

**Northwinds Elementary School
Building Improvement Plan
2010-2011**

District Goal: Proficiency

Demonstrate a 7.7% increase in the overall percentage of students meeting proficiency standards on the MCA-IIs in math, and demonstrate a 5.4% 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 2009	67.7%	74.2%
Actual results 2010	69.2%	78.5%
Target results 2011	76.9%	83.9%

Building Goal:

Demonstrate a 5% increase in the overall percentage of students meeting proficiency standards on the MCA-IIs in math. Also, demonstrate a 5% increase in the overall percentage of special education students meeting proficiency standards on the MCA-IIs in math.

Supporting Data:

Northwinds Elementary School is currently cited as a school “needing improvement” because it has not met AYP standards in math.

Students demonstrating proficiency	Math	
Actual results 2008	All Students: 77.2%	Special Education Students: 37%
Actual results 2009	All Students: 79 %	Special Education Students: 54%
Actual results 2010	All Students: 80.37%	Special Education Students: 44%
Target results 2011	All Students: 85.37%	Special Education Students: 49%

Measures:	Targets:
1. MCA-IIs in Grades 3-5	1. Overall 85.37% of students in grades 3-5 will meet proficiency standards in math on the MCA-IIs. Also, 49% of special education students in grades 3-5 will meet proficiency standards in math on the MCA-IIs.
2. Benchmark Assessments in Grades K-5	2. Teachers will identify and use common math benchmark assessments at each grade level as well as in special education to periodically throughout the year to monitor student progress towards meeting our building proficiency goals in math.

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

Strategies	Person(s) Responsible	Timeline
1. Identify and/or create common math benchmark assessments that will be used periodically throughout the year in regular education classrooms as well as special education to monitor progress towards meeting building goals in math. These benchmark assessments will be aligned closely with grade level state standards.	Grade Level/Department Teams	Identify/Create first assessment by Mid October. Use data gathered to determine what adjustments need to be made for the remaining assessments.
2. Identify specific skill deficits of special education students in grades 3-5 and create flexible student groups across grade levels in special education to provide focused instruction and interventions to address specific student skill needs.	Special Education Team	Group students in the fall based on assessment information and then adjust groups throughout the year based on skill needs and progress shown.

To be completed in June:

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

Actual Results:

Future Steps:

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District Goal: Academic Growth

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

Supporting Data (evidence of need):

Math growth index targets to score at 90th percentile in school percentile ranks

Grade	G2	G3	G4	G5	G6	G7	G8	G9
90 th percentile	4.1	3.4	3.5	3.3	4.1	2.8	2.1	2.7
Math baseline 2009-2010	2.5	2.7	4.2	6.2	1.5	1.8	3.2	2.0

Reading growth index targets to score at 90th percentile in school percentile ranks

Grade	G2	G3	G4	G5	G6	G7	G8	G9
90 th percentile	4.0	3.0	2.6	2.4	2.2	1.9	1.6	1.0
Reading baseline 2009-2010	2.2	2.8	3.8	3.2	1.5	2.5	1.8	1.3

Building Goal:

Score at the 90% or above in school percentile ranks established by NWEA for fall to spring growth index averages at all grade levels in math and also in the special education subgroup.

Supporting Data: (evidence of need):

Math growth index targets to score at 90th percentile in school percentile ranks

Grade	G2	G3	G4	G5
90 th percentile	4.1	3.4	3.5	3.3
Math baseline All Students 2009-2010	3.2	2.5	4.4	7.3
Math baseline Special Ed. Students 2009-2010	1.7	2.9	3.1	4.8

Measures:	Targets:
1. MAP Test Data Grades 2-5	1. All grade levels 2-5 will score at the 90% or above in school percentile ranks established by NWEA for fall to spring growth index averages in math. Special Education students in grades 2-5 will score at the 80% or above in math.
2. Benchmark Assessments in Grades K-5	2. Teachers will identify and use common math benchmark assessments at each grade level as well as in special education to periodically throughout the year to monitor student progress towards meeting our building proficiency goals in math.

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Strategies	Person(s) Responsible	Timeline
<p>1. . Identify and/or create common math benchmark assessments that will be used periodically throughout the year in regular education classrooms as well as special education to monitor progress towards meeting building goals in math. These benchmark assessments will be aligned closely with grade level state standards.</p>	<p>Grade Level/Department Teams</p>	<p>Identify/Create first assessment by Mid October. Use data gathered to determine what adjustments need to be made for the remaining assessments.</p>
<p>2. Identify specific skill deficits of special education students in grades 3-5 and create flexible student groups across grade levels in special education to provide focused instruction and interventions to address specific student skill needs.</p>	<p>Special Education Team</p>	<p>Group students in the fall based on assessment information and then adjust groups throughout the year based on skill needs and progress shown.</p>

To be completed in June:

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

Actual Results:

Future Steps: