

**West Des Moines Community School District
SCHOOL IMPROVEMENT PLAN/BUILDING GOALS
YEAR-END EVALUATION
June, 2009**

STILWELL JUNIOR HIGH SCHOOL

Building Goal: The Learner will display increased reading comprehension.

The students and staff at Stilwell Junior High School continue to work diligently to improve reading comprehension among all our learners. Our staff continues to incorporate teaching and learning strategies we acquired from our work in the Reading Comprehension Toolkit--the training was facilitated by our reading resource teacher—Mrs. Pat Kraus—those strategies continue to be infused throughout our curriculum and reinforced throughout our building. Staff are provided one half of a collaboration day a month to use to develop lessons that implement those strategies into their teaching and their students' learning.

As a building we are pleased with our recent ITBS results in the area of reading comprehension. Our 8th graders displayed 2.4 years growth on ITBS this year (specific team data is found included in this report). Easily surpassing our district's and building's goal of 1.2 years growth. Our results on the American Guidance Services are equally as positive, those results can be found embedded in team reports as well.

Through the support provided by the Teacher Quality Funding our staff members were provided a workshop by Mr. Jeffrey Wilhelm author of *Engaging Readers and Writers With Inquiry*. Staff found his presentation to be enlightening and motivating as we strive to bring about an even higher level of student excitement for learning at our school. He is scheduled to return to work with our staff again in the fall of 2009.

Our building continues to be committed to our goal of improving reading comprehension among all our learners for next year (along with math and science). We feel strongly about the positive effect this goal has had and will continue to have on our building.

The following individual team reports will include specific procedures that our teams have utilized in their efforts to help our school achieve our building and district goals. These teams all act as different entities, but we come together in a number of ways (staff meetings, site-improvement team, department meetings, and collaboration days) to ensure that we are working together and staying on course with our efforts.

INDIVIDUAL TEAM REPORTS FOLLOW:

TEAM T

Team members include: Shelly Urban, Dale Herzberg, Pam Herzberg, Joe Sigrist, Julie Powell, Meg Smith, Ben Stein, Kathryn Zaun

GOAL: Learners will display increased reading comprehension.

Student data or other evidence to support changes in student attitude, behavior or performance.

- ITBS results show significant growth in reading comprehension. 86 of 113 students increased their eighth grade reading comprehension scores over seventh grade.
- Students' reflective writing in portfolios
- Book logs and weekly reading records
- Iowa Writing Assessment reflected growth
- Reading benchmarks reflected growth
- Weekly chart of missing assignments for special needs students
- Survey results on photo project

Language Arts: At the beginning of the year each class developed a list of things good readers do. This list helped students develop personal reading goals in addition to those we practice together as a whole class. Students read daily for at least a half hour outside of class. They completed weekly reading records that focused on summarizing, questioning, selecting highlights that are examples of good writing, that inspire, that help students form opinions. We used a variety of strategies to improve reading for detail and information. Reading is also the primary focus of writers. Students used the books they are reading as textbooks for their writing. They noticed focused moments, passive and active voice, and the importance of conversation, dialogue and thoughts inside a character's head. Their reading then became a model for their writing.

Students had scheduled reading time in Tiger Time. In language arts they read and talked about books all year long in literature circles and whole class discussions.

Students also used Moodle for online discussion of multicultural books. This allowed them to talk about the books they read and to also look in on the discussions of books they had not read. The result was a wide interest in reading more of the books from the collection. Moodle created an instant community of readers.

Finally, the photo project with Diane Cutler had a huge impact on students' reading and writing. As they learned about the elements of photography, we realized many of those things were elements of good reading: Point of view, focus, noting contrasts and patterns and details. They learned to "read" photographs and by extension became more aware of the way they can read books and write using visual images. Survey results show the following:

Statistics from photo project with Diane Cutler:

1. Did the project help you as a reader or writer?
Yes – 83%
No – 17%

2. Did it affect the way you look at other people?
Yes – 81%
No – 19%

Note: Many felt they already had an open mind about each other and didn't believe the limited number of photos changed that much.

3. Did it change or stretch you in any way?
Yes – 80%
No – 20%

4. Did you learn anything about yourself?
Yes – 79%
No – 23%

Note: Many commented that the purpose was to represent themselves, so their focus was not on trying to discover something new.

5. Did you like the project? Do you want to do it again?
Yes – 89%
No – 11%

Social Studies: Use of textbook along with guided reading strategies to obtain information with regard to curriculum. Graphic organizers were used to develop inferences to synthesize information from the material as it related to the curriculum. Students focused on the use of outlining and note taking throughout the year. Additionally, students have focused on research papers with strong thesis statements that answers a document based question.

Science: A major focus during the first semester was the development of note-taking skills from textbook readings. The process began with classroom modeling followed by outlines for students to complete. This was followed by independent outlining of textbook readings. The process varied in length for each student depending upon the time required for the development of these skills. All laboratory summaries required complete and thorough explanations in complete sentences. Science benchmark exam results from previous year were used to revise lessons to more accurately reflect Science benchmarks.

Math: Algebra textbooks have an increased number of word problems, so students were able to use more of their reading and comprehension skills. In pre-algebra, students have a unit focused on solving story problems using the three step method. Note-taking continues to be an integral part of all math classes. The implementation of inquiry based learning into the classroom has contributed to higher test scores on

Algebra tests involving story problems and Pre-Algebra and Basic tests involving story problems.

Special Ed: Students in pull-out science used Reading Toolbox strategies and took notes as they read and discussed the textbook. They had to read and follow directions for science lab. Student reading goals were regularly monitored and students showed progress in both comprehension & fluency.

Technology Education: Instruction includes reading strategies that require reading directions and instructions for graphics, metal, plastic and wood project construction. Students read selected sections from textbooks for technical terminology and background information on industrial processes. Students used project evaluation sheets with written comments to self-evaluate their own work before handing in for teacher evaluation. Students kept a daily journal of progress during a problem-solving project.

Data or other evidence showing that all appropriate staff members are implementing the action steps/strategies.

- Students used weekly reading records to document their reading and use of a variety of reading strategies.
- Students increased the amount of reading and use of comprehension strategies.
- Students experienced regular dialogue groups to talk about books, portfolios, ideas, quotes, lab groups.
- Language arts district reading assessments
- Tiger Time reading days
- Student placement in learning lab as recommended by team
- On-line reviews
- Differentiation of course content and assessments in all curricular areas
- All teachers were given time periodically during collaboration to implement reading strategies in their curriculum areas
- Implement response system software in science, language arts, social studies.
- In social studies, students were taught to read for information using textbooks.
- Students are using document analysis worksheets to understand primary sources and focus on reading comprehension in social studies.
- Use of Moodle for online book talk and discussions in language arts
- Photo project supported reading and writing strategies.

Language Arts: Students have improved their ability to ask meaningful questions, select and explain highlights, and read for meaning. There is evidence in the reading benchmarks and in their weekly reading records and in discussions in their lit circle groups as well as improved reading comprehension scores on ITBS.

Social Studies: Assignment completion as it relates to reading comprehension, as well as tests based on reading content. Document analysis worksheets are used to help in the comprehension of primary source documents.

Math: Students are scoring higher on classroom tests that include word/story problems. Overall, students scored higher throughout the Story Problems Unit, involving the 3-column method. Algebra students continue to improve on chapter tests that are very story problem rich.

Special Education: T team special needs students showed improvement in reading comprehension based on progress monitoring data.

Science: Reading notes were turned in on test days so that the skills in note-taking of each student could be assessed. Special needs students were supplied with outlines with blanks to fill in and then moved to skeletal outlines. A few of these students improved to the point of not needing this intervention by the teacher.

Technology Education: Students were allowed to use their notes for selected tests and quizzes. Notes are turned in with the tests and evaluated for content. Students are given written instructions for project construction in this class. Those students who used the instructions produced quality projects in the time that was allotted.

By what means were the goal and action plan communicated to parents?

- Student-led portfolio conferences
- Quarterly progress reports
- Special conferences
- Weekly correspondence with parents
- E-mail
- Phone conversations
- Open house
- District website
- PAC
- SIT
- Registration
- Letters to parents about summer reading expectations

Planned “significant” future actions pertaining to this goal (to be considered when identifying goals/strategies for the ensuing school year):

- Tiger Time curriculum
- Collaboration with special needs teachers to further differentiate curriculum and instruction
- Identification of students requiring specialized assistance
- Implementing comprehension and corrective reading strategies
- Staff development classes
- Some collaboration days will focus on special needs collaboration needs
- Development of essential questions in all curricular areas
- Focus on helping students develop organizational skills during class and in Tiger Time

- Ordered a set of Science World Magazines to be utilized in the Science classroom for independent reading and analysis of articles related to current classroom curriculum
- Pre-Algebra and Basic Math curriculum will change, with more focus on the Iowa Core Curriculum (new textbook series)
- Note taking guides will be issued to each student to enhance reading comprehension and note-taking skills
- The photo project has been added to the language arts curriculum to support the “viewing” piece of the Iowa Core Curriculum. This will also support reading and writing goals.
- Moodle will be used for online book talk and discussion groups.
- Summer reading initiative

TEAM I:

Team members include: Pat Eastman, Bobbi Garringer, Eric Korpanty, Pat Kraus Rachel Podber, Sara Ruckle, Kristin Reed, Tim Miller, and Kay Woods

GOAL: Learners will display improved reading comprehension.

Student data or other evidence to support changes in student attitude, behavior or performance.

- Ninety-two percent of I team students scored 2 or above on Standard 1 benchmark; ninety-six percent scored 2 or above on Standard 2 benchmark; ninety-five percent scored 2 or above on Standard 3 benchmark. No student scored below 2 on all 3 Reading benchmarks.
- Our eighth graders grew 2.4 years on reading comprehension on the ITBS. They showed a national grade equivalent average of 11.0. Our last year’s eighth graders showed 1.54 years growth in vocabulary scoring an average of 11.01 on the ITED’s national grade equivalent average.
- The American Guidance Service standardized test of reading was administered to all students at Stilwell in the fall of seventh grade, spring of seventh grade, and spring of eighth grade. Of the 112 students on the I team, 11 did not have scores for both fall of seventh grade and spring of eighth grade tests. In addition 29 students had scored so high on the fall seventh grade test that they did not have room to demonstrate 2.4 years growth. With the data on those 40 students eliminated, 81 percent of the remaining 57 I team students showed a minimum of 2.4 years growth with the average growth of 4.1 years in their 2 years at Stilwell.
- Students entering Stilwell are offered reading resource classes and support based on sixth grade standardized test scores that demonstrate reading below grade level. The average Grade Equivalent of 7th grade fall reading scores for this group was 5.3 (See fall 7th scores in chart below.) Of the 19 I team students who were in reading resource class for two years, 63% demonstrated at least 2.4 years growth in the course of their two years at Stilwell. The average growth

demonstrated by this group in two years was 3.7 years. The average went from well below grade level to above grade level.

- In their eighth grade year on the I team, two students had scored so high in spring of seventh grade that they did not have room to demonstrate 1.2 years growth. Of the remaining 19 reading resource students on I team, 11 (58%) showed at least 1.2 years growth in their eight grade year. The average growth on AGS in reading comprehension of this group in their 8th grade year was 1.6 years. (See chart below) The significant growth in reading proficiency of these students is evidence of I teams commitment to strategic reading modeling and instruction. (See details in 2. A-J)

Reading Resource Student #	AGS 7 th fall Comp G.E.	AGS 7 th spring Comp G.E.	AGS 8 th spring Comp G.E.
29705	7.4	10.3	8.5
31318	4.7	5.3	5.6
22825	6.2	4.7	5.3
22594	5.6	12.8	12.9
22854	6.7	9.8	8.0
22862	2.8	6.9	7.3
23248	6.7	12.2	6.6
33823	---	5.3	7.6
27060	3.5	7.3	7.6
26884	5.6	7.3	10.8
23250	4.7	10.3	12.2
26732	7.	4.9	9.8
22754	4	6.3	6.9
22740	6.7	6.9	12.2
34786	---	6.6	8.0
22541	3.8	12.9	12.9
29529	6.2	4.9	7.3
59975	4.7	7.6	12.8
22927	6.7	5.6	12.9
22990	5.3	4.9	7.6
23272	5	5.6	8.5
Average G.E.	5.3 Fall 7th	7.5 Spring 7th	9.1 Spring 8th

Data or other evidence showing that all appropriate staff members are implementing the action steps/strategies.

- A.** Teachers on the team implemented strategies to improve student achievement in reading. Team members know that reading is a habit and good habits can be developed. Students were required to have an independent reading book at all times. Team members often checked students in their classes for their books and responsibility points were accessed on a regular basis. Study hall supervisors, reported students reading when not doing homework. Students received a daily homework assignment in Language Arts class to read for independently 30 minutes a day and record evidence of specific reading strategies. Team I staff members modeled life-long reading behaviors by sharing with students from the books they were reading throughout the year. Parents reported at conference time that their students were completing this homework assignment and getting more involved in reading. The average I team student read 6, 408 pages this school year.
- B.** The Language Arts and Reading Resource teacher collaborated to implement a vocabulary program based on cartoon memory devices, which introduced 250 vocabulary words. The weekly tests were available on-line for students to practice. Power Point presentations in review and game formats were created for whole class use. Students were offered extra credit for finding the vocabulary words in their independent reading and creating own vocabulary cartoons for their individual portfolios. Ninety-six percent of the Team I students successfully passed the 250-word vocabulary final exam.
- C.** Students have also practiced all four of the district's reading benchmarks and assessments. Team members encourage reading for information as part of their daily assignments (textbooks). Many days, after homework, quizzes, or tests are completed the students read in class. Current events' work, written responses to newspaper articles, work with the elements in science, work with story problems in math, and the persuasive writing assignments have also included practice with reading for information. All regular English students read *The Outsiders*, a classic; *Freak the Mighty*, contemporary fiction; *Soldier's Heart*, historical fiction, selections from *Odder than Ever*, a short story collection of science fiction; and various poems and sonnets. The Advanced level English students added *A Midsummer's Night Dream*, a Shakespearean classic; *The Book Thief* by Markus Zukas, a historical fiction book about WWII; *Unwind* by Neal Shusterman; and two John Steinbeck classics: *The Pearl* and *Of Mice and Men*. This common reading was part of an interdisciplinary unit between Advanced English and Advanced Social Studies. Students read in small groups, pairs, whole class, and individually.
- D.** The emphasis of reading was evident throughout the building by the representation of the "Read" posters, which showed students reading in various situations.
- E.** Students had to have a book with them in all classes and in Tiger Time. All Team I teachers participated in "R" or reading days, which were every six days of the Tiger Time rotation.
- F.** ITBS test-taking strategies and practice paragraphs for the reading comprehension portion of the test were developed by Mrs. Kraus, the Team I reading teacher. Those strategies with paragraphs were practiced in timed simulations with answers recorded on bubble sheets in the English classroom.

Then, standardized test taking strategies were demonstrated and reinforced as students used clickers to record their answers and see evidence of the strategic reading that was required to determine the correct answer highlighted in the paragraphs.

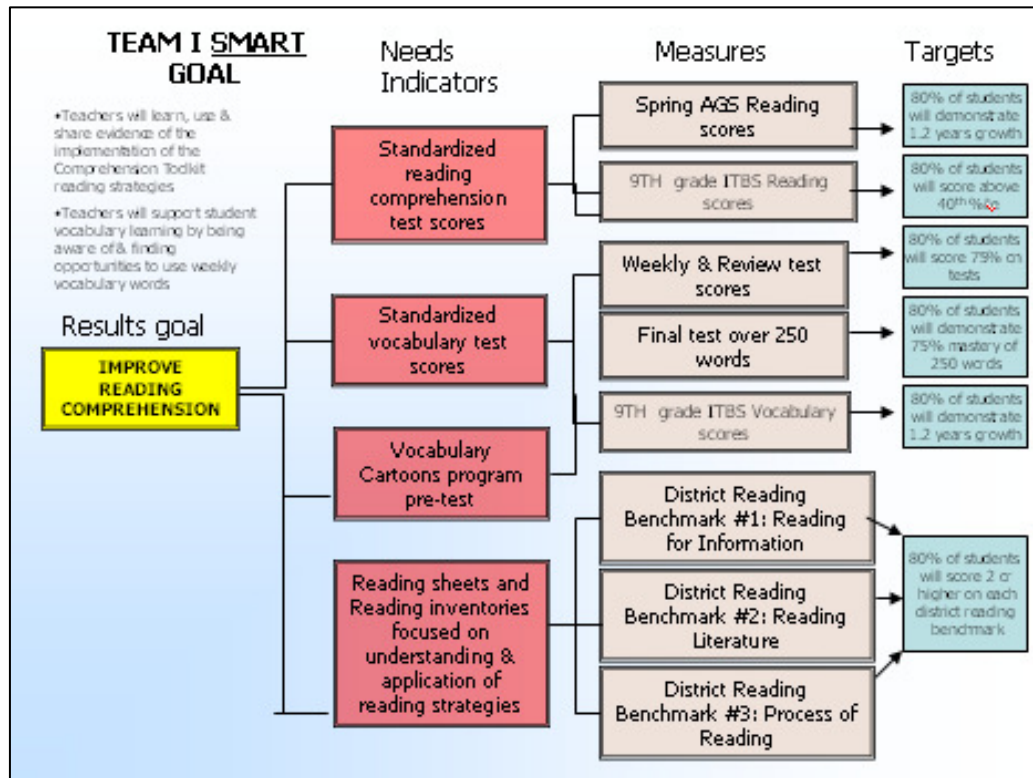
- G. Five of the I team teachers learned how to use clickers by taking the staff development class that was offered this year. They have found clicker use to be motivating to all students and are experimenting with a variety of ways to use them for instruction and review of various reading comprehension strategies and vocabulary development
- H. DBQ's, Document Based Questions, were used for all social studies students to practice reading and gathering information for synthesis and analyzing primary and secondary sources.
- I. Science classes reported using the reading strategy of "predicting" when looking at science fiction short stories and the Unsolved Mystery unit. Science classes practiced reading for information with Current Science magazine this year. The eighth grade science teacher's analyses of the science portion of this year's ITBS test found that success on this section required not only knowledge and application of science concepts but also proficient use of content reading strategies. The I team students' average score on this portion of the test was 10.1 G.E.
- J. Band students used Sight-Reading Builders during band rehearsals that sharpen visual acuity and expands eye fixations, which are factors in successful reading of any kind. These band students also had a rhythm sheet competition, which work on visual accuracy and reading stamina as well.
- K. Corrective Reading, focusing on fluency and comprehension skills, was taught daily in the Level II classroom.
Data: Students' average scores on IEP reading comprehension goals increased by 38%.

By what means were the goal and action plan communicated to parents:

Team I used the following means for communicating to parents: Infinite Campus messenger, scheduled conferences, team conferences, email, phone calls, Sentinel, various mailings, academic activity alerts, "Meet the Teacher" or Open House, and *The Des Moines Register*.

Planned "significant" future actions pertaining to this goal (to be considered when identifying goals/strategies for the ensuing school year):

Team I developed a SMART Goal for the 2008-2009 school year which started the year off pre-testing students to gather information on vocabulary and reading comprehension. We would like to continue this Goal next year and examine ways to measure and chart science and math.



TEAM G

Team members include: Joy Macy, Kirsten McCauley, Ruth Henderson, Tammy Zenti, Katie Seiberling, Brady Weber, Julie Duvall, Camy Havlicek, and Nicole Crawford

GOAL: Learners will display improved reading comprehension.

Student data or other evidence to support changes in student attitude, behavior or performance.

- Grade 8 saw and 6.4% increase in the percentage of students in the ITBS “Proficiency” level in reading comprehension from the previous year.
- The 8th grade class grew 1.4 years (NGE) from 7th grade (cohort).
- Students explored more advanced reading genres through independent reading in English—standard 3 benchmark assessment shows student satisfaction in exploring new genres.
 - Quote: I love to read non-fiction...I wouldn’t have discovered this if I didn’t step outside my comfort zone and read other genres.
- Weekly reading strategy sheets in General and Special Ed.—standard 3 benchmark assessment shows that doing these strategy sheets helps make a habit of daily reading and improve student comprehension.
 - Quote: I used to dread reading at home, but now it’s like a habit to me. It just comes naturally.

- Quote: I actually paid attention while reading, so I could process what I was reading. I can make predictions and connections. I can visualize what I'm reading. I could never do that before.
- Students in English classes read an average of 28 book equivalents (175 pages) throughout the year as part of the independent reading requirement.
- Students in Advanced English class read an average of 59 book equivalents (175 pages) throughout the year as part of the independent reading requirement.
- Weekly reading probes in Special Ed. show improvement
 - 11 of 14 special education students had reading goals increased in 2008-2009 school year.
- IEP data progress monitoring shows students are improving and meeting or maintaining most milestones per their goal areas. Students on Team G with IEPs and RC goals improved an average of 17% on weekly grade level probes. Five out of 8 students met or exceeded their IEP annual goal measured using progress monitoring.
- Comments made by special education students on standard 3 benchmark.
 - Quote: I reread it again until I get it.
 - Quote: I knew what was going on. It helped me because I could see the picture in my head.
- Standard 3 benchmark assessment shows increased student awareness of reading ability/enjoyment.
 - Quote: My growth as a reader has improved so much over the last 180 days. I'm starting to actually think about what I'm reading. I'm making images in my mind. I'm asking questions. I'm starting to like reading.
- Advanced level courses in English, Social Studies, and Science increased motivation and provided challenging opportunities.
- 99% of students scored proficient on all Language Arts Benchmark Assessment Tests.
 - 47% of students scored a "4" on one of the three tests.
- Approximately 90% of students scored proficient or above on the IA writing assessment.
- 83% of students either showed 2.4 years growth in reading comprehension from 7th – 8th grade or maxed out on the AGS reading test.
- Note-taking skills in multiple courses have shown improvement. Students begin with outlines, move to skeletal outlines, finishing with independent outlining.
- Improvement shown in ability to interpret primary sources (Social Studies)
- Strong connection between reading and writing analysis (DBQ).
- Weekly comprehension lessons in social skills class
- Improvement in Read 180 Lexiles
- Advanced science class showed significant gains in curriculum. The pre-test had a mean of 35.6% compared to a post-test mean of 90.7%.
- Story problems based learning in math class—pre-Algebra classes scored well on problem solving test averaging 87% for all three classes. Algebra students consistently are assigned application problems and score well on these problems.
- Spanish students read a Spanish-language novel.
- Drama students read full-length script.

Data or other evidence showing that all appropriate staff members are implementing the action steps/strategies.

- Staff participated in clicker training to increase motivation in the area of test taking.
- Staff participated in Moodle (online learning environment) class to increase student motivation in reading.
- Staff recommendation of students to reading resource based on ITBS scores.
- Students worked on test-taking strategies in English class.
- Staff communicates regularly with administration and parent/guardian regarding student achievement especially in the area of reading comprehension.

By what means were the goal and action plan communicated to parents?

- Open House
- Conferences
- Infinite Campus
- ITBS results
- Mid-quarter reports
- Parent meetings, phone conversations, and email communication
- 504 plans, IEPs, and progress monitoring
- Stilwell Sentinel
- Drama newsletter
- English letter concerning independent reading program

Planned “significant” future actions pertaining to this goal (to be considered when identifying goals/strategies for the ensuing school year):

- Increased collaboration time to plan co-teaching
- Staff wide reading/writing training—(6 + 1 Traits)—understanding the reading-writing connection
- Consistent vocabulary program
- Appropriate staff training in corrective reading
- Use of “Science World” magazine to reinforce reading skills in science curriculum
- Communication with 7th grade students regarding 8th grade reading requirements
- AIW study for future team training (Authentic Intellectual Work)

Team E

Team members include: Scott LaPlante, Katie Ernst, Tess Davis, Alice Hoffmeister, Anne Bennett, Kerry Kennedy, Kristi Carpenter, Larry Beals, Jon Lewis, Amy Underbaake

GOAL: Learners will display improved reading comprehension.

Student data or other evidence to support changes in student attitude, behavior or performance.

Standard 1: Reading for Information:

98% E team students proficient
Average E team score: 3 out of 4
24% of E team students scored a 4 out of 4

Standard 2: Reading Literature:

100% E team students proficient
Average E team score: 3 out of 4
30% of E team students scored a 4 out of 4

Standard 3: Process of Reading:

100% E team students proficient
Average E team score: 3 out of 4
34% of E team students scored a 4 out of 4
E Team students read a total of 524,223 pages this year.

AGS Data:

Using the AGS Reading comprehension pre/post test we went from 35 students(31%) reading below grade level in August to 26 students(23%) reading below grade level in April.

In August 2 students (1%) of the E Team scored at the highest level of the AGS Reading Comprehension pre test. In April that number increased to 9 students (7%) scoring at the highest level of the AGS Reading Comprehension post test.

Students showed an average growth of 1.6 years with 12 students (9%) showing a growth of 5.0 years or greater.

- 100% participation for students caring a free reading book throughout the school day, every day.
- English grades reflect student performance related to book talk completion.
- Media center and Spanish ELL kids
- All students practiced and participated in three of the district's reading benchmarks related to reading for information, reading literature, and the process of reading.
- ELL students take the ELDA which tests listening, reading, and speaking. For the reading portion of the test 3% scored at level 1, 28% scored at level 2, 21% scored at level 3, 31% scored at level 4, and 17% scored at level 5.
- Student and teacher use of Reading Comprehension Toolkit Strategies in curricular areas
- Planning collaborative learning units (with guiding essential questions as developed by the students) between English/Social Studies class to include a focus on reading for information
- Independent reading contract in English to include book talks with teachers/students
- Tiger Time R Days for reading, book talks, book sharing
- English class checking status of the class to see what students are reading and where they are at with their reading (documenting student progress) and appropriateness

- PE classes meet in small groups to read rules and share background information on games and activities
- Informal conversations and classroom conversations with students in an attempt to generate their thinking about background knowledge and improve their vocabulary
- Use of children's books for read alouds to help introduce topics and develop background knowledge as well as motivate students to make connections
- Consistent terminology on team and building in regards to active reading strategies
- Science students practice inferring skills with application of scientific method
- Monitoring student reading of following directions in all curricular areas
- Providing students with opportunities to be reflective over their reading growth with focus on specific reading strategies
- Free reading documentation which focuses on specific active reading strategies and an emphasis on synthesizing
- Word Wall in music hall in regards to music terminology
- Stilwell reading expectation that requires all students to have a free reading book with them at all times and document their reading in their planner
- Reading for information in all content areas in regards to note taking and synthesizing and organization of information (determining importance)
- Reinforce English grammar terminology to make connections in foreign languages and content areas
- Classroom libraries available for students in many of their classes
- Use word families and word parts to make connections to whole words and sentences
- Quick Picks Section in the library
- Using essential questions in curricular areas to help students better understand the purpose of their learning and stimulate deeper thinking
- Using Wilhelm strategies to encourage deeper thinking (on the lines, between the lines, and beyond the lines) in core classes
- **Social Studies vocabulary:** Students averaged 67.6% on their pretest given in September over social studies terminology. Students averaged 93.6% on the post test given in May over social studies terminology which is an increase of 26% for the E Team in Social Studies.
- **Math vocabulary:** Students averaged a 38.6% score on the math vocabulary pretest given in September. Students averaged an 83.0% score on the post test given in May, which is an increase of 44.4% for the E Team in math.
- **English vocabulary:** Students averaged a 20% score on the pretest given in August. Students averaged a score of 89.5% score on the post test given in May, which is an increase of 69.5% for the E Team in English.

- **Science vocabulary:** Vocabulary assessed through unit assessments, tests, and quizzes.
- ELL students used reading sheets and book interviews to discuss books and themes.
- Current events and use of written summaries in science, when applicable. (focus on analyze and synthesize)

Data or other evidence showing that all team members are implementing the action steps/strategies.

- Individual teacher lesson plans noting the use and application of reading strategies sent to the principal throughout the year.
- Team meeting minutes which include curriculum share for development and implementation.
- Inclusion of reading through the use of a variety of activities in Tiger Time.
- Reading strategies posted in most classrooms.
- Current event work to include synthesizing and summarizing in the science classroom when applicable to unit.
- Reading books in math class focusing on inference and prediction skills.
- Social Studies use guided reading packets where students highlighted main ideas and located cause/effect relationships.
- ELL students worked on analyzing expository text structure, creating picture words to interact with new vocabulary, using dictionary skills, reading a novel together in class, and talking about the books we read independently.
- Reading practice using Turning Point (student response system) to practice for tests.
- Bi-weekly vocabulary study in English.
- Use of the above mentioned vocabulary words throughout the building by teachers, staff, and students.
- Monthly development and application of toolkit strategies.
- Informal observation shows greater comprehension of content related information when students participate in reading aloud and sharing aloud.
- Students become more independent in their ability to determine importance for the essential questions in Social Studies.
- Students involved with Read 180 will get lexile scores to help determine reading level
- Read 180 also helps students with vocabulary, spelling, and fluency to better help them in their own reading.
- Reflection on goal setting for student progress (both academically and behaviorally) throughout the school year.
- Students' ability to use graphic organizers and concept maps to further thinking and making connections.
- Students are asked to set quarterly reading goals in their English classroom—they are revisited at the end of the quarter to self-assess why/why not the goal was met.

By what means were the goal and action plan communicated to parents?

- Open House
- One-on-one conferences
- Team conferences
- E-mails
- Infinite Campus communication by posting detailed descriptions
- Infinite Campus communication by campus messenger
- Reading Posters in office windows
- Stilwell Sentinel
- ESET
- Daily/weekly sheets
- Communication through planner
- Midterms
- Parent Phone Calls
- Letters home via postal mail
- Site Improvement Team minutes
- Parent Advisory Council meetings/minutes
- Parent communication through translators
- Stilwell website
- West Des Moines Community Schools website
- Tiger Tracks
- Mid-year Report
- Recognition Assemblies
- End of the Year Awards

Planned “significant” future actions pertaining to this goal (to be considered when identifying goals/strategies for the ensuing school year):

- 7th Grade English students will continue to have a vocabulary program that they work on quarterly.
- Use of 7th grade vocabulary list compiled by the teachers.
- Creation of spelling bee in Tiger Time with the 7th grade vocabulary words.
- Including department meeting feedback as part of our team meetings.
- Curriculum shares during team meetings for cross-curriculum inclusion.
- Student academic concerns shared in team meetings.
- Placing students in the appropriate support resources and classes as soon as possible.
- Continue the use of Tiger Time “S” days for students to check grades and organize.
- Tiger Time “R” Days used to enhance reading skills.
- Wilhelm’s return visit next year to increase staff knowledge in the areas of essential questions and teaching with inquiry.
- Core classes will incorporate the use of technology such as Turning Point and Moodle to help students retain content and receive instant feedback on performance.
- Increased communication between teams and collaborative teachers (Learning Lab, ELL, Special Education, Reading Resource, Math Resource,

etc.) to increase better understanding of student needs and accommodations/modifications to help students achieve success.

- Use of 7 Habits of Highly Effective Teens book during Tiger Time.
- Continue professional development opportunities and teacher quality courses/study groups for teachers to gain a better understanding of closing the achievement gap.
- Continue use of Comprehension Toolkit with branching out to math and science.
- Newly created Foundations of Social Studies class utilized for reading, study, and academic skills to reach grade level.
- New math textbooks that are the same in general and basic math classes.
- Introduce Iowa Core Curriculum into the classroom.
- After-school rotation to assist students.
- Co-teaching.
- Developing PLP's.

Team R

Team members include: Becky Anderson, Peter Bissinger, Leisa Doran, Peri Halma, Craig Herr, Nikki Matthias, Cheryl McConnell, Megan Stephenson, Ed Wong

GOAL: Learners will display improved reading comprehension.

Student data or other evidence to support changes in student attitude, behavior or performance.

Because of the **R-Team's reading program (RAP)** and reading in Tiger Time, many students have improved their attitude toward reading.

- The **AGS reading assessment** given in English class shows that most students improved nearly 2 years in their reading comprehension this year. Here are specific percentages for general education students:
- 20% no growth
- 44% 1-2 yrs growth
- 36% 2 or more yrs growth
- 7 out of 10 R-Team students in reading resource scored above the 40th percentile on ITBS. They improved an average of 18.8 percentile points on ITBS.
- 64% of Level I students achieved the 40th NPR or above on ITBS reading comprehension
- *Every* Team R special education student with a reading comprehension or reading fluency goal (per their IEP) *increased* their grade level independent reading comprehension percentage *significantly* from 1st to 4th quarter.
- ITBS results reflect that students met the goal of improving at least 1.2 years in reading.
- 75% (6 out of 8) of R-Team students with IEP improved their AGS comprehension scores from fall to spring.

- 66% of level 1 students with IEP reading goals met their reading goals from 6th grade to 7th grade on grade level independent reading probes.
- 33% of level 1 students with IEP reading goals *improved*, but did not reach their reading goals from 6th grade to 7th grade on grade level independent reading probes

Data or other evidence showing that all team members are implementing the action steps/strategies.

- Students in English class have taken 3 standards and benchmarks assessments. These have been scored by 2 readers, recorded, and sent to the administration to report to the state.
- All of Team R students were given social studies unit readings in the format used in conjunction with the Reading Comprehension strategies Toolkit.
- R-Team teachers incorporated vocabulary and strategies from the Reading Comprehension Toolkit into their lessons when appropriate.
- Special education pull-out English focused on the Reading Comprehension Toolkit vocabulary (inference, concluding, making connections, etc.) for in-class & gen needs application in social studies
- All core classes that utilize textbooks included lessons about how to effectively use them.
- Math teacher stressed and modeled the importance of reading comprehension and vocabulary in properly solving story problems.
- Students are taught the skill of highlighting, note taking, outlining and summarizing to assist in comprehension.
- Students in physical education classes are given activity reading packets. Students use those packets to compose questions for their tests.
- Corrective reading students are learning strategies from the reading comprehension toolkit and QAR (question answer relationship).
- In both science and social studies, students are require to read and summarize current event articles.
- In science, students complete daily bell work often focused on important science vocabulary.

By what means were the goal and action plan communicated to parents?

- Family/Student handbook
- Stilwell Sentinel
- Open House
- Parent / Teacher Conferences
- IEP meetings were held for each special education student with at least one general education teacher in attendance.
- Weekly Progress monitoring graph of individual spec needs students' progress on grade level reading comprehension goals were sent to parents at each of the 4 grading periods &/or IEP annual reviews.
- All R-Team teachers participate in one-on-one book talks with students to foster better attitudes toward reading.
- Parents sign form at start of the year, indicating knowledge of the team RAP.

- Parents sign weekly student reading sheets.
- Students write reading update letters which are taken home and signed by parents.

Planned “significant” future actions pertaining to this goal (to be considered when identifying goals/strategies for the ensuing school year):

- Continued collaboration to infuse reading comprehension strategies in general education collaboration classes/curriculum.
- Next year’s collaboration time will allow for department meetings (some departments are focusing on reading comprehension) and for MORE collaborative team meetings (special ed. teachers working with general education teachers) which may also focus on reading comprehension.
- Increased monitoring of student performance through Infinite Campus during quarterly TT sessions.
- Continued use of current social studies readings with Comprehension Toolkit format & strategies.
- Math teacher is implementing reading toolkit strategies in daily note taking and graphic organizers.
- There will be a new “Foundations of Social Studies” course designed specifically for struggling students. One emphasis of this new course will be more attention paid to reading comprehension skills.

Team S

Team members include: Kathy Gedler, Cherie Gold, Mitch Kuhnert, Lu Ann Link, Leslie Nedved, Rochelle Svestka, Kathy Talbot, Marilee Westergaard, Frank Wong

GOAL: Learners will display improved reading comprehension.

Student data or other evidence to support changes in student attitude, behavior or performance.

- After the Bell program to receive additional assistance to help improve individual work completion
- Goal setting by students for academic progress & athletic improvement (Tiger Time and PE)
- Utilization of weekly Jamestown Readers for Level I/II students’ comprehension assessment
- ITBS test-taking strategies for comprehension during Tiger Time and in-English classes
- Tiger Time “R” days for silent reading and book talks
- Continued modification of readings into a different format that utilizes reading strategies has led to an increase in scores in social studies & English
- School wide achievement of 1.2 years growth in reading and science on ITBS

- 44% (4/9) of Level I students with reading goals achieved 1.2 years growth on the AGS reading test
- Of the students who could make 1.2 yrs. growth (those students not already topped out) 72% (51/71) General Ed. students achieved at least 1.2 years growth on the AGS reading test
- 43% of Level I students achieved 40th NPR or above on ITBS reading comprehension
- Five level I students were dismissed from special education services after having achieved all goals
- Level I & II students have tests read aloud as per their IEP modifications
- Pairing of students in science lab situations to provide reading assistance to lower ability students
- Math students use strategies to interpret story problems through use of key words (more than, of, average)
- After school study table for students with missing assignments or needing extra help (implemented 08-09 school year)

Data or other evidence showing that all team members are implementing the action steps/strategies.

- Emphasis on common vocabulary across curricular areas:
 - Math infusion in science and social studies (metric system, formulas, Pythagorean theorem)
 - Math infusion in consumer education (checkbooks, savings accounts, credit cards, budgeting)
 - Social studies infusion in science (Greek mythology & scientific revolution)
 - Social studies and math infusion in English (Greek mythology)
- Skeletal outlines for social studies, English and science note-taking to provide oral, written, and visual aids to increase comprehension
- Pre-teaching of prefixes & suffixes for application of math, English, science, and social studies vocabulary
- Interdisciplinary unit of Greek mythology/Greece
- Mini-disciplinary unit of the Middle Ages (the Black Death) infusing math, science, English and social studies.
- S-team students were placed with an S-team teacher for study hall, whenever possible, to provide assistance with and reinforcement of core concepts, provide opportunities for book talks, extended time on “in-class only” reading assignments and assessment testing.
- Use of highlighting strategies to facilitate reading strategies in English, social studies & science
- Planner and electronic book logs to support Stilwell’s reading goal
- Individual staff work during collaboration time to focus on reading strategies (aka Comprehension Toolkit)
- Worksheets and tests are modified for Level I and II students with concentration on “essential key concepts” only
- Weekly calendars posted in team member’s room for book talk sign-ups with any student/any team

- Math students translate English phrases and sentences into algebraic expressions and equations
- Continuation of one-on-one book talks with students (4 per quarter)
- Use of extra credit story problems/application questions during tests for basic math
- Use of differentiation through readings in English and social studies

By what means were the goal and action plan communicated to parents?

- Contact with Tiger Time students prior to school start
- Level I teachers held I-I meetings with parent/student prior to school start
- Communication between team and home through email/phone/meetings
- Communication between school and home through Stilwell Sentinel
- Team/parent/individual student conferences throughout the year
- General Ed teacher attendance at Level I students' annual reviews
- Parents of Level 1 students receive progress monitoring graphs 4x/year showing progress of individual student growth on IEP goals
- Access to the Parent Portal on Infinite Campus
- Midterm & report card comments
- Parent signature indicating approval of their child's non-fiction reading material

Planned "significant" future actions pertaining to this goal (to be considered when identifying goals/strategies for the ensuing school year):

- Continued sharing of common vocabulary across the curricular areas
- Twelve lessons of vocabulary cartoons in English class
- Investigate additional interdisciplinary units & activities to implement
- Complete inclusion of special needs students in regular education science and social studies classes
- Special needs students will have additional testing accommodations made in accordance to their IEP
- Implementation of time during collaboration days for special ed./gen.ed. co-teaching strategies or individual work on strategies to improve student performance
- Continuation of books talks and book talk sign up sheets
- Improved communication between staff and parents/guardians regarding building goal and action plan
- Increasing study table participation
- Foundations of Social Studies
- New text books in math and social studies
- Teacher Quality funded opportunities
 - Math, reading, science instructional strategies
 - Conversational Spanish
 - Moodle
 - Clickers
 - 6+1 Traits
 - Achievement gap
 - Co-teaching

- Increasing student participation in school activities
- Multi-cultural club