

Building Improvement Plans 2009-10 End-of-Year Report

School: BCMS

District Goal: Demonstrate a 6.5% increase in the overall percentage of students meeting proficiency standards on the MCA-IIs in math and a 5.2% increase in the overall percentage of students meeting proficiency standards on the MCA-IIs in reading.

Building Goal: Demonstrate a 6.5% increase in the overall percentage of students meeting proficiency standards on the MCA-IIs in math and a 5.2% increase in the overall percentage of students meeting proficiency standards on the MCA-IIs in reading.

Desired End Results: 71.7% of BCMS students proficient in Math MCA-II
74.7% of BCMS students proficient in Reading MCA-II

Accomplished: ___ Yes ___ No ___x In Progress

Actual Results:

66.3% of BCMS students were proficient on the Math MCA-II (+1.1% from 08-09)

73.1% of BCMS students were proficient on the Reading MCA-II (+3.6% from 08-09)

1. One hundred at-risk students were identified in both Math and Reading and provided the opportunity to participate in focused instructional support via an after school Targeted Services program. We implemented the EDUSS on-line program which had limited support and effectiveness and have now purchased Study Island to use with ALL students for additional math, reading and science support. Students have individual access for home and school.
2. Constructive responses are no longer part of the MCA-IIs but we continue to work in PLC's to implement high quality writing responses in all subject areas.
3. The math department piloted two different curriculums during the course of the year. This required much extra effort on the part of teachers and students but we are excited to use the new Impact math curriculum this year and are confident it is an excellent choice.

Future Steps:

1. Work closely with math department and PLC's year to make sure Impact math curriculum implementation is successful. 2010-11 is the first year of ALL 8th grade students taking algebra. Data needs to be collected on student achievement and growth.
2. Identify math and reading at-risk students and get the Targeted Services program implemented earlier in the school year.
3. Continue to identify and research technology tools to increase student learning at BCMS.
4. PLC's continue to embed reading and math strategies in curriculum.
5. Pilot and study English curriculum models for possible future implementation.

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

**Building Improvement Plans
2009-10 End-of-Year Report**

School: BCMS

District Goal: Demonstrate a 5% increase in the overall percentage of students meeting annual MAP growth targets within two years.

Building Goal: Demonstrate a 5% increase in the overall percentage of students meeting annual MAP growth targets within two years.

Desired End Results: 64.9% of students achieve Math MAP growth targets. 64.8% of students achieve Reading MAP growth targets.

Accomplished: ___x(math)**Yes** x_(reading)___ **No** ___ **In Progress**

Actual Results: 65.7% of BCMS students achieved Math MAP growth targets.

62% of BCMS students achieved Reading MAP growth targets

Students received communication and encouragement concerning their individual growth targets. The encouragement was personal and not based on extrinsic rewards. Students responded with great personal effort on MAP tests.

Future Steps:

1. Continue to monitor student MAP growth through individual encouragement and support.
2. Work to further use data to determine student progress of all sub-groups (sped, FR lunch etc,)
3. PLC's continue to embed reading and math strategies in curriculum.
4. Implement new Impact math curriculum in 2010-11.
5. Pilot and study English curriculum models for possible future implementation.

Building Improvement Plans 2009-2010 End-of-Year Report

School: BCMS

District Goal: Reduce the incidents of bullying.

Building Goal: Reduce the incidents of bullying.

Desired End Results: All BCMS students have an adult in the school to go to for help and support. Less than 5% of students report continued (4 or more times) bullying.

Accomplished: ___ Yes ___ No x In Progress

Actual Results: We did not survey our students this year but spent more time developing community building focus within our Prime Times and classrooms. We do have specific data concerning the reported bullying activity and the results of our interventions.

1. 68 students were referred via Infinite Campus for Bullying/Student Disrespect behaviors. 82% did not re-offend after one intervention.
2. 33 students were Disruptive Bullying-type behaviors. 85% did not have further incidents after an initial intervention.
3. **Three year data indicates** that 75% of students do not have repeat offenses reported following an initial intervention.
4. The teachers trained in Developmental Designs provided leadership for our Prime Time activities. As a school we worked with students to come up with our school-wide focus for individual behavior and attitude. Posters were made for classrooms and hallways that said: Be Respectful, Be Responsible, Be an Active Participant!
5. Leadership training was provided for student leaders with a leadership consultant.

Future Steps:

1. Over 20 BCMS teachers have been trained this summer in Developmental Designs. We will continue to work towards implementation of school-wide Developmental Design framework for Prime Time and classrooms.
2. Counselors meet with EVERY 6th grade student to create a pro-active approach for student relationship building.
3. Continue to provide student leadership training opportunities.
4. Continue to use IC to report offenses and track results.