



# Continuous School Improvement Program School Plan

**Butte Elem (LE0840)**

**Margaret Leary School (SC1569)**

**Plan Status: School Plan submitted**

**Submission Date: 10/25/2019**

## Initial

Is the school's Attendance Rate below 85.0?

No

How did you assess your school climate?

The climate at Margaret Leary Elementary is measured using the SAS survey for educators, as well as Parent Voice and Student Voice each fall. In order to get more detailed feedback, we also conduct student focus groups each winter with our MBI consultant. The Attitude Committee looks at this data and creates goals for the year.

What survey or tool did you use?

SAS & Teacher Voice (educators & staff), Parent Voice (parents/guardians), Student Voice (students)



# Continuous School Improvement Program School Plan

## Initial

What is your plan to improve your school climate?

This year's goals include creating a positive atmosphere of high expectations for all students, to decrease the number of students disrupting other students' learning, to increase respect for students and staff, and to recognize and reinforce positive behavior. We continue to teach and expect our MBI Universals. Students are rewarded with positive programs such as the Tootles 200 club, the attendance parade, and ABBA parties. We communicate with parents through ABBA calendars, which lead to various levels and prizes. We are also implementing Morning Meetings in every classroom to build relationships, and teach character education. Zones of Regulation will be taught to help students learn to regulate their emotions and be ready to learn.



# Continuous School Improvement Program School Plan

## 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.

Margaret Leary Elementary analyzed the past three years Smarter Balanced Assessment data (SBAC) and Measures of Academic Progress data (MAP) in determining the goals for math. During this time period scores have remained at or above the state average. From year 17/18 to 18/19, Margaret Leary Elementary experienced an increase of 9% in 3rd grade, a decrease of 23% in 4th grade, an increase of 6% in 5th grade, and a decrease of 6% in 6th grade math scores. These increases and decreases were paralleled on the MAP assessment.

Overall, Margaret Leary decreased from 57% in 17/18 to 55% in 18/19. Margaret Leary Elementary goals for math are a 3% increase in overall scores and all student groups.

Margaret Leary's economically disadvantaged population experienced an increase of 16% in 3rd grade a decrease of 24% in 4th grade, an increase of 19% in 5th grade, and a decrease of 35% in 6th grade. These increases and decreases were paralleled on the MAPs assessment.

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

Met Goals- No; Action Plan- Goals for math are a 3% increase overall in this student group. Students will take the IAB monthly. The data will be analyzed at weekly data meetings, and students will receive additional instruction on the concepts in which they lack understanding.



# Continuous School Improvement Program School Plan

## 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.

Margaret Leary Elementary analyzed 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 district's goals for ELA. During this time period scores have remained approximately 10-20 points above the state average. From year 17/18 to 18/19, Margaret Leary Elementary experienced an increase of 7% in 3rd grade, a decrease of 10% in 4th grade, an increase of 2% in 5th grade and a decrease of 12% in 6th grade reading scores. Overall, Margaret Leary decreased by 3% from 64% in 17/18 to 61% in 18/19. Margaret Leary Elementary goals for ELA are a 3% increase in overall scores and all student groups.

Margaret Leary's economically disadvantaged population experienced an increase of 10% in 3rd grade, decrease of 12% in 4th grade, decrease of 19% in 5th grade, and a decrease of 27% in 6th grade. These increases and decreases were paralleled on the MAP assessment. Overall, Margaret Leary Economically Disadvantaged students had a 12% decrease from 65% to 53%. Margaret Leary Elementary goals for ELA are a 3% increase in overall scores in this student group.

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

Met Goals- No; Action Plan- Goals for reading are a 3% increase overall in this student group. Students will take the IAB monthly. The data will be analyzed at weekly meetings, and students will receive additional instruction on the concepts in which they lack understanding.



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### ELA Goals

#### 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. Amy Guldseth. 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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