



Continuous School Improvement Program District Plan

Butte H S (LE1212)

Plan Status: District Plan submitted

Submission Date: 9/20/2019

Gap Analysis

Have you completed the gap analysis?

Yes

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.

Math Goals

Using the results of the gap analysis, based upon three years of trend data, determine your district's goals for Math.

Butte High School analyzed 3 years of data related to the MAP and ACT Assessment. BHS will increase scores by 3% each year. The previous two years data shows the following (the character limit prohibits a 3rd year of data):

*During the 18-19 MAP Assessment, 17.4% of BHS students were on track to score 24 or above on the ACT Assessment; 10.4% of students were on track to score 22 or above.

*During the 17-18 MAP Assessment, 23.6% of BHS students were on track to score 24 or above on the ACT Assessment; 9.9% of students were on track to score 22 or above.



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Math Goals

Describe how the district is using data to determine professional development needs to improve instruction for all students, including students with disabilities.

Butte High School administrators, the BHS instructional coach, and math department head facilitate data meetings with the math department.. Additionally, the district curriculum director meets with instructional coaches on a monthly basis. Meetings are dedicated to analyzing data and determining curricular modifications for core and intervention programs. These modifications determine professional development needs. Data analyzed includes ACT data, MAP data, and core/intervention program data.

In addition, teachers will complete MY VOICE surveys on an annual basis instead of every other year. Data from these surveys is also utilized to determine professional development needs.

Describe the district's strategies for assessing student progress for meeting all Montana content standards.

Butte High School District continues to utilize MAP assessments (2-3 times per year), ACT Assessments, and core program assessments in analyzing student progress for meeting all Montana content standards. The core math program is aligned with the Common Core Standards.

Describe the district's integration of Indian Education for All into all areas of the Math curriculum.

Butte High School utilized the common core standards when developing, selecting math curriculum. The standards include information including Indian Education For All (IEFA) standards. Because many programs are not written specifically for Montana schools, it is imperative that the district supplements the math program with its own IEFA curriculum.

All Butte LEA schools utilize IEFA teaching units/tubs to supplement all curricular areas including math. These units/tubs were developed by library media specialists who have attended the Montana IEFA conference on a yearly basis.



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ELA Goals

Using the results of the gap analysis, based upon three years of trend data, determine your district's goals for English Language Arts.

Butte High School analyzed 3 years of data related to the MAP and ACT Assessment. BHS will increase scores by 3% each year. The previous two years data shows the following (the character limit prohibits a 3rd year of data):

During the 18-19 MAP Assessment, 28.7% of BHS students were on track to score 24 or above on the ACT Assessment; 11.6% of students were on track to score 22 or above.

During the 17-18 MAP Assessment, 23.5% of BHS students were on track to score 24 or above on the ACT Assessment; 9.5% of students were on track to score 22 or above.

Describe how the district is using data to determine professional development needs to improve instruction for all students, including students with disabilities.

Butte High School administrators, the BHS instructional coach, and ELA department head facilitate data meetings with the ELA department.. Additionally, the district curriculum director meets with instructional coaches on a monthly basis. Meetings are dedicated to analyzing data and determining curricular modifications for core and intervention programs. These modifications determine professional development needs. Data analyzed includes ACT data, MAP data, and core/intervention program data. In addition, teachers will complete MY VOICE surveys on an annual basis instead of every other year. Data from these surveys is also utilized to determine professional development needs.

A
comprehensive, Common Core aligned curriculum was written during the 18-19 school year and implemented during the 2019-20 school year. Professional development regarding the new program was facilitated in August, 2019.



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ELA Goals

Describe the district's strategies for assessing student progress for meeting all Montana content standards.

Butte Elementary continues to utilize MAP assessments (2-3 times per year), ACT Assessments, and core program assessments in analyzing student progress for meeting all Montana content standards. The core ELA program is aligned with the Common Core Standards.

A comprehensive, Common Core aligned curriculum was written during the 18-19 school year and implemented during the 2019-20 school year. Professional development regarding the new program was facilitated in August, 2019.

Describe the district's integration of Indian Education for All into all areas of the English Language Arts curriculum.

Butte High School utilized the common core standards when developing, selecting an ELA curriculum. The standards include information including Indian Education For All (IEFA) in English Language Arts. Because many programs are not written specifically for Montana schools, it is imperative that the district supplements the ELA program with its own IEFA curriculum.

All Butte LEA schools utilize IEFA teaching units/tubs to supplement all curricular areas including ELA. These units/tubs were developed by library media specialists who have attended the Montana IEFA conference on a yearly basis.

A comprehensive, Common Core aligned curriculum was written during the 18-19 school year and implemented during the 2019-20 school year. Professional development regarding the new program was facilitated in August, 2019.



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Homeless

Explain the district process for identifying homeless students, providing them with supports and services, and connecting them to community organizations. Please be specific about your plan to remove barriers to enrollment, increase academic success, and ensure access to college and career opportunities. Private, accredited schools may put 'n/a' in the box.

Heather Denny trained all Butte School District counselors in identifying homeless students. Additionally, the school district curriculum director serves on the Butte Community Action Team while other administrators serve on the local Continuum of Care which serves homeless families in Butte-Silver Bow. Through the Community Action Team and the Continuum of Care, the school district has many contacts in connecting families with community organizations. Also, the district homeless liaison, reviews homeless criteria with all administrators each school year. Brochures and signage are posted in all schools' main offices. Administrators review this information with all staff. Access to college and career opportunities is utilized through high school counselors.

Describe the professional development obtained by the homeless liaison. Liaisons in districts that do not receive McKinney-Vento grant funds are required to complete a minimum of 3 hours of professional development. Liaisons in districts that do receive McKinney-Vento grant funds are required to complete 7 hours of professional development. Private, accredited schools may put 'n/a' in the box.

Professional development obtained by the homeless liaison has been completed at the OPI state title I convention most years. The homeless liaison also has been the Montana SOARS Project Director for Butte LEA. Many trainings have been provided through this grant regarding interventions and supports for homeless students.

Foster Care

Do you have children attending school in your district who are in an "out-of-home" placement under the supervision of Child and Family Services or Juvenile Justice?

Yes



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Foster Care

Coordination is necessary to ensure that children in out-of-home placements have the option to remain in their school of origin when in their best interest, are immediately enrolled in a new school, and have transportation to school. Explain the district process for coordinating with social workers, group homes, and foster care families.

The district process for coordinating assistance for "out of home" placements is similar to that of homeless students. Counselors and student assistance team leaders are cognizant of the needs of these students which include immediate enrollment, transportation, access to Title I services, and free meals. Student assistance teams are held upon enrollment to establish communication with social workers, group homes, or foster care families.

District Submit

District Plan Status

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Curriculum Alignment

Curriculum Area	Last Review Year	Next Review Year
Arts	2017	2022
Career and Technical Education	2017	2022
English Language Arts	2019	2024
Health Enhancement	2017	2022
Library Media	2016	2021
Mathematics	2015	2020
Science	2018	2023
Social Studies	2017	2022
Technology	2018	2023
Workplace Competencies	2018	2023
World Languages	2018	2023