



## School Improvement Plan 2022-2023: Butterfield

**Mission Statement:** Butterfield Trail Middle School will ensure all students achieve at grade level or better through effective collaborative practices.

**Lead Team Members:** (Kolby Snellenberger, Carlos Ceron, Kim McCormick, Tracy Cline, Taylor Karnes, Lee Altman, Jeannie Klomfas, Jessie Beckham, BreAnne Rogers, Wendy Mulligan)

| Title               | Name (Type Names in this Column) |
|---------------------|----------------------------------|
| Principal           | Kolby Snellenberger              |
| Assistant Principal | Carlos Ceron                     |
| Counselor           | Kim McCormick                    |
| Media Specialist    | Tracy Cline                      |
| Teacher             | Jessie Beckham                   |
| Teacher             | BreAnne Rogers                   |
| Teacher             | Wendy Mulligan                   |
| Parent              | Jessie Beckham                   |
| Parent (optional)   |                                  |

# Comprehensive Needs Assessment

## Comprehensive Needs Assessment:

(include the following)

1. Review of Demographics
2. Review of Assessment Data
  - a. Include several sources (i.e. iSip, ACT Aspire, ACT, IXL, etc.)
3. Review of Perceptual Data (surveys from staff/parents)
4. Identified needs
5. Proposed Title I purchases based on needs

### Demographics

Butterfield Trail Middle School (BTMS) currently serves approximately 635 students composed of the following ethnic subpopulations. 57.3% White, 29.8% Hispanic, 2.6% African American, 1.6% American Indian, 2.6% Asian, and 5.9% identified as two or more races. Our special education sub-population is 13%, English Language Learners make up 17%, and 68% of our population is identified as low income.

### Assessment Data

The 2021 Spring Summative Assessment Indicated that students at BTMS were proficient at the following rates:

- 62% Ready or Exceeding in English
- 31% Ready or Exceeding in Reading
- 31% Ready or Exceeding in Science
- 39% Ready or Exceeding in Math

### Review of Perceptual Data (surveys from staff/parents)

### Identified Needs

Reading

Writing

Math

Attendance

Behavior (classroom management)

### Proposed Title 1 Purchases Based On Needs

Software to assist with learning and assessing students:

- IStation
- Mindplay
- IXL Learning

- Flocabulary
- Canvas
- Screencastify

Software to assist with managing behavior and improving communication with parents

- GoGuardian
- SchoolStatus

Technology supplies and equipment to ensure instruction and learning can take place regardless of quarantine status.

- Chromebooks
- Hotspots
- Headphones

Training and support from Solution Tree to assist the principal and Guiding Coalition in leading school improvement

- Professional development will focus on creating a clear mission, vision, and goals to guide our work.
- Teachers will focus on identifying essential standards, creating common formative assessments, and making decisions about instruction based on those assessments.

Technology, equipment, materials, and supplies to ensure that students have access to high quality equipment and have all the supplies needed to participate in learning opportunities.

## Goals

**Develop Goals based on identified needs from Needs Assessment. (Must include a Math Goal and a Reading Goal.)**

Write a SPECIFIC Goal:

Example Goal: All students at John Doe School will increase reading achievement.

Example Performance Indicator: Students in \_\_\_ grade will increase their iStation iSip Vocabulary scores from 64% proficient to 70% proficient by May 2022.

**Goal 1** All students at BTMS will increase math achievement

**Math Performance Indicator-** Ready or Exceeding based on ACT Aspire data.

**Data Source:**

**Baseline Year:**

**Baseline:**

Target Date: 2020

Target: 50%

Actual: **43% (interim)**

|                   |             |             |
|-------------------|-------------|-------------|
| Target Date: 2021 | Target: 50% | Actual: 39% |
| Target Date: 2022 | Target: 50% | Actual:     |

|  |                       |                       |
|--|-----------------------|-----------------------|
| <b>Goal 2</b> All students at BTMS will increase reading achievement               |                       |                       |
| <b>Reading Performance Indicator-</b> Ready or Exceeding based on ACT Aspire data. |                       |                       |
| <b>Data Source:</b>  | <b>Baseline Year:</b> | <b>Baseline:</b>      |
| Target Date: 2020  | Target: 50%           | Actual: 42% (interim) |
| Target Date: 2021  | Target: 50%           | Actual: 31%           |
| Target Date: 2022  | Target: 50%           | Actual:               |

|   |  |                  |
|---|--|------------------|
| <b>Goal 3</b> All collaborative teams at BTMS will work as a PLC to improve learning in classrooms.                               |  |                  |
| <b>Performance Indicator-</b> Development of essential standards, common assessments, and decisions about teaching based on data. |  |                  |
| <b>Data Source:</b>   | <b>Baseline Year:</b>  | <b>Baseline:</b> |
| Target Date: 2022   | Target: Essential Standards and common assessments created for every core subject. | Actual:          |
| Target Date:  | Target:  | Actual:          |
| Target Date:  | Target:  | Actual:          |

## Mid-Year Goal Monitoring

To be completed at the end of the first Semester-(December 20\_\_\_\_)

Under each goal describe progress made toward achieving each goal. Be specific and include measurable data.

### **Goal 1.** All students at BTMS will increase math achievement

**Progress toward meeting Goal 1:** We have not taken the ACT Aspire yet and there are not interims offered. However, IStation data indicates that students

**Goal 2.** All students at BTMS will increase reading achievement

**Progress toward meeting Goal 2:** (Type Here)

**Goal 3. (Optional)** All collaborative teams at BTMS will work as a PLC to improve learning in classrooms.

**Progress toward meeting Goal 3 (Optional):** (Type Here)

## Literacy Plan

### Literacy Plan

- Implementation
  - Become a true professional learning community
  - Screen incoming 5th graders and new students to 7th and 8th grade with PAST assessment for reading skills to identify gaps in learning

- Provide daily Tier II interventions for all students
- Provide daily Tier III intervention (Just Words) for students with large gaps or that are multiple grade levels behind
- Direct instruction of content reading strategies for grades 7 and 8
- Integration of reading and writing into all subject areas
- Reviewing various reading and writing curriculum options for future adoption
- Monitoring
  - Monthly iStation assessments to measure growth for students in Reading
  - Quarterly PAST assessments to determine growth for students in Tier III
- Professional Development
  - Weekly collaborative team meetings to identify essential standards, develop common assessments, analyze student learning, and make decisions about what to do next
  - Monthly training for leadership team from Solution Tree to assist the school with the PLC process
- Parent Involvement
  - Parents are informed of their child's current status and of growth along the way
  - Family and Community Engagement team will work to increase family engagement in curriculum and create curricular supports for parents and students
- Evaluation
  - ACT Aspire Summative assessment

Elementary only- (for each of the 6 areas of literacy)

1. Phonemic Awareness: Haggerty Program

2. Phonics: Foundations for K-3; 95 Percent Group/Multi-Syllabic Response Cards 4-5 and Word Journeys (Blended Learning-Virtual lessons from Foundations as well as teacher Zooms and recordings.)

3. Fluency: Interactive Read Aloud (Blended Learning-Teacher Zooms and recorded lessons, Lincoln Learning, iStation and Google Classroom)

4. Comprehension: Calkins Units of Study for Reading (Blended Learning-Teacher Zooms and recorded lessons, Lincoln Learning, iStation and Google Classroom)

5. Vocabulary: Interactive Read Aloud, Vocabulary Surge (Grades 4 & 5) (Blended Learning-Teacher Zooms and recorded lessons, Lincoln Learning, iStation and Google Classroom)

6. Writing: Calkins Units of Study for Writing (Blended Learning-Teacher Zooms and recorded lessons, Lincoln Learning, iStation and Google Classroom)

## FINAL EVALUATION OF 2021-2022 SCHOOL IMPROVEMENT PLAN

Describe the progress made toward the completion of EACH goal in your 2021-2022 School Improvement Plan. Please identify if each goal has been met, not met, continues to be a goal for 2022-2023, or has been removed. Place a check in the appropriate box.

### Goal 1. (Copy and Paste Goal 1 Here)

|                                     |                              |
|-------------------------------------|------------------------------|
| <input checked="" type="checkbox"/> | <b>MET</b>                   |
| <input type="checkbox"/>            | <b>NOT MET</b>               |
| <input type="checkbox"/>            | <b>CONTINUE IN 2022-2023</b> |
| <input type="checkbox"/>            | <b>REMOVED</b>               |

DESCRIPTION: (Describe your progress for Goal 1 here)

### Goal 2. (Type Goal 2 Here)

|                          |                              |
|--------------------------|------------------------------|
| <input type="checkbox"/> | <b>MET</b>                   |
| <input type="checkbox"/> | <b>NOT MET</b>               |
| <input type="checkbox"/> | <b>CONTINUE IN 2022-2023</b> |
| <input type="checkbox"/> | <b>REMOVED</b>               |

DESCRIPTION: (Describe your progress for Goal 2 here)

**Goal 3. (Optional)** (Type Goal 3 Here)

|  |                              |
|--|------------------------------|
|  | <b>MET</b>                   |
|  | <b>NOT MET</b>               |
|  | <b>CONTINUE IN 2022-2023</b> |
|  | <b>REMOVED</b>               |

DESCRIPTION: (Describe your progress for Goal 3 here)



## **Celebrations**

(Type Here)