



Continuous School Improvement Program School Plan

Butte Elem (LE0840)

Whittier School (SC1101)

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?

Whittier will assess school climate through on line surveys.
These surveys are given to staff, students and parents.

What survey or tool did you use?

Whittier will use my voice surveys for students, staff, and parents.

What is your plan to improve your school climate?

The staff will analyze the data that will come out of all of our surveys within our PLC meeting times. We will also look at interesting points or areas of concern within the data at staff meetings. Once we have looked at all the data we will pick certain areas of need from within the surveys and make goals on how to attack those areas and improve the culture within the building.



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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.

Whittier has analyzed the past three years Smarter Balanced Assessment data (SBAC) and Measures of Academic Progress data (MAP) in determining the school's goals for math. During this time period, Whittier has continued to score above the state average. From year 17/18 to 18/19, Whittier Elementary experienced increases of 8% in 3rd grade, 5% in 4th grade, stayed the same in 5th grade, and 10% in 6th grade. Whittier's scores compared to that of the states average were: 3rd scored 11% above the state average in proficient scores according to the SBAC scores, 4th scored 8% above the state average in proficient scores according to the SBAC scores, 5th scored 8% above the state average in proficient scores according to the SBAC scores and 6th scored 15% above the state average in proficient scores according to the SBAC scores. Whittier Elementary goal for math during the 19-20 school year will be a 3% increase in overall scores and all disaggregated groups.

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

Met Goals- Yes

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

Met Goals- No; Action Plan- Whittier will use our afterschool rockies program to target these students and work on areas of need. We will also use enrichment programs like Successmaker and Prodigy to help focus on certain subject areas to help master the skills needed.

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

Met Goals- Yes



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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.

Whittier has analyzed the past three years Smarter Balanced Assessment data (SBAC) and Measures of Academic Progress data (MAP) in determining the school's goals for ELA. During this time period, Whittier has continued to score above the state average. Whittier's scores compared to that of the state average were: 3rd scored 1% above the state average in proficient scores according to the SBAC scores, 4th scored 10% above the state average in proficient scores according to the SBAC scores, 5th scored 6% above the state average in proficient scores according to the SBAC scores and 6th scored 14% above the state average in proficient scores according to the SBAC scores. From year 17/18 to 18/19, Whittier Elementary experienced increases of 8% in 3rd grade, 5% in 4th grade, stayed the same in 5th grade, and 10% in 6th grade. Whittier Elementary goal for ELA during the 19-20 school year will be a 3% increase in overall scores in all disaggregated groups.

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

Met Goals- Yes

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

Met Goals- No; Action Plan- Whittier will continue to reteach the lessons and firm up skills within our Reading Mastery program, work on our writing skills within our Lucy Caulkins writing program and use enrichments like Accelerated Reader and Successmaker.

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

Met Goals- Yes



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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. Mollie Keeley. 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