

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

**BUILDING** Westridge Elementary

**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)

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 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 science.

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.

90% of the students in grades 1-8 will reach the benchmarks for reading and mathematics.

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

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 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.

**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 proficiency of literacy and show growth in the area of reading comprehension.

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

Strategy #	Name or Description of Strategy(ies)	Grade or Curricular Area Implemented
#1.	WR will be implementing the IDM process across all grade levels.	K-6
#2.	WR will examine and layout across grade levels the current core curriculum and expectations for each level and develop essential questions regarding student learning in curriculum mapping process.	K-6
#3.	Data will be used to generate grade level discussions about student achievement.	K-6
#4	Teachers will study, discuss and use differentiation strategies to meet the needs of students to determine a vision for comprehension strategies in fictional and non fictional texts and understand district expectations.	K-6
#5	A Professional Learning community of teachers will be developed and trained to work with all building staff members in the area of comprehension and time will be devoted to professional development in comprehension.	K-6
#6	Interventions will be created and implemented with children identified above and below the proficiency level for a particular benchmark.	K-6
#7	Team of special education teachers, extended learning teachers and classroom teachers will implement a collaboration model to meet the needs of all students in a classroom.	K-6
#8	Teachers will be examining and creating appropriate assessments to monitor learning of benchmarks, skills and interventions.	K-6

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

Strategy #	Method Used to Monitor Implementation	Who will Monitor?	How Frequently?
→ #1.	Teachers will use professional readings, peer coaching, outside trainers, workshops, in house coaching and time to work together to develop an understanding how to use various strategies to teach the various learners in a classroom.	Staff, Admin., Building Team Leaders	Monthly

#2.	Teachers will work on developing curriculum maps, essential questions and a common language for academic behavior and character assets throughout the building.	Staff, Admin, Building Team Leaders	Monthly
#3.	The Iowa Professional Development Model will be used to create agendas for grade level and data day meetings as well as evaluating and reflecting on the vision and future items.	Staff, Admin, Building Team Leaders	Monthly
#4	Collection and Visual Representation of student data – creating classroom assessments that align with our essential questions that assist with creating goals for groups of children in all academic areas.	Grade Level Teams, Admin., AEA, Resource Teachers	Monthly Grade Level Teams and 3 times a year Data Day Team

**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.	ITBS	Student Growth	Asst. Principal/Staff	January
B.	District Benchmark Assessments	Student Growth	Classroom Teachers	3 times a year
C.	Benchmarking assessments created to represent Report Card criteria.	Student Growth	Classroom Teachers	3 times a year
D.	Intervention Progress Monitoring	Student Growth	Classroom Teachers	Weekly/Monthly
E.	Classroom Assessments/Student Work	Student Growth – Discussion of student goals and proficiency levels – anchor papers	Classroom Teachers	TBD
F.	DIBELS/BTL Reports	Grade Level Proficiency and Growth in Reading	Classroom Teachers	Monthly/3 times a year

\* Use at least two data sources

**Staff Development Plan:**

<b>Staff Development Activities (Please list all that are directed toward meeting the School Improvement Goal)</b>	<b>Who will provide the Staff Development?</b>	<b>When will it be provided?</b>
Comprehension Strategies Professional Development/Grade Level Meetings to ensure appropriate implementation of literacy instruction with integrity, materials.	Building staff professional development team, Principal	15X a year for specific training and other resources used throughout the year.
Instructional Decision Making Processes for Literacy Achievement	AEA Staff, IDM team, Principal	Once a month with combined grades and 3 times a year with additional time and resources
Articles, Professional Books, Trainings and Conferences	Various people who support need	May vary according to need and grade level

**Communication Plan:**

<b>Purpose</b>	<b>Message</b>	<b>Audience</b>	<b>Strategies</b>	<b>Timeline</b>	<b>Person(s)</b>
<p>To communicate with the Westridge Community our goal for all students to achieve high academic success in the area of literacy and an emphasis on comprehension.</p>	<p>Students succeed at the highest level when they are provided strategies, programs and materials at their developmental level. It is important to help teachers establish the necessary components for designing an initiative to accelerate student achievement and to assist them with studying student performance within and across the classrooms.</p>	<p>Students Parents Teachers in all subject areas. Administration Community Associates</p>	<p>PTA meeting presentations Discuss goals and scores at conferences Discuss understanding of how to mentor or assist children in achieving their goals. Newsletter used to communicate goals and successes. Website to share curriculum and academic trends.</p>	<p>October 2007 – May 2009</p>	<p>All Westridge Staff</p>