

**ACTION PLAN – 2008-2009**  
**District and Building Goals/School Improvement Plan**  
**West Des Moines Community School District**

**BUILDING** Walnut Creek Campus

**SCHOOL YEAR** 2008-2009

**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

Grade 4 will increase the percentage of students in the ITBS "Proficiency" level in the subgroups scoring below the district average as it moves from the 2007-08 school year to the 2008-09 school year.

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 2007-08 school year to the 2008-09 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 2007-08 school year to the 2008-09 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 2007-08 school year to the 2008-09 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 9<sup>th</sup> grade on the ITED.

The 11th grade class will increase the percentage of students proficient in reading from 9<sup>th</sup> grade on the ITED.

The 11<sup>th</sup> grade class will increase the percentage of students proficient in science from 9<sup>th</sup> grade on the ITED.

\_\_\_ 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 2007-08 school year to the 2008-09 school 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

**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 improve academically and social-emotionally. The goal will be to shrink the gap between present practice and the district shared vision in order to achieve these results.

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

Strategy #	Name or Description of Strategy(ies)	Grade or Curricular Area Implemented
#1.	All students will be assessed with our SRI program at the beginning and the end of the year, if the student was below grade level.	9-12/Allcontent areas
#2.	All students will be assessed with our STAR math program at the beginning of the year and at the end of the year.	9-12/All content areas
#3.	Classes and assessments will be adapted and improved to determine what students are learning and what they are not.	9-12/All content areas
#4.	A pyramid of interventions will be created to address the needs of those who are not experiencing success.	9-12/All content areas
#5.	The HOPE Survey will be administered to all students at the beginning and end of the year to establish the interpersonal growth that students experience after attending Walnut Creek Campus.	9-12/Advisories
#6.	Implement academic success circles that will involve the parents of students who are not successful and the students themselves. This is a restorative approach to working with families.	9-12
#7.	Individual plans will be created for all students that track their academic and personal/social information/growth.	9-12
#8.	All staff will learn about professional learning communities and apply concepts/strategies to their daily practice.	All content areas
#9.	All content teachers will determine what the essential questions are for each of their courses.	All content areas

#10.	The staff will examine multiple data sources to determine if there are gaps in our services.	All content areas
#11.	Restorative justice practices will continue to be implemented to decrease the punitive consequences that students receive school wide.	All content areas
#12.	A trained alcohol and drug counselor will work with individuals and groups of students who have these issues.	9-12-Students with these issues

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

Strategy #	Method Used to Monitor Implementation	Who will Monitor?	How Frequently?
→ #1.	We will have a database that keeps track of all of our students and their reading scores, so we can determine growth over the course of the year.	Bret Miller/Kim Davis	On-going
#2.	We will have a database that keeps track of all of our students and their math scores, so we can determine growth over the course of the year.	Bret Miller/Kim Davis	On-going
#3.	The staff will learn about professional learning communities and will begin to assess their course expectations and their forms of assessments.	Kim Davis/Instructional Leadership Team	On-going
#4.	The BAT team will be creating a pyramid of interventions based on the recommendations found in the professional learning communities materials.	Kim Davis	On-going/Pyramid due to Kim Davis 1/09
#5.	The staff will administer the HOPE survey to all students who enter Walnut Creek Campus this year and at the end of the year to determine growth.	BAT/Kim Davis/Nancy Forrest	On-going
#6.	Academic success circles will be monitored using the evaluation tool for those circles.	Expectations Committee/Kim Davis	On-going
#7.	The expectations committee will create a template that will be used for each student so we can monitor academic and personal/social growth individually.	Expectations Committee/Kim Davis	On-going
#8.	Professional learning communities: We will monitor this learning by the use of discussion and the actions we then take as a staff to improve our school.	Kim Davis	On-going
#9.	We will work with the district curriculum directors to create essential questions for our courses.	Kim Davis/Instructional Leadership Committee	On-going
#10.	All three collaboration groups will collect data: Expectations, BAT and Instructional Leadership. We will examine this data on our data days as a school leadership team and we will work with some of the data on the district staff development days.	Kim Davis/School Leadership Team	On-going/Meeting minutes submitted to Kim Davis after each committee meeting
#11.	There will be a box to check on our intervention forms so we can keep track of the different restorative consequences that we have. Students and parents who participate in circles will also complete an evaluation sheet.	Kim Davis/Sandy Henderson and all circle keepers	On-Going

#12.	Mr. McGee will conduct pre and post assessments with the students that he works with.	Kim Davis/Uriah McGee	On-Going
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**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.	Database of all SRI and STAR math assessment scores	Students who are proficient	All advisors/Brett Miller	2008-2009 school year
B.	Number of students who are not successful (GED/DMACC Diploma/Dropout numbers)	Number of students who disengage throughout the year	Kim Davis, Nancy Forrest, Martha Crees, Sandy Henderson	2008-2009 school year
C.	Evaluations of the academic success circles	Answers to the survey questions	Academic Success Circle Facilitators	2008-2009 school year
D.	Database that includes HOPE Index data	HOPE Index results	BAT Committee/Kim Davis/Nancy Forrest	2008-2009 school year
E.	Pre and post assessments for working with Uriah McGee, drug and alcohol counselor	Uriah will administer a survey that ask student about their risky behaviors	Uriah McGee	2008-2009 school year
F.	ITED and ACT results	Scores for our students in the core content areas	Kim Davis/Nancy Forrest	2008-2009 school year

\* Use at least two data sources

**Professional Development And Teacher Quality Plan:**

<b>Professional Development Activities (Please list all that are directed toward meeting the School Improvement Goal)</b>	<b>Who will provide the Professional Development?</b>	<b>When will it be provided?</b>
Professional Learning Communities	Kim Davis and the Instructional Leadership Committee	2008-2009 School Year
Restorative Justice training	Kay Pranis	August 2008
Essential questions work	Donna Wilkin and Dave Blum	2008-2009 School Year
Data analysis	MaryAnn Culver	October 13, February 3, April 1, April 8, May 6

\*Use an asterisk in front of each professional development activity for which Teacher Quality funds area being requested. Use the attached form to specify the budget requested.

**Communication Plan:**

<b>Purpose</b>	<b>Message</b>	<b>Audience</b>	<b>Strategies</b>	<b>Timeline</b>	<b>Person(s)</b>
To analyze our data to see if our students are successful academically and personally/socially	We want to make sure that we are doing the right work that is impacting student learning and personal health the most	Every student at Walnut Creek Campus	We will focus on data analysis many days to determine if we are effective. We will look at SRI, STAR math and the HOPE Index data.	2008-2009 School Year	MaryAnn Culver, AEA
To decrease the amount of substance abuse/use of the students in our building	We want our students to live happy and productive lives and substance abuse/use needs to stop in order for this to happen	Walnut Creek Campus students and their families	Uriah McGee, substance abuse counselor, will work with students individually and in groups	2008-2009 School Year	Uriah McGee
To create a plan for each student so they can be successful	We want to personalize the educational plan that our students have	All students	The expectations committee will create an individual plan template that the staff can use for all students	2008-2009 School Year	Expectations Committee
To continue to implement restorative practices into our school culture	We do not want to have a punishment model of discipline at Walnut Creek Campus. We want students to truly learn from the wrong that they do to other people in their community.	Everyone at Walnut Creek Campus and the community at large	Staff were trained for the past two years and will continue to be trained during the 2008-2009 school year.	2008-2009 School Year	Kim Davis, Claudia Henning, Kay Pranis and other trainers as they are available

**West Des Moines Schools PD (Professional Development) Reporting Form**

**\*\*DRAFT – 08-09 budget to be determined in August\*\***

Year: 2008-2009      School: Walnut Creek Campus      \*Total allocation for your site: \$3,029.00 (2007-08 allocation)

		Account WCADPDV240-(XXXX)	Budget	Actual
<input type="checkbox"/>	Reading	Salaries (0129)	2530.00	
<input type="checkbox"/>	Writing	Substitutes (0122)		
<input type="checkbox"/>	Math	Professional Development Materials (0612) 20 books at 24.95 each: <i>Whatever It Takes</i>	499.00	
<input type="checkbox"/>	Science	Professional Development Trainers (0320)		
<input checked="" type="checkbox"/>	Other (describe) Professional Learning Communities work-this encompasses improving building wide and classroom practices and improving instruction in all of the four content areas.	Other (describe)		
		*Total	3029.00	

*From the Iowa Department of Education:*

<b>PD for Student Achievement is ...</b>	<b>PD for Student Achievement is <u>not</u> ...</b>	<b>Funds are to be used for ...</b>	<b>Funds may <u>not</u> be used for ...</b>
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Inclusive. It involves all teachers responsible for instruction. Full engagement in workshop and work-place professional development is an expectation.</li> <li>- 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.</li> </ul>	<ul style="list-style-type: none"> <li>- Topical workshops and conferences.</li> <li>- Independent activities/projects of interest.</li> <li>- Mandatory training (blood borne pathogens, abuse prevention, etc.).</li> <li>- Teacher work days.</li> <li>- Teachers working in isolation on self selected topics.</li> <li>- For "volunteers" (teachers deciding whether or not to participate).</li> <li>- About selecting a few teachers to go to a workshop and share ideas with the faculty.</li> <li>- Organizing performance review artifacts.</li> </ul>	<ul style="list-style-type: none"> <li>- Additional salaries for time beyond the negotiated agreement.</li> <li>- Substitute teachers.</li> <li>- Professional development materials.</li> <li>- Speakers (trainers) and content.</li> <li>- Costs associated with implementing individual PD plans.</li> </ul>	<ul style="list-style-type: none"> <li>- Funds may not supplant existing funding for professional development activities.</li> <li>- Parent Teacher Conference Days</li> <li>- Teachers preparing in their classrooms</li> <li>- Staff orientations.</li> <li>- Time spent for grades, report cards, lesson plans.</li> </ul>

**Description of Activities:**

The staff will be reading *Professional Learning Communities at Work* as a staff during our regular staff development Wednesday meetings. One of the questions that the book poses is, "What do you do when kids don't learn?" This book study would allow a group of staff to read additional material about professional learning communities and the types of interventions that work well for students who are not experiencing success. The book is called *Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn*. Most of the students that we work with have not experienced success for some time and some still do not when they come to our school. This book study would allow the staff an opportunity to dialogue about our current programming to see if there are other interventions that we could provide. All certified staff would be paid 30.00/hour and all hourly staff would be paid 12.00/hour. The groups would meet on Wednesdays from 3:30-4:30 for 6 weeks. If these funds do not cover the salaries, I will use my building staff development funds to cover the short fall.