

Our Direction

Butterfield Trail Middle School

Date of Report: 6/4/2018

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:

BTMS 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.

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.

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 - Summative Assessment (percent ready/exceeding) growth of 8%		
Data Source: ACT Aspire	Baseline Year: 2017	Baseline: 47
Target Date: 2019	Target: 55	Actual:

Performance Indicator: ST Math - Pre/Post Diagnostic Assessment Growth (percent of students scoring 50% or higher) - growth of 12%		
Data Source: ST Math Supplement	Baseline Year: 2017	Baseline: 0.33
Target Date: 2018	Target: 45	Actual:

- All BTMS students will show growth in reading.

Performance Measure(s)

Performance Indicator: ACT Aspire Reading - Summative Assessment (percent ready/exceeding) - growth of 12%		
Data Source: ACT Aspire	Baseline Year: 2017	Baseline: 0.33
Target Date: 2019	Target: 0.45	Actual:

Performance Indicator: LightSail Reading Lexile Levels - percent on/above grade level - growth of 10%		
Data Source: LightSail Independent Reading	Baseline Year: 2017	Baseline: 0.26
Target Date: 2018	Target: 0.36	Actual:

Performance Indicator: MindPlay Reading Lexile Levels - percent on/above grade level (Fall-Spring Growth) - growth of 10%		
Data Source: MindPlay Virtual Reading Coach	Baseline Year: 2017	Baseline: 0.35
Target Date: 2018	Target: 0.45	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: 2017	Baseline: 0.6736
Target Date: 2019	Target: 0.7	Actual:

Performance Indicator: Discipline referrals - reduce percent of of discipline infractions by 3%		
Data Source: eSchool Discipline Data	Baseline Year: 2017	Baseline: 0.232
Target Date: 2019	Target: 0.2	Actual:

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

Needs assessment:

After extensive review of data from multiple sources used to develop our goals to improve student academic growth in reading and math, as well as social/emotional competency, we have determined needs for school improvement. School improvement actions and resources will address student, teacher, and family/community needs aligned to our three goals.

Butterfield Trail Middle school provides an education to approximately 663 students, with ethnic sub-populations of 65% White, 23.4% Hispanic, and approximately 2.7% African American, 1.8% Asian and 1.2% American Indian. A growing subpopulation is the 2 or more races category with 5.7% of our students identified in this category.

As of October 1, 2017, 71% of our student population qualified for a free/reduced lunch. Our special education sub-population is 15%. English Language Learner (ELL) sub-population is also 15%.

Student data indicated that many of our students have gaps in reading with 33% scoring ready/exceeding on the 2017 ACT Aspire Summative assessment. Reading lexile scores are attained from a LightSail reading diagnostic assessment (online, e-reading program to enhance independent reading), MindPlay virtual reading coach, and iStation reading. The ongoing data attained from these three supplemental programs providing data triangulation to best support student reading growth. Students access their own data using one-to-one chromebooks as they set goals and monitor progress. Funds will be targeted toward updating chromebooks for each student, headphones for each student, and online reading programs LightSail, Mindplay, and iStation. In addition, regular classroom instruction will be aligned to meet individual student learning modalities, including hands-on, interactive, and personalized learning strategies to support each child's reading improvement. Purchase of supplies to address individual student learning needs for such items as construction paper, interactive notebooks, colored pencils, highlighters, etc. will be included.

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 April 2017 at 93.91% to April 2018 at 94.34%. 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 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. Behavior has improved, with school-wide focus on shared systems of expectations to keep students in school, with out of school suspensions (OSS) reductions from the 2016-2017 school year of 234 OSS to 64.5 in April of the 2017-2018 school year. As in school suspension (ISS) has been utilized more, it was also noted that the ISS has also reduced from the 2016-2017 school year with 512 to 370 in April of the 2017-2018 school year. Several students are repeat offenders, so additional focus will be directed toward implementing services to better address individual student needs, such as a mentor program, counseling support, etc. Bus behavior incidents and lunch detentions assigned by individual teachers have increased slightly indicating that minor behavior infractions may need additional proactive strategies as a preventative support.

To address reading deficits, our teachers are receiving training in the science of reading as part of the AR Dept. of Ed R.I.S.E. reading initiative. We are recognized as a R.I.S.E. school and work extensively with our media specialist, interventionist, and all classroom teachers to create a culture of reading and address individual reading deficits across all content areas. Teacher support to improve student achievement growth will include weekly team meetings focused on reviewing multiple sources of student data with action steps to address acceleration and remediation needs of individual students. Weekly "risk review" meetings with administrators, counselors, and our interventionist will be held to further develop targeted supports for students in need. Professional learning for all staff will include knowledge and skills to best understand multiple forms of data with actions to address the needs of students with trauma and outside challenges. Understanding our families and enhancing our curriculum to be "both socially significant and relevant to the personal and career interests of young adolescents" will be an area of focus as we work to design learning experiences to "Ignite a Passion for Learning" in each of our students. Teachers will each develop professional growth plans aligned to the Teacher Excellence Support System (TESS) rubric. Sharing of best practices will be encouraged through individual reflection, peer observation, collaborative interdisciplinary and content team meetings, and administrator observations. With limited time to share practices across classrooms, funding for professional learning time and video tools will be provided. The school leadership team, consisting of representation from all teacher groups, will meet regularly to review data and provide support for school improvement. Teachers indicated, through the SAI survey data and Schools to Watch data that more family/community representation as well as transparency and teacher voice to design professional learning experiences to impact student learning are important. Equitable technology access to interactive Promethean boards will be completed school-wide as 8th grade classrooms are included to conclude our 3 year plan.

Ongoing, multiple data sources to support student-focused school improvement are valuable to best understand the needs of each child - academic, social, emotional - the whole child. Updating and consistently having multiple data sources for each student easily available in one private location - accessible by teachers working with each student - will be created and maintained across our school. As we make data informed decisions to best meet student needs, this data resource, co-created and continuously updated by our advisory teachers, will be the basis of dialogue to determine actions to support each student. Robust data, and continued study to understand the expectations of the Every Student Succeeds Act will be part of our professional learning.

Family/Community engagement, while much improved, with 90% of our families participating in student/family conference this past fall, continues to be an area of focus for improvement. Multiple communication venues are utilized school-wide to reach our families. The ICU database has been perceived as beneficial, with ongoing communication of missing assignments and assignment submissions to families and students. Our leadership team, after reviewing our data, will focus on providing more opportunities to strengthen family and community connections, celebrating the traditions and cultures represented throughout our school. Partnership planning with the Arts in Education program is in place to create a connection to Hispanic Heritage month next fall. While parents and community members are involved in planning as members of the PTA board, PBIS committee, student handbook committee, etc., we plan to develop ongoing systems to include families and community in developing interdisciplinary curriculum units and with additional opportunities to share skills and talents to enhance the learning of our students. Teacher teams will strengthen social media postings to enhance sharing of student learning experiences, providing more access for families to

better understand engaging learning opportunities students experience across our school. Students will develop student success plans, utilizing shared templates and website development to partner with their families as they develop goals and plan forward for success as they transition to high school.

Student Outcome Data:

BTMS Overall ACT Aspire Summative Data - Spring 2016 and Spring 2017

BTMS ACT Aspire Summative Tested Subject	<u>2016 Ready/Exceeding</u>	<u>2017 Ready/Exceeding</u>
English	67%	70%
Reading	39%	33%
Writing	27%	48%
Science	36%	36%
Math	41%	47%

Reading data dropped 6% from 2016 to 2017 school-wide. While this is a comparison of different students, we also decided to look at our current students.

Reading data for our incoming 5th grade students from Spring 2017 (our current 6th grade students) is below:

In Need of Improvement	Close	Ready	Exceeding
44%	25%	19%	12%

This is important to consider, as deficits in reading are noted for students coming to BTMS 6th grade, with only **31% Ready/Exceeding**. Gaps in reading will be addressed as a school-wide focus.

LightSail Lexile Reading Data (on/above grade level) - **Fall 2017** 37% **Spring 2018** 43% 6% increase

<u>MindPlay Reading Data</u> -	<u>Fall 2017</u>	<u>Spring 2018</u>
Critical (2 or more grade levels below)	43%	34% <i>(while still Critical, 62% showed growth)</i>
Approaching (1 grade level below)	22%	14%
Meeting (on grade level)	27%	13%
Exceeding (above grade level)	8%	39%

*** Fall 2017 35% of BTMS students were Meeting/Exceeding and in the Spring of 2018 52% are Meeting/Exceeding.

<u>ST Math</u> -	Below 50% on Diagnostic	Above 50% on Diagnostic
Fall 2017	46%	54%
Spring 2018	25%	75%

Overall math improvement shows 21% gain between fall and spring on ST Math Diagnostic assessment.

Attendance Rate Data:	2016-2017	2017 - April 2018 (update when school concludes)
	93.91%	94.34%

<u>Behavior Data:</u>	<u>2016-2017</u>	<u>2017 - April 2018</u> (update when school concludes)
Out of School Suspension (OSS)	234	64.5
In School Suspension (ISS)	512	370.0
Lunch Detention	774	816.0
Bus Incidents	248	312.0

Repeat offenders are represented in these numbers. Attention to address individual student needs based on poor behavior habits will be implemented. Teacher behavior support will be provided for students with continuous patterns of being assigned lunch detention.

ICU (support for students not turning in work - by deadlines - school-wide expectation to complete assignments and submit in a timely manner) - New database system implemented this school year aligned to expectations in place at the Freshman Academy to better support strengthening student habits for successful transition to HS.

*All regular core classroom teachers are using the ICU data system, which also notifies families and students of missing assignments. In April 2018 - **97.3% of all assignments were completed and submitted.** This system has been well-received by teachers and families and will continue next school year.*

Positive Behavior Intervention System (PBIS) - using ***Habits of Work and Learning (HOWLs)*** aligned to ***Respect, Responsibility, and Perseverance***. Students receive LiveSchool points to earn specific rewards, such as purchases from school store (school items, approved snacks, earbuds, etc.) or school-wide reward opportunities - fun days, lunch with SRO, etc. A PBIS committee consisting of family members, teachers, and students met with the AP to develop and improve the PBIS system. Increased use of the PBIS system was noted as 67% of the adults across the school rewarded students with LiveSchool points (up from 41% in Nov 2017). Chromebook Maintenance, Act of Giving, Participates in Class, and Prepared for Class are most highly rewarded categories.

Teacher Survey Information - (connected to improved student learning practices)

Improvement noted in teacher perceptions using the Schools to Watch rubric - aligning school wide practices in 4 areas: Academic Excellence; Social Equity; Developmental Responsiveness; and Organizational Structures and Processes. Overall, results showed a slight decrease over last spring's teacher perceptual scores. Strengths remained consistent, focused on every student being known well and a variety of support structures to meet academic, social, emotional and physical needs are in place. The BTMS staff holds themselves accountable for the success of each student. Areas for growth involve more family involvement to support success for each student with more understanding of the various cultures represented throughout our school. Another area of need is to ensure that the curriculum is "both socially significant and relevant to the personal and career interests of young adolescents."

Learning Forward Standards Assessment Inventory (SAI) connected to teacher perceptions of professional learning. Highest ratings are aligned with professional learning communities and opportunities to meet together to review student information, design learning experiences, and improve instructional practices across our school. Lowest perception connected to teacher voice in allocation of resources and opportunities to observe and provide feedback for colleagues.

Family/Community Participation and Survey Information -

Student-Family conferences (student-led conference format) - in October and March. High participation in fall with 90% of our families coming to school to participate in conference. Perceptual survey results from parents (517 responses) overall positive. Needs - more involvement of parents in decision making processes and continued ongoing communication, especially when student is getting behind or struggling. A few parents want to talk to classroom teachers instead of advisory teacher, which is offered. We will continue to be proactive with family communication.

Attendance for spring conferences down to 82%. Parent survey (372 responses) indicates overall positive perception of our school. Greater accessibility of administrators for parents, as well as participation in school decisions are areas for improvement.

Community members participated both semesters as guest speakers and helping with planning for interdisciplinary project-based learning expeditions for all 3 grade levels. Improvements planned include more community involvement in planning and sharing with students, as well as exploring ways to improve attendance of families and community for culminating celebration of learning family nights each semester.

BTMS Recognitions - 2017 - ASCD Vision in Action Whole Child Award Winner (exemplary practices to meet needs of the whole child - healthy, safe, engaged, supported, challenged)

2018 - AR Diamond School to Watch - recognized in Washington D.C. as National School to Watch for Outstanding Middle School practices

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

IIID04 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)