

EOY School Improvement Summary
School Year Ending 23-24
School Year Entering 24-25
Butterfield Trail Middle School

Statistics:

Butterfield Trail Middle School (BTMS) currently serves approximately 549 students composed of the following ethnic subpopulations. 58.11% White, 26.96% Hispanic, 3.64% African American, 0.91% American Indian, 2.19% Asian, Hawaii/Pacific Islander 0.18% and 8.01% identified as two or more races.

- 8 Students, or 1.46% of the population are alternative education students.
- 39 students, or 7.1% of the student population, are enrolled in the gifted and talented program.
- 83 students, or 15.12% of the student population receive special education services.
- 46 students, or 8.38% of the student population have a 504
- 15 students, or 2.73% of the student population are migrant students.
- 69 students, or 12.57% of the student population are ELL/LEP students.

BTMS' Leadership team has analyzed data from multiple sources and subpopulations. Data has been pulled from ESSA data, student information such as attendance, grades, and discipline, iStation assessment scores, ATLAS classroom assessment data, classroom assessments, family feedback and conferences.

Assessment Data

Latest ACT Aspire summative data reflects a need to improve in both reading and math achievement. 32% of students were at ready or exceeding in reading and 34% were at ready or exceeding in Math for the 22-23 school year. This is below state averages and down 2% and 5% respectively from 21-22. With the switch from ACT Aspire to ATLAS, there isn't any interim data available for this school year and the summative tests for this school year will be released in the Fall of 2024.

IStation Assessment Data from March 2024

32% of students were categorized as Tier 3, 4, or 5 (at or above the 40th percentile rank) in math. (same as the beginning of the year)

40% of students were categorized as Tier 3, 4, or 5 in reading. (up 2% from the beginning of the year)

Analysis:

Data shows a need for improvement in both reading and math scores in both IStation and Summative Assessment scores

Goals:

1. Student growth in reading achievement.
2. Student growth in math achievement.
3. Continue to work as a professional learning community to improve learning in classrooms.
4. Increase school culture and climate for students, staff, and parents at BTMS.

Actions:

1. Use team meetings to develop common formative assessments, and analyze the results of student learning on those common formative assessments to plan the next steps.
2. Continue use of intervention times to provide targeted support for students who are failing to achieve proficiency on identified essential skills.
3. Working with TNTP (The New Teacher Project) to have classroom walkthroughs and analyze room for growth within our instructional models.

Monitoring and Evaluation:

Curriculum and programs will be monitored by the administration and Guiding Coalition using the following methods:

- Classroom observations
- Classroom walkthroughs
- Evaluation of RTI data
- Surveys of perceptual data
- Data from IStation, summative assessments and formative assessments.

Literacy Plan

- Implementation
 - Continue working on becoming 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
 - To increase and protect time for students to receive Tier II and Tier III intervention
 - To increase Dyslexia intervention opportunities by providing alternative scheduling options and grouping of students with similar deficiency levels.
 - Provide daily Tier II interventions for all students
 - Provide daily Tier III intervention for students with large gaps or that are multiple grade levels behind
 - Integration of reading and writing into all subject areas
 - Algebra I in 8th grade math to increase critical thinking and writing with emphasis on vocabulary instruction.
- Monitoring
 - Monthly IStation assessments to measure growth for students in Reading and Math
 - Quarterly PAST assessments to determine growth for students in Tier III
 - ATLAS Classroom Assessments to gauge proficiency of essential standards/skills.
- Professional Development

- Weekly collaborative team meetings to identify essential standards, develop common assessments, proficiency scales, analyze student learning, and make decisions about intervention and classroom responses.
 - Literacy training for specific content areas.
- Parent Involvement
 - Parents are informed of their child's current status and of growth along the way through progress reports
 - Family and Community Engagement team will work to increase family engagement in curriculum and create curricular supports for parents and students
 - To increase communication among teachers and parents through the use of communication software, SchoolStatus.
 - Increase family engagement through family events or volunteer opportunities.
- Evaluation
 - ATLAS summative data when released
 - Classroom formative/summative assessments
 - Student/Teacher Feedback
 - Family Feedback
 - Classroom observation data