



Continuous School Improvement Program School Plan

Butte Elem (LE0840)

Emerson School (SC1085)

Plan Status: School Plan submitted

Submission Date: 10/28/2019

Initial

Is the school's Attendance Rate below 85.0?

No

How did you assess your school climate?

Climate is reviewed through surveys, committees and our parent teacher organization. We have weekly staff meeting, school committees, Professional Learning meetings and student community meetings. These are forums to discuss, plan and celebrate successes

What survey or tool did you use?

We utilized the SAS (Self-Assessment Survey) through PBIS and the My Voice Surveys.



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What is your plan to improve your school climate?

- a. The Magic Wand Kindness Act
- b. Cozy Corners for students and teachers
- c. Big Brother Big Sister Program
- d. Morning Meetings
- e. Responsive Classroom techniques
- f. PAX good behavior game
- g. Community Meetings
- h. Home Visits
- i. Positive Postcards
- j. Principal Yellow Jacket club
- k. Bee Bucks for jobs and expectations
- l. Classroom Heroes
- m. Yellow Jacket Buddies
- n. MBI training
- o. My Student in Need & Shoes for the Sole
- p. MPDG Grant
- q. CSCT Teams
- r. Butte Education Foundation Grants
- s. Youth Mental Health First Aid w/ SOARS



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Initial

List the strategies to increase student achievement in Math and ELA.

- a. Morning Meetings
- b. Responsive Classroom language
- c. ELA Curriculum Maps have been developed for all grade levels
- d. Reading Mastery Training for instructional coaches and new teachers
- e. Junior Great Books Training for instructional coaches and new teachers
- f. Lucy Calkins Writing for all grade levels
- g. Interim Assessment Blocks for SBAC
- h. 21st Century after school and summer intervention program for Reading (ROCKIES)
- i. Kindergarten Summer JumpStart program
- j. Montana Behavioral Initiative Program (PBIS)
- k. PLC/DATA meetings are held bi-weekly
- l. School-wide Accelerated Reader program
- m. Weekly Tier 2 meetings
- n. School-wide daily reading fluency plan
- o. Walk to Read for differentiation
- p. Increased focus at all levels on nonfiction and informational text increasing our reading of informational text to 50% of our overall reading material in 4th grade and up
- q. E-Books
- r. Writing Pacing guides for K -6th
- s. Real World Language in K – 6TH
- t. Success Mak



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List progress monitoring strategies to ensure mastery of the Montana Math and ELA content standards.

- a. MAP testing is utilized two times per year to monitor student growth in mathematics, reading and English
- b. DIBELS testing is administered three times per year
- c. Progress reports for all student in all content areas
- d. Infinite Campus Parent Portal
- e. Common Core aligned pacing guides and curriculum maps
- f. Interim Assessment Blocks
- g. Summative Assessment SBAC
 - h. Grade level weekly meetings
- i. Lucy Calkins used throughout grades K -6th
- j. Success Maker.

Demonstrate coordination of all state, local, and federal funds for improving Math and ELA achievement.

After facilitating the data gap analysis for Emerson Elementary and Butte Elementary District, the district leadership team determines professional development and curriculum needs to address sub performing groups and standards. State, local, and federal funds are utilized to address the aforementioned needs.

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.

Emerson will increase their proficient levels for all students and subgroups by at least 3%.
3rd grade will have 45% or 26/58 students will be proficient on the 2019/2020 SBAC. Targets will be the following:

- A Represent and solve problems involving multiplication and division.
- B Understand properties of multiplication and the relationship between multiplication and division.
- C Multiply and divide within 100.
- D Solve problems involving the four operations, and identify and explain patterns in arithmetic.
- E Use place value understanding and properties of



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operations to perform multi-digit arithmetic.

F Develop understanding of fractions as numbers.

G Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

H Represent and interpret data.

I Geometric measurement: understand concepts of area and relate area to multiplication and addition.

J Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

K Reason with shapes and their attributes.

Emerson will increase their proficient levels for all students and subgroups by at least 3%.

4th grade will have 34% or 18/52 students will be proficient on the 2019/2020 SBAC. Targets will be the following:

A Use the four operations with whole numbers to solve problems.

B Gain familiarity with factors and multiples.

C Generate and analyze patterns.

D Generalize place value understanding for multi-digit whole numbers.

E Use place value understanding and properties of operations to perform multi-digit arithmetic.

F Extend understanding of fraction equivalence and ordering.

G Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

H Understand decimal notations for fractions, and compare decimal fractions.

I Solve problems involving measurement and conversion of measurements from unit to a smaller unit.

J Represent and interpret data.

K. Draw and identify lines and angles, and classify shapes by properties of their lines and angles

5th grade will have 31% or 17/54 students will be



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proficient on the 2019/2020 SBAC. Targets will be the following:

- A Write and interpret numerical expressions.
- B Analyze patterns and relationships.
- C Understand the place value system.
- D Perform operations with multi-digit whole numbers and with decimals to hundredths.
- E Use equivalent fractions as a strategy to add and subtract fractions.
- F Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
- G Convert like measurement units within a given measurement system.
- H Represent and interpret data.
- I Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.
- J Graph points on the coordinate plane to solve real-world and mathematical problems.
- K Classify two-dimensional figures into categories based on their properties.

6th grade will have 42% or 23/54 students will be proficient on the 2019/2020 SBAC. Targets for our will be the following: A

- Understand ratio concepts and use ratio reasoning to solve problems.
- B Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
- C Compute fluently with multi-digit numbers and find common factors and multiples.
- D Apply and extend previous understandings of numbers to the system of rational numbers.
- E Apply and extend previous understandings of arithmetic to algebraic expressions.
- F Reason about and solve one-variable equations and inequalities.
- G Represent and analyze quantitative relationships



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between dependent and independent variables.
H Solve real-world and mathematical problems involving area, surface area, and volume.
I Develop understanding of statistical variability.
J Summarize and describe distributions.

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

Met Goals- No; Action Plan- We are identifying students and their needs through PLC's, teacher observations, MAP and research based assessments. We are increasing students time for intervention based on these needs through W.I.N. time, Success Maker and after school ROCKIES.

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

Met Goals- No; Action Plan- We are identifying students and their needs through PLC's, teacher observations, MAP and research based assessments. We are increasing students time for intervention based on these needs

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.

Emerson will increase their proficient levels for all students and subgroups by at least 3%. 3rd Grade:
3rd grade will have 43% or 25/58 students will be proficient on the 2019/2020 SBAC. Targets:
Reading
Target 3: Literary Text Word Meanings: Determine intended meaning of words, including words with multiple meanings
Writing:
Target 1: Write/Revise brief texts: Write or revise one or more paragraphs
Target 2: Compose full texts: Write full narrative texts



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using a complete writing process

Target 6: Write/Revise texts; Write or revise one or more paragraphs demonstrating ability to state opinions about topics

Target 9: Edit: Apply or edit grade-appropriate grammar usage, capitalization, punctuation and spelling.

- 40% of students scored proficient (20 students/ 50) on the 2018/19 SBAC.

- 60% of the students scored non-proficient (30 students/50) on the 2018/19 SBAC

Grade 4

4th grade will have 46% or 24/52 students will be proficient on the 2019/2020 SBAC. Targets:

Reading

Target 1: Literary Text Key Details: Give and inference or conclusion use explicit details

Target 5: Literary Text: Analysis within or across texts. Describe and explain relationships among literary elements

Target 6: Literary Text: Text Structure & Features: Relate knowledge of text structures

Writing:

Target 2: Compose full texts: Write full narrative texts using a complete writing process

Target 8: Language & Vocabulary Use: Strategically use language and vocabulary

Target 9: Edit: Apply or edit grade-appropriate grammar usage, capitalization, punctuation and spelling.

Research/Inquiry

Target 3: Analyze information sources: distinguish relevant/irrelevant information

- 44% of students scored proficient (24 students/55) on the 2017-18 SBAC

- 56% of the students scored non-proficient (31 students/55) on the 2017-18 SBAC



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Grade 5

5th grade will have 59% or 32/54 students will be proficient on the 2019/2020 SBAC. Targets:

Reading

Target 7: Literary Text: Text structure & Features

Target 8: Informational Text: Give and inference or conclusion use explicit details

Target 14: Informational Text: Language Use: Interpret understanding of figurative language

Research

Target 3: Analyze Information/Sources: Distinguish relevant/irrelevant information

- 56% of the students scored proficient (30students/ 54) on the 2018- 19 SBAC.

- 44% of the students scored non-proficient (24 students/55) on the 2018-19 SBAC

- or near standard, and 20% were below standard.

Grade 6

6th grade will have 53% or 29/54 students will be proficient on the 2019/2020 SBAC. Targets are :

Reading

Target 2: Literary Text: Central Ideas: Determine a theme or central idea from details

Target 6: Literary Text: Text Structures & Features: A

Target 11: Informational Text: Reasoning & Evidence

Writing

Target 2: Compose Full Texts: Write full narrative texts using a complete writing process

Target 7: Compose Full Texts: Write full arguments about topics using a complete writing process

Target 8: Language & Vocabulary Use: Strategically use precise language and vocabulary

- 50% of the students scored proficient (25 students/50) on the 2018-19 SBAC



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ELA Goals

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

Met Goals- No; Action Plan- We are identifying students and their needs through PLC's, teacher observations, MAP and research based assessments. We are increasing students time for intervention based on these needs using research based programs, Success Maker and W.I.N. time

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

Met Goals- No; Action Plan- We are identifying students and their needs through PLC's, teacher observations, MAP and research based assessments. We are increasing students time for intervention based on these needs using research based programs, Success Maker and W.I.N. time

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



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Title III

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

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 Ms. Connie Daily. Administrators are only trained in years the school has ELP students.



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Title III

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.

School Submit

School Plan Status

School Plan submitted