

**Tatanka Elementary
Building Improvement Plan
2009-2010**

District Goal: Proficiency

Demonstrate a 6.5% increase in the overall percentage of students meeting proficiency standards on the MCA-IIs in math, and demonstrate a 5.2% increase in the overall percentage of students meeting proficiency standards on the MCA-IIs in reading.

Supporting Data (evidence of need):

The BHM district is currently cited as a district “needing improvement” because it has not met the AYP standards.

Students demonstrating proficiency	Math	Reading
Actual results 2007-2008	65.4%	71.5%
Actual results 2008-2009	67.7%	74.2%
Target results 2009-2010	74.2%	79.4%

Building Goal:

Demonstrate a 6.5% increase in the overall percentage of students meeting proficiency standards on the MCA-IIs in math, and demonstrate a 5.2% increase in the overall percentage of students meeting proficiency standards on the MCA-IIs in reading.

Supporting Data:

Tatanka is currently cited as a school in safe harbor because it has met the AYP standards average in reading.

Students demonstrating proficiency	Math	Reading
Actual results 2006-2007	69.9%	73.2%
Actual results 2007-2008	75.4%	73.1%
Actual results 2008-2009	78.4%	77.1%
Target results 2009-2010	84.9%	82.3%

Measures:	Targets:
1. MCA-II Math	1. Demonstrate a 6.5% increase in the overall percentage of students meeting proficiency standards on the MCA-IIs in math from 78.4% proficient to 84.9% proficient.
2. MCA-II Reading	2. Demonstrate a 5.2% increase in the overall percentage of students meeting proficiency standards on the MCA-IIs in reading from 77.1% proficient to 82.3% proficient.

*Independent School District 877
Buffalo-Hanover-Montrose Schools*

Strategies	Person(s) Responsible	Timeline
Implement four Family Curriculum nights to provide information for families on Responsive Classroom and Literacy by Design.	Adam Kluver	November 2009, and January, February 2010
All grade levels 1 st – 5 th will daily implement two hours of reading instruction and a half-hour of “Reading Rainbow” time to implement specific interventions for students.	Teachers	September 2009- June 2010
All grade levels 1 st – 5 th will daily implement one hour of math instruction and fifth grade will pilot a half-hour of “Math Rainbow” time to implement specific interventions for students.	Teachers, Fifth Grade Teachers	September 2009- June 2010
All students not meeting or exceeding the state standards according to the MCA II or not meeting grade level expectations according to grade level assessments will be assessed with the Rigby Reads, QRI or DRA to determine academic needs for intervention. Use Literacy By Design theme assessments every two weeks to assess student progress and develop intervention plans. Complete benchmarks and MAP reading and math testing (grade levels 2 nd – 5 th) on all students three times per year.	Teachers, Reading Specialist, Title I Teachers	September, October 2009 January, February 2010 April, May 2010
Research instructional strategies at “Beating the Odds” schools with similar demographics to determine additional successful strategies for use in reading and math. Visit Bendix Elementary in Annandale, Minnesota.	Leadership Team	Fall 2009
Recruit and train parent volunteers to implement ROAR and other reading and math strategies.	Teachers, Reading Specialist	September 2009- June 2010

To be completed in August:

Accomplished: **Yes** **No** **In Progress**

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Buffalo-Hanover-Montrose Schools*

Actual Results:

Students demonstrating proficiency	<u>Math</u>	<u>Reading</u>
MCA II		
Actual results 2006-2007	69.9%	73.2%
Actual results 2007-2008	75.4%	73.1%
Actual results 2008-2009	78.4%	77.1%
Preliminary results 2009-2010	76.1%(84.9%)	81.1%(82.3%) (goal)

Future Steps:

Implement peer coaching and PLCs to improve instructional practice. Use the exemplary grant to support the implementation of the new instructional process.

**Tatanka Elementary
Building Improvement Plan
2009-10**

District Goal: Academic Growth (Year 1 of 2)

Demonstrate a 5% increase in the overall percentage of students meeting annual MAP growth targets within two years.

Supporting Data (evidence of need):

Students meeting growth targets	Math	Reading
Actual results 2008-2009	71%	68%
Target results 2010-2011	76%	73%

Building Goal:

Demonstrate a 3% increase in the overall percentage of students meeting annual MAP growth targets within one year.

Supporting Data:

Students meeting growth targets	Math	Reading
Baseline 2006-2007	61.7%	64.6%
Actual results 2007-2008	72.7%	74.8%
Actual results 2008-2009	76.5%	72.7%
Target results 2009-2010	79.5%	75.7%
Target results 2010-2011	82.5%	78.7%

Measures:	Targets:
1. MAP Math	1. Demonstrate a 3% increase in the overall percentage of students meeting annual MAP growth targets within one year from 76.5% to 79.5%.
2. MAP Reading	2. Demonstrate a 3% increase in the overall percentage of students meeting annual MAP growth targets within one year from 72.7% to 75.7%.

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Strategies	Person(s) Responsible	Timeline
Implement four Family Curriculum nights to provide information for families on Responsive Classroom and Literacy by Design.	Adam Kluver	November 2009, January, February 2010
All grade levels 1 st – 5 th will daily implement two hours of reading instruction and a half-hour of “Reading Rainbow” time to implement specific interventions for students.	Teachers	September 2009- June 2010
All grade levels 1 st – 5 th will daily implement one hour of math instruction and fifth grade will pilot a half-hour of “Math Rainbow” time to implement specific interventions for students.	Teachers, Fifth Grade Teachers	September 2009- June 2010
All students not meeting or exceeding the state standards according to the MCA II or not meeting grade level expectations according to grade level assessments will be assessed with the Rigby Reads, QRI or DRA to determine academic needs for intervention. Use Literacy By Design theme assessments every two weeks to assess student progress and develop intervention plans. Complete benchmarks and MAP reading and math testing on all students three times per year.	Teachers, Reading Specialist, Title I Teachers	September, October 2009 January, February 2010 April, May 2010
Research instructional strategies at “Beating the Odds” schools to determine additional successful strategies for use in reading and math. Visit Bendix Elementary in Annandale, Minnesota.	Leadership Team	Fall 2009
Recruit and train parent volunteers to implement ROAR and other reading and math strategies.	Teachers, Reading Specialist	September 2009- June 2010

To be completed in August:

Accomplished: **Yes** **No** **In Progress**

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Actual Results:

Students meeting growth targets MAP	<u>Math</u>	<u>Reading</u>
Baseline 2006-2007	61.7%	64.6%
Actual results 2007-2008	72.7%	74.8%
Actual results 2008-2009	76.5%	72.7%
Actual results 2009-2010	77.7%(79.5%)	65.8%(75.7%) (goal)
Target results 2010-2011	82.5%	78.7%

Future Steps:

Implement peer coaching and PLCs to improve instructional practice. Use the exemplary grant to support the implementation of the new instructional process.