



# Continuous School Improvement Program School Plan

**Butte Elem (LE0840)**

**Hillcrest School (SC1528)**

**Plan Status: School Plan submitted**

**Submission Date: 11/4/2019**

## Initial

Is the school's Attendance Rate below 85.0?

No

How did you assess your school climate?

We used the My Voice Survey (Parent, Teacher and student), office referrals and Focus Groups to assess our school climate.

What survey or tool did you use?

My Voice Survey.

What is your plan to improve your school climate?

We are going to implement Morning Meetings, Responsive Classroom Key Components. We will continue to use the Good Behavior Game, Olweus Bully Prevention Program, MBI, MTSS, conduct Home Visits and send Tootles home. The focus on staff will be to implement programs of appreciation such as the snack cart, and group social expectations agreed upon by all staff members (Morning Meeting guidelines) With all of our programs, we are focusing on building relationships with staff, students, and parents. We are building relationships with parents by encouraging participation in volunteer opportunities, with home visits, and other engaging activities.



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## 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.

Hillcrest Elementary School will increase proficiency levels for all students and subgroups by 3% as measured by the SBAC and MAP 2019-2020 scores. This will be achieved by focusing on the Common Core Targets on the 2018-2019 SBAC that we scored below Standard Level. Specific areas are the following for each grade level: – 3rd- Apply and extend previous understandings of arithmetic to algebraic expressions. 4th – Representing and interpreting data. 5th – Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. 6th – Apply and extend previous understandings of arithmetic to algebraic expressions. We plan to use small group intervention to reteach areas of weakness, supplement the curriculum and use Successmaker (computerized intervention program) to address low areas.

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

Met Goals- No; Action Plan- We plan to assess the students with the SBAC IAB to look for areas of weakness and to use interventions to target areas of weakness. Interventions will be small group with increased instruction and Successmaker time for struggling students.



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## 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.

The ELA goal for Hillcrest Elementary School is to increase reading and writing proficiency by 3 percent over the next year as measured by the MAP and 2019-2020 SBAC tests. Our school will work on the following areas, according to the 2018-2019 SBAC areas of weakness: \*Literary Text Key Details, \*Literary Text Word Meanings \*Informational Text Analysis within or Across Text \*Informational Text Text Structures and Test Features Writing, and 6th grade Writing Narrative. We will use our data to determine intervention groups that focus on each area of weakness and address with a variety of interventions such as Successmaker, small group intervention and enriched curriculum to meet that area of need for students.

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

Met Goals- No; Action Plan- We are planning to use SBAC IAB for assessment in the areas of weakness and use small intervention groups and Successmaker to remediate areas of weakness after the area is taught by the teacher.

## 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



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### Title III

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

Yes

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. Hillcrest School's test administrator is Mrs. Connie Carlson. 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