

Comprehensive School Improvement Plan
West Des Moines Community Schools

September 15, 2004

Introduction

This Comprehensive School Improvement Plan (CSIP) is a five year plan that sets the course for school improvement in the West Des Moines Community Schools. The CSIP addresses four significant questions, plus several additional items, as defined by the Iowa Department of Education.

This document is on file at the district's website (www.wdmcs.org). It is also available in hard copy at each of the fourteen schools in the ~~district and at the~~ Learning Resource Center.

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West Des Moines Community Schools has approximately 8,800 students and serves the cities of West Des Moines and Clive, and parts of Windsor Heights and Urbandale. The district is comprised of one PreK-3 Early Childhood Center, eight K-6 buildings, two 7-8 junior highs, one 9th grade high school, one 10-12 high school, and one 9-12 alternative high school. The racial make-up of WDM Schools reflects 88% Caucasian, 6% Asian, 3% African American and 3% Hispanic. The district has 14% of its students qualifying for Free/Reduced lunch, 11% of the student body receiving special education services, and 2.5% identified as English Language Learners.

Shared Vision

The West Des Moines Community School District will be a caring community of learners that knows and lifts every child. We will inspire joy in learning. Our schools will excel at preparing each student for his or her life journey.

Mission Statement

Working in partnership with each family and the community, it is the mission of the district to educate responsible, lifelong learners so that each student possesses the skills, knowledge, creativity, sense of self-worth, and values necessary to thrive in and contribute to a diverse and changing world.

Guiding Principles

Continuing Improvement: Quality is a design consideration in all decision making. Ongoing feedback provides students, staff and community with vital information. Students, staff, and parents are accountable for student learning, and the district continuously develops more ways to measure and assess the quality of its educational programming.

Personalized Learning: Meaningful learning for each individual is the emphasis. Appropriate educational experiences are provided for all students. Learning as a lifelong activity is encouraged. All stakeholders, including students, are resources as a true learning organization develops.

Optimum Use of Human Resources: People contribute to the district by sharing their talents. Students, staff, and community work with one another in the learning process. The district allocates its resources to provide the best opportunities for all learners.

Integration: The coordination of resources, programs, and services are interrelated. Subjects in the curriculum are integrated. Learning takes place in classrooms with multi-aged/multi-ability groups. Technology continues to be an important instructional tool. Involvement of all stakeholders in the development of curriculum is encouraged.

Diversity: We value differences in others and find ways to share and appreciate those differences. Curricula and relationships reflect this belief. A wide variety of new and diverse resources are pursued. Seeking out many perspectives before decisions are made is important.

Students Learning Goals – Educational Program Goals

1. Develop basic learning-communicating-thinking skills
2. Acquire an understanding of and regard for his/her physical and emotional development
3. Understand living things, the physical world, and technology
4. Develop an understanding and appreciation of the visual and performing arts
5. Learn to live as a contributing member within our democratic society
6. Acquire an awareness of career opportunities and the work environment

District Goals

Using the Mission Statement as our foundation and the Guiding Principles to inform our actions, the district will work towards the realization of the Shared Vision by accomplishing the following goals set forth by the Board of Education:

1. Close the gap between present practices and the Shared Vision
(Originally approved by the Board of Education February, 2002; reviewed and modified March, 2003; reviewed February, 2004.)
2. Significantly improve instructional and assessment processes (DWAP6)
(Originally approved by the Board of Education January, 1999; reviewed and affirmed April, 2001; reviewed and modified February, 2002 and March, 2003; reviewed February, 2004.)
3. Effectively integrate technology into instruction (FTP1)
(Originally approved by the Board of Education January, 1999; reviewed and affirmed April, 2001; reviewed and modified February, 2002 and March, 2003; reviewed February, 2004.)

1. What do data tell us about our student-learning needs?

A. What data do we collect?

WDMCS collects the following data: (LRDA1, LRDA2)

- Student demographic data
- Basic Educational Data Survey (BEDS) data
- ITBS/ITED student achievement data (Grade Level Equivalents, Percentile Rankings, National and Iowa Norms) for district and subgroups in grades 3-11 for mathematics and reading comprehension; and similar ITBS/ITED student achievement data in grades 8 & 11 for science.
- Participation rates for ITBS/ITED in grades 4, 8 & 11
- Graduation rate data
- Daily Average Attendance data for grades K-8
- Grade 7-12 dropout percentages (aggregate and subgroup)
- Percentage of graduates planning to pursue postsecondary education
- Percentage of graduates completing the core curriculum (4 years of English, 3 years of mathematics, science and social studies), via ACT
- Percentage of graduates achieving a score of 20 on the ACT to indicate probable postsecondary success
- Career and Technical Education (CTE) student data (ie: 11th grade program participants' proficiency in mathematics and reading, program completers, occupational competencies...)
- Benchmark student achievement data in grades K-8 and 10 for reading; in grades 1-8 and 11 for mathematics; and in grades 8 & 11 for science
- Student discipline data for grades 7-12
- Data from students in grades K-12 addressing how well the district's Vision is implemented
- Data from the Iowa Youth Survey in grades 6, 8 & 11, every three years
- Needs assessment data from community and parents addressing curriculum, programs, risk factors and cultures of our schools
- Needs assessment data from a community survey mailed to 29,500 WDM households.
- Data from students, parents, teachers, community members and administrators addressing the prioritizing of programs, in the context of budgetary considerations
- Data from the Community Education needs assessment focus groups

The first fourteen data sources are collected annually. The remaining data sources are collected periodically as needed, or as per a prescribed cycle. These data are collected and processed at the district-wide level by various administrators in Teaching & Learning Services and in Administrative Services. This information is assembled and formatted in various tabular and graphic forms for review by the many stakeholders in the district. A significant amount of the student achievement data is packaged into the Annual Progress Report (with hard copies in all buildings), posted on the district's website, and shared with various stakeholders in the district, such as the Board of Education, Building a Learning Community Committee, Staff Development Advisory Committee, parent groups, Building Improvement Teams, teachers, and administrators.

B. How do we collect and analyze data to determine prioritized student-learning needs?

The following WDMCS stakeholder groups analyze data to determine prioritized student learning needs: (LRDA1, LRDA3, LRDA4) Minutes and agendas of these stakeholder groups are kept on file in the district.

Administrative Leadership Team (ALT)

ALT members review and analyze the data in ALT sessions, identifying trends, gaps, points of concern, and generating questions. Information from specific program action plans (implementation, status, evaluative data...) is incorporated into these analysis sessions as well. In addition, evaluation of this data as compared to existing District Goals, Student Learning Goals, and Annual Improvement Goals is addressed. These discussions lead to identification of potential needs and possible implementation plans to address these needs. Building principals will take these data and discussion points to their buildings for continued analysis and breakdown of the information at the building level. Curriculum Directors will also bring these data to curriculum teams for specific program analysis of the data at individual grade levels.

Building Staffs

Teachers in each building in the district replicate the process of data analysis which occurs with the ALT. This process includes identifying trends, gaps, identifying points of concern, asking questions, item analysis, evaluation of data as compared to Building Goals, District Goals, Annual Improvement Goals, Student Learning Goals, and specific programs. These discussions lead to identification of potential needs, building goals, and implementation plans to meet these needs.

Building a Learning Community for the 21st Century Committee (BLC)

The BLC is the district's School Improvement Advisory Committee. Each January, the BLC reviews the student achievement data of the district. This process includes identifying trends, gaps, identifying points of concern, asking questions, evaluation of data as compared to Building Goals, District Goals, Annual Improvement Goals, Student Learning Goals, and specific programs. These discussions lead to identification of potential needs and possible recommendations for adjustments of the District Goals. These recommendations are forwarded to the Board of Education for consideration.

Board of Education

Each February, the Board of Education reviews the student achievement data through a Board Workshop. This process includes identifying trends, gaps, identifying points of concern, asking questions, evaluation of data as compared to Building Goals, District Goals, Annual Improvement Goals, Student Learning Goals, and specific programs. These discussions lead to identification of potential needs and possible adjustments and approval of District Goals.

Curriculum Development Teams

Depending on the curriculum development cycle, various curriculum development teams, consisting of teachers from all appropriate buildings, review the curriculum-specific student achievement data of the district. This process includes identifying trends, gaps, identifying points of concern, asking questions, evaluation of data as compared to the current curriculum, standards and benchmarks, District Goals, Annual Improvement Goals, and Student Learning Goals. These discussions lead to development of curricular needs, criteria for selection of new curricular materials, implementation plans, and staff development plans for each updated curricular area.

Staff Development Advisory Committee (SDAC)

The SDAC, composed of teachers from all buildings in the district, various administrators, and meets 2-4 times each year. Its responsibilities include reviewing various data sources to analyze the impact of the staff development program upon student achievement. This process includes identifying trends, gaps, identifying points of concern, asking questions, evaluation of data as compared to District Goals, Annual Improvement Goals, Student Learning Goals and the staff development initiatives and courses in the district. These discussions lead to identification of potential needs and implementation of plans to strengthen the staff development program.

Safe and Drug Free Schools and Community Advisory Council (SDFSCAC)

The SDFSCAC is a community-based committee, which meets monthly, that collects and reviews student data on substance abuse and school violence, makes recommendations on substance abuse programs implemented in the district, and makes recommendations on how the Safe and Drug Free Grant is allocated each fiscal year. This process includes identifying trends, gaps, identifying points of concern, asking questions, evaluation of data as compared to District Goals and Annual Improvement Goals, and the staff development initiatives in the district. These discussions lead to identification of potential needs and implementation of plans to strengthen substance abuse education in the district.

Career and Technology Advisory Committee (CTAC)

The CTAC is a community-based committee that collects and reviews student data in career and technology programs, makes recommendations on career and technology programs implemented in the district, and makes suggestions on how the Carl Perkins grant is allocated each fiscal year. This process includes identifying trends, gaps, identifying points of concern, asking questions, evaluation of data as compared to District Goals, Annual Improvement Goals and occupational competencies. These discussions lead to identification of potential needs and implementation of plans to strengthen career and technology education in the district.

Various Stakeholder Groups

District information reviewed by the ALT, buildings, Board of Education, and BLC will be shared with various other stakeholder groups in the district. These groups could include the district's School-Community Network, PTA/PTO organizations and community organizations. Minutes and agendas of these stakeholder groups are kept on file in the district.

C. What did we learn through data analysis?

Through analysis of district, building data and needs assessment data, the following summary statements were processed:

ITBS and ITED (Grades 3-11): (LRDA1, LRDA2, LRDA3, LRDA4)

- All sub-groups are at grade level (NGE) or above grade-level (NGE) in math and reading, except for 4th grade IEP Reading, 8th grade Low SES Math, Reading & Science, 8th grade IEP Math, Reading & Science
- All district sub-groups surpass the proficiency state AMO except for 4th grade IEP math and reading, 8th grade IEP math & reading, 11th grade Low SES math & reading, and 11th grade IEP in math & reading
- All elementary buildings meet the state AMO in reading and math
- As an entire group, grade level equivalents (NGE) are all above grade level (4th grade 1.6 above in math and 1.4 above in reading; 8th grade 3.5 above in math and 2.2 above in reading)
- All cohort grade levels exhibit at least 1.2 years growth from the previous year in Core Total, Math, Reading and Language Arts

Vision Student Survey (Grades K-12) (LRDA3, LRDA4)

- Between 86-95% of the students believe the district is achieving the Vision
- Students involved in school activities are more likely to agree that the Vision is being achieved than are students who do not participate in school activities
- *The number of students who indicate that the Vision is being achieved increased from 2003 to 2004
- Seventy-eight percent of all students feel that at least one adult at school knows them well
- Six percent of all students do not feel successful in their school work
- There is a direct relationship between students who do not feel encouraged at school and students who report that they are not successful in school

Iowa Youth Survey (Grades 6, 8, & 11) (LRDA3, LRDA4, SDF1, SDF2, SDF3, SDF4)

- 96% (6th grade), 92% (8th grade), and 88% (11th grade) of students feel safe at school
- 95% (6th grade), 91% (8th grade), and 81% (11th grade) of students report that teachers care about them
- 73% of the 11th graders reported that it is easy/very easy to obtain alcohol within the community
- 47% of the 11th graders report drinking alcohol at least once a month
- 21% of the 11th graders report smoking tobacco at least once per month
- 18% of the 11th graders reported operating a motor vehicle after drinking alcohol in the last 30 days

District-Wide Needs Assessment (Parent On-Line Survey of School Issues and Curriculum, every 5 years) (LRDA2, LC3, LC5)

- Of the parents surveyed, 54% in math, 57% in reading, and 59% in science stated that they are satisfied with the curriculum, compared to 11%, 9% and 6% who stated they were dissatisfied
- Of the parents surveyed, 27.5% strongly agreed that there is an alcohol and/or tobacco problem in school
- Of the parents surveyed, 29.4% strongly agreed that bullying is a problem in school

District-Wide Needs Assessment (Survey mailed to 29,500 WDM households)

- Out of 16 domains, the following areas were scored as the five most important in the school system: 1-Preparation of students for post-secondary success; 2-Skilled, professional staff; 3-Variety of core course offerings at the high school; 4-An environment that supports learning; 5-Communication between school and home
- Out of 16 domains, the following areas were scored as getting the most satisfaction in the school system: 1-Variety of course offerings at the high school; 2-Variety of all electives at the high school; 3-Preparation of students for post-high school success; 4- Skilled, professional staff; 5-An environment that promotes learning

Student Referral Discipline Data- Grades 7-12 (SDF1, SDF2, SDF3, SDF4)

- 2003-04 referrals for alcohol decreased from 33 to 30 from 2002-03
- 2003-04 referrals for fighting increased from 120 to 121 from 2002-03
- *2003-04 referrals for tobacco decreased from 21 to 19 from 2002-03
- 2003-04 referrals to insubordination/disrespect decreased from 312 to 274 from 2002-03

Mathematics Benchmark Data (Grades 1-8 & 11) (LRDA3, LRDA4)

- In first grade, students were at least 80% proficient on 9 of 10 benchmarks
- In second grade, students were at least 80% proficient on 13 of 14 benchmarks
- In third grade, students were at least 80% proficient on 8 of 15 benchmarks.
- In fourth grade, students were at least 80% proficient on 10 of 13 benchmarks
- In fifth grade, students were at least 80% proficient on 13 of 17 benchmarks
- In sixth grade, students were at least 80% proficient on 7 of 17 benchmarks
- In seventh grade, students were at least 80% proficient on 14 of 23 benchmarks
- In eighth grade, students were at least 80% proficient on 4 of 20 benchmarks
- In eleventh grade, students were at least 80% proficient on 10 of 23 benchmarks

Reading Benchmark Data (Grades K-8 & 10) (LRDA3, LRDA4)

- In the spring of fourth grade, 88.9% of the students were at or above grade level in narrative text
- In the spring of fourth grade, 85.5% of the students were at or above grade level in expository text
- In the spring of fourth grade, 77.1% of the students were proficient in narrative fluency
- In the spring of fourth grade, 77.9% of the students were proficient in expository fluency
- In eighth grade, 91.8% of the students were proficient in reading for information
- In eighth grade, 94.3% of the students were proficient in reading literature
- In eighth grade, 92.6% of the students were proficient in the process of reading
- In tenth grade, 79.0% of the students were proficient in reading for information
- In tenth grade, 82.9% of the students were proficient in reading literature
- In tenth grade, 80.5% of the students were proficient in the process of reading

Science Benchmark Data (Grades 8 and 11) (LRDA3, LRDA4)

- In grade 8, students were at least 80% proficient in 2 out of 15 benchmarks
- In grade 11, students were at least 80% proficient in 3 out of 17 benchmarks

Community Education Needs Assessment

(21 Focus Groups, 300 participants, every 5 years) (LRDA2, LC3, LC5)

- Clarify and nurture values in children, families and community
- Engage youth in fun, enriching, meaningful activities that meet various needs and interests
- Engage senior citizens in activities, learning opportunities and community decision making
- Address negative behavior in youth and adults that causes harm in their own lives, families, work and community
- Engage citizens of all ages as resources in meeting community needs

WDMCS Staff Development Advisory Council Needs Assessment

(All WDMCS buildings are represented)

- Strengthen connection between SD Plan and student achievement data
- Strengthen connection between SD courses and student needs
- Strengthen student achievement data analysis and communication among all stakeholders
- Maintain strong focus on curriculum, instruction and district goals
- Strengthen multicultural and gender fair instructional strategies in staff development courses(MCGF3)

D. From the data analysis, what are our prioritized needs?

Based on the data reviewed, the district has developed the following list of prioritized student needs: (LC4)

- Need to focus instruction in mathematics, reading and science that enables all students to be proficient.
- Need to focus instruction to strengthen achievement in IEP and Low SES students.
- Need to engage all students in activities and instruction that prepare all students for their futures.
- Need to focus instruction to eliminate student use of tobacco, alcohol and other drugs.

E. How will we develop goals and action plans based upon the prioritized needs?

Based on needs and student data, the Board of Education annually develops, approves and/or continues (from prior years) District Goals. The current District Goals address three areas: the District's Vision, assessment and instruction, and technology. See question 1-A for the complete District Goal Statements.

The district's Long-Range Student Achievement Goals are based on needs, student data, and the state indicators. These goals have been in place for several years. These goals address improvement in mathematics, reading, science, and decreasing the use of tobacco, alcohol and other drugs. See question II-A for the complete Long-Range Student Achievement Goal statements. These goals are recognized by the Board of Education.

- Based on established prioritized needs, the BLC and the ALT recommend Annual Improvement goals to the Board of Education.
- The Board of Education approves Annual District Goals as per recommendations of the BLC and ALT.
- Through the district's curriculum development process, curricular areas commit to specific curriculum development and implementation actions that directly correlate with the district's Long-Range Student Achievement Goals, the Annual Improvement Goals and/or the District Goals.
- Through the School Improvement Process, each school building in the district commits specific action plans to specific Long-Range Student Achievement Goals, Annual Improvement Goals and/or District Goals.
- Through action planning and implementation, unique to specific education programs, each program commits to specific Long-Range Student Achievement, Annual Improvement Goals, and/or District Goals.

II. What do/will we do to meet student-learning needs?

A. What long-range goals have been established to support prioritized student needs?

The Long-Range Student Achievement Goals for WDMCS are: (LC6)

- 1- All students will improve achievement in mathematics (LRG2)
- 2- All students will improve achievement in reading (LRG1)
- 3- All students will improve achievement in science (LRG3)
- 4- All students will decrease usage of tobacco, alcohol and other drugs (SDF9)

As per the district's Guiding Principle of Diversity, MCGF Goals, concepts and instructional strategies are incorporated into the above four goals and into all curricular areas and programs. For example, the K-12 Mathematics Framework and K-12 Science Frameworks have specific text and narration addressing diversity from a mathematics/science instructional perspective. Cultural diversity is a social studies K-12 content standard, so specific MCGF lessons are incorporated into the K-12 social studies curriculum. Student textbooks and specifically social studies texts have MCGF concepts written into the scope and sequence. Course enrollments at the five secondary school buildings are reviewed by ethnicity and gender. (MCGF3) The district's MCGF Advisory Committee has reviewed MCGF instruction in the district, and will be developing prioritized needs to identify MCGF goals for the district.

As per District Goal #4, technology skills, concepts, technology literacy, communication skills, and instructional strategies using technology are integrated into the above four goals and into all curricular areas and programs. The implementation of technology as a teaching and learning tool is present in all classrooms, and pursues the utilization of technology to improve student achievement. Actions to assess technology student competencies in eighth grade will be occurring in 2005-06. The district's Technology Plan is on file at the LRC. (FTP1)

B. What process will be used to determine what we will do to meet the long-range goals?

Through the district's curriculum development process, curricular areas commit to specific student achievement goals that directly correlate with the Annual Improvement Goals, Long-Range Student Achievement Goals and/or District Goals (AMN1, AMN2, AMN3). This process includes the analysis of student achievement data, identification of gaps and needs, quantitative performance measures (SDF7) and action planning to implement strategies to address the gaps. The Action Plans include formative and summative assessment and evaluation data. Use of the district's staff development opportunities, inclusion of updated instructional materials, curriculum mapping, refinement of K-12 Curriculum Frameworks (mathematics, reading & science) and action research all are utilized in determining what will be done to meet the Long-Range Student Achievement Goals. The district's curriculum development plan and process is on file in Teaching and Learning Services.

Through the School Improvement Process, each school building in the district commits to specific Long-Range Student Achievement Goals that directly correlate with the Annual Improvement Goals and/or the District Goals. (AMN1, AMN2, AMN3) This process includes the analysis of student achievement data, identification of gaps and needs, quantitative performance measures (SDF7) and action planning to implement strategies to address the gaps. The Action Plans include formative and summative assessment and evaluation data. Use of the district's staff development opportunities, inclusion of updated instructional materials, curriculum mapping, and action research all are utilized in determining what will be done to meet the Long-Range Student Achievement Goals. Copies of each Building Improvement Plan are on file in Teaching and Learning Services.

Through action planning and implementation, unique to specific education programs, each program commits to specific Long-Range Student Achievement goals that directly correlate with the Annual Improvement Goals and/or the District Goals. This process includes the analysis of student achievement data, identification of gaps and needs, quantitative performance measures (SDF7) and action planning to implement strategies to address the gaps. The Action Plans include formative and summative assessment and evaluation data. Use of the district's staff development opportunities, inclusion of updated instructional materials, curriculum mapping, and action research all are utilized in determining what will be done to meet the Long-Range Student Achievement Goals. Copies of each of the action plans for each education program are on file in Teaching and Learning Services.

Through the district's Staff Development Plan, the district commits to specific student achievement goals that directly correlate with the District Goals. The Staff Development Plan is composed of three strands: 1- Curriculum Development and Teacher Training; 2- Personal and Professional Growth; and 3- Technology Training. These three strands address student achievement data and connect to the Iowa Teaching Standards and Criteria. Use of the district's staff development program provide opportunities for teachers to be trained in researched-based instructional strategies, technology applications, and professional growth opportunities. The district's Staff Development Action Plan is on file in Teaching and Learning Services. (TQ7)

C. What is our current practice to support these long-range goals?

The District's staff development plan, curriculum development, action planning all emphasize practices to support the Long-Range Student Achievement Goals. Researched-Based instructional strategies currently used to support long-range goals include:

- Aligning the Career Development Plan with the four District Goals
- Identifying similarities & differences
- Specific summarizing & note taking strategies
- Providing timely, specific feedback to student performance
- Specific cooperative learning instructional practices
- Using graphic organizers
- Inquiry-based science instruction
- Curriculum modifications
- Teacher collaboration
- Monitoring student development on IEP's
- Specific instructional strategies for students in content-based reading
- Using flexible, small-group differentiated instruction
- Developing, implementing & monitoring specific IEP's for special needs students
- Using the "Understand, Plan, Solve, Check" problem solving model in mathematics
- Using performance-based assessments
- Researched-based staff development (PD5,TQ6)
- Focusing staff development and teacher evaluation on the Iowa Teaching Standards (TQ5)
- Using specific guided reading instructional strategies such as making connections, questioning, & summarizing

Instructional Programs/Services, each containing specific program goals & specific quantitative performance measures that connect student achievement data & district goals, that support currently used in the district include:

- District Staff Development Program (PD6, TQ1, TQ2, TQ3, PD5, TQ6, TQ7, TQ8, PERK1, FTP4, FTP5, TQ10, TQ11, TQ12)
- At-Risk Program/Services (AR6, AR7, AR4)
- Gifted & Talented Program/Services (GT2)
- Special Education Program/Services (SPED1, ESPE1, ESPE2)
- Teacher Mentoring & Induction Program (TQ5, TQ7, TQ9)
- 9-12 Alternative High School
- Building Assistance Teams in each building
- Reading Recovery (IEI1)
- Reading Resource teachers in each building (IEI1)
- Early Intervention Program (EIG1, IEI1)
- Math teacher associates in both junior highs
- Technology-based reading & mathematics programs for proficiency attainment (FTP1)
- Title I, Part A (Programming for Reading and Mathematics) (IEI1, TITL1)
- Title I, Part C (Perkins Vocational Education) (PERK1, PERK2, PERK3)
- Title II, Part A (Teacher Training) (TPTR1)
- Title II, Part D (Technology) (FTP1, FTP2, FTP3, FTP4, FTP5) (Implement in 2005-06)
- Title III (ESL) (LEP1, LEP3)
- Title IV (Safe & Drug Free Schools Program/Services) (SDF5, SDF6, SDF9, SDF10)

District-wide management support systems currently used in the district include:

- Resource allocations (financial, personnel)
- Technology (computers, courseware, data management system, infrastructure...) (FTP2, FTP3, FTP4, FTP5)
- Continuous policy review & development
- Personnel evaluation systems (teachers, para-educators, support, administrators) (TQ5)
- A systematic, curriculum development process
- Iowa Technical Adequacy Project (ITAP) for assessment & curriculum alignment

Long-Range Student Achievement Goal #1: All students will improve achievement in mathematics.

Specific actions to address this goal include (AMN2, TQ1, TQ2, TQ3, TQ4):

- Staff development in the instruction of problem solving in math
- Continue to review & align math benchmarks with courses & assessments
- Staff development in “Differentiated Instruction” in the math classroom
- Providing math teacher assistants to support students
- Provide instruction & training in “test-taking strategies” for math assessments
- Staff development to secondary special education teachers addressing “critical skills & concepts in math”
- Incorporate “technology assisted” instruction in Basic Math classes
- Implement updated mathematics support software into grades K-8
- Staff development to effectively use new math software
- Staff development in Classroom Instruction that Works! Marzano
- Continue to refine the K-12 Math Framework in order to reflect, articulate, & drive the K-12 math curriculum
- Specific support programs for identified At-Risk, Special Education, ELL, Title I, & Not Proficient students

Long-Range Student Achievement Goal #2: All students will improve achievement in reading.

Specific actions to address this goal include (AMN1, TQ1, TQ2, TQ3, TQ4):

- Continue to review & align reading benchmarks with courses & assessments
- Staff development in “Differentiated Instruction” in the reading classroom
- Staff development in reading in the content areas
- Provide instruction & training in “test-taking strategies” for reading assessments
- Staff development in Reading & Writing Workshop (Fountas & Pinnell)
- Staff development in Word Wall, phonemic & phonetic awareness instruction
- Staff development to secondary special education teachers addressing “critical skills & strategies in reading”
- Incorporate “technology assisted” instruction in specified reading classes
- Staff development in Classroom Instruction that Works! –Marzano
- Specific support programs for identified At-Risk, Special Education, ELL, Title I, & Not Proficient students

Long-Range Student Achievement Goal #3: All students will improve achievement in science.

Specific actions to address this goal include (AMN3, TQ1, TQ2, TQ3, TQ4):

- Staff development in the instruction of process science & inquiry
- Continue to review & align science benchmarks with courses & assessments
- Staff development in “Differentiated Instruction” in the science classroom
- Provide instruction & training in “test-taking strategies” for science assessments
- Staff development to secondary special education teachers addressing “critical skills & concepts in science”
- Implement updated science support software into grades K-8
- Staff development to effectively use new science software
- Staff development in Classroom Instruction that Works! Marzano
- Continue to refine the K-12 Science Framework in order to reflect, articulate, & drive the K-12 science curriculum
- Specific support programs for identified At-Risk, Special Education, ELL & Not Proficient students

Long-Range Student Achievement Goal #4: All students will decrease usage of tobacco, alcohol & other drugs.

Specific actions to address this goal include (TQ1, TQ2, TQ3, TQ4):

- Staff development addressing substance abuse education
- Continue to update & strengthen health curriculum regarding substance abuse
- Specific support programs for identified At-Risk, Special Education, & general education students
- Review/revise current Board policies & administrative procedures addressing school safety, substance abuse & harassment
- Use & implement recommendations from the Safe & Drug Free Schools & Community Advisory Council for direction in substance abuse education curriculum
- Using programs such as Strengthening Families, the Iowa Youth Justice Initiative, PACE, DARE, RAPP and SOR to for preventative & treatment programs

D. How is our current practice aligned with or supported by the research base?

WDMCS endeavors to endorse and implement researched-based instructional strategies and practices in the classroom as much as possible (SDF9). The Guiding Principle of “Continuous Improvement” sets the course toward researched-based practices in this district. Through various programs and support systems, such as the district’s Staff Development Plan (TQ1, TQ2, TQ3), Teacher Evaluation System (based on the Iowa Teaching Standards) (TQ5), curriculum development processes, and building action plans, researched-based practices are continuously pursued, learned, practiced and evaluated in the WDMCS. In addition, the district utilizes curriculum experts, teacher trainers, content area experts and teacher/administrator leaders to review and model practices supported by scientifically-based research.

E. What gaps exist between our current practice to support long-range goals and the research base (include curriculum and instruction)?

WDMCS is committed to continuous improvement. The district continues to pursue the use of scientifically-based research practices in the district. Through a stronger emphasis of using student achievement data as the evaluative tool, establishing clear indicators to measure improvement, “leaving no teacher behind” in staff development and training opportunities, and a more complete articulation of identified needs, goals, action plans, & program evaluation enables all teachers in this district to have the tools and skills to reach all learners in this district. Specific areas to improve include a stronger researched-based drug free schools education program (SDF9), training in inquiry science, training in differentiated instruction, training to assist reading in the content areas, and stronger curriculum connections between the curricular areas. The district also recognizes the need to discontinue practices that are not supported by research, or have not produced evidence of contributing to positive student results, such as inappropriate use of homework, inappropriate grading practices and inappropriate assessment practices.

F. What actions/activities will we use to address prioritized needs, established goals, and any gaps between current and researched-based practice?

Through the district’s school improvement process, each K-12 curricular area, each school building, & each of 13 specific educational programs commit to specific student achievement goals that directly correlate with the District Goals, Long-Range Student Learning Goals, and/or the Annual Improvement Goals (PD6). This process includes analysis of needs assessment data from the community (at least every 3 years) (LC5), the analysis of student achievement data, identification of gaps and needs, & action planning to implement strategies to address the gaps. Use of the district’s staff development opportunities, inclusion of updated instructional materials, curriculum mapping, refinement of K-12 Curriculum Frameworks & action research all are utilized in determining what will be done to meet the goals (TQ3,TQ4).

Each of the 14 building School Improvement Plans & each of 13 Educational Programs have action plans on file at the LRC. Listed below are actions/activities to address the four Long-Range Student Achievement Goals of the district:

Long-Range Student Achievement Goal #1: All students will improve achievement in mathematics.

Specific actions to address this goal include (AMN2, TQ1, TQ2, TQ3,TQ4):

- Staff development in the instruction of problem solving in math
- Fine tune the K-6 report card to reflect the math benchmarks
- Continue to review & align math benchmarks with courses & assessments
- Staff development in “Differentiated Instruction” in the math classroom
- Providing a math teacher assistant to support students
- Provide instruction and training in “test-taking strategies” for math assessments
- Staff development to secondary special education teachers addressing “critical skills and concepts in math”
- Incorporate “technology assisted” instruction in Basic Math classes
- Implement updated math support software into grades K-12

Continued from prior page:

- Staff development to effectively use new math software
- E2T2 (2005-06) math teachers will integrate technology into their instruction
- Staff development in Classroom Instruction that Works! Marzano
- Continue to refine the K-12 Math Framework in order to reflect, articulate, & drive the K-12 math curriculum
- Specific support programs for identified "Not Proficient" students, such as providing a math associate at both junior highs and After-School Study Club.

Indicators of Success for Long-Range Goal #1 include(LRG2):

- Students will grow at least 7 years (NGE) from 3rd to 8th grade in math on ITBS
- The percentage of students identified as "Not Proficient" on ITBS/ITED in math will decrease in grades 4, 8, and 11
- Students will be achieving at 90% on the math benchmark assessments in grades 1-8

11

Long-Range Student Achievement Goal #2: All students will improve achievement in reading.

Specific actions to address this goal include (AMN1, TQ1, TQ2, TQ3, TQ4):

- Fine tune the K-6 report card to reflect the reading benchmarks (K-6)
- Continue to review & align reading benchmarks with courses and assessments
- Staff development in "Differentiated Instruction" in the reading classroom
- Staff development in reading in the content areas (Reading to Learn, 7-12)
- Provide instruction & training in "test-taking strategies" for reading assessments
- Staff development to secondary special education teachers addressing "critical skills & strategies in reading"
- Incorporate "technology assisted" instruction in specified reading classes(8-12)
- Staff development in Classroom Instruction that Works! -Marzano
- Specific support programs for identified "Not Proficient," ELL, & Title I students, and providing reading resource teachers in all buildings,

Indicators of Success for Long-Range Goal #2 include (LRG1):

- Students will grow at least 7 years (NGE) from 3rd to 8th grade in reading on ITBS
- The percentage of students identified as "Not Proficient" on ITBS/ITED in reading will decrease in grades 4, 8, and 11
- Students will be performing at least at grade level on the reading benchmark assessments in grades 1-8 and 10

Long-Range Student Achievement Goal #3: All students will improve achievement in science.

Specific actions to address this goal include (AMN3, TQ1, TQ2, TQ3, TQ4):

- Staff development in the instruction of process science inquiry
- Fine tune the K-6 report card to reflect the science benchmarks
- Continue to review & align science benchmarks with courses & assessments
- Staff development in "Differentiated Instruction" in the science classroom
- Provide instruction and training in "test-taking strategies" for science assessments
- Staff development to secondary special education teachers addressing "critical skills and concepts in science"
- Implement updated science support software into grades K-12

Continued from prior page:

- Staff development to effectively use new science software
- Staff development in Classroom Instruction that Works! Marzano
- Continue to refine the K-12 Science Framework in order to reflect, articulate, & drive the K-12 science curriculum
- Specific support for "Not Proficient," ELL & IEP students, and providing one-on-one assistance and After School Study Club.

Indicators of Success for Long-Range Goal #3 include (LRG3):

- The percentage of students identified as "Not Proficient" on ITBS/ITED in science will decrease in grades 8 and 11
- Students will be achieving at 90% on the science benchmark assessments in grades 8 & 11

Long-Range Student Achievement Goal #4: All students will decrease usage of tobacco, alcohol and other drugs (TAOD).

Specific actions to address this goal include (TQ1, TQ2, TQ3, TQ4):

- Staff development addressing substance abuse education
- Incorporate researched based programming into the K-12 Health Curriculum in order to address substance abuse education, such as Project ALERT, Strengthening Families and DARE.
- Specific support programs for identified At-Risk, Special Education, and general education students
- Review/revise current Board policies and administrative procedures addressing school safety, substance abuse and harassment
- Use and implement recommendations from the Safe and Drug Free Schools and Community Advisory Council for direction in substance abuse education curriculum
- Using programs such as Strengthening Families, the Iowa Youth Justice Initiative, PACE, DARE, RAPP and SOR to for preventative and treatment programs

Indicators of Success for Long-Range Goal #4 include (SDF5, SDF6, SDF7):

- The percent of 6th, 8th, and 11th graders reporting usage TAOD on the Iowa Youth Survey will decrease.
- The percent of 6th, 8th and 11th graders reporting practicing at-risk behaviors which lead to substance abuse on the Iowa Youth Survey will decrease.
- The percent of office discipline referrals related to the usage of TAOD will decrease.

G. How will we support implementation of the identified actions?

The identified actions/activities are implemented and supported through a variety of specific action plans. Through the district's school improvement process, site improvement plans, educational-support programs and curriculum areas, commit to District Goals, Annual Improvement Goals, and/or Long-Range Student Learning Goals. Through these commitments, specific action plans are annually developed, implemented and evaluated. These action plans are developed for specific programs, curriculum evaluations/updates through Teaching and Learning Services, staff development plans, and/or building school improvement plans. These specific action plans include the tasks/actions to be implemented, resources, timelines, facilitators, and indicators of success. These Action Plans are on file in the LRC.

III. How do/will we know student learning has changed?

A. How will we know student learning has changed over time in relation to our long-range goals?

WDMCS uses a multitude of data sources to determine if student learning has changed over time. This includes a combination of district-wide standardized assessments (ITED/ITBD- all students in grades 3-11 (DWAP1), Benchmark Assessments), grade level and classroom assessments, and perceptual data from surveys and focus groups. The Administrative Leadership Team, Building Leadership Teams, the Building a Learning Community Committee, the Staff Development Advisory Committee, and the Board of Education all ensure that the data is reviewed, analyzed and shared with the district and community, as outlined in Question 1B.

Monitoring Progress with Long-Range Student Achievement Goals:

As described in Question 2B, West Des Moines Schools monitors progress on the Long Range Student Achievement Goals through analysis of aggregated and disaggregated data from the following sources:

- ITBS/ITED Reading Comprehension, Mathematics Total in grades 3-11; and science in grades 7-11 (Goals 1,2,3) (DWAP1)
- Locally authored mathematics benchmark assessments in grades 1-8 and 11 (Goal 1) (DWAP7)
- Locally authored reading benchmark assessments in grades K-8 and 10 (Goal 2) (DWAP6)
- Locally authored science benchmark assessments in grades 8 and 11 (Goal 3) (DWAP8)
- Attendance data, discipline data & drop-out from the Student Information Management System (Goal 4)
- District graduation data as determined from the Iowa Department of Education (Goal 4)
- Reported data of students using alcohol, tobacco or other drugs, as reported by the Iowa Youth Survey in grades 6, 8, and 11 (Goal 4)

Alignment of Standards, Benchmarks and Assessments

To validate and verify that the assessments used to monitor progress on long-range goal achievement are aligned with the district's curriculum, West Des Moines Community Schools completed the Iowa Technical Adequacy Project (ITAP) process for the ITBS, ITED, and local authored benchmark assessments. Through completion of this process, it was verified that the mathematics standards and benchmarks were quite well aligned with the assessments in grades 4, 8 and 11.

Program Action Plans are Linked to Student Achievement Data

Student Achievement data is used to monitor and measure progress and effectiveness of the following programs and services provided by West Des Moines Community Schools. These Program Action Plans are on file in Teaching and Learning Services:

- District Staff Development Program
- Title I, Part A (Supplemental Reading and Mathematics)
- Title II, Part A (Teacher Training)
- Title II, Part D (Technology) (Implement E2T2 in 2005-06)
- Title III, Part A (ESL) (LEP2)
- Title IV, Part A (Drug Free Schools)
- Early Intervention
- K-12 At-Risk
- K-12 Gifted and Talented
- Special Education
- Career and Technical Education

More specific details regarding these programs are included in Section 4 of this CSIP.

As per the district's Assessment Plan, the following district-wide assessments are administered (DWAP1, DWAP6, DWAP7, DWAP8):

- Grade K- Reading Benchmarks, Stieglitz Reading Inventory, Running Records, Concepts about Print (DWAP3, DWAP4)
- Grade 1- Mathematics Benchmarks, Reading Benchmarks, Stieglitz Reading Inventory (DWAP3, DWAP4)
- Grade 2- Mathematics Benchmarks, Reading Benchmarks, Stieglitz Reading Inventory (DWAP3, DWAP4)
- Grade 3- Cognitive Aptitude Test, ITBS, Mathematics Benchmarks, Reading Benchmarks, Stieglitz Reading Inventory (DWAP3, DWAP4)
- Grade 4- ITBS, Mathematics Benchmarks, Reading Benchmarks, Fluency Rate
- Grade 5- ITBS, Mathematics Benchmarks, Reading Benchmarks, Fluency Rate
- Grade 6- Cognitive Aptitude Test, ITBS, Mathematics Benchmarks, Reading Benchmarks, Iowa Youth Survey
- Grade 7- ITBS, Mathematics Benchmarks, Reading Benchmarks
- Grade 8- ITBS, Mathematics Benchmarks, Reading Benchmarks, Science Benchmarks, Iowa Youth Survey
- Grade 9- ITED
- Grade 10- ITED, PLAN (optional), Reading Benchmarks
- Grade 11- ITED, ACT (optional), SAT (optional), Mathematics Benchmarks, Science Benchmarks, Iowa Youth Survey
- Grade 12- ACT (optional), SAT (optional)
- All grades as appropriate- ELL student performance on IPT Test (LEPs, LEP3)

Additional Data Gathering and Analysis

WDMCS also collects, analyzes and reports data in the following areas:

- All data points included in the district's Annual Progress Report
- The percentage of students who participate in district-wide assessments
- The percent of students who are below, at or above grade level in reading
- Longitudinal growth in student achievement, as measured on the ITBS and ITED in Core Total, Reading Comprehension, Mathematics, Language Arts and Maps/Globes.
- Career and Technical Education student data for the Carl Perkins end-of-year report
- Various data elements from the Iowa Youth Survey
- IDEA Proficiency Test for ESL students and/or Language Assessment Scale to measure ELL students' proficiency in English (LEP2, LEP3)
- Perceptual data (surveys) regarding satisfaction of the district's educational program, community education, adherence to the district's Vision Statement, and curriculum needs assessments

IV. How will we evaluate our programs and services to ensure improved student learning?

A. What strategies/processes will we use to evaluate how well the activities included in Question II (what do/will we do to meet student learning needs?) were implemented?

WDMCS utilizes a goal-orientated, action-plan approach to formally evaluate educational programs and school improvement plans in the district. These programs and plans all speak to district goals, Long Range Goals and/or annual improvement goals as cornerstones in this CSIP. These goal-orientated action plans include the following components:

- Identification of programs that contribute to the progress of the CSIP goals
- Identification of specific district and/or long range goals addressed by the program/building
- Identification of specific program/building goals
- Identification of specific indicators of success as measured by student achievement data (ECSIP1)
- Identification of action steps, tasks or strategies
- Identification of person(s) responsible
- Timeline
- Resources
- Baseline Data
- Status of Success Indicator (as measured through student achievement) (ECSIP1)

These action plans are reviewed and analyzed annually, with summaries and results communicated to appropriate stakeholders.

The following programs have action plans on file at the LRC. These plans provide the structure to organize, implement and evaluate the programs. These action plans are reviewed, analyzed and evaluated on an annual basis.

- Staff Development Program (District Career Development Plan)
NOTE: WDMCS is its own Career Development Plan Provider for all of the K-12 teachers
- Title I, Part A (programming for Reading and Mathematics, Parent Involvement)
- Title I, Part C (Perkins Vocational Education)
- Title II, Part A (Teacher Training/Recruiting)
- Title II, Part D (Technology)(Implement E2T2 in 2005-06)
- Title III (Language Instruction for LEP Students)
- Title IV (Safe and Drug Free Schools)
- Early Intervention
- Teacher Mentoring and Induction Program
- Gifted and Talented Program
- At-Risk Program
- Special Education Program
- Individual Building Improvement Action Plans

These programs use formative and summative data and information for evaluation on at least an annual basis. Progress toward meeting program expectations is reported to district stakeholders, the Administrator Leadership Team, and the Board of Education.

B- What implementation/student data will we collect, analyze, and use to determine how well each program/service described in Question II has been implemented to support our CSIP goals?

West Des Moines CSD evaluates the effectiveness of its instructional programs and services through a multitude of data sources. One of the primary data sources is the specific data sources indicated on the program action plan. Each of the programs has goals that speak to the district goals and/or the long range goals, as listed in Section 2 of this CSIP. Input from program providers, stakeholders, administrators, teachers, parents, and students provide the forum upon which the effectiveness of the programs are determined. These programs are:

- Staff Development Program (District Career Development Plan) (TQ10, TQ11, TQ12)
- Title I, Part A (Programming for Reading and Mathematics, Parent Involvement) (TITL1)
- Title I, Part C (Perkins Vocational Education) (PERK2, PERK3)
- Title II, Part A (Teacher Training/Recruiting) (TPTR1)
- Title II, Part D (Technology) (FTP6)(Implement E2T2 in 2005-06)
- Title III (Language Instruction for LEP Students) (LEP3, LEP2)
- Title IV (Safe and Drug Free Schools) (SDF10)
- Early Childhood Program
- Teacher Mentoring and Induction Program (TQ9)
- Gifted and Talented Program (GT2)
- At-Risk Program (AR4)
- Special Education Program (ESPE1, ESPE2)
- Individual Building Improvement Action Plans

The complete action plans for these programs are on file in the LRC. Specific data sources for the programs are as follows:

Staff Development Program (District Career Development Plan)(TQ10, TQ11, TQ12)
Percent proficient, Grade level Equivalents, and percentile ranks of whole grade and corresponding sub-groups in ITBS/ITED in mathematics, reading and science

- Benchmark assessment data in mathematics, reading and science
- Shared Vision Student Survey results
- Participation numbers and participant evaluation of staff development courses
- Through a pre-post student assessment model, the district is developing plans for analyzing specific effectiveness of individual staff development courses

Title I, Part A (Programming for Reading and Mathematics, Parent Involvement)

- Percentage of Title I students proficient in mathematics (ITBS)
- Percentage of Title I students proficient in reading comprehension (ITBS)
- Percent of Title I students scoring 80% or higher on mathematics benchmark assessments
- Percent of Title I students reading at least at grade level (Reading Benchmark Assessments)
- Parent attendance at Title I Family Night (TITL1)
- Year-end parent surveys of Title I program (TITL1)

Title I, Part C (Perkins Vocational Education) (PERK2, PERK 3)

- Percentage of program students proficient in mathematics
- Percentage of program students proficient in reading
- Percentage of program students proficient in occupational skills
- Percentage of program completers
- Percentage of program completers receiving a high school diploma
- Percentage of program completers continuing in education, military and employment
- Percentage of program students in non-traditional gender programs
- Percentage of program completers in non-traditional gender programs

Title II, Part A (Teacher Training/Recruiting)

- ITBS/ITED Reading Comprehension student achievement data (grades 3-11)
- ITBS/ITED Mathematics student achievement data (grades 3-11)
- EEO data on first and second year teachers (TPTR1)
- Data from the Teacher Mentoring and Induction Program

Title II, Part D (Technology)

- Student achievement data on Technology Literacy Standards in 7th grade
- Student achievement data on Technology Literacy Standards in 8th grade
- Student Achievement data in 8th grade mathematics (Implement E2T2 in 2005-06)(FTP6)

Title III (Language Instruction for LEP Students) (LEP3, LEP2)

- ESL student performance on IPT test
- ESL student performance on mathematics & reading benchmark assessments
- ESL student grades
- ESL student drop-out rate
- Annual enrollment data of ESL student population
- ITBS/ITED data of LEP students

Title IV (Safe and Drug Free Schools) (SDF10)

- Iowa Youth Survey (Questions 12, 21-30, 39, 43-53)
- Student discipline referrals related to substance abuse, bullying, harassment and violence

Early Childhood Program

- Reading Benchmark Data (retell facts & organize knowledge of non-fiction)
- Reading Benchmark Data (story structure, distinguish genres of literature)
- Percentage of students reading at least on Grade-Level
- Student reading logs
- Grade 3 ITBS Reading Comprehension student achievement data

Teacher Mentoring and Induction Program (TQ9)

- Individual Teacher Comprehensive Evaluations
- Beginning Teacher Records/Document
- Teacher Retention Documents
- Assessments, Perceptual Surveys, Evaluations
- Professional Development Completion Records
- Seminar Evaluations, Agendas, Newsletters

Gifted and Talented Program (GT2)

- Percentage of identified G & T students who have Personalized Education Plan
- Percentage of G & T students that have met the goals of their Personalized Education Plan

At-Risk Program (AR4)

- Enrollment of At-Risk students
 - Percentage of program students who are proficient in mathematics (ITBS/ITED)
 - Percentage of program students who are proficient in reading (ITBS/ITED)
- Percent of program students receiving discipline referrals

- Attendance of program students
- Grades of program students
- Graduation rate of program students

Special Education Program (ESPE1, ESPE2)

- Percentage of program students attaining IEP goals
- Enrollment of program students in courses
- Percentage of program students who are proficient in mathematics (ITBS/ITED)
- Percentage of program students who are proficient in reading (ITBS/ITED)
- IEP monitoring
- Program student achievement data on mathematics benchmark assessments
- Program student achievement data on reading benchmark assessments

Individual Building Improvement Action Plans

These are 14 buildings in the West Des Moines CSD. Each building has a School Improvement Plan that is reviewed and reported to the ALT and the Board of Education twice a year (mid-year and end-of-year). See individual School improvement Plans for specific data sources and evaluation components. These plans are on file in the school building and at the LRC.

Other Requirements:

Content Standards & Benchmarks: Reading Grades K-12

Standard #1: Reading for Information: Students will read and understand informational materials, describe characteristics of informational text and use facts, ideas and perspectives in developing concepts.

Standard #2: Reading Literature: Students will read and understand a variety of classic and contemporary literature representing diverse historical and cultural perspectives to build an understanding of themselves and others, their environment and the world.

Standard #3: Process of Reading: Students will demonstrate their understanding of the reading process by using reading and thinking skills and strategies to achieve their purposes in reading.

Standard #4: Literacy Communities: Students will recognize the value of personal and social connection of reading, read to satisfy personal interests, and to establish, maintain and enhance personal relationships with others.

Content Standards & Benchmarks: Mathematics Grades K-12

Standard #1: Students will use mathematics to solve problems, communicate, and work with others.

Standard #2: Students will use measurement skills.

Standard #3: Students will use reasoning skills, mental mathematics, and estimation skills.

Standard #4: Students will perform mathematical operations and see relationships among numbers.

Standard #5: Students will demonstrate a development of spatial sense.

Standard #6: Students will collect and analyze data.

Standard #7: Students will use patterns and relationships to solve problems.

Content Standards & Benchmarks: Science Grades K-12

Standard #1: Students will understand major concepts in earth science and how these apply to society.

Standard #2: Students will understand major concepts in life science and how these apply to society.

Standard #3: Students will understand major concepts in physical science and how these apply to society.

Standard #4: Students will use scientific inquiry processes (e.g. questioning, observing, predicting, experimenting, controlling variables, concluding) to understand the natural world.

Standard #5: Students will recognize the inter-relationships among the earth, life, and physical sciences and their effect on the environment.

Standard #6: Students will know the needs, functions, and systems of the human body, as it develops into an adult.

At-Risk: Strategies to strengthen parental involvement in at-risk programs include:

- Increasing emphasis to parents in participating in Title I Parent Night and Parent Compact
- Increasing emphasis to parents of Title I and At-Risk students in completing and returning parent programming surveys
- Continue to complete "I to I" conferences with at-risk families
- Translate all communications to families of Title I and At-Risk students into Spanish
- Continue to strengthen alliances to community agencies such as Polk County Youth Offender Program, Polk County Juvenile Justice Bureau, Polk County Department of Health and Human Services, PACE, Iowa Youth Justice Initiative, Emergency Family Resources, YMCA, WDM Law Enforcement, and Strengthening Families.

Technology #1: Innovative Strategies

The district maintains two ICN classrooms, one at Valley High School and one at Valley Southwoods Freshman High school. These resources are also able to be scheduled by K-8 classrooms and the alternative school, Walnut Creek Campus. For example, the ELP program has used the ICN system to connect to NASA for an extension activity. The elementary schools benefited from a live feed from a Fulbright teacher who was resourced to Japan.

In addition, students may enroll in Internet-based courses, with the permission of the site principal. Board policies were recently reviewed and edited and adopted to reflect this option.

The district continues to integrate technology into the teaching and learning process. Utilizing courseware to enhance instruction is a significant emphasis in the district. Example would include Accelerated Math, Destination Math, Reading to Learn, Read 180, Kidspiration, Power Point, spreadsheets, plus a multitude of specific software used in courses. Digital cameras, electronic laboratory probes, graphing calculators, and Smart Boards are being added to classrooms. Many teachers are using their personal websites as resources to for student research and course organization.

As per District Goal #3, the district's staff development plan has technology training as one of its in-service strands. The district will participate in the E2T2 project in the 2005-06 school year.

Technology #2: Supporting Services

The district maintains equitable distribution of classroom computers to each site through a combination of general fund, PPEL and sales tax funding. The current model is a 4-5 year rotation of workstation technology to help insure the technology is capable of meeting ever-changing needs. All classrooms and student work spaces are networked and 100% of units can connect to the Internet. Additionally, a wireless network umbrella is being deployed to allow for mobile technology, especially laptops. Each site will have at least one class set of wireless laptops.

The district is continually updating its Internet and Intranet capabilities. All teachers have a web-page to provide for communications to students, parents and the community. All staff have and use e-mail accounts.

Technical support staff currently includes three PC technicians, one network system engineer, and one part-time help desk person. A staff development specialist is housed in the district office. A full-time site technology resource person is staffed at the high school and freshman high school. A half-time site-based technology resource person serves the two junior high schools.

Staff development courses are provided by district staff and through AEA 11. The staff development specialist coordinates these activities. Additionally, a cadre of 21 teachers serves as liaisons and trainers for a variety of software, hardware and peripheral applications.

Technology #3: Parent Communication

The district is continually updating its Internet and Intranet capabilities. All teachers have a web-page to provide for communications to students, parents and the community. All staff have and use e-mail accounts. The e-mail addresses and web-pages are accessed through on the district web-site. The district web-site is published on numerous paper publications.

Parent e-mail addresses are collected at registration. All schools have a mailing-listserv that they use to communicate building information. A list of parents without electronic access is maintained so that paper copies can be mailed.

Annual reports, board meetings, CSIP, APR and AYP data is posted on the district web-site with paper copies available for viewing in district buildings. The city libraries and a community center also provide areas of access for parents and community.

Progress reports are either e-mailed or printed on a regular basis. Every teacher has a telephone in their room with a direct phone number to assist in communications with parents and the community. Valley High school also has a student-run radio station which provides occasional announcements of interest to the community.

Specific courseware applications, such as Destination Math, are becoming web-based, which enable students and parents to access the information and activities from home. Specific courseware applications, such as Accelerated Math and Breakthrough to Literacy, provide immediate feedback to students, parents and teachers regarding student growth and progress. A new Student Information System, to be piloted in 2004-05 and implemented in 2005-06 will enable students and parents to access specific data bases (grades, attendance, assignments...) through the internet. In addition, this Student Information System will provide a quicker and more accurate analysis of student achievement information, thus creating a more efficient process for student, parent and community communications.

Technology #4: Program Development to Maximize the Use of Technology

As per District Goal #3, the district endeavors to pursue the implementation of technology as a key instructional tool in the process of teaching and learning. Technology training is one of three strands in the district's Staff Development Plan.

Each curriculum director and principal reviews the technology resources within the district and from other sources and vendors when a course or curriculum area is up for an adoption. Software and courseware purchasing budgets are folded into the the curriculum development cycle. Selection of courseware is processed through a stakeholder committee, which identifies criteria, reviews and critiques software candidates, makes a selection, and builds an implementation and staff development plan.

Teachers and buildings continue to expand new software and hardware implementations in the district. Smart Boards, digital projectors, web-based software, and corresponding teacher training continue to expand in the district.

SWRL, speaking, writing, reading and listening are considered strategic life-long skills. Technology solutions, such as Scholastic Read 180 and on-line reading activities, are used to augment classroom instruction. Activities are sometime generated at the school level to help parents encourage reading by students in the home.

The district's technology resources are often opened to the public through the community education division. These courses include basic technology literacy and instruction in the use of specific applications.

The district will be participating in E2T2 activities during the 2005-06 school year.