

**Buffalo High School  
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 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%

**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
Actual results 2008-2009	71%	68%
Target results 2010-2011	76%	73%

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**Building Goal: Math Proficiency and Growth**

Demonstrate a 6.5% increase in the overall percentage of students meeting proficiency standards on the MCA-IIs in Math, and a 2.5% increase in overall percentage of students meeting MAP growth targets.

**Supporting Data:**

Buffalo High School is currently cited as "needing improvement" because it has not met AYP standards.

Students demonstrating proficiency (MCA-II)	Math
Actual results 2006-2007	39.6%
Actual results 2007-2008	36.3%
Actual results 2008-2009	40.3%
Target results 2009-2010	46.8%

Students meeting growth targets (MAP)	Math
Baseline 2006-2007	56.8%
Actual results 2007-2008	62.5%
Actual results 2008-2009	64.9%
Target results 2009-2010	67.4%

Independent School District 877  
Buffalo-Hanover-Montrose Schools

Measures:	Targets:
1. MCA-II/GRAD Math Assessment 09-10	1. Demonstrate a 6.5% increase in the overall percentage of students meeting Proficiency standards on the MCA-II/GRAD in Math.
2. MAP data – Fall 09-Spring 10	2. Demonstrate a 2.5% increase in overall percentage of students meeting MAP growth targets (5% growth over 2 years).
3. Ranking of Minnesota public high schools by MCA-II/GRAD scores	3. Top 40 of 100 comparable public high schools

Strategies	Person(s) Responsible	Timeline
1. Expand differentiated proactive and remediation interventions	Admin Team, Special Ed Co-Teachers, Math Dept, Extended Day & Summer Remediation teachers, tutors, Homework Help	Throughout 2009-2010 school year
2. Develop and promote understanding of common vocabulary and math strategies throughout building	Math Dept, Math Goal Team	November 13 Workshop, Nov. 19, Feb. 18 In-Service
3. Offer opportunities for staff to develop better understanding of how to use Infinite Campus data to benefit students and curriculum	Technology Team, Admin Team	November 13 Workshop
4. Share information about implementation of new math curriculum with staff	Math Dept, Director of Curriculum and Instruction, Admin Team	Nov. 19, Feb. 18 In-Service

To be completed in August:

**Accomplished:**             Yes                     No                     In Progress

**Actual Results:**

1. Demonstrate a 6.5% increase in the overall percentage of students meeting Proficiency standards on the MCA-II/GRAD in Math.

**Results: MCA-II/GRAD results – 40.3% to 47.2% proficient (6.9% increase – met goal)**

**\*\*State growth 42% to 43%**

2. Demonstrate a 2.5% increase in overall percentage of students meeting MAP growth targets (5% growth over 2 years).

**Results: MAP growth target results - 64.9% to 68.3% met growth targets (4.4% - met goal)**

**\*\*Approximately the 87% national ranking for Fall to Spring growth in Math**

3. Top 40 of 100 comparable public high schools

**Results: TBD**

**Future Steps:**

1. Create and coordinate differentiated interventions and remediation through out the 2010-11 school year - Refine process from 2009-10 – possible remediation class
2. Promote an understanding of common vocabulary - Expand to other curricular areas
3. Provide instructional support across the curriculum through math strategies - Problem-solving strategies, and use of graphic organizer with new curriculum
4. Develop common assessments in the area of math - Examine need of 8<sup>th</sup> grade connect in Algebra
5. Provide opportunities for staff and students to analyze MAP data through infinite Campus - AYP funds to take ½ day to further examine MAP data and connect to new curriculum
6. Communicate MCA-II/GRAD results to both students and staff - Faculty meetings, and prep sessions again for 2010-11
7. Communicate progress with in math curriculum implementation - Create collaboration time for implementation

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**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 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%

**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 meeting growth targets	Math	Reading
Actual results 2008-2009	71%	68%
Target results 2010-2011	76%	73%

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**Building Goal: Reading Proficiency and Growth**

Demonstrate a 5.2% increase in the overall percentage of students meeting proficiency standards on the MCA-IIs in reading, and a 2.5% increase in overall percentage of students meeting their MAP growth target.

**Supporting Data:**

Buffalo High School is currently cited as “needing improvement” because it has not met the AYP standards.

BHS students demonstrating proficiency (MCA-II)	Reading
Actual results 2006-2007	76.3%
Actual results 2007-2008	69.6%
Actual results 2008-2009	79.4%
Target results 2009-2010	84.6%

BHS students meeting growth targets (MAP)	Reading
Baseline 2006-2007	52.5%
Actual results 2007-2008	59.7%
Actual results 2008-2009	59.6%
Target results 2009-2010	62.1%

Independent School District 877  
Buffalo-Hanover-Montrose Schools

<b>Measures:</b>	<b>Targets:</b>
1. MCA-II/GRAD Reading Retakes	1. Complete graduation requirements in reading for students who were not Proficient.
2. MCA-II/GRAD Reading Assessment 2009-2010	2. Demonstrate a 5% increase in the overall percentage of students meeting Proficiency standards on the MCA-IIs in Reading.
3. MAP data – Fall 09-Spring 10	3. Demonstrate a 2% increase in overall percentage of students meeting MAP growth target.
4. Ranking of Minnesota public high schools by MCA-II/GRAD scores	4. Top 40 of comparable public high schools

<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>
1. Expand differentiated proactive and remediation interventions	Admin Assistant, Special Ed Co-Teachers, SSR remediation teachers, Extended Day teachers, Read 180 teachers, tutors	Throughout 2009-2010 school year
2. Develop and promote understanding of common vocabulary and reading strategies throughout building and district by analyzing elementary and middle school literacy programs	English teachers, Admin Assistant, BHS Reading Team	November 13 Workshop, Jan. 7 In-Service
3. Offer opportunities for staff to develop better understanding of how to use Infinite Campus data to benefit students and curriculum	Technology Team, Admin Team	November 13 Workshop

*To be completed in August:*

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

**Actual Results:**

1. Complete graduation requirements in reading for students who were not proficient  
**Results: All students from the class of 2009 met their GRAD requirements in Reading (met goal)**
  
2. Demonstrate a 5% increase in the overall percentage of students meeting Proficiency standards on the MCA-II/GRAD in Reading.  
**Results: MCA-II/GRAD results – 79.4% to 82.6% proficient (3.2% increase – not met)**  
**\*\*State growth 74% to 75%**

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

3. Demonstrate a 2% increase in overall percentage of students meeting MAP growth target  
**Results: MAP results – 59.6% to 57% met growth targets (-2.2% - not met)**  
**\*\*Approximately the 83% national ranking for Fall to Spring growth in Reading**
4. Top 40 of comparable public high schools  
**Results: TBD**

**Future Steps:**

1. Create and coordinate differentiated interventions and remediation through out the 2010-11 school year – Reading enhancement class – SPED remediation efforts
2. Analyze curricular alignment K-12 – Peer observations K-12
3. Common vocabulary used in reading assessments – MCA-II prep sessions
4. Provide instructional support across the curriculum through reading and writing strategies – Strategy of the week – reading resource website – 8 strategies during the year
5. Provide opportunities for staff and students to analyze MAP data through infinite Campus – Work with District data support person in sharing data on Infinite Campus
6. Continue to promote reading for enjoyment – Community Book Read – Media Center support

**Buffalo High School  
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**District Goal: Bullying**

Reduce the incidents of bullying.

**Supporting Data** (evidence of need):

2006 NSSE Survey Results

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**Building Goal: Climate**

Increase overall student performance by continuing to develop a culture where all students feel safe and valued as individuals. We will use the following measures to determine success for the 2009-10 school year. First of all we will increase the number of students who report, on the BHS Spring Climate Survey, that they have at least one adult in the building they can talk to if they have a problem from 83% to 90%. In addition, we will increase the number of students who report that they have not been bullied from 65% to 75%, and we will increase the number of students who report that they often or always feel safe at BHS from 95% to 100%. Finally, in order to promote staff collegiality and connections, we will increase the percentage of staff who say they know someone outside their department well from 76% to 81%.

**Supporting Data:**

Students who experience a sense of belonging, who are respected, and feel safe in school are more likely to be successful in school (Marzano, 2003).

83% of BHS students surveyed feel there is at least one adult at BHS that they could talk to if they had a problem.

65% of students surveyed at BHS have not been bullied.

95% of our students surveyed often or always feel safe at BHS.

76% of our staff surveyed said they know people outside of their department well.

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<b>Measures:</b>	<b>Targets:</b>
1. Student Climate Survey	1a. Increase the number of students who have at least one adult they could talk to from 83% to 90%. 1b. Increase the number of students who have not been bullied from 65% to 75%. 1c. Increase the number of students who often or always feel safe at BHS from 95% to 100%. 1d. Increase the number of students who completed the student survey from 485 to 900 with 45% being male. 1e. Increase the number of staff who report they know people outside of their department from 76% to 81%

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

2. Staff Climate Survey	Increase percentage of staff who say they know people outside of their department well from 76% to 81%

Strategies	Person(s) Responsible	Timeline
1. Identify students who may be at risk academically or socially and provide support.	Asset 9 team, SAT, BHS Climate Team, Impact Leaders, counselors, SSR teachers, Activities Office, Assistant Principals	October workshop, November 13 workshop, weekly Asset 9 & SAT meetings
2. Utilize SSR and AAA time to foster connections between students and peers as well as students and staff.	Impact Leaders, BHS teachers, BHS Climate Team	Throughout 09-10 school year
3. Provide staff development on cultural competence and understanding	Diversity Coordinator, Cultures United, SEED project leaders, Admin Team	September workshop, Thursday In-services (9/17, 12/10, 4/22), after-school continuing ed
4. Provide opportunities for staff connections with each other by developing collegial relationships	Social Committee, Mentors, Sunshine Fund, BHS teachers	Observation/Collaboration Thursdays Throughout 09-10 school year

*To be completed in August:*

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

**Actual Results:**

1. Increase the number of students who have at least one adult they could talk to from 83% to 90%.  
**Results: BLT Student Survey 83% to 85.3% (2.3% increase – didn't meet goal)**
  
2. Increase the number of students who have not been bullied from 65% to 75%.  
**Results: BHS Student Survey 65% to 71% (6% increase – didn't meet goal)**  
Verbal – never 49.28% to 56.12%  
Physical – never 73.13% to 79.23%  
Electronic – never 73.42% to 78.05%
  
3. Increase the number of students who often or always feel safe at BHS from 95% to 100%  
**Results: BHS Student Survey 94.6% to 96.2% (1.6% increase – didn't meet goal)**
  
4. Increase the number of students who completed the student survey from 485 to 900 with 45% being male.  
**Results: BHS Student Survey 485 students to 1331 students (met goal)**  
**BHS Student Survey 36.8% to 48.8% male (12% increase – met goal)**



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

5. Increase the number of staff who report they know people outside of their department from 76% to 81%  
**Results: BLT Staff Survey 76% to 72.7% (3.3% decrease – didn't meet goal)**

**Future Steps:**

1. Identify Student leaders and provide training on effective leadership – IMPACT leaders – monthly training themes
2. Identify students at-risk academically and socially to provide support – Asset 9, summer transitions class, cipher activity, problem solving team (Rtl) and chemical dependency support
3. Utilize SSR/AAA to create connections between students and staff – Customized SSR options and continued evaluation of AAA
4. Train students and staff on cultural understanding, competence and coexistence – New Wilderness Project, SEED training year 1 and 2, and cultural resource area/center
5. Create opportunities for staff connections through a variety of activities – Wellness plan, after school social activities and expanding peer observations