

ACTION PLAN – 2009-2010
District and Building Goals/School Improvement Plan
West Des Moines Community School District

BUILDING Stilwell Junior High School

SCHOOL YEAR 2009-2010

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

Jr. High/High School

Grade 4 will increase the percentage of students in the ITBS "Proficiency" level in Reading from the previous year.

Grade 8 will increase the percentage of students in the ITBS "Proficiency" level in Reading from the previous year.

Grade 4 will increase the percentage of students in the ITBS "Proficiency" level in the Reading Subgroups scoring below the district average the previous year.

Grade 8 will increase the percentage of students in the ITBS "Proficiency" level in the Reading Subgroups scoring below the district average the previous year.

Grade 4 will increase the percentage of students above the 90th percentile in Reading High Proficiency from the previous year.

Grade 8 will increase the percentage of students above the 90th percentile in Reading High Proficiency from the previous year.

Grade 4 will increase the percentage of students in the ITBS "Proficiency" level in Mathematics from the previous year.

Grade 8 will increase the percentage of students in the ITBS "Proficiency" level in Mathematics from the previous year.

Grade 4 will increase the percentage of students above the 90th percentile in Mathematics High Proficiency from the previous year.

Grade 8 will increase the percentage of students above the 90th percentile in Mathematics High Proficiency from the previous year.

Grade levels 4-8 will grow an average of at least 1.2 years (NGE) in Reading on the ITBS from the previous year (cohort).

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- Grade levels 4-8 will grow an average of at least 1.2 years (NGE) in Mathematics on the ITBS from the previous year (cohort).
- Grade 8 will increase the percentage of students above the 90th percentile in Science High Proficiency from the previous year.
- The 8th grade class will grow at least 1.2 years (NGE) in Science from 7th grade (cohort).
- Grade 11 will increase the percentage of students in the ITED “Proficiency” level in Reading from the previous year.
- The 2006-07 11th grade class will increase the percentage of students proficient in Reading from the 2004-05 9th grade on the ITED (cohort).
- Grade 11 will increase the percentage of students in the ITBS “Proficiency” level in Reading Subgroups scoring below the district average the previous year.
- Grade 11 will increase the percentage of students above the 90th percentile in Reading High Proficiency from the previous year.
- Grade 11 will increase the percentage of students in the ITED “Proficiency” level in Mathematics from the previous year.
- The 11th grade class of 2006-07 will increase the percentage of students proficient in Mathematics from the 2004-05 9th grade on the ITED (cohort).
- Grade 11 will increase the percentage of students above the 90th percentile in Mathematics High Proficiency from the previous year.
- The 2006-07 11th grade class will increase the percentage of students proficient in Science from the 2004-05 9th grade on the ITED (cohort).
- Grade 11 will increase the percentage of students above the 90th percentile in Science High Proficiency from the previous year.

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

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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 display improved academic achievement as identified by the WDMCSD's annual improvement goals.

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

Strategy #	Name or Description of Strategy(ies)	Grade or Curricular Area Implemented
#1.	Staff will continue involvement in Professional Learning Community development.	7 & 8
#2	Infusion of vocabulary words in classroom and or Tiger Time activities through the year.	7 & 8
#3.	Standardized test taking strategies taught and reinforced in curricular areas.	7 & 8
#4.	Offer summer school opportunity to all students.	7 & 8
#5.	Using common language for reading/learning strategies that are research based.	7 & 8
#6.	Staff will utilize collaboration days to address the building goals.	7 & 8
#7	Utilize creative scheduling options for students and staff to provide additional academic support. (i.e. Learning Lab, Math Resource, Reading Resource, Tiger Time, study halls)	7 & 8
#8.	Utilize corrective reading and Read 180 whenever possible for certain struggling readers.	7 & 8
#9.	Explore and implement effective collaborative procedures.	7 & 8
#10.	Staff will provide opportunities outside of the scheduled school day to improve student achievement. (i.e. Study table, After-the-Bell, After School Academic Rotations)	7 & 8
#11.	Training and implementation of 6+1 writing traits.	7 & 8
#12.	Development and implementation of essential questions across the curriculum .	7 & 8
#13.	Explore inquiry as an academic tool.	7 & 8
#14.	Utilize all forms of technology and look for new ones.	7 & 8
#15.	Staff will promote student participation of school sponsored activities.	7 & 8
#16.	Staff will follow the instructional design model and utilize differentiated instruction in the classroom.	7 & 8
#17.	Incorporate Iowa Core Curriculum.	7 & 8
#18.	Staff will continue to improve on the co-teaching model.	7 & 8
#19.	Staff will use Teacher Quality funding to improve student achievement.	7 & 8
#20.	Teams will continue to develop Personal Learning Plans for students not proficient according to NCLB.	7 & 8

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

Strategy #	Method Used to Monitor Implementation	Who will Monitor?	How Frequently?
1	Staff meetings / collaboration, team minutes, continued research of developing Professional Learning Communities	Teachers and administration	ongoing
2	Pre and post tests, tiger time plans, team minutes, lesson plans, evaluation process	Teachers and administration	ongoing
3	Lesson plans, student response system data, team minutes, evaluation process, PGPs, PGO's and department professional growth goals	Teachers and administration	ongoing
4	Mailed information to families of students scoring below the 40 th percentile on ITBS, offer to any student to attend summer school	Teachers and administration	ongoing
5	Lesson plans, team minutes	Teachers and administration	ongoing
6	Team minutes reflect collaborative planning	Teachers and administration	ongoing
7	Team minutes reflect collaborative planning, collaboration agenda	Teachers and administration	ongoing
8	Lesson plans, pre/post tests, curriculum guides, department minutes, evaluation process, PGPs, PGOs and department professional growth goals.	Teachers and administration	ongoing
9	Team minutes reflect collaborative planning, collaboration agenda	Teachers and administration	ongoing
10	Attendance in provided opportunities, team minutes	Teachers and administration	ongoing
11	Pre and post tests, team minutes, lesson plans, professional development, department professional growth goals, highlight sections of lesson plans focusing on reading/writing strategies, department meetings, collaboration, curriculum guides	Teachers and administration	ongoing
12	Lesson plans, pre/post tests, curriculum guides, department minutes, evaluation process, PGPs, PGOs and department professional growth goals.	Teachers and administration	ongoing
13	Wilhelm training, "Inquiry Based Learning"	Teachers and administration	ongoing
14	Training in and utilization of classroom AV installations, teacher led technology training (Moodle, Clickers, 6+1 Traits), and staff meetings	Teachers and administration	ongoing
15	Tiger time assemblies, staff promotion	Teachers and administration	ongoing
16	Lesson plans, Wednesday collaboration, team minutes, evaluation process, TQ money, co-teaching	Teachers and administration	ongoing
17	Lesson plans, department meetings, district curriculum meetings, evaluation process and department professional goals	Teachers and administration	ongoing
18	Training, team minutes, Wednesday collaboration, lesson plans	Teachers and administration	ongoing

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19	Training, break out groups, lesson plans, and PLPs	Teachers and administration	ongoing
20	Collaboration, TQ money, team meetings, trainings	Teachers and administration	ongoing

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.	Iowa Test of Basic Skills	Meet district goals	Administration & Teachers	Fall of 2009
B.	AGS Reading Comprehension Pre & Post Tests	Student growth	Teachers	Fall of 2009, Spring of 2010
C.	District Benchmark Tests	% of students reaching the benchmark	Administration & Teachers	Spring of 2010

* 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?
Teaching with Inquiry	Jeffrey Wilhelm	October, 2009
Student Interactive Learning	Pat Kraus	TBD
Co-Teaching	AEA, District Curriculum Director (s) & Stilwell Staff	TBD
Moodle	Sara Ruckle	TBD
6 + 1 Writing	Katie Ernst, Katie Seiberling, Cherie Gold	TBD
Teaching Math Throughout the Curriculum	Stilwell Math Staff----TBD	TBD
The Achievement Gap High/Low	Stilwell Staff Study Group	TBD
Professional Learning Communities	Tim Miller	Ongoing through staff meetings
Teaching Science Through out the Curriculum	Stilwell Science Staff----TBD	TBD
Reading Comprehension Toolkit—Review Class	Pat Kraus	TBD
Examining Tiger Time	TBD	TBD

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Communication Plan:

Purpose	Message	Audience	Strategies	Timeline	Person(s)
To effectively inform and implement the strategies we've put in place to achieve our goal.	Students at SJH will display improved reading comprehension	Parents, students, staff and community	Website, SJH Sentinel, Open House, Conferences, newspaper, parent newsletters, weekly newsletter, mid-year report, Parent Advisory Council, e-mails, recognition assemblies, Site Improvement Team, team meeting minutes.	August, 2009 – June, 2010	Stilwell Learning Community

TEACHER QUALITY

West Des Moines Schools PD (Professional Development) Reporting Form
****DRAFT – 09-10 budget to be determined in August (will probably be less than 08-09) ****

Year: 2009-10

School: Stilwell Jr. High

*Total allocation for your site for 2008-09: \$14,993.00

			Budget	Actual
<input checked="" type="checkbox"/>	Reading	Account __ADPDV190-(XXXX) Salaries (0129)	9,993.00	
<input checked="" type="checkbox"/>	Writing	Substitutes (0122)		
<input checked="" type="checkbox"/>	Math	Professional Development Materials (0612)		
<input checked="" type="checkbox"/>	Science	Professional Development Trainers (0320)	5000.00	
<input checked="" type="checkbox"/>	Other (describe): Improve our building and district vision survey results	Other (describe)		
		*Total	\$14,993	

From the Iowa Department of Education:

<p>PD for Student Achievement is ...</p> <ul style="list-style-type: none"> - 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 work-place 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. 	<p>PD for Student Achievement is <u>not</u> ...</p> <ul style="list-style-type: none"> - 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. 	<p>Funds are to be used for ...</p> <ul style="list-style-type: none"> - Additional salaries for time beyond the negotiated agreement. - Substitute teachers. - Professional development materials. - Speakers (trainers) and content. - Costs associated with implementing individual PD plans. 	<p>Funds may <u>not</u> be used for ...</p> <ul style="list-style-type: none"> - 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.
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Description of Activities:

Jeffrey Wilhelm in-service
AEA in-service

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Possible Teacher-led Training:

- Moodle
- Clickers
- 6+1 Traits
- Reading Comprehension Review Class
- Co-Teaching
- Infusing Math Across the Curriculum
- Infusing Science Across the Curriculum
- Conversational Spanish for Educator
- Strategies for ELL & At-Risk students

Possible Staff Study Groups:

- High/Low achieving students (achievement gap)
- Improve student participation in school activities
- Review/improve Tiger Time
- Autistic Students—how best to serve them
- Co-Teaching

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