger / Math CAB – Mrs. Waring, Mrs.  
Brase, Ms. Kanis, Mrs. Jaramillo, Mrs. Capobianco, Mrs. Mahlendorf, Mrs. Chambers,  
and Mr. Hargens

**We used part of our building goal evaluation day on April 24 for teachers to reflect upon their PLC's progress. The following summaries are from our teachers' work on the 24<sup>th</sup>.**

**What stage fits your PLC today, and why?**

Kindergarten:

Our team reflects on what has been successful, and what skills need additional instruction and support. We develop rubrics through cross-team conversations, sharing strategies, and aligning our goals with district goals.

Grade 1:

We discuss student learning objectives and teaching strategies. We work as a team to take collective responsibility, instead of individual responsibility. We coordinate resources (people) to meet the needs of students. We analyze data from rubrics that measure student progress on writing activities, and adjust interventions according to the data.

Grade 2:

We share our teaching practices to accomplish our SMART goals. We are reflecting, learning, and improving our instruction. We plan lessons together.

Grade 3: We analyze student learning. We have developed common assessments. We utilize our planning time to plan out lessons. We are working on differentiating instruction for all levels in our classroom.

Grade 4:

We are analyzing assessment data. We are having conversations about effective instruction, concepts students are struggling with, and we are identifying concrete ways to identify differentiation of instruction.

Grade 5:

We are developing and utilizing common assessments. We are having conversations about effective instruction. Our students are improving their writing skills.

Grade 6:

We are developing common assessments. We have developed common assessments for particular skills, and have identified the necessary data needed to demonstrate mastery.

**Teachers were asked the following question during the February meetings conducted with each Professional Learning Community:**

**What intervention activities are you utilizing for your targeted students?**

Kindergarten:

Small groups, station teaching, and hands-on learning

Grade 1:

Students listening to each other read their writing, sentence strips, draw and write, and peer tutors

Grade 2:

Manipulatives, station teaching, videos, peer tutors, collaborative writing

Grade 3: Station teaching, peer tutoring, peer conferencing, one-on-one conferencing, peer tutoring, for Spanish – sixth grade students paired with first grade students

Grade 4:

Peer tutors, collaborative writing, one-on-one conferencing, flexible grouping

Grade 5:

Peer tutoring, manipulatives, shared writing, and Document Based Questions

Grade 6:

Peer tutoring, peer conferencing in Writer's Workshop, students modeling a task via a "fish bowl" technique

**3. By what means were the goal and action plan communicated to parents?**

Parents receive communication on the building goals, action plans, and strategies being implemented through various methods. There are articles in the Crossroads Park Communiqué. We also share with parents at our Meet the Teacher Night, weekly/monthly teacher newsletters, letters home to parents, principal reports to the PTA, Parent/Teacher Conferences, Building Assistance Team meetings, progress monitoring reports, and via our school website.

**4. Planned “significant” future actions pertaining to this goal (to be considered when identifying goals/strategies for the ensuing school year):**

Professional Learning Communities will continue to analyze data to create SMART goals. Specific interventions will be implemented with progress monitoring to improve and enhance students’ academic skills and performance levels. Crossroads Park teachers will continue to partner with Western Hills and Fairmeadows to provide staff development regarding Being a Writer curriculum, as well as the 6 +1 Traits of Writing framework. We will also expand our utilization of collaborative/co-teaching classrooms.

**Part of our building goal evaluation day on April 24 was used for teachers to reflect upon the progress of their Professional Learning Community. The following question was asked:**

**List one or two ideas that your Professional Learning Community would like to work on that would enhance your effectiveness.**

Kindergarten:

Better interpretation of data, having the analysis of data drive our instruction.

Grade 1:

We hope to continue to gather meaningful data related to writing, and to better analyze it to meet the needs of students. We hope as a team that matching data to interventions becomes more natural. Through ongoing interventions, we hope to identify the best and most effective strategies.

Grade 2:

We would like to continue to plan lessons together, and to focus on what is being learned by our students through ongoing assessments.

Grade 3:

We would like to have more time to implement the differentiation strategies that we have created. We would like to have more time to discuss the positives and negatives of the strategies we have used, and discuss ways to utilize the ideas of others in our own classroom. We would like to be able to use data more effectively. Spanish would like to create more unit pretests.

Grade 4:

We need to start to rethink the role of our support staff (ELP, ESL, Spanish etc.) in assisting with differentiating our instruction. We need to utilize their talents to support the progress of our Professional Learning Community.

Grade 5:

We want to better support each other in differentiating our instruction. We will share successes. We want to focus on our targeted group of students, and provide precise interventions.

Grade 6:

We would like to take more time to further analyze whether or not our assessments are truly authentic in assessing what we want the students to learn. We also want to analyze post assessment data in order to determine what worked and didn’t work, and which children need continued work on a particular skill.



