



# Our Direction

## Butterfield Trail Middle School

Date of Report: 5/11/2021

### Vision:

### Vision:

### Aligned to the Van Buren School District Vision - Every Child - Whatever it Takes: Our Students - Our Success

**Vision:** Our vision is to ignite a community of lifelong learners and problem solvers who work together to meet the needs of the whole child, so that every student can possess the necessary tools to make a difference in our world, both now and in the future.

### Values:

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### Butterfield Trail Middle School Collaborative Commitments:

**At BTMS we will expect ourselves and everyone to be consistent and accountable by...**

1. emphasizing and modeling respect and responsibility.
2. being flexible and willing to problem solve.
3. creating a positive environment that is physically and emotionally safe.
4. building relationships (students and staff) and approaching each person with understanding.
5. setting high expectations, seeking out and encouraging opportunities for growth.
6. demonstrating professionalism.
7. celebrating, supporting, and encouraging one another.

### Mission:

**Mission:** Through habits of work and learning, we can reach this vision by partnering with students, families, and the community to ensure that all students are healthy, safe, engaged, supported, and challenged.

### Mission:

**Core Beliefs:** Relationships: We believe in creating relationships founded on respect, caring, & the belief that all students can succeed. Expectations: We believe in high expectations for our students to equip our students for success as learners and citizens. Motivation: We believe in igniting a passion for learning, overcoming adversity, and accepting failure as a necessary step to lifelong learning & success. Readiness: We believe in preparing students for the thinking, social, technological, and life skills needed to be contributing and productive citizens. Vision: Our vision is to ignite a community of lifelong learners and problem solvers who work together to meet the needs of the whole child, so that every student can possess the necessary tools to make a difference in our world, both now and in the future. Mission: Through habits of work and learning, we can reach this vision by partnering with students, families, and the community to ensure that all students are healthy, safe, engaged, supported, and challenged.

**Goals:**

- All BTMS students will show growth in math.

**Performance Measure(s)**

Performance Indicator: ACT Aspire Math - Summative Assessment (percent ready/exceeding) growth of 8%		
Data Source: ACT Aspire	Baseline Year: 2016-2017	Baseline: 47%
Target Date: 2017-2018	Target: 55%	Actual: 46%
Target Date: 2018-2019	Target: 50%	Actual: 46%
Target Date: 2019-2020 (Interim)	Target: 50%	Actual: 43%
Target Date: 2020-2021 (Interim)	Target: 50%	Actual: 37%
Target Date: 2021-2022	Target: 50%	Actual:

Performance Indicator: IStation ISAP Math- Level Movement (Tier 4 & 5) growth of 5%		
Data Source: Level Movement March Tier 4&5 %	Baseline Year: 2019-2020	Baseline: 36%
Target Date: 2020-2021	Target: 41%	Actual: 14%
Target Date: 2021-2022	Target: 40%	Actual:

- All BTMS students will show growth in reading.

**Performance Measure(s)**

Performance Indicator: ACT Aspire Reading - Summative Assessment (percent ready/exceeding) - growth of 10%		
Data Source: ACT Aspire	Baseline Year: 2016-2017	Baseline: 33%
Target Date: 2017-2018	Target: 45%	Actual: 40%
Target Date: 2018-2019	Target: 45%	Actual: 40%
Target Date: 2019-2020 (Interim)	Target: 45%	Actual: 42%

Target Date: 2020-2021 (Interim)	Target: 45%	Actual: 38%
Target Date: 2021-2022	Target: 45%	Actual:

Performance Indicator: | Station ISIP Reading - Level Movement - growth of 5%

Data Source: Level Movement March Tier 4&5 %	Baseline Year: 2019-2020	Baseline: 29%
Target Date: 2020-2021	Target: 34%	Actual: 26%
Target Date: 2021-2022	Target: 35	Actual:

- All BTMS students will show growth in their social/emotional competency.

**Performance Measure(s)**

Performance Indicator: Attendance - Student Engagement SQSS attendance measure (includes students at low risk; absent less than 5%; moderate risk absent 5% to less than 10%; high risk (chronic absence) absent 10% or more of days enrolled). Increase percentage of low/moderate risk student attendance - growth of 3%

Data Source: SQSS Student Engagement Points	Baseline Year: 2016-2017	Baseline: 67.36%
Target Date: 2017-2018	Target: 70%	Actual: 66.74%
Target Date: 2018-2019	Target: 68%	Actual: 72.13
Target Date: 2019-2020 (Not Available)	Target: 75%	Actual:
Target Date: 2020-2021 (Not Available)	Target: 75%	Actual:

Performance Indicator: Discipline referrals - reduce percent of of discipline infractions by 5%

Data Source: eSchool Incident Averages	Baseline Year: 2018-2019	Baseline: 2.64%
Target Date: 2019-2020	Target: 2%	Actual: 2.16%
Target Date: 2020-2021	Target: 2%	Actual: 1.72%
Target Date: 2021-2022	Target: 1.5%	Actual:

**Data Review:**

**Needs Assessments, Accreditation Reports, Similar Feedback:**

**Needs assessment:**

## Statistics:

Butterfield Trail Middle School (BTMS) currently serves approximately 600 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.

After a review of the data and the progress that has been made up to this point, BTMS will continue to focus on improving reading, math, and behavioral competency. School improvement actions and resources will focus on addressing the holistic needs of our staff and student populations to enable them to defy the odds in education.

## Literacy:

Student data indicated that many of our students have gaps in reading, with 40% scoring ready/exceeding on the 2019 ACT Aspire Summative assessment. This data showed no growth over the previous year of 40% scoring ready/exceeding in 2018. Additional data from iStation ISIP Assessments show that 26% of students were categorized as Tier 4 and 5 (at or above the 80th percentile rank). Due to the gap in ACT Aspire Summative Assessment data, we will use iStation ISIP Assessments to help measure growth for the 2021-2022 school year. Funding will be targeted at keeping Chromebooks updated for assessing growth, providing greater personalized learning, developing a robust RTI program, tailoring professional development to school improvement, providing teachers with additional training on RISE, and providing materials for individual student learning needs.

Butterfield Trail Middle School Literacy Plan:

- Phonemic Awareness - iStation, MindPlay, RISE Training, Just Words, and "An Introduction to Language and Literacy" LETRS
- Phonics - iStation, MindPlay RISE Training, Just Words, and "An Introduction to Language and Literacy" LETRS
- Fluency - Calkins Units of Study, iStation, MindPlay, RISE Training, and "An Introduction to Language and Literacy" LETRS
- Comprehension - Calkins Units of Study, Notice and Note, Seravallo materials, Newsela, and MindPlay
- Vocabulary - Independent Reading, Floocabulary, Newsela, and MindPlay

To ensure that our teachers are adequately prepared to identify and address deficits within our students' reading skills, all teachers have been provided with RISE training. BTMS will increase the focus on developing a robust RTI program that can effectively identify the gaps that exist in students' decoding or language fluency to build an appropriate remediation plan for each student that is behind.

Regular team meetings will be used to identify essential standards, develop common formative assessments, and analyze the results of student learning on those common formative assessments to plan the next steps. This cycle of inquiry will be repeated throughout the year to drive continuous improvement.

The Guiding Coalition will meet regularly to assess growth and make decisions about the future direction of the school. A significant focus of the Guiding Coalition is to plan and strategize the implementation of all future professional development. Job-embedded professional development needs to be both focused and sustained to ensure that efforts made by teachers and students have time to reach fruition. A focus on actionable on-the-spot data collection will allow us to become more nimble and able to make small adjustments continuously throughout the year.

The development of an authentic Family and Community Engagement (FACE) Team will be a priority. To ensure success and to create as much engagement as possible, a committee will be formed to support the Parent Involvement Facilitator in forming a diverse team that represents the community. This team will consist of teachers from each grade level, classified staff members, and student voice members. Both broad and focused invitations to individuals within the community

will be made to encourage greater participation of the community. The Face Team will be asked to weigh in on all aspects of the school's function and efforts toward improvement. All school committees will be required to provide a regular report to the Face Team, ensuring that they are able to be authentically engaged in the school.

**Attendance:**

Student data important to consider in our school improvement process includes attendance and behavior. Chronic absences, identified with students missing 10% or more of a school year (excused and unexcused), is an area of focus. Students with regular school attendance receive the benefits and academic growth from the education provided. Our attendance rate increased from 94.16% in 2017 to 94.28% in 2018 and 95.43% in 2019. Our attendance decreased during the COVID-19 pandemic to 93.15 in 2020. Continued focus and attention to improve attendance through continuous communication, recognition of improvements, and individual intervention to support students with chronic absences will be implemented. Daily advisory time (STAR) with a ratio of one teacher to 15 students to ensure every child is known well by an adult who is building relationships and monitoring academics, attendance, and behavior will be an important component for school improvement. Funding will be targeted at supporting a variety of strategies that may assist with improving attendance such as: purchasing software, purchasing materials, providing safe spaces, and providing release time for an attendance team to receive professional development, plan, and implement

**Behavior:**

Objective behavioral data is difficult to generate, but suspensions can be used to identify improvements. There were 83 Out of School Suspensions (OSS) in the 2019-2020 school year and 58 OSS suspensions in the 2020-2021 school year

In an effort to increase student attendance, In School Suspensions (ISS) have been favored over Out of School Suspensions for the past several years. There were 302 In-School Suspensions (ISS) in the 2019-2020 school year and 268 In-School Suspensions (ISS) in the 2020-2021 school year. Many of the students that have been assigned OSS or ISS are repeat offenders with little support at home. Funding and efforts will be focused on providing these students with additional social and emotional supports and learning, increased opportunities to be successful, developing a restorative justice program, increasing family engagement, implementing peer mediation circles, and planning proactive approaches aimed at reducing recidivism.

**Learning Los:**

The COVID-19 pandemic created additional challenges for both teachers and students. While our school was able to stay open throughout the entire pandemic there is a myriad of roadblocks to student learning. Student absences have skyrocketed this year due to quarantines, online learning, and many students slipping through the attendance gaps. Since attendance greatly affects learning it is expected that many students will have significant learning loss. In addition to attendance issues teachers taught lessons using unfamiliar software and delivered them through unfamiliar methods. This was done to ensure that absent students could still learn, but it is expected that this will affect the quality of instruction during school. We will use ACT Aspire, iStation, and a variety of other assessments to identify the level of learning loss and identify which students need the most help.

**Learning Loss Action Steps:**

- Identify Essential Standards
- Develop Common Formative Assessments

- Ensure that there is sufficient time in the schedule for Tier 2 interventions.
- Have teams research strategies and resources to address learning loss
- Provide professional development for next year that is targeted to addressing learning loss
- Provide students with summer school and after school opportunities

**Student Outcome Data:**

**2019 ESSA Data:**

- Public School Rating = C
- Overall ESSA Index score = 69.9 ( a rating from 63.73 - 69.93 is a C)
- Weighted Achievement Score = 58.31
- Value Added Growth Score = 83.19
- School Quality and Student Success Score = 52.61
- Student Engagement Score = 72.13
- Reading at Grade Level Score = 41.07
- Science Achievement Score = 40.44
- Growth in Science Achievement Score = 54.23

**2018-2019 ACT Aspire Summative Data: (read or exceeding)**

- 6th Grade: English - 62%, Reading - 33%, Science - 41%, Math - 54%
- 7th Grade: English - 76%, Reading - 36%, Science - 39%, Math - 42%
- 8th Grade: English - 68%, Reading - 50%, Science - 37%, Math - 42%

**2019-2020 ACT Aspire Periodic Assessment Data: (Meets Benchmark)**

- 6th Grade: English - 73%, Reading - 44%, Science - 46%, Math - 51%
- 7th Grade: English - 76%, Reading - 33%, Science - 38%, Math - 38%
- 8th Grade: English - 71%, Reading - 37%, Science - 33%, Math - 38%

**2020-2021 ACT Aspire Periodic Assessment Data: (Meets Benchmark)**

- 6th Grade: English - 67%, Reading - 33%, Science - 38%, Math - 27%
- 7th Grade: English - 73%, Reading - 30%, Science - 33%, Math - 35%
- 8th Grade: English - 66%, Reading - 32%, Science - 26%, Math - 30%

**2021 March IStation: (80% Tier 4 or 5)**

- 6th Grade: 35%
- 7th Grade: 20%
- 8th Grade: 22%

**Our Leadership Team's progress in fully implementing indicators and meeting Objectives:**

**Selected Indicators:**

**Assess student learning frequently with standards-based assessments**

IID04

The school maintains a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers.(102)

**Provide a tiered system of instructional and behavioral supports and interventions**

IID04

The school implements a system-wide monitoring process that utilizes collaborative instructional teams who meet regularly to review student data from screening, progress monitoring, and outcome assessment to identify next steps for instruction for students across all tiers.(5196)

**Social/Emotional Competency: Provide instruction, modeling, classroom norms, and caring attention that promotes students' social/emotional competency**

SE04

All teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5545)