

School Improvement Summary
Butterfield Trail Middle School
School Year 2023-2024

Statistics:

Butterfield Trail Middle School (BTMS) currently serves approximately 610 students composed of the following ethnic subpopulations. 56.56% White, 29.67% Hispanic, 2.95% African American, 1.15% American Indian, 1.9% Asian, Hawaii/Pacific Islander 0.16% and 7.54% identified as two or more races. Our special education sub-population is 14.43%, English Language Learners make up 13.44%, and 74.75% 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 work on improving ELL students' progress.

IStation Assessment Data from January 2023:

33% of students were categorized as Tier 3, 4, or 5 (at or above the 40th percentile rank) in math.

38% of students were categorized as Tier 3, 4, or 5 in reading.

ACT Aspire Assessment Data from Spring 2022:

34% of students were categorized as ready or exceeding in Reading (down four percent from 2021-2022, state average 38%.)

39% of students were categorized as ready or exceeding in Math (up two percent from 2021-2022, state average 41%)

Analysis:

Data shows a need for improvement in both reading and math scores in both IStation and ACT Aspire scores

Goals:

1. Improvement in reading achievement
2. Improvement in math achievement
3. Improvement in achievement for ELL student population

Actions:

1. Use team meetings 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.
2. Professional development with support from Solution Tree to continue with refining our intervention programs.
3. Provide professional development and create separate interventions for our ELL students.

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, ACT Aspire, PAST 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 (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
 - Implement Algebra I in 8th grade math to increase critical thinking and writing
- Monitoring
 - Monthly IStation assessments to measure growth for students in Reading and Math
 - Quarterly PAST assessments to determine growth for students in Tier III
- Professional Development
 - Weekly collaborative team meetings to identify essential standards, develop common assessments, proficiency scales, 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 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.
- Evaluation
 - ACT Aspire Summative assessment
 - Classroom formative/summative assessments
 - Student/Teacher Feedback
 - Family Feedback