



# Continuous School Improvement Program School Plan

**Butte Elem (LE0840)**

**West Elementary School (SC1642)**

**Plan Status: School Plan submitted**

**Submission Date: 11/1/2019**

## Initial

Is the school's Attendance Rate below 85.0?

No

How did you assess your school climate?

The staff at West Elementary School completed the SAS survey in the Fall. The parents were asked to complete the My Voice Survey for Parents in the fall, and the students were given the My Voice Survey for student in the winter. The results were analyzed by the school MBI team and the MTSS team to reward success and to plan for improved school climate.

What survey or tool did you use?

West Elementary used the SAS and My Voice Parent and Student editions to assess the school climate.



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## Initial

What is your plan to improve your school climate?

Based on the data from the surveys West Elementary has implemented two new parent involvement activities as well as a new classroom program to display student work. West will hold one family dinner a month in which a particular grade level will be focused on. Parents and family will be invited to this family dinner. The importance of family dinner will be discussed as well as talking and communication modeled. Students will display work, and general West buffalo expectations. On the My Vice student survey, students overall identified an area of concern for them was that they felt that teachers did not display their work. The "spotlight" classes of the month were developed as a new way to recognize three classes per month by having a display of their work in a central location as well as daily affirmations regarding the display.

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

West Elementary school is a full title school. West uses Walk to Math and Reading for individualized leveling and accommodations. Math- West uses MAP assessment 3 times per school year. SBAC assessment and Core program assessment are used to meet all Montana content standards. The core Math program is aligned with the Common Core Standards. West Elementary uses the after school and summer "Rockies" program (21st Century) to increase student achievement in Math. ELA-West Elementary utilizes SBAC, DIBELS DATA, Core program assessments, Progress Monitoring and guaranteed vocabulary in analyzing students progress for meeting all Montana content standards. West Elementary offers after school and summer "Rockies" (21st Century) to increase students achievement in ELA.



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## Initial

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

West Elementary uses the following progress monitoring strategies to ensure the mastery on the Montana Math and ELA content standards: Math: mid chapter check up, end of chapter assessments, MAP assessments three times per school year, Guaranteed Math Vocabulary, mad math minute and Friday Five minute Frenzy. ELA- Guaranteed Vocabulary, Success Makers, Monthly progress monitoring, first sound fluency, nonsense word, and oral reading fluency.

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

After facilitating the data gap analysis for West 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.



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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.

After completing the gap analysis for West Elementary school, West Elementary will have a 3% increase in proficiency for all students and subgroups. This will be achieved by focusing on Common Core Targets on the 2018-19 SBAC that West Elementary grades 3-6 scored at the BELOW STANDARD LEVEL. West Elementary has identified all concepts and procedures from the SBAC taken in spring 2018 that were areas of concern due to the number of students scoring in the BELOW STANDARD LEVEL. These areas will be addressed in classroom instruction, Rockies, and considered when developing interventions and individualized education plans across all students and subgroups. Currently the biggest drop in the recorded Math score over the past three years has been from the 5th to 6th grade. This has been and will be analyzed and the areas that are identified as BELOW STANDARD AREAS will be targeted areas of instruction and intervention. Current scores will be increased by 3% as measured comparing 2018-19 and 2019-20 SBAC Math data in all grade levels and subgroups. West Elementary will use class room instruction with Common Core aligned curriculum, intervention, individual math placement, after school and summer "Rockies" 921st century), Montana Soars after school tutoring and family math nights to address the various academic needs of all individuals at West Elementary.

Determine your Math goals for your identified student group, Special Education:

Met Goals- Yes



# 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.

After completing the gap analysis for West Elementary School, West Elementary will have a 3% increase in proficiency for all students and subgroups in the area of ELA. This will be achieved by focusing on Common Core Targets on the 2018-19 SBAC that West Elementary grades 3-6 scored at the BELOW STANDARD LEVEL. West Elementary has identified all concepts and procedures from the SBAC taken in spring 2018 that were areas of concern due to the number of students scoring in the BELOW STANDARD LEVEL. These areas will be addressed in classroom instruction, Rockies, and considered when developing interventions and individualized education plans across all students and subgroups. Currently the biggest drop in the recorded ELA score over the past three years has been from the 5th to 6th grade. This has been and will be analyzed and the areas that are identified as BELOW STANDARD AREAS will be targeted areas of instruction and intervention. Current scores will be increased by 3% as measured comparing 2018-19 and 2019-20 ELA data in all grade levels and subgroups. West Elementary will use classroom instruction with Common Core aligned curriculum, intervention, individual math placement, after school and summer "Rockies" 921st century), Montana Soars after school tutoring and family nights to address the various academic needs of all individuals at West Elementary.

Determine your ELA goals for your identified student group, Special Education:

Met Goals- Yes



## Continuous School Improvement Program School Plan

### 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

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.



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### Title III

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. Jennifer Liva. 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