

**Tatanka 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:**

Demonstrate a 4.64% increase in the overall percentage of students meeting proficiency standards on the MCA-IIs in math, and demonstrate a 4.92% increase in the overall percentage of students meeting proficiency standards on the MCA-IIs in reading.

**Supporting Data:**

Tatanka 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	69.90%	73.21%
Actual results 2007-2008	75.36%	73.08%
Target results 2008-2009	80.00%	78.00%

Measures:	Targets:
1. MCA-II Math	1. Demonstrate a 4.64% increase in the overall percentage of students meeting proficiency standards on the MCA-IIs in math from 75.36% proficient to 80.00% proficient.
2. MCA-II Reading	2. Demonstrate a 4.92% increase in the overall percentage of students meeting proficiency standards on the MCA-IIs in reading from 73.08% proficient to 78.00% proficient.

Strategies	Person(s) Responsible	Timeline
1. Meet every six weeks (four times per year) to review data and interventions for students. Review MAP	Principal, Grade Level, Special Education and	October 2008-May 2009

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data 1 <sup>st</sup> and 3 <sup>rd</sup> quarters and teacher formative assessment data 2 <sup>nd</sup> and 4 <sup>th</sup> quarters.	Title I Teams	
2. Implement daily two hours of reading instruction and a half-hour of "Reading Rainbow" time to implement specific interventions for students.	Grade Level Teams	September 2008-May 2009
3. Implement the components of the Daily 5 (Read to Yourself, Read to Someone, Work on Writing, Listen to Reading, and Spelling Word Work).	Grade Level Teams and Special Education	September 2008-May 2009
4. Assess all students not meeting or exceeding the state standards according to the MCA II with the Rigby Reads, QRI or DRA to determine academic needs for intervention.	Grade Level, Special Education and Title I Teams	September 2008-May 2009
5. Explore the Voyager intervention programs and hands on math intervention programs to make a recommendation to the TLC for instructional options.	Sara Rehnstand, Carla Turner and Instructional Team	September 2008-November 2008
6. Research instructional strategies at "Beating the Odds" schools to determine additional successful strategies for use in reading and math.	Jamie Carlson and Problem Solving Team	September 2008-November 2008
7. Meet monthly to: <ul style="list-style-type: none"> <li>• align instructional practices/curriculum with standards/state test specifications</li> <li>• review the Literacy By Design theme assessments and other formative assessments to determine instructional needs</li> <li>• review effectiveness of intervention strategies for students identified for intervention through the Response to Intervention process and make adjustments as needed.</li> </ul>	Grade Level Teams	September 2008-May 2009
8. Use Literacy By Design theme assessments every two weeks to assess student progress and develop intervention plans.	Grade Level Teams	September 2008-May 2009

*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:**

Demonstrate a 4% 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%
Target results 2008-2009	76.7%	78.8%

Measures:	Targets:
1. MAP Math	1. Demonstrate a 4% increase in the overall percentage of students meeting annual MAP growth targets within one year from 72.7% to 76.7%.
2. MAP Reading	2. Demonstrate a 4% increase in the overall percentage of students meeting annual MAP growth targets within one year from 74.8% to 78.8%.

Strategies	Person(s) Responsible	Timeline
1. Meet every six weeks (four times per year) to review data and interventions for students. Review MAP data 1 <sup>st</sup> and 3 <sup>rd</sup> quarters and teacher formative assessment data 2 <sup>nd</sup> and 4 <sup>th</sup> quarters.	Principal, Grade Level, Special Education and Title I Teams	October 2008-May 2009
2. Implement daily two hours of reading instruction and a half-hour of "Reading Rainbow" time to implement specific interventions for students.	Grade Level Teams	September 2008-May 2009
3. Implement the components of the Daily 5 (Read to Yourself, Read to Someone, Work on Writing, Listen	Grade Level Teams and Special Education	September 2008-May 2009

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to Reading, and Spelling Word Work).		
4. Assess all students not meeting or exceeding the state standards according to the MCA II with the Rigby Reads, QRI or DRA to determine academic needs for intervention.	Grade Level, Special Education and Title I Teams	September 2008-May 2009
5. Explore the Voyager intervention programs and hands on math intervention programs to make a recommendation to the TLC for instructional options.	Sara Rehnstand, Carla Turner and Instructional Team	September 2008-November 2008
6. Research instructional strategies at "Beating the Odds" schools to determine additional successful strategies for use in reading and math.	Jamie Carlson and Problem Solving Team	September 2008-November 2008
7. Meet monthly to: <ul style="list-style-type: none"> <li>• align instructional practices/curriculum with standards/state test specifications</li> <li>• review the Literacy By Design theme assessments and other formative assessments to determine instructional needs</li> <li>• review effectiveness of intervention strategies for students identified for intervention through the Response to Intervention process and make adjustments as needed.</li> </ul>	Grade Level Teams	September 2008-May 2009
8. Use Literacy By Design theme assessments every two weeks to assess student progress and develop intervention plans.	Grade Level Teams	September 2008-May 2009

*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:**

Reduce the incidents of bullying.

**Supporting Data:**

According to the Tatanka parent survey, the following survey data was gathered:

Question	2006-2007	2007-2008
I believe this school provides a safe and orderly environment.	89.7%	88.6%
I believe students show respect for adults in this school.	79.3%	88.6%
I believe students show respect to students who are different from them.	65.5%	85.7%
I believe students show respect for school property.	82.8%	91.5%
I believe students show respect for other people's property.	75.8%	88.5%

According to the SASI student information system, the following numbers of behavior incidents data was gathered:

Grade Level	2006-2007	2007-2008
Kindergarten	3	2
1 <sup>st</sup>	13	11
2 <sup>nd</sup>	5	11
3 <sup>rd</sup>	3	3
4 <sup>th</sup>	5	7
5 <sup>th</sup>	16	10
Total	45	44

Measures:	Targets:
1. Parent Survey	1. The percentage of parents responding strongly agree or agree to the statements 9-13 on the Parent Survey will increase from 2007-2008 levels of performance to 92.5% in all areas..
2. Infinite Campus Discipline Data	2. The percentage of discipline incidents will decrease by 10% according to the Infinite Campus discipline summary from 2007-2008-44 incidents to 39 or fewer.

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<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>
1. Implement at least one area of Responsive Classroom using Logical Consequences (take a break, you break it-you fix it, loss of privilege) and/or Conflict Resolution strategies.	Licensed Staff	September 2008-May 2009
2. Implement the STAR program with monthly themes and recognitions.	STAR Committee	September 2008-May 2009

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*To be completed in June:*

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

**Actual Results:**

**Future Steps:**