



Continuous School Improvement Program School Plan

Butte H S (LE1212)

Butte High School (SC1103)

Plan Status: School Plan submitted

Submission Date: 10/9/2019

Initial

Is the school's Graduation Rate below 86.4?

No

How did you assess your school climate?

My Voice Surveys are administered to the students, parents, and staff of Butte High School. The My Voice Student Survey measures what students think, feel, and believe about the school. The My Voice Teacher Survey measures the staff's perception of the teaching and learning environment. The My Voice Parent Survey measures the parent perception of their child / children's experience within the learning environment.

What survey or tool did you use?

Using the My Voice Surveys from the Quaglia Institute, the 8 Conditions of Belonging are measured.



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Initial

What is your plan to improve your school climate?

* The My Voice Surveys results will be analyzed. Focus Groups will be formed to obtain further information. This data will help identify school needs, set goals, and track progress toward improvement. * Continuation of Dog Days, a freshmen orientation program. * Continue training to identify and assist homeless students. * Continue services previously provided by the Montana SOARS Grant: provides case management services for students, Signs of Suicide Training for students, and Youth Mental Health First Aid training for staff. *BHS students will participate in the Montana Behavioral Initiative. *Promoting self-care for staff will continue based on previous training. *Continue to use student, parent, and staff surveys.

Math Goals

Using the results of the gap analysis, determine your school-level goal for Math (all students). A gap analysis is the first step in the continuous improvement cycle. It involves using data from the Comprehensive Needs Assessment and state or local assessments to determine groups of students that are significantly below the achievement levels of the state or national average. Schools may opt to use the OPI Comprehensive Needs Assessment tool, unless they are in Targeted Support status. Targeted Support schools are required to use the OPI Comprehensive Needs Assessment tool.

BHS analyzed past ACT data and Measures of Academic Progress (MAP) data in determining the high school district's goals for math. Current MAP results indicate the following percent of students on track to score at or above 22 on the ACT: freshman 23%; sophomores 27%. Pre-ACT results indicate 26% of juniors are on track to score at or above 22 on the ACT. ACT results demonstrate 32% of the current senior class achieved a score of 22 or better on the ACT math assessment. MAP goals for current freshman and sophomores are a 3% increase for the overall class and all disaggregated groups. Based on pre-ACT data the ACT goal for the current junior class is 28% or better achieving a score of 22 or above.

Determine your Math goals for your identified student group, Free and Reduced Lunch:

Met Goals- Yes



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Math Goals

Determine your Math goals for your identified student group, Special Education:

Met Goals- Yes

Determine your Math goals for your identified student group, White:

Met Goals- Yes

ELA Goals

Using the results of the gap analysis, determine your school-level goal for ELA (all students). A gap analysis is the first step in the continuous improvement cycle. It involves using data from the Comprehensive Needs Assessment and state or local assessments to determine groups of students that are significantly below the achievement levels of the state or national average. Schools may opt to use the OPI Comprehensive Needs Assessment tool, unless they are in Targeted Support status. Targeted Support schools are required to use the OPI Comprehensive Needs Assessment tool.

BHS analyzed past ACT data and Measures of Academic Progress (MAP) data in determining the high school district's goals for ELA. Current MAP results indicate the following percent of students on track to score at or above 22 on the ACT Reading: freshman 37%; sophomores 32%. Pre-ACT results indicate 43% of juniors are on track to score at or above 18 on the ACT English and 42% of juniors are on track to score at or above 22 on the ACT Reading. ACT results demonstrate 52% of the current senior class achieved a score of 18 or better on the ACT English assessment and 32% achieved a score of 22 or better on the ACT Reading assessment. MAP goals for current freshman and sophomores are a 3% increase for the overall class and all disaggregated groups. Based on pre-ACT data the ACT English goal for the current junior class is 45% or better achieving a score of 18 or above. The ACT Reading goal for the current junior class is 44% or better achieving a score of 22 or above.

Determine your ELA goals for your identified student group, Free and Reduced Lunch:

Met Goals- Yes

Determine your ELA goals for your identified student group, Special Education:

Met Goals- Yes



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ELA Goals

Determine your ELA goals for your identified student group, White:

Met Goals- Yes

Title III

Have you accurately qualified and placed eligible English Learners in a Language Instruction Educational Program within 30 days using the statewide standardized entrance criteria and process? Reminder: Enter student data into AIM after screening/assessing.

Yes

Did you use the state approved Home Language Survey?

Yes

Did you include the state approved Home Language survey as part of your enrollment paperwork for every student?

No

Are all qualified English Learners annually assessed for English Language Proficiency using the state approved assessment, WIDA (ACCESS for ELLs), aligned to the state's English language proficiency standards and the state's academic content standards?"

Yes



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Title III

Provide a brief description of your district's English Language Proficiency testing plan. Identify staff responsible for the management of the test and for setting up technology.

School officials utilize the OPI provided Home Language Survey when enrolling students. Based on the results of the survey students are identified in the AIM system and district student information system. The school district curriculum director facilitates the testing of ELP students ensuring that proper staff are trained while working with the technology department to arrange management of testing. School instructional coaches are trained in administering the WIDA assessment. The coac

Identify your district's English Learner test coordinator(s). An EL Testing Coordinator is designated by the authorized representative and must also be a Montana Board licensed educator who has completed all required test administration and test coordinator trainings.

The Butte School District Curriculum Director, Jim O'Neill, serves as the ELP test coordinator. Mr. O'Neill participates in all required trainings each year.

Identify your school's English Learner test administrator(s). An EL Testing Administrator must be a Montana licensed educator who has completed all required test administration and test security trainings.

Each school's instructional coach serves as the ELP test administrator. Butte High School's test administrator is Mrs. Suzanne Foulois. Administrators are only trained in years the school has ELP students.

Is there an annual review process in place to accurately exit or retain eligible English Learners from a Language Instruction Program (LIEP) within the school year they have met using the statewide-standardized exit criteria and process? Reminder: Enter student data into AIM after assessing and/or exiting/retaining.

Yes

Explain how your Title III funds are being spent without supplanting.

Butte School District receives no Title III funds.



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Title III

School Submit

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