

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

BUILDING Indian Hills Junior High

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 demonstrate improvement in critical thinking skills.

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

Strategy #	Name or Description of Strategy(ies)	Grade or Curricular Area Implemented
#1.	PBS (Positive Behavior Supports)	Grades 7 & 8
#2.	Essential Questions	Grades 7 & 8
#3.	Aligned, Guaranteed and Viable Curriculum	Grades 7 & 8
#4.	Common Assessment for Essential Questions	Grades 7 & 8

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

Strategy #	Method Used to Monitor Implementation	Who will Monitor?	How Frequently?
→ #1.	Principal observation	Principal/Asst. Principal	Once each semester
#2.	Classroom artifacts	Principal/BLT	Once per quarter
#3.	Learning group (Department) log/minutes	BLT	Once per month

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.	ITBS –Reading, Math, Science	% of students at grade level will increase	Principal/BLT	Jan. 08
B.	Pre & Post Critical Thinking Skills	% of students to answer question correctly	Principal/BLT	Oct. & May
C.	Benchmark Tests (LA, SS, Math, SCI)	# of students to answer questions correctly will increase	All teachers	June 08

*** 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?
*PBS (Positive Behavior Supports)	AEA, PBS Committee	08-09 school year
*English/Language Arts	Learning Groups/Curriculum Directors	08-09 school year
*Science	Learning Groups/Curriculum Directors	08-09 school year
*Social Studies	Learning Groups/Curriculum Directors	08-09 school year
*Math	Learning Groups/Curriculum Directors	08-09 school year
*Special Education	Learning Groups/Curriculum Directors	08-09 school year
*Music	Learning Groups/Curriculum Directors	08-09 school year
*Exploratory/Electives	Learning Groups/Curriculum Directors	08-09 school year

*** 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 essential questions, implementing critical thinking skills into units, and creating common assessments. We will implement these strategies and assess through our pre/post assessment.	Staff	Discuss at collaboration meetings.	Discuss in the Spring of 2008 during collaboration time and again in August of 2008. Ongoing discussion during collaboration meetings during 08-09.	Principal BLT
To inform parents of the goal and implementation of strategies.		Parents/Community	Discuss at PAC meetings, place plan on school website and in the newsletter.	Discuss at first PAC meeting in the fall. Place on IH website in the fall. Keep parents updated throughout the year through the newsletter and PAC meetings.	Principal

West Des Moines Schools PD (Professional Development) Reporting Form

****DRAFT – 08-09 budget to be determined in August****

Year: 2008-2009

School: Indian Hills Junior High

*Total allocation for your site: \$10,912.00 (2007-08 allocation)

2008-09 Carryover = \$5392.69

		Account IHADPDV215-(XXXX)	Budget	Actual
<input checked="" type="checkbox"/>	Reading	Salaries (0129)		
<input checked="" type="checkbox"/>	Writing	Substitutes (0122)	\$7,000	
<input checked="" type="checkbox"/>	Math	Professional Development Materials (0612)	\$1,000	
<input checked="" type="checkbox"/>	Science	Professional Development Trainers (0320)	\$8,304.69	
<input type="checkbox"/>	Other (describe)	Other (describe)		
		*Total	\$16,304.69	

From the Iowa Department of Education:

PD for Student Achievement is ...	PD for Student Achievement is <u>not</u> ...	Funds are to be used for ...	Funds may <u>not</u> be used for ...
- Aimed at improving student learning and increasing achievement. To accomplish specific goals, PD must have specific components in place. The Iowa Professional Development Model (IPDM) describes these components. - Inclusive. It involves all teachers responsible for instruction. Full engagement in workshop and workplace professional development is an expectation. - Collaborative. Collective (group) PD is the norm. Teachers work and learn together on a common goal to improve their own learning in order to improve the learning of their students.	- Topical workshops and conferences. - Independent activities/projects of interest. - Mandatory training (blood borne pathogens, abuse prevention, etc.). - Teacher work days. - Teachers working in isolation on self selected topics. - For "volunteers" (teachers deciding whether or not to participate). - About selecting a few teachers to go to a workshop and share ideas with the faculty. - Organizing performance review artifacts.	- Additional salaries for time beyond the negotiated agreement. - Substitute teachers. - Professional development materials. - Speakers (trainers) and content. - Costs associated with implementing individual PD plans.	- Funds may not supplant existing funding for professional development activities. - Parent Teacher Conference Days - Teachers preparing in their classrooms - Staff orientations. - Time spent for grades, report cards, lesson plans.

Description of Activities:

➤ Professional Development Trainers will be used for the two professional development days. August 19 Prof Dev session on Colors Training with all IH certified and non-certified staff to learn more about themselves and each other to develop collegial, collaborative teaming. October 13 Prof Dev session on assessment for IH, VSW, & VHS (possibly ST) teachers. February 20 Prof Dev session on co-teaching/collaboration with special education teachers for IH and Stilwell teachers.

Professional Development Materials: Money is budgeted for books and supplies for learning groups as described in the IH Action Plan. The department learning groups are English, Science, Social Studies, Math, Special Education, Music, and Exploratory/Electives. These learning groups bring their expertise for collaboration with their teams.

Substitutes: Money is budgeted for teams and/or Department Learning Groups to meet during the school day to identify essential and valued learning, develop common formative assessments, analyze current levels of achievement, set achievement goals, and share strategies from learning groups to improve upon those levels as outlined in *On Common Ground: The Power of Professional Learning Communities* and *Whatever It Takes* by Richard DuFour, Robert Eaker and Rebecca DuFour. This professional learning model is also discussed in great detail in *Breaking Rankin in the Middle: Strategies for Leading Middle Level Reform* by the NASSP and *We Gain More Than We Give: Teaming in the Middle Schools* by Thomas Dickinson and Thomas Erb. From *On Common Ground*, "If there is anything that the research community agrees on, it is this: The right kind of continuous, structured teacher collaboration improves the quality of teaching and pays big, often immediate, dividends in student learning and professional morale in virtually any setting. Our experience with schools across the nation bears this out unequivocally. The concurrence among researchers and practitioners support of this conclusion is both stunning and underappreciated. Advocates for focused, structured teacher collaboration include...Michael Fullan...Robert Marzano...Mike Schmoker...and numerous others."

Money may also be used to send the PBS Committee to staff development meeting, for supplies, and for time to prepare for training the staff.

Representatives from each team or department may be sent to professional development on Essential Questions or Assessment. Substitute teachers may be used. For example, representatives of the staff will be attending "Crafting the Art of Differentiation: Focus on Assessment" offered through the AEA on January 12, 2009.

Department Learning Groups who want to go into other teachers' classrooms for peer coaching may also use a substitute.