

STILWELL JUNIOR HIGH SCHOOL

ERIC BOYLE

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	Stilwell Junior High
Date	9/28/2016

Building Leadership Team	Role/Position
Eric Boyle	Principal
Barb Goetschel	Assistant Principal
Bryan Bacehowski	BLT Member
Katie Seiberling	BLT Member
Joe Turner	BLT Member

Hannah Quandt	BLT Member
Megan Thomsen	BLT Member
Melissa Gress	BLT Member

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 (optional) Attendance	(Bulleted list) Reading: 7th grade- Reading <ul style="list-style-type: none"> Overall our Advanced numbers decreased by 3% or by 5 students over the three years. Our Proficiency numbers increased over the three years by 5% or 19 students. Finally, our Non-Proficient numbers decreased over the three year window by 5% or 16 students. 	(Bulleted List) <ul style="list-style-type: none"> We continue to have stagnant performance with our English Language Learner scores in reading. We have little to no improvement with their Iowa Assessment scores over the three year co-hort. We continue to need to provide more targeted instruction for our subgroups, especially, our Special Education and ELL. Both groups have around 50% of our students are not proficient in reading. Math there is an improvement, but still have 36% non-proficient in SPED in 7th grade and 50% non-proficient in 8th grade..

	<ul style="list-style-type: none">● When it comes to our IEP students we have seen success outside of increasing our numbers in the Advanced range of reading. Our students who scored Proficient have increased 19% over this time or 3 students. Our Non-Proficient numbers have decreased, during this time, from 58% to 49% or 4 students.● When it comes to our Free and Reduced population we have had success in all areas. We have increased our Advanced numbers by 2% or 2 students. In the area of Proficiency we have increased our number by 14% or 9 student over the three year window. Our Non-Proficient numbers went down from 39% to 22% or 13 students during this time.● Finally, our English Language Learners have been fairly consistent and made little change over the three year window. One thing that has changed during this time, is our number of ELL students has decreased at Stilwell. Currently, we do not have anyone who scored in the Advanced range. Our Proficiency numbers have decreased	
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while our non-proficient numbers have increased.

7th grade - Math

- Our seventh grade math scores, we have slipped in increasing our Advanced students, from 51% to 43% or 26 students. The positive is, our numbers for Proficient and Non-Proficient have improved during this time. Our Proficient scores are up from 39% to 50% an increase of 36 students. Our Non-Proficient numbers have decreased from 10% to 7%, which equals 10 students.
- When it comes to our IEP students, we have increased the numbers we served over this time by four students. Our results during this time, were a decrease in Advanced students by 7% or 3 students. In the area of Proficiency, we increased our numbers by 12% or 4 students. Finally, in this cohort we decreased our numbers of Non-Proficient by 4% or 2 students.
- We have not had much success increasing our Free and Reduced students in the Advance range. Over

this three year cohort our numbers have decreased by 12% or 9 students. Our numbers in the Proficiency area are better and we have increase number of students by 18% or 12 students. We have also seen improvement in decreasing our Non-Proficient numbers from 22% to 15% or a decrease of 5 students.

7th grade - Science

- Overall our Science data shows that we had a decrease in our number of students who scored in the Advanced range. Our slide was a 1% decline, which is a total of 4 students. Our number of students in the Proficient range increased within this cohort and our non-proficient numbers made little change. The improvement we made in the Proficient range was a 2% increase.
- Our IEP students scoring in the Advanced range decreased during this time from 10% or 4 students. We had similar results in the number of students who scored Proficient, as our numbers decreased from 22 students to 19, which is a 7% decline.

	<p>Unfortunately, we were unable to decrease our Non-Proficient scores, as they increased during this cohort from 24% to 41% an increase of 6 students.</p> <ul style="list-style-type: none">● Our Free and Reduce population has decreased during this time. That being said, our scores in the Advanced and Non-Proficient range did not improve over the three year cohort. Our number of students scoring in the Advanced range decreased from 23% to 8% a total of 9 students. We saw a slight increase in the number of students scoring in the Proficient range. This increase was a total of two students or a 7% increase. As stated earlier, we also saw a increase in the number of students scoring in the Non-Proficient range. We had 20 students score in the Non-Proficient range this year compared to 13 two years ago. <p>8th grade - Reading</p> <ul style="list-style-type: none">● Looking at our overall scores for eighth grade reading, we increased our numbers in Advanced, and Proficient range, while decreasing our	
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	<p>Non-Proficient scores. When you break down the numbers they look like this, we increased our Advanced number by 1% or 4 students. Our Proficient scores increased by 3 students or 1%. Finally, our Non-Proficient numbers decreased by 2% or 7 students.</p> <ul style="list-style-type: none">• Our number of IEP students with in the SPED department have decreased over the three year window. There isn't data to confirm that the reason for decrease is students being staffed out of SPED. Our numbers for our Advanced students did drop over this three year window by 7% or 2 students. We did have success in increasing our Proficient students, which increased 20% or 5 students. We also had improvement in decreasing our number of students who were Non-Proficient, which was down 16% or 9 students. <p>8th grade - Math</p> <ul style="list-style-type: none">• Our 8th grade math scores have been stagnant over the last three years. We have seen an decrease in the number of students scoring in the Advanced	
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	<p>range of 10% or 31 students. Two areas we have seen some improvement is our numbers for the Proficient range and a decrease in the number of students in the Non-Proficient range. Our numbers in the Proficient range have improved from 146 to 187, an increase of 11%. Finally, we have decreased our number of students scoring in the Non-Proficient range by 6 students, which is a 2 % improvement.</p> <ul style="list-style-type: none"> ● For our IEP subgroup we have seen a decrease in number of students scoring in the Advance range. This number has dropped 5% or 2 students. Our percent of students scoring in the Proficient range also decreased during this time by 10% or 6 students. Unfortunately, our number of students scoring in the Non-Proficient range has increased, from 44% to 58%, which is two students. One thing to note, is our SPED numbers did decrease over this time. ● Our numbers of Advanced Free and Reduced students did decrease in this cohort from 24 students to 20, which is about 1%. We did see the same results 	
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with our Proficient scores as well. Our numbers dropped by 5 students over this three year window. The one area we did see success was the number of students scoring in the Non-Proficient range decreased during this time by 4 students or 1%.

8th grade - Science

- Overall we had a lot of success at the Advanced and Non-Proficient categories for our 8th grade Science students. We increased our number of students scoring Advanced by 12% a total of 40 students. We also saw a decrease in our students who scored in the Non-Proficient range, those numbers dropped 5% or 19 students. The one area we saw a decrease would be in the area of students who scored Proficient, we dropped from 70% to 64% during this three year window.
- We only had one subgroup to report out on and that is Free and Reduced. In this area, we saw an increase in the number of students who scored in the Advanced range. The increase was a total of 4 students or 7%. The number

of students who scored in the Proficient range dropped over this time by 12% or 19 students. We also saw an increase in our students who scored in the Non-Proficient range, jumping 5%, which is an increase 2 students.

2016-17 Building Improvement Plan Goals

Goals for this year:

District/Building Achievement Goal: (Elementary focus on Reading and Mathematics)

- All students will improve achievement in mathematics.**
- All students will improve achievement in reading.**
- All students will improve achievement in science.**
- Students with greater than 15 absences will increase their attendance in school.**

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

- Targeted instruction for students with IEPs.
- Students will be pre-assessed at the start of the year and have their skill deficits identified.
- Students will be scheduled into a Direct Instruction Math skills class that will meet every other day.
- Students who are not proficient will be scheduled into Math Resource.
- Math Resource will use the ALEKS program to determine skill deficit and then target instruction to improve student skill
- PLC groups will meet during collaboration and as part of building TQ PLC Plus days to unpack standards, determine power standards, create common assessment, interpret data from common assessments, and create interventions for those who do or don't know the material.

- PLC groups will meet with Indian Hills to form a district PLC during collaboration and as part of district PLC Plus days to create a guaranteed and viable curriculum.
- NTN math teachers are using a program called IXL for math practice. The program allows for immediate intervention and/or extension of learning during the class period.

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

- Targeted instruction for students with IEPs.
- Students will be pre-assessed at the start of the year and have their skill deficits identified.
- Students will be scheduled into a Direct Instruction Reading skills class that will meet every other day.
- Students who are not proficient will be scheduled into Reading Resource.
- All teachers will expect students to carry a book to class and read whenever they have an opportunity.
- Tiger Time will incorporate R days into their rotation. Students will be expected to read during R days.
- Teachers will determine intervention based on reading to help student access standards when the reading level of material is too high.
- English teachers are helping students set and achieve personalized reading goals. Time on every Friday will be used for reading.
- English, ELL, and SPED teachers will teach vocabulary to improve student vocabulary and background knowledge.
- PLC groups will meet during collaboration and as part of building TQ PLC Plus days to unpack standards, determine power standards, create common assessment, interpret data from common assessments, and create interventions for those who do or don't know the material.
- PLC groups will meet with Indian Hills to form a district PLC during collaboration and as part of district PLC Plus days to create a guaranteed and viable curriculum.

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

- All science teachers will begin using NGSS standards.
- Core standards are aligned to each unit. Pre-assessments are given at the start of each unit.
- Reading, special education, and ELL teachers will be used as resources for accommodations and modifications so all students can access standards while progressing in reading ability. ELP teacher will be used as a resource for enrichment.

- PLC groups will meet during collaboration and as part of building TQ PLC Plus days to unpack standards, determine power standards, create common assessment, interpret data from common assessments, and create interventions for those who do or don't know the material.
- PLC groups will meet with Indian Hills to form a district PLC during collaboration and as part of district PLC Plus days to create a guaranteed and viable curriculum.
- NTN teams will continue to use project-based learning with NGSS standards in collaboration with Indian Hills.

Other Goal Area-

- Indian Hills BLT formed a Writing Committee that consisted of members from each department area including Special Education and English as a Second Language.
- The group reviewed writing rubrics from all areas and created the Indian Hills Writing Rubric, Scoring Guide, an Editing/Revising Checklist, and a Glossary of Terms. They also created multiple writing prompts for baseline and data collection after each quarter.
- The Rubric was shared at the end of the 2015-16 school year with staff, curriculum director, PDCF, and Stilwell staff for input.
- This year all staff received an overview of the writing rubric.
- All students took the first writing prompt and evaluated themselves using the Scoring Guide.
- Teachers were led through a norming exercise to both understand and be able to score prompts similarly.
- All teachers will incorporate at least one writing formative assessment in the Fall and Spring to assess student writing.
- English teachers, special education teachers and ESL teachers specifically will use differentiation in the classroom and interventions using the MTSS process to improve writing skills.
- BLT will continue to conduct writing professional development to staff.
- Review of data will occur after each writing prompt along with continued writing skills development

Other Goal Area-Attendance (Required)

Action Steps for Attendance Goal

Students with greater than 15 absences will increase their attendance in school.

- Attendance has always been a focal point at Stilwell because school start at 7:35, most students ride the bus, and bus pickups often occur between 6:45 and 7:00 AM every day.
- Our first goal is to be welcoming to all students when they enter the building and when they enter the classroom. If they show up late, we still welcome them and get them to work.

- Student who arrive before 7:25 AM are to stay in the student center and can have breakfast. This year, we have the 7th graders going to the gym after eating breakfast while the 8th graders stay in the student center. This has created a calmer atmosphere in the building to improve that welcoming feeling.
- Tiger Time begins every day. This is a homeroom/advisory period where students have team building and lessons tied to the counselor's skill development curriculum as well as other district initiatives or needs that arise. Tiger Time also allows students to meet new friends, practice social skills, and have at least one adult who knows them well and can advocate for them.
- Students are encouraged to eat breakfast before coming to school or after getting to school. Tiger Time teachers allow students who arrive close to school starting to bring breakfast to the room.
- Building relationships in every classroom is a goal that not only increases student achievement but also improves attendance. Teachers check in with students when they are gone and tell them that they miss them. They get students caught up and encourage them to come to school the next day.
- Teams work together with families and students to develop a plan for improved attendance and school success.
- Teams will work to better connect with families through social media, messages home, and websites, etc.
- Students who are late for school check into the office. The first tardy is late and each subsequent tardy has a bigger consequence. The number of tardies would also trigger a call home and conference with the family.
- Every week, the attendance secretary runs a report of student absences. Letters are sent home after 5, 10, 15, and 20+ absences. The letter details the number of absences and next steps which could include a note from a doctor, checking in with the school nurse, conference with parents, and/or referral to Polk County Attorney's Office. The first step to any referral is mediation with a rep from the Polk County Attorney's Office.
- Counselors will run a list of students who are below 80% attendance. Contact parents or guardians of those students and set up a meeting to problem solve.
- Counselors will identify interventions with each team(ie, support and helping develop a plan to get students caught up)
- Stilwell also works with Integrated Therapy Services to provide on-site services for students. We use this service along with EFRs Student Assistance Program to support students and improve attendance.

	<ul style="list-style-type: none"> Erin Willoughby, Learning Supports & Family Engagement Coordinator, is another resource that we use to contact, visit and support families. Belen Warnemunde, Family Liaison/ Interpreter, helps support student attendance as well with Hispanic families. 			
Person(s) Responsible	Timeline	Resources Needed	Professional Development Needs/Outcomes	Student Outcomes
Admin both junior highs	Early August	Data and information from last year.	Data and information from last year.	Teachers will know what to teach and if student know it
SPED Department	August-May	Pre-assessments and data	Data, instructional support, schedule rearranged to provide time	Increase in students performance for reading, writing, and math
Writing Committee with BLT	August/September and at end of each quarter	Writing Rubric and scoring guide	Staff will begin to norm scoring of writing prompts	All students will be scored in three areas of writing.
BLT	Sept/Oct	Data from Data Day	Data from Data Day	Students will benefit from strengthening of areas we struggled in last year.

BLT	Sept thru May	MTSS website and materials	MTSS website and materials	Students will benefit from extra time or teaching when they don't know it or enrichment if they do.
TLS, Admin both junior highs	All Year	Department Standards, Common Assessments	Department Standards, Common Assessments	Students will have a guaranteed and viable curriculum.