

VALLEY HIGH SCHOOL

TIM MILLER

Principal

WEST DES MOINES COMMUNITY SCHOOL DISTRICT
BUILDING SCHOOL IMPROVEMENT PLAN (SIP)
West Des Moines Community School District
Submit to Dr. Lanich by September 30, 2016

Shared Vision:

The West Des Moines Community School District will be a caring community of learners that knows and lifts every child. We will inspire joy in learning. Our schools will excel at preparing each student for his or her life journey.

District Goals

1. Close the gap between present practices and the Shared Vision.
2. Improve student achievement through effective instructional and assessment practices.
3. The percentage of students in grades K-12 who miss more than 15 days of school will be 9% or less district wide. Current percentage is 13.74% district wide.

School	Valley High School
Date	September, 2016

Building Leadership Team	Role/Position
Jane Busby	Teacher
Carol Engelmann	Teacher
Kristen Friedrichs	Teacher
Lori Hinton	Teacher/PDCF
David Maxwell	Associate Principal

Janell Mikels	Teacher
Tim Miller	Principal
Crystal Tate	Teacher
Diane Van Wyk	Teacher

Data Reviewed for Diagnosis

Iowa Assessments (Required)

Benchmark Data (7-12)

District Vision Survey Data

Content Assessment Data

Attendance

Other

Review of 2015-16 Progress and Challenges		
Analysis of last year's final results:	Areas of Progress: (Summary from previous year including data source)	Areas of Greatest Challenge: (Summary from previous year)
Reading Mathematics Science	Source: Iowa Assessment Reading: Grade 10--Our overall 10th grade reading progress did not display any change. We did see an increase in the performance of our IEP subgroup, no change with our Free/Reduced subgroup and a drop in our ELL subgroup. Math:	Source: Iowa Assessment Reading: Grade 11--There was a decrease in the overall performance of our 11th graders. Science: Grade 10--We did not increase the percentage of 10th graders in the proficiency level.

	<p>Grade 10--Our overall 10th grade math progress displayed an increase as a class and in all of our subgroups.</p> <p>Grade 11--Our overall 11th grade math progress displayed an increase but none of our subgroups displayed positive progress.</p> <p>Science:</p> <p>Grade 10--Our IEP and Free/Reduced subgroups did increase proficiency.</p>	<p>Grade 11-- We did not increase the percentage of our 11th graders in the proficiency level or any of our subgroups.</p>
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2016-17 Building Improvement Plan Goals

<p>Goals for this year:</p>	<p>District/Building Achievement Goal:</p> <p>All students will improve achievement in mathematics.</p> <p>All students will improve achievement in reading.</p> <p>All students will improve achievement in science.</p> <p>Students with greater than 15 absences will increase their attendance in school.</p>
	<p>Mathematics Achievement Action Steps (Address Low SES, EL, IEP)</p> <p>Continue to support Math initiatives such as:</p> <ul style="list-style-type: none"> -Math Resource offered each period of the school day staffed by content specific personnel -Integrated Geometry Math Lab and Integrated Algebra 2 Math Lab (math twice a day in a smaller group) -7-12 math teachers and district curriculum leadership will be involved in conversations about math placement and the protocol for it -7-12 math teachers and district curriculum leadership will be involved in conversations about the expectations of each level

- Continue work in PLC's, EEI, AIW, technology integration and relationship development
- Continue and improve collaborative teacher situations to work towards accommodations and modifications
- Utilize instructional coaches and PDCFs
- Utilize our newly designed MTSS and partner with parents for this initiative so we can utilize the second and third tier when needed

Reading Achievement Action Steps (Address Low SES, EL, IEP)

- Pre and post-assessments for EL and IEP subgroups
- Reading assessment for all new students to the district

- Continue work in PLC's, EEI, AIW, technology integration and relationship development
- Continue and improve collaborative teacher situations to work towards accommodations and modifications
- Utilize instructional coaches and PDCFs
- Utilize our newly designed MTSS and partner with parents for this initiative so we can utilize the second and third tier when needed

Science Achievement Action Steps (Address Low SES, EL, IEP)

- Continue work in PLC's, EEI, AIW, technology integration and relationship development
- Continue and improve collaborative teacher situations to work towards accommodations and modifications
- Utilize instructional coaches and PDCFs
- Utilize our newly designed MTSS and partner with parents for this initiative so we can utilize the second and third tier when needed

Review equity study findings

- An equity focus group will be formed
- Raise awareness of equity issues with staff and students
- Carry out District Equity Team's initiatives at the building level

<p>Other Goal Area-Attendance (Required) To decrease the percentage of students with 15 or more absences at each grade level from the previous year.</p>				
<p>Action Steps for Attendance Goal -Monitor individual student attendance of those with 15 or more absences -Identify those students with grade issues and excessive absences -MTSS interventions to include: following up with students who are chronically absent in terms of what might be the barriers for attending school, meeting with the student, meeting with parents, coming up with a plan with the student and family to decrease absences</p>				
<p>Note: The following information applies to all building goals.</p>				
Person(s) Responsible	Timeline	Resources Needed	Professional Development Needs/Outcomes	Student Outcomes
Valley High School staff and administration	August 2016-June 2017	<ul style="list-style-type: none"> ● Infinite Campus Reports ● Iowa Assessment Scores ● MTSS coordinator and Primary SLC Intervention Teams 	<ul style="list-style-type: none"> ● Prioritize time and PD needs ● PD: Reading, math, and science instruction ● PD: Racism, equity, and acceptance; improved cultural, race and interpersonal relationships 	<ul style="list-style-type: none"> ● Increased academic achievement in reading, math and science ● Improved attendance ● Improved cultural, race and interpersonal relationships

		<ul style="list-style-type: none">● Supports for Equity Study results● Time and money	<ul style="list-style-type: none">● PD: Continued PLC knowledge and understanding	
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