

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

School: Northwinds Elementary

District Goal:

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.

Building Goal:

Demonstrate a 6% 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. Also, reduce the number of special education students not meeting proficiency standards in reading and math by 10%. This would be 3-4 students in both reading and math.

Desired End Results:

The overall percentage of students in grades 3-5 meeting proficiency standards on the MCA-IIs in math will be 85% and in reading will be 80.2%.

Accomplished: ___ **Yes** ___ **No** ___X___ **In Progress**

Actual Results:

- The overall percentage of students in grades 3-5 meeting proficiency standards on the MCA-IIs in math is 80.37% and in reading is 82.38%.
 - Third grade students did very well with 84.2% proficient in math and 85.9% proficient in reading.
 - Fourth grade had 79.4% of their students proficient in math and 80.6% proficient in reading.
 - Fifth grade students were 76.1% proficient in math and 79.4% proficient in reading.
- Special Education students at Northwinds did not make AYP in reading or math. However, 26 out of 41 (63%) special education students met their growth target on the MAP test-five of the students increased their RIT score by 20 or more points and an additional four more students increased by at least 13 points. Seven special students missed their growth target by only 1 point.

- Literacy by Design Curriculum that was implemented last year has continued to support student literacy instruction and has provided teachers with effective interventions and strategies to better differentiate instruction
- Teachers used a variety of assessments including Literacy by Design benchmark tests, the Qualitative Reading Inventory (QRI), Aims Web Probes and Theme Tests to diagnose student strengths and weaknesses and provide information to determine specific skill deficits of their students. This information was used to determine quality interventions to use with students to support improved achievement.
- Staff continued to research, use and evaluate a variety of interventions such as Words Their Way, Ticket to Read, V-Math, ROAR, and Road to the Code to address specific skill deficits and help students improve.
- All staff were trained last fall on the Qualitative Reading Inventory (QRI). This was used to provide information for designing and evaluating interventions and instruction.
- Teachers met in professional learning communities monthly throughout the year to look at student data, evaluate the success of interventions being used and plan instruction to support student learning.
- The Special Education Team met monthly throughout the year to look at student data, discuss appropriate instruction and interventions, work on writing more specific learning goals for IEP's, and monitor student progress in both math and reading.

Future Steps:

- Staff in grades 3-5 will do a book study this fall on the Qualitative Reading Inventory to increase their knowledge and skills in using this resource to inform instruction in reading. K-2 teachers will also do a book study on a literacy resource yet to be determined.
- Critically evaluate the use of the Literacy by Design curriculum to make sure it is being used with fidelity to support student success.
- Implement the new enVision Math curriculum to support students in meeting the new state math standards. Carefully analyze MCA results especially with special education reading to determine areas of greatest need and implement interventions and strategies to help students meet standards.
- Provide continuous training and support for the new envision math program being implemented district wide this fall.
- Work on improving staff skills in identifying at risk students in reading and math, determining specific skill deficits, and matching appropriate and effective interventions to the needed skill to help students improve using the RtI model.
- Use the RtI model to diagnose specific learning difficulties, implement research based interventions that address the learning difficulties, and evaluate the impact of those interventions on student learning while using data gathered to inform instruction.

- Strengthen Professional Learning Communities within the building by setting aside time each month for reflective dialogue about teaching practice and student learning.
- Research and implement effective interventions to address specific skill deficits for at risk students in math.

	NES Mean Growth Math	12.8
	NWEA Target	10.5
○ Grade 4:	NES Mean Growth Reading	10.1
	NWEA Target	6.3
	NES Mean Growth Math	14.3
	NWEA Target	9.0
○ Grade 5:	NES Mean Growth Reading	8.3
	NWEA Target	4.9
	NES Mean Growth Math	14.8
	NWEA Target	7.2

- Special Education Average Growth in RIT from fall to spring:
 - Grade 2 Reading: 16.3 Math: 13
 - NWEA Norm Reading: 9.9 Math: 11.3
 - Grade 3 Reading: 16.4 Math: 13.2
 - NWEA Norm Reading: 7.4 Math: 10.3
 - Grade 4 Reading: 11.8 Math: 11.5
 - NWEA Norm Reading: 5.7 Math: 8.4
 - Grade 5 Reading: 10.6 Math: 12.3
 - NWEA Norm Reading: 7.5 Math: 7.5
- Growth index averages for students in reading at NES were all within the 95-99th percentile range while growth index averages in math were all in the 85-99th percentile range. Special education students in reading were all in the 93rd percentile and above and for math in the 70th percentile and above. This shows that NES students showed great gains when comparing their growth to students nationally in the same grade who started with the same RIT score.
- Special Education students at Northwinds did not make AYP in reading or math. However, 26 out of 41 (63%) special education students met their growth target on the MAP test-five of the students increased their RIT score by 20 or more points and an additional four more students increased by at least 13 points. Seven special students missed their growth target by only 1 point.
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- Provide continuous training and support for the new envision math program being implemented district wide this fall.
- Work on improving staff skills in identifying at risk students in reading and math, determining specific skill deficits, and matching appropriate and effective interventions to the needed skill to help students improve using the Rtl model.
- Use the Rtl model to diagnose specific learning difficulties, implement research based interventions that address the learning difficulties, and evaluate the impact of those interventions on student learning while using data gathered to inform instruction.
- Strengthen Professional Learning Communities within the building by setting aside time each month for reflective dialogue about teaching practice and student learning.
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