

CROSSROADS PARK ELEMENTARY

DR. ROBERT DAVIS

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. Crossroads Park student attendance data had 49 student who had more missed more than 15 days of school. This represents 9% of our student population.

School	Crossroads Park Elementary School
Date	August 26, 2016

Building Leadership Team	Role/Position
Dr. Robert Davis	Principal
Jenni Jones	Instructional Coach
Anna Marie Jones	Reading resource
Sara Silver	Kindergarten

Christina Smith	First Grade
Amy Drake	Second Grade
Jenny Gustafson	Third Grade
Sarah Sadler	Fourth Grade
Lynda Niffenegger	Fifth Grade
Erica Jaramillo	Sixth Grade
Lisa Phillips	Sixth Grade
Kelli Ladd	Counselor
Felicia Twit	Extended Learning
Darci Carver	ESL
Jill Kluesner	Special Education

Data Reviewed for Diagnosis

Iowa Assessments (Required)

Benchmark Data (7-12)

District Vision Survey Data

Content Assessment Data

Other (Please list) MTSS reading data

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)
Summary for MTSS data:	Students are learning how to use reading comprehension strategies outlined in the Benchmark reading system.	Students in the IEP, ELL, and SES student subgroups have historically higher percentages of students score in

<p>Crossroads students were 84% proficient for K-6 grades. We had a 14% increase in proficiency rates during our school year. This was the highest percentage of proficient students in our district.</p> <p>Crossroads ELL students were 38% proficient. This subgroup improved by 13%.</p> <p>Crossroads free and reduced subgroup was 71% proficient. This group improved by 21% from last year. This represented the largest percentage increase for this subgroup in West Des Moines.</p> <p>Crossroads special education subgroup was 38% proficient. This group improved by 13% from last year. This represented the largest percentage increase for this subgroup in our school district.</p>	<p>We made significant progress with using MTSS data to design interventions to support non-proficient readers.</p>	<p>the “non-proficient” range on the reading comprehension Iowa assessments test.</p>
---	---	---

<p>Iowa Assessments In general our students are very successful. We need to focus on identifying and supporting students in which the current structure is insufficient to meet their literacy needs. This should be a continuous conversation within our PLC structures. We will continue to use data to target specific skills instruction for our non-proficient students. We will continue to emphasize closing the achievement gap that exists within our sub-groups. Our staff identified vocabulary, fluency, accuracy, and comprehension as areas we could emphasize next year for core reading instruction along with a focus on intervention. We will continue to receive more professional development on teachers using interventions during Encore time that are</p>		
---	--	--

aligned directly to our students' literacy needs.		
2016-17 Building Improvement Plan Goals		
<p>Goals for this year:</p> <p>All students will improve achievement in reading.</p>	<p>District/Building Achievement Goal: (Elementary focus on Reading and Mathematics)</p> <p>All students will improve achievement in reading. Students with greater than 15 absences will increase their attendance in school.</p> <hr/> <p>Reading Achievement Action Steps (Address Low SES, EL, IEP)</p> <ol style="list-style-type: none"> 1. Our school improvement work related to improving the students' reading achievement will focus on the using the Multi-Tiered Systems of Support. We will re-examine the universal core used in the K-6 grades to determine what is working and what instructional practices might be adjusted to produce more proficient readers at each grade. We have established K-6 trimester SMART goals for the essential reading outcomes students need to learn to read well at their respective grade level. The essential reading outcomes are aligned with the Iowa Core. We will support teachers on their use of reading data during PLC time to help make empirically based instructional decisions to accelerate students' reading progress. We use reading data to guide our supplemental reading instruction (ELL, SES, reading resource, and IEP students) to students who are not considered proficient with their reading. We will work on increasing the amount of intentional, direct instruction in reading comprehension and decoding text during Encore time when interventions are provided to our teachers. 2. The bulk of our school improvement work will focus on MTSS actions and improving the existing PLC's structures throughout our school. We will provide staff development on PLC work processes and ensure all PLC's work with the operational definitions of a high functioning PLC. 3. We will use our Encore time to implement interventions. We will learn more about progress monitoring to make informed instructional decisions with our students. We will develop and use interventions that will 	

	<p>support accuracy, decoding, fluency, and reading comprehension. We will monitor the effectiveness of the interventions through weekly data analysis and progress monitoring.</p> <p>4. The PLC teams will meet during collaboration time. During PLC time teachers will continuously ask the following questions about their Benchmark reading units.</p> <ol style="list-style-type: none"> 1. What is it we want our students to learn? What knowledge, skills, and dispositions do we expect our students to acquire as a result of this unit of instruction? 2. How will we know if each student is learning each of the essential skills, concepts, and dispositions we deemed most essential? 3. How will we respond when some of the students do not learn? 4. How will we enrich and extend the learning for students who are already proficient?
	<p>Other Goal Area-Attendance</p> <p>Students with greater than 15 absences will increase their attendance in school.</p>
	<p>Action Steps for Attendance Goal:</p> <ol style="list-style-type: none"> 1. We will identify Crossroads students who missed 15 or more days of school last year. 2. We will monitor all students' attendance. 3. Students who miss 10% or more during a nine week period will receive an attendance letter from the principal noting our concerns. 4. Homeroom teachers will contact parents when student misses fifth day of school . Teacher will ask about student's health and act upon any parent concerns related to student's attendance. 5. Students with excellent attendance records will have names read off during our Success Assemblies. Success Assemblies will take place every trimester and will be heavily attended by our parent community. We will teach our students about the importance of attending school daily. We will celebrate good attendance in our school wide Success Assemblies. 6. Teachers will review attendance records with parents during parent-teacher conferences. 7. If a student misses 10 days of school, the counselor and principal will call the parents to determine plans for improving upon student's attendance. 8. During this entire process we will use Danette Reiper to make parent contacts to ensure parents have adequate resources to ensure student regularly attends school. 9. If student is truant from school we will contact Kathy Obrien to work on mediation or truancy proceedings with parents to have a legal intervention for supporting student's attendance.

Person(s) Responsible	Timeline	Resources Needed	Professional Development Needs/Outcomes	Student Outcomes
<p>Crossroads staff Crossroads parents Crossroads BLT</p>	<p>August 2016 to June 2016</p>	<p>Iowa Tier MTSS interventions Progress monitoring data Encore materials for reading interventions or enrichment experiences. PLC research and information systems</p>	<p>MTSS training Progress monitoring PD Implementation of effective reading interventions related to accuracy, fluency, or reading comprehension through the PLC structures. Expand parent involvement with nightly reading or skills practice. ESL family nights Review of PLC structures Development of PLC group norms Use of effective PLC work processes such as collective inquiry, data analysis, and SMART goal actions Staff development on effective vocabulary instruction Professional development on small group instruction with goal of increasing explicitness of daily learning goals. Leters case study work in grades K-2.</p>	