

WALNUT CREEK CAMPUS

DR. KIM 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. Attendance: 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	Walnut Creek Campus
Date	September 30, 2016

Building Leadership Team	Role/Position
Dr. Kim Davis	Principal
Rob Kinney	Student Services Coordinator
Leah Lingren	School Counselor
Jeremy Mikesell	Language Arts Instructor

Olivia VanZante	Math Instructor
Lynn Sandvig	Special Education Instructor
Wes Hall	Instructional Coach
Tyler Maxon	Social Studies Instructor

Data Reviewed for Diagnosis

Iowa Assessments (Required)

Benchmark Data (7-12)

District Vision Survey Data

Content Assessment Data

Other (Please list): Clearpath Resiliency Survey Data, Attendance data, STAR math data, conference attendance 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)
	(Bulleted list) -Approximately 20% of our students attended 100% each week, which was higher than the previous year. -Approximately 81% (56/69) of those students who had RTI plans surrounding motivation/attendance/behavior remained in school (RTI plans from the SST meetings) -11 th graders were 100% proficient in math on the Iowa Assessments, but 30% of all 9 th and 20% of all 10 th graders were not. 70% of all 11 th graders	(Bulleted List) -Our daily attendance is far below the district expectation. -Approximately 81% of those students who had RTI plans surrounding motivation/attendance/behavior dropped from our program, so we were still unable to keep approximately 19% of our most at-risk students in school. -Math expectations are increasing state wide and many of our students are not at the level they need to be.

	<p>were proficient in reading on Iowa Assessments, but 20% in all 3 grades were not.</p> <p>-Students feel safe and cared for in our building (Vision survey)</p> <p>-Resiliency-22/24 (92%) students improved in the 6 areas surrounding resiliency (Go Clear Path Resiliency Survey)</p> <p>-PBL (Project Based Learning) afternoon classes were offered.</p>	<p>-Getting our most at-risk students to enroll in our resiliency courses is a struggle.</p> <p>-Engaging curriculum and learning activities that motivate students, especially in the area of reading and pe need to be continually worked on.</p> <p>-Our students lack motivation and confidence as a general rule, thus we need targeted interventions to help with their internal motivation.</p>
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2016-17 Building Improvement Plan Goals

<p>Goals for this year:</p>	<p>District/Building Achievement Goal: (Elementary focus on Reading and Mathematics)</p> <p>All students will improve achievement in mathematics. This will be a goal for Walnut Creek Campus.</p> <p>All students will improve achievement in reading. This will be a goal for Walnut Creek Campus.</p> <p>All students will improve achievement in science.</p>
	<p>Mathematics Achievement Action Steps (Address Low SES, EL, IEP)</p> <ol style="list-style-type: none"> 1. We will incorporate math strategies into the work we do with students during advisory, in the core classes and in the PBL courses that are in place. 2. The staff will engage in the New Tech Network peer review process where they will seek feedback about student assignments/tasks/projects and assessments and will discuss ways math can be included. 3. Math learning activities will be done during advisory time twice monthly on Tuesday. 4. There will be school wide activities that incorporate or focus on math. 5. All students are enrolled in math if they still need math credits and they meet every day. 6. We have changed our math program to ALEKS, which assesses students and then begins them at their current level of proficiency.

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

1. We will collect data surrounding the joy that students find in their reading when they enter our school and when they complete their education.
2. Reading learning activities will be done during advisory time twice monthly on Tuesday.
3. The staff will engage in the New Tech Network peer review process where they will seek feedback about student assignments/tasks/projects and assessments and will discuss ways reading can be included. Reading comprehension strategies will be emphasized/explicitly addressed.
4. We will target those students with low SRI scores for our young adult literature course, if there are enough students to offer a section.
5. Advisories will be reading every Thursday.

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

Attendance:

1. Attendance data will be tabulated weekly. Every week students with 100% will receive certificates and they will be recognized over the intercom by the principal. Those names will go into a drawing and 25 students each trimester will receive movie and refreshment stand passes. *Attendance is used to drive the number of courses that students can take, which is a motivator for some.
2. The SST will look at the attendance data weekly and an RTI process is followed to make plans for improvement.
3. Letter will be sent to parents/guardians at designated times throughout the year when their student is below 70% attendance. Those families will be invited into the school for a problem solving meeting.
4. The families of those students who are not performing and attending well will also be contacted personally and invited to attend the four conferences that are offered throughout the school year.
5. PBL offerings will be offered to promote a higher level of engagement and thus students may be more motivated to attend.
6. We will offer more co-taught and cross curricular classes to increase engagement and assistance in class.
7. The staff will engage in the New Tech Network peer review process where they will seek feedback about student assignments/tasks/projects and assessments and will discuss ways the arts and creative components can be included.

<p>Other Goal Areas (Optional, may include Social Emotional Behavioral Goals)</p> <p>1. <u>Students will remain in school and make academic progress</u></p> <p>2. <u>Resiliency</u>: All targeted students will improve their resiliency scores and they will remain in school.</p> <p>Action Steps for “Other” Goal</p> <p>1. <u>Students will remain in school and make academic progress</u>: Students who are taken through the academic and attendance/motivation/behavior RTI processes will remain in school and will make academic progress. We will work as a large PLC to identify those students who are in dire need of academic intervention. Our instructional coach will assist with this process. A “Vitals” document will track student productivity in courses every two weeks. SST members will sort attendance data weekly and make action plans to assist those students who are not attending. Those who seem to lack motivation and those that are expressing behavior concerns will also be targeted and plans will be created.</p> <p>2. <u>Resiliency</u>: All students will be assessed in 6 key resiliency areas at the time when they come to us during the year and at the end of the year using the Go Clear Path Assessment. Those students who are identified in the 60% and above at risk category will receive targeted interventions in identified areas. Pre and post resiliency scores will be examined to determine growth. Mindset for Success course offerings will include: Boys Group, Girls Group, Relationships and Resiliency. All advisories will also engage in growth mindset and resiliency lessons monthly. Staff will also be educated more surrounding the topics of trauma and resiliency to better support our student population.</p>				
Person(s) Responsible	Timeline	Resources Needed	Professional Development Needs/Outcomes	Student Outcomes
All WCC staff plays a role in supporting our various action steps.	2016-2017 school year	Iowa Assessments, math/language arts activities, mindset and resiliency activities, attendance spreadsheet, “Vitals”/productivity spreadsheet, attendance letters and a spreadsheet to	In professional learning communities, staff will learn how to incorporate math, language arts and the arts/creative components across the curriculum, staff will learn more about how to use Google effectively to	Students will remain in school and will make academic and social emotional progress. Students will increase their level of resiliency and develop coping mechanisms that they will be able to utilize throughout their lives.

		<p>keep track of all letters sent and all meetings held, PBL activities/assessments/etc., Go Clear Path Resiliency survey, revised peer review sheet to include math/reading/the arts and creative components, ALEKS licenses, frequent collaboration time.</p>	<p>track student data and record action plans. The PBL team will need assistance in regards to the many aspects of the work: curriculum, assessment, technology, etc.. We will continue to devote time to developing new PBL courses and learning opportunities. Growth mindset and mindfulness education needs to continue in order for students to change the way they think about their lives. The staff will incorporate this work in their classes to assist with motivation and task completion. Staff will be encouraged to continue their learning surrounding trauma, mental health, resiliency, etc...to better serve our population.</p>	
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