

**Discovery Elementary
Building Improvement Plan
2008-2009**

District Goal: Proficiency

Demonstrate a 5.76% increase in the overall percentage of students meeting proficiency standards on the MCA-IIs in math, and demonstrate a 4.75% 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 2006-2007	64.79%	71.38%
Actual results 2007-2008	65.42%	71.5%
Target results 2008-2009	71.18%	76.25%

Building Goal:

By the end of the 08-09 school year, 85% of our gr. 3-5 students will meet or exceed a proficient level as measured by the MCA-IIs in reading, and 90% of our gr. K-2 students will meet or exceed their end-of-year target reading level as measured/specified by the Literacy by Design curriculum.

Supporting Data:

Spring 08 MCA-II reading proficiency levels: grades 3-5 average: 82.5%; current gr. 4 (as third graders): 85.4%; current gr. 5 (as fourth graders): 73.2%, (as third graders: 78.1%)

With the adoption of the LBD curriculum it is necessary to monitor and document K-2 students’ reading levels to ensure they meet or exceed their targeted reading level according to LBD grade level expectations.

Measures:	Targets:
1. Summative: MCA-II Reading Formative: MAP Reading (gr. 1-5, fall-spring); AIMS Web fluency probes (gr. K-5 F-W-S); LBD theme tests (gr. K-5, once per month) LBD Benchmark assessments (gr. K-5 minimum expectation – use on bottom 20%)	1. 85% of gr. 3-5 students meet or exceed proficiency level on the MCA-IIs (gr. 3 – 85%, gr. 4-90%, gr. 5- 80%)
2. Summative: End-of-Year LBD reading level status Formative: MAP Reading (gr. 1, 2, fall-spring) AIMS Web fluency probes (gr. K-2, F-W-S) LBD theme tests (gr. K-5, once per month) LBD Benchmark assessments (gr. K-5 minimum expectation – use on bottom 20%)	2. 90% or gr. K-2 meet or exceed end-of-year LBD targeted reading level (K-level B, gr. 1 – level H, gr. 2- level L)

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Strategies	Person(s) Responsible	Timeline
1. Assess specified progress benchmarks, and <i>analyze</i> results at the team level	Michelle, multiage and SPED teachers	Monthly September – May or as administered
2. <i>Implement</i> ongoing book discussion and study time at the team level using <i>The Daily 5</i>	Multiage and SPED teachers	Monthly September - May
3. <i>Continue to model and share</i> new literacy instructional strategies at staff meetings (a.k.a. Teacher Academic Choice)	Michelle, teachers	Monthly September - May
4. <i>Attend</i> grade level LBD meetings and <i>lead</i> discussions of strategies covered back at building team meetings	Michelle and K/multiage/SPED teachers – team reps take turns	Monthly September – May or as offered
5. <i>Focus</i> CQEP goals on successful implementation of the <i>Literacy by Design</i> curriculum	Ranae, Barb, Bev, Kris, Kimarie, Marsha	September 15 – June 15
6. <i>Redesign and implement</i> a 20-minute intense formal instruction intervention for identified struggling readers 4 times per week	Multiage/SPED teachers/Paras	October – April, 4 times per week
7. <i>Implement</i> an additional reading intervention program for struggling readers not able to attend Books and Breakfast (a.k.a. Lunch Bunch)	Michelle, interested teachers	October – April, Twice per week
8. <i>Implement</i> a pilot use of Burns and Roe’s <i>Individual Reading Inventory</i>	Multiage teachers gr. 1-5	October, May

To be completed in June:

Accomplished: Yes No In Progress

Actual Results:

Future Steps:

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District Goal: Academic Growth (Year 2 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
Baseline 2006-2007	61.5%	62.1%
Actual results 2007-2008	64.5%	65.2%
Target results 2008-2009	66.5%	67.1%

Building Goal:

By the end of the 08-09 school year, 67.1% of our students in grades 2-5 will meet their spring growth targets as measured by the MAP reading assessment.

Supporting Data:

Percentage of students in grades 2-5 meeting reading growth targets:

Baseline 06-07	60.4%
2007-08	67.6%

* 08-09 target is decreased to 67.1% to reflect scores of *this year's* students in grades 2-5 (that average for spring 08 is only 64.8%)

Measures:	Targets:
1. Summative: MAP reading Formative: AIMs Web fluency probes (gr. K-5 F-W-S); LBD theme tests (gr. K-5, once per month) LBD Benchmark assessments (gr. K-5 minimum expectation – use on bottom 20%)	1. 67.1% of students in gr. 2-5 meet MAP reading growth targets

Strategies	Person(s) Responsible	Timeline
1. Assess specified progress benchmarks, and <i>analyze</i> results at the team level	Michelle, multiage and SPED teachers	Monthly September – May or as administered
2. <i>Implement</i> ongoing book discussion and study time at the team level using <i>The Daily 5</i>	Multiage and SPED teachers	Monthly September - May
3. <i>Continue to model</i> and <i>share</i> new literacy instructional strategies at staff meetings (a.k.a. Teacher Academic Choice)	Michelle, teachers	Monthly September - May

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4. <i>Attend</i> grade level LBD meetings and <i>lead</i> discussions of strategies covered back at building team meetings	Michelle and multiage/SPED teachers – team reps take turns	Monthly September – May or as offered
5. <i>Focus</i> CQEP goals on successful implementation of the <i>Literacy by Design</i> curriculum	Ranae, Barb, Bev, Kris, Kimarie, Marsha	September 15 – June 15
6. <i>Redesign</i> and <i>implement</i> a 20-minute intense formal instruction intervention for identified struggling readers 4 times per week	Multiage/SPED teachers/Paras	October – April, 4 times per week
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8. <i>Implement</i> a pilot use of Burns and Roe’s <i>Individual Reading Inventory</i>	Multiage teachers gr. 1-5	October, May

To be completed in June:

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

Actual Results:

Future Steps:

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District Goal: Bullying

Reduce the incidents of bullying.

Supporting Data (evidence of need):

2006 NSSE Survey Results

Building Goal:

Integrate our character education efforts across all aspects of the student day in an effort to foster positive and respectful interactions among all K-5 students toward each other and toward property of others

SMART Sub Goals

- 1) During the 08-09 school year, the percentage of students engaging in disrespect toward school or others' property will average 1% or less per quarter.
- 2) During the 08-09 school year, the percentage of students engaging in serious inappropriate behavior toward other students or adults will average 1% or less per quarter.
- 3) By the end of the 08-09 school year, 96% of K-5 students will report feeling safe and respected during the school day.

Supporting Data:

With the loss of K-2 multiage, the resultant reconfiguration of teachers and students, and the addition of several new students, we feel the need to coordinate our character education efforts across the entire school day and to integrate strategies from our homeroom curriculum, our code of ethics, Responsive Classroom, the Daily 5, and the founding philosophies of multiage and looping.

Measures:	Targets:
1. Record of student behavior referrals for disrespect of property each quarter	1. 1% or less of students being disrespectful toward school or others' property each quarter
2. Record of student referrals for serious misbehavior each quarter	2. 1% or less of students seriously misbehaving toward other students or adults each quarter
3. Student survey – given Spring 09	3. 96% of students report feeling safe and respected in school

Strategies	Person(s) Responsible	Timeline
1. <i>Reduce</i> transitions at the gr. 3-5 level during the school day	3-5 team	Summer 08 planning dates, ongoing thru year
2. <i>Instruct</i> and <i>model</i> behavior expectations for students	Michelle, teachers, paras	September and

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in the lunchroom, hallways, Commons areas, playground, bus		ongoing through the year
3. <i>Continue to train</i> all K-5 students in use of the Peace Rugs for conflict resolution	Michelle, paras	September
4. <i>Increase</i> staff supervision in hallways and Commons areas in the morning when students arrive	Michelle, teachers, paras	September – June
5. <i>Discuss, share, and implement</i> new implementation strategies from Responsive Classroom	Michelle, teachers	September - June
6. <i>Implement gr. 1-2 buddy classrooms with the two kindergarten groups for a multiage lunch/recess experience</i>	K-2 teachers	September - June
7. <i>Implement</i> strategies and activities from the resource <i>What Do You Stand For?</i> with gr. 3-5 students	3-5 teachers	September – June
8. <i>Create</i> structured and purposeful opportunities for positive interaction between K-2 and 3-5 students	Michelle, teachers, paras	Oct., Feb., May and informally as possible
9. <i>Instruct and implement</i> 'Mix It Up at Lunch' from the <i>Teaching Tolerance</i> resource	3-5 teachers	November

To be completed in June:

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

Actual Results:

Future Steps: