



Making a Difference!

**MONTROSE ELEMENTARY SCHOOL
SITE IMPROVEMENT PLAN
2012-13**

District Academic Goal #1: Proficiency

Demonstrate a 4% increase in the overall percentage of students meeting proficiency standards on the MCA in math, and demonstrate a 4% increase in the overall percentage of students meeting proficiency standards on the MCA in reading.

Supporting Data (evidence of need):

Although Minnesota was granted a federal waiver under NCLB, the target of every student reaching proficient levels remains. The BHM district is striving for a 4% increase in the percent of students scoring at proficient levels as measured by the MCAs in both reading and math. The 4% increase represents a meaningful difference for a district our size. (Carr, J. & Artman, E.M., 2002)

Students demonstrating proficiency	Math	Reading
Actual results 2011	63.3%	78.7%
Actual results 2012	69.8%	81.2%
Target results 2013	73.8%	85.2%

District Academic Goal #2: Academic Growth

Score at the 90th percentile or above in mean growth percentile as established by NWEA for fall to spring growth at all grade levels in both reading and math.

Supporting Data (evidence of need):

Math mean growth percentile

Grade	G2	G3	G4	G5	G6	G7	G8
Math results 2011-2012	76	92	97	99	57	73	85
Math target 2012-13	90	90	90	90	90	90	90

Reading mean growth percentile

Grade	G2	G3	G4	G5	G6	G7	G8
Reading results 2011-2012	70	89	96	95	91	94	89
Reading target 2012-13	90	90	90	90	90	90	90

District Academic Goal #3: Achievement Gap Reduction

All Achievement Gap Reduction (AGR) z-Scores for each subgroup will be reported as a negative number, therefore indicating BHM students in all subgroups are making strides towards reducing the achievement gap. These numbers will be reported through the Multiple Measures Rating (MMR) based on the MCA data in reading and math.

Supporting Data (evidence of need):

Initial MMR ratings and subsequent AGR z-Scores reported in May 2012, indicate the BHM district is making strides towards reducing the achievement gap. However, not all subgroups registered a negative number. Our goal is for each subgroup population to be demonstrating greater growth than other populations.

Site Goal #1:

Demonstrate a 6% increase in the overall percentage of students meeting proficiency standards on the MCA in math, and demonstrate a 6% increase in the overall percentage of students meeting proficiency standards on the MCA in reading.

Alignment to District Academic Goal:

This goal is perfectly aligned to District Goal #1 in that it is measuring proficiency on the MCA test in reading and in math.

Supporting Data:

Carr and Artman’s Meaningful Differences Guide shows that a 6% increase in students who are proficient on the MCA in reading represents significant growth. A 6% growth in students who are proficient on the MCA in math would also represent significant growth. These percentages are determined based upon the total number of students taking these MCA tests at Montrose Elementary School.

Measures:	Targets:
1. MCA III Reading	1. 79.4% proficiency
2. MCA III Math	2. 87.01% proficiency

Strategies	Person(s) Responsible	Timeline
1. Adjust the RTI schedule to allow for more frequent differentiation opportunities for students of all ability levels in the areas of reading and mathematics at all grade levels (K-5).	MES Problem Solving Team	Will take effect September 17, 2012.
2. Allocate additional staffing support to grade level teams during their RTI blocks to allow for additional small group instruction and reteaching opportunities.	Tony Steffes	Will take effect September 17, 2012
3. Implement a PLC schedule for all staff that allows for in depth discussion and data analysis of student achievement at each grade level (K-5). These teams will meet with Title and Support Staff every other week for the entire 2012-13 school year.	MES Problem Solving Team	Will take effect the week of September 17, 2012.

Site Goal #2:

Title I and SPED students at MES will demonstrate an 10% increase in the overall percentage of these identified students meeting proficiency standards on the MCA in math, and demonstrate an 10% increase in the overall percentage of these identified students meeting proficiency standards on the MCA in reading.

Alignment to District Academic Goal:

This goal is aligned to District Goal #3 as a way to show a closing of the achievement gap.

Supporting Data:

The District has identified the SPED and Title I as subgroups in need of achievement gap reduction. A 10% increase in proficiency on the MCA III test in the area of reading and math would demonstrate significant gains in student achievement for this subgroup, thus closing the achievement gap.

Measures:	Targets:
1. MCA III Reading	1. 49.68% proficiency
2. MCA III Math	2. 65.38% proficiency

Strategies	Person(s) Responsible	Timeline
1. Adjust the RTI schedule to allow for more frequent differentiation opportunities for students of all ability levels in the areas of reading and mathematics at all grade levels (K-5).	MES Problem Solving Team	Will take effect September 17, 2012.
2. Allocate additional staffing support to grade level teams during their RTI blocks to allow for additional small group instruction and reteaching opportunities.	Tony Steffes	Will take effect September 17, 2012
3. Implement a PLC schedule for all staff that allows for in depth discussion and data analysis of student achievement at each grade level (K-5). These teams will meet with Title and Support Staff every other week for the entire 2012-13 school year.	MES Problem Solving Team	Will take effect the week of September 17, 2012.

To be completed in August:

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

Actual Results:

Future Steps: