

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

BUILDING VALLEY 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 2006-07 school year to the 2007-08 school 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 an improved ability to read and comprehend through multiple literacies to prepare them to be innovative, adaptive, lifelong 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.	Silent Sustained Reading	Grades 10 – 12
#2.	Students below the 40thth percentile on ITED Reading will be enrolled in Young Adult Literature (Read 180)	Grade 10 / Language Arts
#3.	Application Strategies (Quadrant D Work)	Grades 10 - 12

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

Strategy #	Method Used to Monitor Implementation	Who will Monitor?	How Frequently?
#1.	Student Surveys	Literacy Team Jim Martin	Each semester
#2.	Lexile Scores ITED Reading Comprehension Scores	Pam Thomason and YAL Team Eric Traynor Tony Weiland	Each semester Fall semester
#3.	SLC Collaboration - Discussion and Sharing of Lesson Plans (Quad D & Gold Seal)	Administration	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.	Literacy Survey	A positive increase in survey responses.	Jim Martin	September 2007 May 2008
B.	Lexile Scores ITED Reading Assessment (Cohort changes in proficiency)	Improvement in individual lexile scores Number/percentage of students moving out of the less-than (40 th percentile) into the intermediate achievement level (41 st – 89 th percentile), as well as students moving out of the intermediate range into the advanced level (90 th – 99 th percentile). This will be monitored by measuring cohorts of students from 9 th to 11 th grade.	Pam Thomason and YAL instructors Eric Traynor and Tony Weiland	January 2008 May 2008 December 2007
C.	Each staff member will Provide evidence from the following choices, one per quarter: <ul style="list-style-type: none"> • Colleague observation of and conversation over Quad D or Gold Seal lesson • Student artifact supporting use of Quadrant D or Gold Seal Lesson • Design and implement a Gold Seal Lesson • Design and implement a Quad D lesson • Examine and implement a Quad D lesson from the ICLE bank • Create and implement a Quadrant D interdisciplinary lesson with a colleague 	Increase in the number of assessments based upon application and critical thinking in the content area.	Administration	October 2007 January 2008 March 2008 May 2008
D.	Each staff member will write essential questions for each course offered. These will guide our teaching and curriculum writing.	Increase in the use of curriculum guide format and required areas, including various content areas, literacies, and MCGF, integrating the concept of Backward Design	Administration	May 2008

* 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?
Model Schools Conference	Rob Boley, Tom Murphy, Greg Hudson, Erika Weih, Kristine Milburn, Sue Boyle, Peg Stockdale, Jane Busby, Vicky Poole	Monthly (August – May)
Teaching of Literacy (Focus upon data literacy)	Jim Martin	Quarterly
Differentiated Instruction	Jamie Ehler, Thad Loeb, Allison Johnson, Hillary Faber, Anne Broderick, Randy Dohman, Brant Reif, Brady Johnson	Fall

Communication Plan:

Purpose	Message	Audience	Strategies	Timeline	Person(s)
To inform and educate the target audience.	We will continue our work to increase reading comprehension across content areas through the use of differentiated instruction and through the application model.	Staff Parents	Discuss during faculty collaboration and during department meetings. Describe in staff memos. Provide reading materials. Tiger Tracks PTO Infinite Campus	August 2007 - April 2008	Dr. Poole Model Schools Team Literacy Team Department Chairpersons, School Improvement Team

**COLLABORATION SCHEDULE
2007 – 2008**

MONTH	1ST WEDNESDAY	2ND WEDNESDAY	3RD WEDNESDAY	4TH WEDNESDAY	5TH WEDNESDAY
SEPTEMBER	TECHNOLOGY	PROF. DEV. 3:30 Dept. Mtgs.	CURRICULUM	SLC LESSONS & FEEDBACK QUAD D	XXXXX

				GOLD SEALS	
OCTOBER	Conference Prep	PROF. DEV. 3:30 Dept. Mtgs.	CURRICULUM	SLC LESSONS & FEEDBACK QUAD D GOLD SEALS	SIT
NOVEMBER	TECHNOLOGY	PROF. DEV. 3:30 Dept. Mtgs.	CURRICULUM	SLC LESSONS & FEEDBACK QUAD D GOLD SEALS	XXXXX
DECEMBER	TECHNOLOGY	PROF. DEV. 3:30 Dept. Mtgs.	CURRICULUM	Winter Break	XXXXX
JANUARY	Winter Break	TECHNOLOGY	CURRICULUM	I SLC LESSONS & FEEDBACK QUAD D GOLD SEALS	High School Summit (HS Reform)
FEBRUARY	CURRICULUM	PROF. DEV. 3:30 Dept. Mtgs.	Conference Prep	SLC LESSONS & FEEDBACK QUAD D GOLD SEALS	Prof. Day
MARCH	CURRICULUM	PROF. DEV. 3:30 Dept. Mtgs.	Spring Break	Department Mtgs.	XXXXX
APRIL	CURRICULUM	PROF. DEV.	Department Mtgs.	Year Review Building Goal Setting	SLC LESSONS & FEEDBACK QUAD D GOLD SEALS
MAY	CURRICULUM	PROF. DEV.	Department Mtgs.	2006 – 2007 Instructional Planning	XXXXX