

ACTION PLAN – 2006-2007
District and Building Goals/School Improvement Plan
West Des Moines Community School District

Building Jordan Creek Elementary – Academic Goal

School Year 2006-2007

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 Goal (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 2005-06 school year to the 2006-07 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 2005-06 school year to the 2006-07 school year.

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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: enhance and increase academic skills through the implementation of various teaching and learning strategies

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

Strategy #	Name or Description of Strategy(ies)	Grade or Curricular Area Implemented
#1.	<p>Students will improve skills in written language: Working in cross curricular areas, students will improve writing in the content area. Integrate writing and reading across the curriculum Utilize Poetry notebooks to improve writing genre Students will be involved in vocabulary development to improve writing across the curriculum Implement 6 Traits of Writing Teachers and students will plan and participate in Literacy Night to partner with parents regarding Writing Strategies.</p>	k-6
#2.	<p>Students will improve skills in reading: Learners will improve early literacy skills in reading and writing Teachers will have the opportunity to take a course in best practices in teaching early literacy Teachers will learn and implement Reading Recovery strategies. Teachers will work to improve students' reading comprehension. Teachers will use a Balanced Literacy approach to include Guided reading instruction and benchmarking. Teachers will work in cross-grade level groups to determine use of appropriate articles to implement the Comprehension tool kit in grades 4-6 Teachers will coordinate guided reading books and read aloud books to match teaching and modeling Of reading strategies. Teachers will develop learning centers/work stations that demonstrate high density learning of reading and writing strategies. Teachers and students will plan and present Literacy Night to partner with parents regarding Reading Strategies Teachers will develop and implement instructional programs that facilitate student vocabulary growth. Teachers will develop nonfiction resources for students. Teachers will study and prepare for implementation of Full-Day Kindergarten Utilize A-Z reading for improved fluency/comprehension</p>	K-6
#3.	<p>Students will improve skills in math: Teachers will instruct students in the use of Destination math. Implement "Destination Math" technology for home and school</p>	K-6

	Align Destination Math with the regular math curriculum Utilize supplements to go with math curriculum Teachers will utilize pre-testing and flexible grouping to meet the needs of all learners in math Teachers will incorporate problem solving strategies throughout the curriculum	
#4.	Implement / integrate technology into all curricular areas. (laptops)	K-6
#5.	Teachers will utilize differentiated instruction to meet the needs of various abilities.	K-6
#6.	Students will incorporate daily physical activity/movement to improve fitness and brain function.	K-6
#7.	Integrate physiology into physical education instruction.	K-6 – Physical Education
#8.	Support content areas with non-fiction materials (books, software, maps)	K-6
#9.	Plan and participate in Fine Arts Day	K-6
#10.	Utilize increased physical/mental/emotional involved workstations in student learning centers	K-6
#11.	Utilize theme based (webs) curriculum- in making connections across the curriculum	K-6
#12.	Students will have the opportunity to participate in Science Club to experience hands on science enrichment	1-6
#13.	Students will have the opportunity to participate in Computer Club to experience technology from basics to enrichment.	1-6
#14	Special Needs Students will have the opportunity to be instructed and directed by trained/skilled teacher associates	PK-6
#15	Students will have the opportunity to participate in Study Club to set goals, improve study habits, complete assignments, and enhance their learning from the regular school day,	5-6
#16	Teachers will examine test scores from the ITBS and target students who need additional support	3-6

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

Strategy #	Method Used to Monitor Implementation	Who will Monitor?	How Frequently?
→ #1.	Student samples/ portfolios	Teachers/Principal	Each trimester
#2.	Lessons with evaluations	Teachers/Principal	Monthly
→ #3.	Program generated reports	Teachers/Principal	End of each unit
→ #1.	Student writing samples	Teachers/Principal	Once each trimester
#2.	Benchmarking	Teachers/Principal	As scheduled by district
→ #1	Correct writing sequence	Teachers/Principal	Each trimester
→ #1.	ITBS writing supplement (grade 4 and 6)	Teachers/Principal	Annually
#3.	Destination Math Assessments/ explain methods of problem solving	Teachers/Principal	Weekly
→ #2.	Validity testing for reading benchmarks	Teachers/Principal	Annually
→ #4.	Observation of improved technological skills	Teachers/Principal	Monthly
#9.	Fine Arts schedule of activities	Teachers/Principal	Annually
→ #1-11.	Observation	Teachers/Principal	At Regular Intervals
#5.	Teacher monitoring lesson plans	Teachers/Principal	Weekly/Monthly
#6.	Teacher monitoring recess/break/pe schedules	Teachers/Principal	Weekly/Monthly
→ #7.	Lesson Plans	Teachers/Principal	Weekly/Monthly
#8.	Lesson Plans	Teachers/Principal	Weekly/Monthly
#10.	Plans for centers	Teachers/Principal	Weekly/Monthly

#11.	Lesson Plans	Teachers/Principal	Weekly/Monthly
#2, 12.	Log of activities and participants	Teachers/Principal	Weekly/Monthly
#13., 14, 15	Log of activities and participants	Teachers/Principal	Weekly/Monthly
#16	Spreadsheet of ITBS scores below the 40 th and above the 90 th percentile	Teachers/Principal	Fall and January

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	Student Growth	Principal	January
B.	Observation	Student Growth	Teacher/Principal	Trimester
C.	ITBS writing assessment	Student Proficiency	Grade 4-6 teachers	Spring
A.	Portfolios	Student Growth	Classroom teachers	Ongoing
B.	Benchmarking	Student progress	Classroom teachers	District schedule
C.	Weekly/monthly reading assessments	Student Growth	Teachers/Principal	Weekly/monthly
A.	Destination Math assessments	Student Progress	Classroom Teachers	Weekly/monthly
B.	District Spreadsheets which include beginning/end of year literacy assessments	Percent of Students proficient in reading	Reading and Classroom teachers	Fall and Spring
A.	Progress Monitoring	Student Growth	Teachers	Weekly

* Use at least two data sources

Staff Development Plan:

Staff Development Activities (Please list all that are directed toward meeting the School Improvement Goal)	Who will provide the Staff Development?	When will it be provided?
Collaborate with team	Teachers	Grade level meetings
Computer instruction	ITAC, AEA	Collaboration days
Building support/retrain for "Destination Math"	Building technology team	As needed
In-service-Review "Six Traits" writing	Staff members	Collaboration day
In-service-Questioning Strategies – QAR	Staff Members	Appts. only and on request
In-service-Benchmarking and Progress Monitoring	Staff Members	Collaboration/Staff Meeting
K-2 Early Literacy Course	Lisa Clark and Susan Healy	Spring of 2007
In-Service for Reading Recovery Strategies	Reading Teachers	Collaboration
BAT Team Training	BAT Team	Collaboration
Training on Balanced Literacy and Best Practices in Reading	Drake, TLS, Reading Experts	Staff Development Day and Collaboration

Purpose	Message	Audience	Strategies	Timeline	Person(s) Responsible
<p>To communicate with the Jordan Creek Community our goal for all students to achieve high academic success</p>	<p>We expect all students to demonstrate proficiency in literacy, math, writing, science, social studies, technology and the arts.</p>	<p>The Jordan Creek Learning Community</p>	<p>Information will be shared with staff, students and parents through staff meetings, in-service opportunities, class meetings, PFC, J.C. Journal, class lessons, school-wide activities, JC List Serve, Phone Calls, E-Mail, Web Site, Home Pages, and Student Agendas.</p>	<p>2005-2006 School Year</p>	<p>Members of the Jordan Creek Staff, Administration, Parents</p>

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Building Jordan Creek Elementary – Social Emotional Learning – Character Education **School Year** 2006-2007

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)*

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Diversity

Long-Range Student Achievement Goals (5 years)

(check if applicable to your building goal)

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

Learners will Increase respectful behaviors and self-esteem through implementation of Character Counts strategies while creating a Bully-Free environment at Jordan Creek.

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

Strategy #	Name or Description of Strategy(ies)	Grade or Curricular Area Implemented
#1.	Class meeting/ weekly class meetings/class rules.	K-6
#2.	Buddy class/ multi-age groups/buddy activities continue throughout school year.	K-6
#3.	Service Learning Projects	K-6
#4.	Students will create a character counts timeline.	K-6
#5.	Assist grade levels in planning/preparation for kick off of pillars.	K-6
#6.	Assist staff members with implementation/curriculum integration.	K-6
#7.	Jordan Creek journal articles will focus on Character building at home.	K-6
#8.	Student will lead the character counts pledge.	K-6
#9.	PAL helpers will be trained and will provide support to students	K-6
#10.	Students will show character through body basics.	K-6
#11.	Selected books in media center pulled out for each pillar.	K-6
#12.	Focus on pillars monthly/Implement school wide activities	K-6
#13	Teach/expect quiet and respectful behavior in hallways and restrooms.	K-6
#14	Teachers will participate in grade level planning of pillar activities.	K-6
#15	Role playing/problem solving/role playing to internalize pillars	K-6
#16	Staff Members will implement the pillars of character and anti-bullying instruction into curriculum planning	K-6
#17	Developing the common language of Character through read alouds making connections.	K-6
#18	Community involvement/ modeling people who are good examples of Character	K-6
#19	Students and staff will create visual displays of character and anti-bullying behaviors throughout the building	K-6
#20	Character counts language used in classrooms.	K-6
#21	All Staff members and students will work on consistency and modeling of all character pillars by focusing specifically in the following areas; entryways, media center, pod areas, restrooms, assemblies/games/concerts.	K-6
#22	Students will have visual reminders of Character Pillars through posters displayed throughout the building that highlight the TRRFCC behaviors for each specified area.	K-6
#23	Teachers will implement lesson plans that teach the common expectations for TRRFCC behavior in each of the common areas.	K-6

#24	Students with Autism Spectrum Disorder (ASD) will be supported through a building wide team including AEA along with teachers, associates, and administrators.	K-6
#25	ASD staff will meet weekly/monthly to problem solve and enhance the services for students	K-6
#26	ASD staff will communicate through a walkie-talkie system to assist with positive behavior support plans	K-6
#27	ASD staff will implement the PATHS curriculum daily to teach social skills.	K-6
#28	On-Going training and staff development will be provided to all staff that work with ASD students.	K-6
#29	Students will learn problem solving and positive choices through DARE classes in 2 nd and 6 th Grade	2, 6
#30	Students will learn and learn and practice social skills, friendship skills and empathy through participating in Circle of Friends	K-6

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

Strategy #	Method Used to Monitor Implementation	Who will Monitor?	How Frequently?
→	Agenda	Teachers/Principal	Weekly/Monthly
	Survey	Teachers/Principal	Weekly/Monthly
	Reflective writing journals	Teachers/Principal	Weekly/Monthly
→	Participate in Buddy Class Activity at least once a month		
	Grade levels will be assigned 1 pillar to highlight and share ideas for implementation	Teachers/Principal	Weekly/Monthly
	Observation and reinforcement of pillar behavior among the student body	Teachers/Principal	Weekly/Monthly
→	Use grade level benchmarks to guide integration of stories of character		
	Communication to staff and school community of character related events	Teachers/Principal	Weekly/Monthly
	Jordan Creek journal articles will highlight pillars and accompanying ideas for integration	Teachers/Principal	Weekly/Monthly
→	Positive office referrals and Pillar Pride recognition		
	Students and staff will take part in school wide character counts activities	Teachers/Principal	Weekly/Monthly
	Observation of staff implementation of lesson plans and follow through on behavior throughout the building	Teachers/Principal	Weekly/Monthly
	Lesson plans for implementation of common expectations	Teachers/Principal	Weekly/Monthly
	Attendance at ASD support team meetings	Teachers/Principal	Weekly/Monthly
	Lesson Plans for PATHS units	Teachers/Principal	Weekly/Monthly
	Progress monitoring of social skills goals	Teachers/Principal	Weekly/Monthly

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

	*Data Source Used To Assess the Impact on Student of the Strategies Behavior, Performance or Attitude (eg., ITBS Test)	Data Points Used to Assess the Impact (eg., percent of students proficient in reading in grade 8)	Who is Responsible for Collecting this Data?	When will it be Collected?
A.	Videotape of role playing	Rubric evaluation	teacher	
B.	Anecdotal records	% of students engaged	Teachers involved	monthly
C.	Anecdotal records	Observation of practicing behavior	Teacher	monthly
D.	Anecdotal records	Lesson plans implemented	Teacher	monthly
E.	Meeting notes	Student Problem Solving	Teacher	monthly
F.	Progress Monitoring	Student Social Skill Goals	Teacher	monthly

Staff Development Plan:

Staff Development Activities (Please list all that are directed toward meeting the School Improvement Goal)	Who will provide the Staff Development?	When will it be provided?
Positive Behavior Supports	AEA/Outside Agency	Throughout the year
Anti-Bullying Conference	SAI/AEA/Outside Agencies	Throughout the year
Risky Business Conference	At-Risk Committee	September
ASD Training	AEA/LEA	Summer and on-going throughout year

Communication Plan:

Purpose	Message	Audience	Strategies	Timeline	Person(s) Responsible
To communicate with the Jordan Creek Community regarding our goal for all students to demonstrate the six pillars of character and to create a Bully Free Learning Environment	To develop a common understanding and language of the traits associated with each Character Counts pillar: Respect, Responsibility, Citizenship, Trustworthiness, Caring, Fairness and the harmfulness of Bully-type Behaviors.	The Jordan Creek Learning Community	Information will be shared with staff, students and parents through staff meetings, class meetings, PFC, J.C. Journal, class lessons, school-wide activities, JC List Serve, E-Mails, Phone Calls, Web Sites, LV Home Pages, Pillar Pride Awards, Positive Office Referrals, and the Anti-Bully Pledge.	2006-2007 School Year	Members of the Jordan Creek Staff, Administration, Parents

