



Continuous School Improvement Program School Plan

Butte Elem (LE0840)

East Middle School (SC1641)

Plan Status: School Plan submitted

Submission Date: 10/30/2019

Initial

Is the school's Attendance Rate below 85.0?

No

How did you assess your school climate?

Climate assessed using student, staff, and parent surveys. School used My Voice surveys as well as the Montana Youth Risk Survey.

What survey or tool did you use?

My Voice - Parent, Staff, and Student Versions.
Montana Youth Risk Behavior Survey.

What is your plan to improve your school climate?

Olweus Bullying Prevention Program, MTSS/MBI training and implementation, Common Sense Digital Citizenship, Classroom Meetings in Advisee periods, Implementation of Restorative Practices conferences, Virtues Project, Community Building Groups, Character Counts Week, Community Open House, 200 Club, PBIS intervention strategies, After school clubs, athletics, and student groups (Builders Club, Student Ambassadors). School participation in hosting Montana Special Olympics. Student recognition programs such as honor roll, student of the month, and attendance recognition. Continuation of school public relations committee. Outreach to enhance parent involvement in school committees and activities. Community Service/Service Learning projects. Student Council activities. Montana Youth Leadership Days



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Initial

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.

3% increase in proficiency levels for all students and subgroups. This will be achieved by focusing on Common Core Targets on 2018-19 SBAC that school and district scored at the BELOW STANDARD LEVEL.

Determine your Math goals for your identified student group, American Indian or Alaskan Native:

Met Goals- No; Action Plan- Math 180 instruction, additional Title I teaching personnel, Tiered intervention, MTSS, STEM class, Homework Opportunity/Tutoring, Instructional Coaching

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

Met Goals- No; Action Plan- Math 180 instruction, additional Title I teaching personnel, Tiered intervention, MTSS, STEM class, Homework Opportunity/Tutoring, Instructional Coaching

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

Met Goals- No; Action Plan- Math 180 instruction, additional Title I teaching personnel, Tiered intervention, MTSS, STEM class, Homework Opportunity/Tutoring, Instructional Coaching



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Math Goals

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

Met Goals- No; Action Plan- Math 180 instruction, additional Title I teaching personnel, Tiered intervention, MTSS, STEM class, Homework Opportunity/Tutoring, Instructional Coaching

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

Met Goals- No; Action Plan- Math 180 instruction, additional Title I teaching personnel, Tiered intervention, MTSS, STEM class, Homework Opportunity/Tutoring, Instructional Coaching

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

Met Goals- No; Action Plan- Math 180 instruction, additional Title I teaching personnel, Tiered intervention, MTSS, STEM class, Homework Opportunity/Tutoring, Instructional Coaching

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.

3% increase in proficiency levels for all students and subgroups. This will be achieved by focusing on Common Core Targets on 2018-19 SBAC that school and district scored at the BELOW STANDARD LEVEL.



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ELA Goals

Determine your ELA goals for your identified student group, American Indian or Alaskan Native:

Met Goals- No; Action Plan- Lucy Calkins instruction, Corrective Reading, Instructional Coaching, Newly adopted ELA curriculum, Homework Opportunity/Tutoring, Tiered Intervention of Services, MTSS

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

Met Goals- No; Action Plan- Lucy Calkins instruction, Corrective Reading, Instructional Coaching, Newly adopted ELA curriculum, Homework Opportunity/Tutoring, Tiered Intervention of Services, MTSS

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

Met Goals- No; Action Plan- Lucy Calkins instruction, Corrective Reading, Instructional Coaching, Newly adopted ELA curriculum, Homework Opportunity/Tutoring, Tiered Intervention of Services, MTSS

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

Met Goals- No; Action Plan- Lucy Calkins instruction, Corrective Reading, Instructional Coaching, Newly adopted ELA curriculum, Homework Opportunity/Tutoring, Tiered Intervention of Services, MTSS

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

Met Goals- No; Action Plan- Lucy Calkins instruction, Corrective Reading, Instructional Coaching, Newly adopted ELA curriculum, Homework Opportunity/Tutoring, Tiered Intervention of Services, MTSS



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ELA Goals

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

Met Goals- No; Action Plan- Lucy Calkins instruction, Corrective Reading, Instructional Coaching, Newly adopted ELA curriculum, Homework Opportunity/Tutoring, Tiered Intervention of Services, MTSS

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.

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. East Middle School's test administrator is Mrs. Cori MacMillan. 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

School Plan Status

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