

Montrose Elementary School



Building Improvement Plan
End of Year Report
2009~2010

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 reading 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 5.3% increase in the overall percentage of students meeting proficiency standards on the MCA-IIs in math, and demonstrate a 6.1% increase in the overall percentage of students meeting proficiency standards on the MCA-IIs in reading.

Supporting Data:	Math	Reading
Actual results 2008	69.1%	70.8%
Actual results 2009	74.05%	69.3%
Actual results 2010	72.1%	74.7%
Target results 2010	79.25%	75.4%

Measures:	Targets:
1. MCA II	1. See Above

Strategies	Person(s) Responsible	Timeline
1. RTI Workshop	Laurie Struffert & Anne Ackmann	Sept 2, 2009
2. Review and analyze fall assessment results by grade level. Plan interventions for students scoring below the 25 th ile on MAP, AIMSWEB, and grade level assessments.	Certified MES Staff	Fall 2009
3. Implement appropriate interventions as needed	Grade Level Staff	2009-2010
4. Mid year review of student data and progress toward building goals, and modify interventions as needed.	Certified MES Staff	January 2010
5. Implement Study Island online tutorial program	Grade Level Staff	2009-2010
6. Implement V-Math	SPED Staff	2009-2010
7. Complete yearly progress record sheet	Certified MES Staff Gary Theis	June 2010 9-23-2009
		10-28-2009 12-9-2009 1-13-2010

8. Monthly Team RTI Meetings	Certified Staff	2-24-2010 3-17-2010 5-19-2010
9. Weekly Special Education Meetings	SPED Staff	2009-2010

To be completed in June:

Accomplished: ☐ Yes ☒ No ☐ In Progress

Actual Results:

Targets were not met for proficiency in reading or math. Substantial gains were made in math at grades 3 and 4 with a small gain in reading accomplished school wide.

Future Steps:

Strategies to be implemented or considered for school year 2010-2011 will be:

1. Implement new RTI guidelines and protocols as developed by District RTI Implementation Team.
2. Send a team of seven staff members to Annual Assessment and Leadership Institute held in July by Minnetonka Public Schools.
3. Expand Targeted Service program to summer sessions at Montrose Elementary School. Nine sessions are scheduled for summer of 2010.
4. Implement V-Math and Ticket to Read online tutorial programs school wide.
5. Review grade five MCA II data to analyze academic shortfalls at that grade level. Team to include last year's fifth grade teacher, Principal, Intervention Specialist and District Data Coordinator.
6. Begin interventions as soon as possible in the fall with data all ready available.
7. Schedule regular monthly meetings with each grade level and Intervention Specialist to monitor data and interventions.
8. Expand instruction of test taking skills at all appropriate grade levels.
9. Analyze the appropriateness of interventions and expand staff capacity for choosing and monitoring interventions. This will include a review of staff development needs at Montrose Elementary School.
10. Use of data wall and data analysis to monitor student progress.
11. Implement common RTI time at each grade level for exclusive use of time for interventions in reading and math.
12. Explore motivational strategies to use with students.
13. Successful implementation of Envisions Math program.
14. Develop and implement building AYP plan for free and reduced and special education students.

**Montrose Elementary School
Building Improvement Plan
2009-2010**

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 demonstrating proficiency growth targets

	Math	Reading
Actual results 2008-2009	71.0%	68.0%
Target results 2009-2010	76.0%	73.0%

Building Goal:

MES students will show academic growth in reading and math by attaining **one or more** of the following:

Meeting MAP growth target

Attaining 80%ile of MAP test. (For those who score below the 80%ile in the fall)

Meeting proficiency standards on MCA II's

Meeting grade level growth on LBD Benchmark assessments (reading only)

Meeting expectations on district grade level assessments

Supporting Data:

	Math	Reading
Actual results 2008-2009	75.8%	65.3%
(Students demonstrating proficiency on MAP growth targets)		
Actual results 2009-2010	77%	68.8%
Target results 2009-2010	80.8%	72.0%

Percentage meeting Math MAP growth targets					
	2006	2007	2008	2009	2010
Grade 1	X	X	83.6%	80.8%	X
Grade 2	65.7%	58.8%	82.4%	80.9%	76.8%
Grade 3	45.3%	60.6%	69%	66.7%	77.4%
Grade 4	74%	68.6%	68.4%	67.1%	85.1%
Grade 5	40.8%	52.1%	55.8%	83.7%	68.7%
Average	56.45%	60%	71.48%	75.76%	77%

Percentage meeting Reading MAP growth targets					
	2006	2007	2008	2009	2010
Grade 1	X	X	64.2%	73.1%	X
Grade 2	60.0%	69.1%	74.5%	67.6%	73.7%
Grade 3	58.5%	60.6%	69%	66.7%	67.2%
Grade 4	76%	62.7%	84.2%	72.9%	74.5%
Grade 5	46.9%	50%	29.0%	46.6%	59.7%
Average	60.35%	60.6%	64.26%	65.26%	68.75%

Measures:	Targets:
1. MAP	See Above
2. MCA II's	
3. District Grade Level Assessments	

Strategies	Person(s) Responsible	Timeline
1. RTI Workshop	Laurie Struffert & Anne Ackmann	Sept 2, 2009
2. Review and analyze fall assessment results by grade level. Plan interventions for students scoring below the 25%ile on MAP, AIMSWEB, and grade level assessments.	Certified MES Staff	Fall 2009
3. Implement appropriate interventions as needed	Grade Level Staff	2009-2010
4. Mid year review of student data and progress toward building goals, and modify interventions as needed.	Certified MES Staff	January 2010
5. Implement Study Island online tutorial program	Grade Level Staff	2009-2010
6. Implement V-Math	SPED Staff	2009-2010
7. Complete yearly progress record sheet	Certified MES Staff Gary Theis	June 2010
8. Monthly Team RTI Meetings	Certified Staff	9-23-2009 10-28-2009 12-9-2009 1-13-2010 2-24-2010 3-17-2010 5-19-2010
9. Weekly Special Education Meetings	SPED Staff	2009-2010

To be completed in June:

Accomplished: ☐ Yes ☐ No ☒ In Progress

Actual Results: Targets were not met for students meeting growth targets in reading and math. Data indicates a slow but steady increase in students meeting their growth targets.

Future Steps:

1. Examine use of growth targets percentages versus other MAP data to assess student academic growth.
2. Implement new RTI guidelines and protocols as developed by District RTI Implementation Team.
3. Send a team of seven staff members to Annual Assessment and Leadership Institute held in July by Minnetonka Public Schools.
4. Expand Targeted Service program to summer sessions at Montrose Elementary School. Nine sessions are scheduled for summer of 2010.
5. Implement V-Math and Ticket to Read online tutorial programs school wide.
6. Review grade five MCA II data to analyze academic shortfalls at that grade level. Team to include last year's fifth grade teacher, Principal, Intervention Specialist and District Data Coordinator.
7. Begin interventions as soon as possible in the fall with data all ready available.
8. Schedule regular monthly meetings with each grade level and Intervention Specialist to monitor data and interventions.

9. Expand instruction of test taking skills at all appropriate grade levels.
10. Analyze the appropriateness of interventions and expand staff capacity for choosing and monitoring interventions. This will include a review of staff development needs at Montrose Elementary School.
11. Use of data wall and data analysis to monitor student progress.
12. Implement common RTI time at each grade level for exclusive use of time for interventions in reading and math.
13. Explore motivational strategies to use with students.
14. Develop and implement building AYP plan for free and reduced and special education students.

**Montrose Elementary School
Building Improvement Plan
2009-2010**

District Goal: Bullying

Reduce the incidents of bullying.

Supporting Data (evidence of need):
2006 NSSE Survey Results

Building Goal:

Build Community

Annual School Survey conducted in March.

“I feel that bullying is not a serious problem at our school.”

Supporting Data: Survey Results

	2008	2009	2010
Students	70%	75%	73%
Parents	84%	95%	93%
Staff	80%	100%	88%

Measures:	Targets:
1. Parent, staff, student's surveys.	1. Show improvement
2. Discipline reports.	2. Reduce the percentage of discipline incidences identified as bullying.

Strategies	Person(s) Responsible	Timeline
1. Conduct beginning of the year respect and responsibility presentation.	Gary Theis	Fall 2009
2. Critters and Company.	Gary Theis	October 13, 2009
3. Review progress towards goal with entire staff mid-year.	MES Staff	January 2010
4. Rewrite Student Surveys.	MES Staff	2009-2010
5. Use morning announcements for skits helping with bullying reduction.	MES Staff	2009-2010
6. Write handbook addition, to maintain a common language on bullying.	BLT Committee	2009-2010
7. Implement Responsive Classroom Techniques.	MES Staff	2009-2010
8. Reading and discussions of books on bullying by classroom teachers.	MES Teachers	2009-2010
9. Schedule Climb Theater.	Gary Theis	2009-2010

To be completed in June:

Accomplished: ☐ **Yes** ☐ **No** ☒ **In Progress**

Actual Results: Annual survey results continue to indicate that bullying is not a serious problem
Montrose Elementary School.

Future Steps:

1. This year we implemented a program called Mustang Magic Moments as a positive behavior program at Montrose Elementary. Students were recognized individually, as groups and school wide (including bus behavior) for their positive behavior.
2. Continue strategies that are in place such as Critters & Company and Climb Theater presentations and use of Responsive Classroom techniques.