

**Northwinds Elementary School
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 5% 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 this year. Greatest areas of need are vocabulary in reading and number sense and computation in math.

Supporting Data:

Northwinds Elementary is currently not cited as a school “needing improvement” because it has met AYP standards but grade 3 performed below the state in both reading and math and our special education subgroup was very close to being sited for needing improvement. Student proficiency the last two years has not changed very much. The percentage of students meeting proficiency standards must continually increase to meet the goal of 100% proficiency in 2013.

NES students demonstrating proficiency	Math	Reading
Actual results 2006-2007	77.2%	79.6%
Actual results 2007-2008	77.2%	79.4%
Target results 2008-2009	82.2%	84.15%

Measures:	Targets:
1. MCA- IIs in grades 3-5	1. Overall 84.15% of students in grades 3-5 will meet proficiency standards in reading on the MCA-IIs and 82.2% of students in grades 3-5 will meet proficiency standards in math on the MCA-IIs in the Spring of 2009.
2. Formative Classroom/Grade Level Reading and Math Assessments	2. Teachers will identify/develop and use grade level assessments as checkpoints throughout the year to monitor student growth in reading and math and inform instructional decisions.

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Strategies	Person(s) Responsible	Timeline
1. Train teachers in Literacy by Design strategies that are research based and support increased reading and math achievement.	Literacy by Design Implementation Team	August and periodically throughout the year.
2. Identify, teach and use vocabulary words/skills consistently across grade levels in math and reading to increase students' critical thinking skills (ie. Infer, predict, compare, etc.)	Teachers grades K-5	Ongoing throughout the year
3. Identify at risk students in reading and math at each grade level using available test data and implement research based RTI strategies focused on specific skill deficits to increase student achievement.	Teachers grades K-5	Ongoing throughout the year
4. Study and evaluate the current special education delivery model for math and reading and make changes where appropriate to better meet student needs and increase student achievement for these students.	Building Special Education Department and K-5 Teachers	Fall, 2008 & ongoing throughout the Year
5. Design and implement before and/or after school academic support opportunities for struggling students using Targeted Services monies.	K-5 Staff	TBD
6. Identify/develop classroom and grade level formative assessments to monitor student growth and progress and to inform instructional decisions and lesson planning.	K-5 teachers	Ongoing throughout the year.
7. Write and implement grade level/department goals to support the NES building improvement plan with vocabulary, computation and number sense as specific focus areas.	K-5 teachers	October 2008
8. Meet monthly as grade level/department teams (Professional Learning Communities) to analyze student data, monitor student progress, share ideas, plan lessons, identify and develop common assessments and plan appropriate interventions for at risk students.	K-5 teachers	Monthly throughout the year.
9. Plan and implement staff development building activities to support teachers in improving math and reading instruction.	Building TLC Team	Fall, 2008 November, January & March

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 2% increase in the overall percentage of students meeting annual MAP growth targets this year.

Supporting Data:

NES students meeting growth targets	Math	Reading
Baseline 2006-2007	66 %	70 %
Actual results 2007-2008	76 %	68 %
Target results 2008-2009	78 %	70 %

Measures:	Targets:
1. MAP Test Data Grades 1-5	1. Overall 70% of students in grades 2-5 will meet their reading growth target in spring of 2009 and 78% of students in grades 2-5 will meet their math growth target.
2. Formative Classroom/Grade Level Reading and Math Assessments	2. Teachers will identify/develop and use grade level assessments as checkpoints throughout the year to monitor student growth in reading and math and inform instructional decisions.

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Strategies	Person(s) Responsible	Timeline
1. Train teachers in Literacy by Design strategies that are research based and support increased reading and math achievement.	Literacy by Design Implementation Team	August and periodically throughout the year.
2. Identify, teach and use vocabulary words/skills consistently across grade levels in math and reading to increase students' critical thinking skills (ie. Infer, predict, compare, etc.)	Teachers grades K-5	Ongoing throughout the year
3. Identify at risk students in reading and math at each grade level using available test data and implement research based RTI strategies focused on specific skill deficits to increase student achievement.	Teachers grades K-5	Ongoing throughout the year
4. Study and evaluate the current special education delivery model for math and reading and make changes where appropriate to better meet student needs and increase student achievement for these students.	Building Special Education Department and K-5 Teachers	Fall, 2008 & ongoing throughout the year
5. Design and implement before and/or after school academic support opportunities for struggling students using Targeted Services monies.	K-5 Staff	TBD
6. Identify/develop classroom and grade level formative assessments to monitor student growth and progress and to inform instructional decisions and lesson planning.	K-5 teachers	Ongoing throughout the year.
7. Write and implement grade level/department goals to support the NES building improvement plan with vocabulary, computation and number sense as specific focus areas.	K-5 teachers	October 2008
8. Meet monthly as grade level/department teams (Professional Learning Communities) to analyze student data, monitor student progress, share ideas, plan lessons, identify and develop common assessments and plan appropriate interventions for at risk students.	K-5 teachers	Monthly throughout the year.
9. Plan staff development building activities to support teachers in improving math and reading instruction.	Building TLC Team	Fall, 2008

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 at Northwinds Elementary during the 2008-2009 school year.

Supporting Data:

Building survey data and information from students, parents and staff throughout the building indicate that there are incidents of bullying that take place on the playground, in the lunchroom, in the bathrooms and in classrooms that make some students feel unsafe and/or threatened.

Measures:	Targets:
1. Fall and Spring Building Student Survey	1. Students will report 5% less incidents of bullying in the spring survey as compared to fall survey results.
2. Data from Office and Classroom Referral Slips	2. There will be a 5% decrease of reported incidents of bullying from fall to spring.

Strategies	Person(s) Responsible	Timeline
1. Meet with each grade level of students in the fall to kick off our focus on respect and eliminating bullying behaviors	Principal Gail Feneis	September 4, 2008
2. Plan and implement monthly school wide activities focusing on respectful behavior and reducing bullying behaviors.	Polar Pride Committee	Monthly throughout the year
3. Publish an article each month in the school newsletter with information to parents/families about our respect activities and ideas of how parents can support and reinforce school efforts at home.	Polar Pride Committee	Monthly throughout the year.
4. Schedule CLIMB Theatre to present bullying programs to NES students	Principal Gail Feneis	October 2008
5. Administer a fall survey to students to gain information on bullying incidents at Northwinds and use information gathered to make improvements to decrease bullying behaviors at Northwinds Elementary to see a decrease of these behaviors	Building TLC Team	Fall and Spring

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reported in the spring survey.		
6. Distribute pamphlets to parents and teachers with a school definition of bullying and strategies to decrease these behaviors at Northwinds.	Northwinds Staff	Fall, 2008
7. Present bullying/respect skits to students in primary grades to teach younger students about treating each other with respect	5 th Grade Students	Fall, 2008

To be completed in June:

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

Actual Results:

Future Steps: