



# Continuous School Improvement Program School Plan

**Butte Elem (LE0840)**

**Kennedy School (SC1095)**

**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?

Infinite Campus Survey will be utilized for all students, parents, staff to assess school climate. Survey questions resemble that from My Voice surveys and Olweus surveys.

What survey or tool did you use?

Infinite Campus and My Voice Surveys

What is your plan to improve your school climate?

We will continue gathering data from Infinite Campus from students, parents, and staff. The areas in which we score the lowest we will meet to improve by 3% when the survey is taken again in the Spring. We have also implemented Morning Meetings, Responsive Classroom Training, Home Visits, Olweus, and MBI Trainings.

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

Kennedy Elementary School continues to utilize MAP assessments (3 times per year), SBAC assessments (summative and interim), DIBELS data, and both core program assessments in analyzing student progress for meeting all Montana content standards. The core Math and Reading programs are aligned with the common Core Standards.



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### Initial

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

Kennedy Elementary School utilizes Success Maker, Math Facts in the Flash, Accelerated Reading, Jill Jackson's Blow the Lid off, DIBELS Progress Monitoring to allow teachers to easily access scores to better monitor individual needs for each student. Kennedy also utilizes Rockies, an after school program, for students who are in need of progress monitoring. Students are referred by their teachers based off their data and previous interventions. Kennedy Elementary is also utilizing the RTI format with setting up Students Assistant Team (SAT) meetings, so interventions are put in place to help students succeed.

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

After facilitating the data gap analysis for Kennedy Elementary School 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.



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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.

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

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

Kennedy Elementary School analyzed the past three years Smarter Balanced Assessment data (SBAC) and Measures of Academic Progress data (MAP) in determining the schools goals for math. During this time period, scores have remained at or slightly below the state average. From year 17/18 to 18/19, Kennedy Elementary School experienced a score of 36% proficiency in 3rd grade, a decrease in proficiency of 1% in 4th grade, an increase in proficiency of 7% in 5th grade, and increase in proficiency of 27% in 6th grade. These increases and decreases were paralleled on the MAP assessment. Kennedy Elementary School goals for Math are to have a 3% increase in overall scores.

Met Goals- No; Action Plan- Kennedy Elementary plans to utilize the Progress Monitoring strategies, such as Success Maker, Math in a Flash, and interactive classroom.

Met Goals- No; Action Plan- Kennedy Elementary plans to utilize the Progress Monitoring strategies, such as Success Maker, Math in a Flash, and interactive classroom.



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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.

Kennedy Elementary School analysed the past three years Smarter Balanced Assessment data (SBAC), Measures of Academic Progress data (MAP), and Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in determining the school's goals for ELA. From year 17/18 to 18/19, Kennedy Elementary School experienced 47% proficiency in 3rd Grade, an increase in proficiency of 8% in 4th grade, an increase in proficiency of 2% in 5th grade, and an increase in proficiency of 16% in 6th grade. These increases were paralleled on the MAP assessment. Kennedy Elementary School goals for ELA are a 3% increase in overall scores.

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

Met Goals- No; Action Plan- Kennedy Elementary plans to utilize our Progress Monitoring strategies, such as Success Maker, Accelerated Reading, Jill Jackson's Blow the Lid Off, and DIBELS Progress Monitoring.

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

Met Goals- No; Action Plan- Kennedy Elementary plans to utilize our Progress Monitoring strategies, such as Success Maker, Accelerated Reading, Jill Jackson's Blow the Lid Off, and DIBELS Progress Monitoring.

## 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



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## Title III

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

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.



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### Title III

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. Tina Powers. 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.

### School Submit

School Plan Status

School Plan submitted