

ACTION PLAN – 2007-2008
District and Building Goals/School Improvement Plan
West Des Moines Community School District

BUILDING Valley Southwoods Freshman High School

SCHOOL YEAR 2007-2008

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)*

- Close the gap between present practices and the Shared Vision.
- Improve student achievement through effective instructional and assessment practices.

Guiding Principles *(check all that apply)*

- Continuous Improvement
- Personalized Learning
- Optimum Use of Human Resources
- Integration
- Diversity

Long-Range Student Achievement Goals (5 years)

(check if applicable to your building goal)

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| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> 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. <input type="checkbox"/> Students will exceed the national and state averages in growth in Science between grades 7 and 9 and grades 9 and 11. <input type="checkbox"/> 90% of the students in grades 1-8 will reach the benchmarks for science. | <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> 90% of the students in grades 1-8 will reach the benchmarks for reading and mathematics. <input type="checkbox"/> 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. |
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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 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

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

2006-07 school year to the 2007-08 school year.

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 an improved ability to read and comprehend through multiple literacies to prepare them to be innovative, adaptive life-long learners.

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

Strategy #	Name or Description of Strategy(ies)	Grade or Curricular Area Implemented
#1.	Students will carry a book and be prepared to read during any class time (including study halls).	9 th
#2.	Students will be assigned to Reading Groups.	9 th
#3.	Each staff member will create a learning environment that sustains and supports the learning of literacy skills across the content areas (e.g., expository writing/rubrics, journaling, reading lists, professional resources for teachers).	9 th
#4.	Students will read, think about information, talk, write, and solve complex problems in purposeful ways with others. Teachers will study and work in "Action Teams" to learn and use literacy strategies most appropriate to diverse learners and content.	9 th
#5.	Students at or below 50% on ITBS Reading Comprehension subtest (8 th Grade) will be identified; teachers will introduce and reinforce differentiation strategies.	9 th

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

Strategy #	Method Used to Monitor Implementation	Who will Monitor?	How Frequently?
#1.	Administrative observation.	Principal or designee	One period per week (randomly selected times)
#2.	Administrative observation.	Principal or designee	Once per month (September '07 – May '08)

#3.	Administrative observation.	Principal or designee	Once per quarter (randomly selected times)
#4.	Literacy Team Minutes.	Principal or designee	Approximately one Collaboration meeting per month
#5.	Administrative observation.	Principal or designee	Once per quarter (randomly selected times).

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.	ITED Data	Comparison of percent of students proficient in reading (Grade 9 ITED scores in Fall '07 to Grade 10 ITED scores in Fall '08)	Mr. Bryan Stearns	November in 2007 and 2008
B.	VSW Reading Survey	Comparison of student reading habits (Fall '07 to Spring '08);	Goal Committee Members	Spring, 2007
C.	Quadrant D Lessons/Literacy Team Reports	As determined by each Literacy Team.	Literacy Team Teachers; Principal or designee	Mid-year; end-of-year

* 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?
The Reading Action Team will prepare a Staff Development Plan in the fall.	Varied resource persons (per plans)	Wednesday Collaboration Days (approximately one per month)
Quadrant D Lessons	Varied resource persons	Wednesday Collaboration Days

Communication Plan:

Purpose	Message	Audience	Strategies	Timeline	Person(s)
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To inform and to educate the target audience	Informational	Parent/community Students All staff	Newsletter, Listserv Messages, Parent-Teacher Conferences	August 2007-April 2008	Building Goal Committee Members VSW teachers VSW Administration