



# **KDE Comprehensive School Improvement Plan**

**Butler County High School**  
**Butler County**

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# TABLE OF CONTENTS

Introduction.....	1
-------------------	---

## **Executive Summary**

Introduction.....	3
-------------------	---

Description of the School.....	4
--------------------------------	---

School's Purpose.....	5
-----------------------	---

Notable Achievements and Areas of Improvement.....	6
--	---

Additional Information .....	7
------------------------------	---

## **2014 2015 Improvement Plan**

Overview.....	9
---------------	---

Goals Summary.....	10
--------------------	----

Goal 1: Increase the percentage of students who are college and career ready from 41.6% in 2012 to 69.5% by 2015.....	11
---	----

Goal 2: To increase the Proficiency goal from 45.0 in 2012 to 72.5 in 2017.....	14
---	----

Goal 3: To reduce the writing gap score between students with IEP's and regular education students to within the third standard deviation below the state average for all students.....	16
---	----

Goal 4: Ensure quality programs in the areas of Arts & Humanities, Career & Technical, and Writing.....	17
---	----

Goal 5: Responding to the Needs Identified in the TELL Survey of 2013.....	18
--	----

Activity Summary by Funding Source.....	21
---	----

## **KDE Needs Assessment**

Introduction.....	27
-------------------	----

Data Analysis.....	28
--------------------	----

Areas of Strengths ..... 29

Opportunities for Improvement..... 30

Conclusion..... 31

**The Missing Piece**

Introduction..... 33

Stakeholders..... 34

Relationship Building..... 35

Communications..... 36

Decision Making..... 38

Advocacy..... 40

Learning Opportunities..... 41

Community Partnerships..... 43

Reflection..... 44

Report Summary..... 45

**Improvement Plan Stakeholder Involvement**

Introduction..... 47

Improvement Planning Process..... 48

**KDE Assurances - School**

Introduction..... 50

Assurances..... 51

**Compliance and Accountability - High Schools**

Introduction ..... 57

Planning and Accountability Requirements ..... 58

**School Safety Diagnostic**

Introduction ..... 78

School Safety Requirements ..... 79

## **Introduction**

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

# **Executive Summary**

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Butler County High School is the only high school to service this county. The high school houses ninth through twelfth grade. And there is only one middle school feeding the high school. Because of the socio-economics of the county, Butler County High School's population is relatively flat. We are a neutral growth district. Our enrollment over the last three years is as follows:

2009-2010 - 611 with 55 students who left the high school during the year. Ending balance of 556.

2010-2011 - 624 with 68 students who left the high school during the year. Ending balance of 556.

2012-2012 - 630 with 77 students who left the high school during the year. Ending balance of 553.

According to the United States Census Bureau, Butler County has a population of just over thirteen thousand. Morgantown, the county seat, has a population of just over two thousand. Nearly 94% of the population is white. One in four residents of the county is under the age of 18 with the median age of the residents being 36.

The county is located north west of Bowling Green which is the fastest growing city in Kentucky. Because of the relatively high unemployment in the county, the median income for a household is about \$32,500 with a per capita income of about \$15,000. Thus many work outside the county. Nineteen percent of the local population is below the poverty line with 18.5% of the children under the age of 18 falling below that line.

Butler County High School employs 40 administrators and certified staff. Due to the rural location and only about 7% of county residents have a bachelor's degree, one third of the staff live outside of the county. Also, the high school has thirteen classified staff.

The high school demographics and socio-economic also reflects that of the county. Sixty percent of the students are at free or reduced lunch, there is very little racial diversity, and there is a significant number of students moving in or out of the high school each year. Also about 11% of the high school population has an IEP.

Based upon these demographics, our school has lost funding which has resulted in the loss of staff positions. Classroom sizes have grown, planning time for teachers has been cut in half, and staff is assuming more responsibilities with no raises over the last few years. The high school has itinerate positions so as to keep programs intact. The high school has not had a PTO for over four years. The janitorial staff was cut by 25% and many students experience log bus rides as a result of consolidation of routes. Everyone in this school system has been touched by the tight budgets.

A general description that summarizes these demographics is that we are an Eastern Kentucky county located in Western Kentucky. The Appalachian Leadership and Education Foundation has identified this situation. Although this does not include everyone in the community, the school system battles an apathy toward education, a dependence toward government assistance, a propensity in the use of drugs and alcohol, and an attitude of hopelessness. Over the last couple decades, there has been a brain drain in the county. Our best and brightest move away to find a better, more successful, and fulfilling life. This is the challenge the school has and will work to rectify.



## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

Butler County High School is constructed around a simple purpose. We want to prepare our students for a successful post-secondary life, no matter what their choice is. It could be to enter college, acquire vocational-technical training, enlist for military service, or immediate entry into the work force. This preparation obviously includes an academic foundation. But also included in this purpose are soft skills. These include attendance, being on time, being able to follow directions, getting along with one another, and having the ability to be an independent thinker and problem solver. Realizing that each student is unique with different abilities and that one size does not fit all, Butler County High Schools' Vision is found in the simple statement of: "Success, one student at a time". This means that the staff works with each student we are given and strives to support each one to realize their full potential and equip him or her for future decisions.

To accomplish this purpose and vision for Butler County students, the high school offers many educational opportunities. Its curriculum is aligned to the common core standards where applicable. Even though we are a small school, BCHS offers 115 different courses. This number includes those courses offered at the county's Advanced Technical Center. Also in that number are nine dual credit courses through Western Kentucky University, AP calculus, 10 honors courses, a vibrant JROTC program, and articulation agreements with several colleges which accept a number of our vocational courses for college credit. Outside of academics, BCHS seventeen sports and nineteen different clubs. Through all of this we are striving to articulate those soft skills that were mentioned earlier.

## Notable Achievements and Areas of Improvement

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Butler County High School has many achievements that are worth mentioning.

Students competing in the state BRIMS bridge building always take 60 to 80 percent of the top ten positions. Over the last sixteen years we have sent 24 students win the state competition and move on to the international competition. BCHS rocket team has placed in the top 100 flights in the nation and gone to nationals for 10 years. Over that time we have had 3 teams place in the top 10 in the nation. Our marching band is the largest 2A band in the state with over 100 students participating. This is about 18% of our student population are in band. They have gone to regionals the last three years. Approximately 30 students make honors band each year and 8 to 12 students go to state in KMEA. Over the years, our chamber choir has performed in Atlanta Georgia, performed at the Kennedy Center in Washington D.C., and have performed at Carnegie Hall in New York City. Every year, several chamber choir students make the all-state choir. Academically, Butler County High School have students that achieve recognition. Every year we have multiple Governor Scholars. Our ACT scores are improving and the school had a good start in the new accountability system. Our career and technical programs win many awards at the local and state level. The last two years we have had a student go to nationals in the family and consumer science area.

But with these successes there is a lot of room for improvement. These improvements are addressed in our K-prep delivery targets. College and Career Readiness needs to move from 51% to 67% by 2015. The Graduation Rate has a goal of almost 90% by 2015. Proficiency scores in reading and math must move from 45% to 72% by 2017. And Gap Scores in reading and math have to move from 40% to 70% by 2017. Butler County High School is a focus school because we did not meet our Gap Score for our special education population. The school is focused on improving writing for all students and to close this Gap. These are lofty goals, but the administration and staff at this high school are committed to do whatever it takes to reach these milestones.

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

Butler County has been on a block schedule for over 15 years. This has given the students many opportunities to try a couple of career paths, have four years in band or chamber choir, or take as many college preparatory classes as possible. Also, students do not have to choose between being in band or choir and have to give up a club. This schedule has support our mission and vision of doing as much as they wish to attempt which facilitates the well rounded student.

This year BCHS reduced the block from 90 minutes to 80 minutes per class. The savings in time was returned to the schedule in the form of a 40 minute enrichment time each day. This has had many beneficial effects. Special education teachers can pull students out of class for one on one instruction. Clubs now have specific meeting times that do not interfere or compete with regular instruction. This time can be used as RTI instruction. Various groups can perform surveys and not disrupt instruction. Specific preparatory programs, such as our ACT preparation, are also done at this time.

The last thing to discuss is how Butler County High School has embraced the new accountability system for the Commonwealth of Kentucky. Employing a nationally normed test like ACT for a benchmark to measure our effectiveness as a school just makes sense. Since this is the system for college acceptance and scholarship awards, students now have a stake in the system. Having an end-of-course exam to assure we are teaching the proper curriculum and that we are effective in our teaching is another example that we agree with. And having that score count for 20% of their course grade again assures that the students have an investment in these tests. Lastly, tracking high schools' graduation rate and how many students leave Butler County High School being ready for post-secondary education or being career ready just makes sense. Butler County High School is committed to the new accountability system and foresees our students being competitive with other schools within this system.

# **2014 2015 Improvement Plan**

## Overview

### Plan Name

2014 2015 Improvement Plan

### Plan Description

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the percentage of students who are college and career ready from 41.6% in 2012 to 69.5% by 2015	Objectives: 2 Strategies: 5 Activities: 13	Organizational	\$34300
2	To increase the Proficiency goal from 45.0 in 2012 to 72.5 in 2017	Objectives: 1 Strategies: 3 Activities: 10	Organizational	\$8000
3	To reduce the writing gap score between students with IEP's and regular education students to within the third standard deviation below the state average for all students	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$9000
4	Ensure quality programs in the areas of Arts & Humanities, Carrer & Technical, and Writing	Objectives: 1 Strategies: 3 Activities: 3	Organizational	\$0
5	Responding to the Needs Identified in the TELL Survey of 2013	Objectives: 2 Strategies: 5 Activities: 7	Organizational	\$1800000

# Goal 1: Increase the percentage of students who are college and career ready from 41.6% in 2012 to 69.5% by 2015

**Measurable Objective 1:**

demonstrate a proficiency in career readiness and increasing the numbers of non-duplicated career ready students by 50% from the current 3 year average of 17. by 06/01/2015 as measured by college and career readiness goal on School Report Card.

**Strategy 1:**

Career Readiness Pathways - Guidance counselors work with career and technical staff on course offerings to assure that the necessary courses are offered.

Category: Career Readiness Pathways

Activity - Course Catalogue Offerings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Guidance counselors work with career and technical staff to assure that the catalogue and course offerings are supportive of career pathways.	Policy and Process	08/08/2014	06/01/2015	\$0	No Funding Required	Guidance counselors and career and technical staff

Activity - Academic and Career Counseling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Guidance counselors meet with students on schedule choices to have the opportunity to complete a career pathway.	Career Preparation/Orientation	08/08/2014	06/01/2015	\$0	No Funding Required	Guidance counselors

Activity - Pathway Reviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the end of each semester, teachers in each career program will review their student rosters to monitor student progress toward completing a career pathway	Career Preparation/Orientation	08/08/2014	06/01/2015	\$0	No Funding Required	Career Program Teacher

Activity - Operational Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaboration with Youth Service Center community Based Work Transition Coordinator to offer job skills and opportunities for success in a career field. Examples are Career Day, Health Fair, or one on one job skill training and support.	Career Preparation/Orientation	08/08/2014	06/01/2015	\$0	No Funding Required	Administration, Youth Service Director, and Vocational Rehab. Coach

# KDE Comprehensive School Improvement Plan

Butler County High School

Activity - WorkKeys Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who did not meet college readiness in all three categories and are not showing a propensity to pass the COMPASS will be placed in a WorkKeys intervention program. They will utilize a computer based online internet program that was purchased from ACT.	Academic Support Program	01/12/2015	06/01/2015	\$1800	Other	ATC principal, high school principal, and math intervention coach.

## Strategy 2:

College Ready - Every opportunity will be available to students to reach their three bench mark scores

Category:

Activity - ACT Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Core teachers will instruct junior students in a review of ACT skills, content, and strategies. This will be done during Bear Time	Academic Support Program	01/19/2015	03/16/2015	\$0	No Funding Required	Guidance will develop a schedule of rotation during enrichment for ACT review.

Activity - COMPASS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Seniors who have not met the three benchmarks will be enrolled in a COMPASS intervention to prepare for a COMPASS test in the needed benchmark(s)	Academic Support Program	11/05/2012	06/28/2013	\$3000	School Council Funds	Guidance will track seniors who are not College Ready and schedule them in an intervention during enrichment.

Activity - ACT Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PD to school staff attended a 3 hour PD on reading strategies for the ACT. Then 3 departments, Science, English, and Math, had discipline specific PD on strategies within their discipline for 2 hours each	Professional Learning	11/03/2014	11/14/2014	\$1000	District Funding	Principal to arrange and coordinate presenter.

Activity - Math Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible



## KDE Comprehensive School Improvement Plan

Butler County High School

District6 to hire the high school a math coach for 1/2 day for COMPASS prep intervention.	Academic Support Program	08/18/2014	05/04/2015	\$24000	District Funding	Central Office
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Activity - Reading Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High school to purchase an online research based reading intervention program. Students who do not have a reading benchmark score on the ACT will work with librarian and another teacher on reading with this program	Academic Support Program	08/11/2014	05/04/2015	\$4500	Other	Principal to purchase, guidance to schedule students, and librarian to implement

### Measurable Objective 2:

collaborate to improve students soft skills in the area of attendance and behavior by increasing attendance 1% to 94.5% and decrease behavior incidents by 10% by 05/30/2014 as measured by Infinite Campus ADA and behavior data.

### Strategy 1:

Attendance Improvement - Administration and Staff will work to develop and implement activities to improve school attendance.

Category: Human Capital Management

Activity - Truancy Diversion Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Work with court designated worker to track truanancies and meet with students and parents.	Behavioral Support Program	08/18/2014	05/04/2015	\$0	No Funding Required	Administration and attendance clerk

### Strategy 2:

Behavior Improvement - Utilization of research based school wide behavior programs.

Category:

Activity - PASS Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with severe behavior issues in regular education classrooms will have their behavior monitored and tracked by the PASS program, a behavior intervention program. This program was able to facilitate the high school to not have an EBD room and to mainstream these students	Behavioral Support Program	08/11/2014	05/11/2015	\$0	No Funding Required	Pass coach and assistants

### Strategy 3:

Administrative Reorganization - School went from two guidance counselors to one. Other position was converted to a "Dean of Students". Person handled PBIS, Compass testing, and worked with the assistant principal on discipline. This freed up the assistant principal and principal to spend more time on school leadership and academics.

Category: Human Capital Management

Activity - New Student Support position	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New Student Support administrative position will be filled in the guidance department	Behavioral Support Program	05/24/2013	08/12/2013	\$0	No Funding Required	Administration

## Goal 2: To increase the Proficiency goal from 45.0 in 2012 to 72.5 in 2017

### Measurable Objective 1:

collaborate to Increase the Proficiency score by 12% from 45.0 to 50.5 by 05/24/2013 as measured by the K-prep Proficiency score.

### Strategy 1:

Reading Improvement - Administration, Guidance Counselors, and Teachers will work to advance reading scores by Data Analysis, Course Placement, Reading Intervention, Professional Development, AR reading, and reading across the curriculum.

Category:

Research Cited: Reading Across the Curriculum

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review placement tests, Explore and Plan scores, and Lexile scores to place students in proper language arts class and reading intervention class	Academic Support Program	08/08/2014	04/01/2015	\$0	No Funding Required	Administration, Guidance Counselors, and Teachers

Activity - Course Placement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based upon data analysis, students will be placed in college preparatory or regular language art classes. Those students with low lexile scores will be placed in Read 180.	Academic Support Program	03/03/2014	03/01/2015	\$0	No Funding Required	Administration, Guidance Counselors, and Teachers

Activity - Read 180 Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incoming Freshmen with low lexile scores will be placed in Read 180. If a student score does not improve to an acceptable lexile score, they will repeat Read 180 their sophomore year.	Direct Instruction	03/03/2014	01/12/2015	\$4500	School Council Funds	Administration, Guidance Counselors, Read 180 Teacher

**KDE Comprehensive School Improvement Plan**

Butler County High School

Activity - AR Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in language arts and social studies will have students read and test in the AR program.	Direct Instruction	08/11/2014	05/08/2015	\$0	No Funding Required	Language Arts and Social Studies Teachers.

Activity - Reading in Curriculum Assurance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilizing lesson plans and walk throughs, administration will look for reading in all classrooms.	Academic Support Program	09/08/2014	05/04/2015	\$0	No Funding Required	Administration

**Strategy 2:**

Mathematics Improvement - Administration, Guidance Counselors, and teachers will utilize all resources available to assure that math scores improve.

Category:

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review of placement tests, Explore and Plan tests to review students math ability.	Academic Support Program	08/11/2014	12/01/2014	\$0	No Funding Required	Administration, Guidance Counselors, and Teachers

Activity - Course Placement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
based upon data, students will be placed in advanced, accelerated, or regular math classes. Also those needing additional basic math work, will be placed in a math enrichment class.	Academic Support Program	08/11/2014	01/12/2015	\$0	No Funding Required	Administration, Guidance Counselors, and math teachers

Activity - Math Enrichment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with low math skills will take an additional math class their freshman year to work on basic math skills	Direct Instruction	08/11/2014	01/12/2015	\$0	No Funding Required	Math certified teachers

Activity - Computer Enrichment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in math enrichment will utilize Moby Math while students in geometry and algebra I will use a computer program for individual practice. These will be done twice a week.	Academic Support Program	08/11/2014	05/04/2015	\$3500	School Council Funds	Math Certified teachers

**Strategy 3:**

Special Education Intervention - Special education department will pull students every week during Bear Time for RTI.

Category:

Activity - RTI for students with IEPs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every week, students with IEPs will be pulled out for discipline specific intervention. Monday is	Direct Instruction	08/11/2014	05/04/2015	\$0	No Funding Required	Spe3cial Education Department

**Goal 3: To reduce the writing gap score between students with IEP's and regular education students to within the third standard deviation below the state average for all students**

**Measurable Objective 1:**

A 3% increase of Students with Disabilities students will demonstrate a proficiency writing in English Language Arts by 05/31/2013 as measured by K-prep Gap Scores.

**Strategy 1:**

RTI in Writing - Students will receive one on one work to improve their writing skills. In a resource setting. She is using strategies learned from district wide professional development and utilizing the district template.

Category: Continuous Improvement

Research Cited: Consistency and continuity

Activity - Enrichment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with IEP's will be pulled from Bear Time to practice using district-wide writing templates with guided practice and independent practice.	Direct Instruction	11/03/2014	05/20/2015	\$0	No Funding Required	Special Education Staff and language Arts staff

**Strategy 2:**

Language Arts PLC Collaboration - Teachers will be trained on how to teach together in a collaborative setting using the district wide writing models. Using peer training model from regular education to collaborative teachers.

Category: Professional Learning & Support

Research Cited: Co-teaching and collaboration

Activity - Professional Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## KDE Comprehensive School Improvement Plan

Butler County High School

Language Arts teachers and Special Education Teachers will attend a district training for collaborative teaching especially in the area of writing with Abell and Atherton.	Professional Learning	07/23/2014	07/24/2014	\$3000	State Funds	District Special Education Director, Curr. Coordinator, principal, classroom teachers
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### Strategy 3:

Literacy - BCHS joined the Literacy program under their regional OOP GRREC. Attended 3 days of PD in July of 2014. Representatives from all 4 core departments and special education.

Will have 4 coaching follow-ups sessions during the school year. September, December, January, and TBA

Category: Continuous Improvement

Activity - Literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy Program as provided by regional coop GRREC with 2 days of PD in July and 4 coaching follow-ups during school year.	Professional Learning	07/28/2014	04/30/2015	\$3000	District Funding	Principal and Central Office

Activity - Writing Across Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Abel and Atherton conducted a day of PD with 1 follow-up session in October	Professional Learning	08/04/2014	10/16/2014	\$3000	District Funding	high school administration

## Goal 4: Ensure quality programs in the areas of Arts & Humanities, Carrer & Technical, and Writing

### Measurable Objective 1:

collaborate to increase instructional practices and procedures to integrate quality programs across all disciplines by 05/30/2014 as measured by performance descriptors in the program reviews.

### Strategy 1:

Training - To prepare teachers to allow for integration of program reviews into the curriculum across all subject areas.

Category:

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## KDE Comprehensive School Improvement Plan

Butler County High School

PD and additional support training for insertion of program reviews in all subject areas. PD with Abel and Atherton on writing across the curriculum and joined GRREC Literacy program	Professional Learning	08/04/2014	05/11/2015	\$0	No Funding Required	Administration and program review department heads
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### Strategy 2:

Ad Hoc Committee Formation - An ad hoc committee will be formed for each of the program reviews with the purpose of deciding what data is needed and how it will be collected and stored to assure compliance and audit reliability.

Category:

Activity - Committee Formation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each department head in the program of studies will chair a committee in its selection of members and deliniation of the committee duties. and score their perspective program review	Policy and Process	08/11/2014	04/30/2015	\$0	No Funding Required	Administration and Program Review Department Heads

### Strategy 3:

Data Collection and Scoring - Three times a year the committee will review the data collected and score indicators as found in assist.

Category:

Activity - Ad Hoc Committee Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Committees will come together score their perspective area against the indicators and to review the support data	Policy and Process	08/11/2014	04/30/2015	\$0	No Funding Required	Administration and Ad Hoc Committees

## Goal 5: Responding to the Needs Identified in the TELL Survey of 2013

### Measurable Objective 1:

collaborate to fulfill the identified needs by 05/30/2014 as measured by future responses in the TELL Survey.

### Strategy 1:

Professional Development - Teachers will have input as to what professional development that they deem necessary for them to become effective teachers.

Category:

Activity - PD Offerings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**KDE Comprehensive School Improvement Plan**

Butler County High School

Teachers will utilize data of the school to select effective PD. Appropriate amount of time will be provided for these activities.	Professional Learning	08/05/2014	09/08/2014	\$0	No Funding Required	BCHS staff
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**Strategy 2:**

Collaboration Time - School will work to give teachers more collaboration time to plan, review data, share teaching strategies, improve formative assessment, and align instructional practices.

Category:

Activity - Schedule Modification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Search for a time when teachers can come to together within pespective disciplines. Changed schedule and moved 30 minute break time to between first and second block. Then every Wednesday all students are sent to the gym while teachers can have a 35 to 40 minute PLC	Professional Learning	08/18/2014	05/04/2015	\$0	No Funding Required	Administration and Guidance

**Measurable Objective 2:**

collaborate to satisfy deficiencies by 06/30/2014 as measured by 2013 Kentucky Tell Survey.

**Strategy 1:**

Teacher Planning - A new paraprofessional position will be created to supervise ICE and Credit Recovery so teachers can utilize more of their planning time for classroom preparation.

Category: Human Capital Management

Activity - Hire Paraprofessional to cover ICE and Credit Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create, Fund, and hire this position	Direct Instruction	08/08/2014	05/18/2015	\$1800000	District Funding	Principal and Superintendent

**Strategy 2:**

Discipline - From the 2013 Kentucky TELL Survey, the teachers expressed that administration was not being consistent in enforcement of discipline policies.

Category:

Activity - Discipline Actions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will work to respond to discipline events that are passed on from the teachers.	Behavioral Support Program	08/08/2013	05/30/2014	\$0	No Funding Required	High School Administration

Activity - Discipline communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**KDE Comprehensive School Improvement Plan**

Butler County High School

Administration will better communicate resolutions to discipline events that were turned in by teachers.	Behavioral Support Program	08/08/2013	05/30/2014	\$0	No Funding Required	High School Administration
<b>Activity - Mid Year Survey</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
A mid year survey monkey will be performed to ascertain progress being made on Activity 1 & 2	Behavioral Support Program	01/06/2014	01/31/2014	\$0	No Funding Required	High School Principal

**Strategy 3:**

communication - 2013 Kentucky TELL Survey identified a teacher perception that administration does not communicate with parents and the community on a regular basis as to what is happening in the high school.

Category:

<b>Activity - News Articles</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Principal will write a minimum of a quarterly letter to the printed and electronic media in Morgantown. Will also do a minimum of 2 radio broadcasts for the 2013 2014 school year.	Community Engagement	09/01/2014	05/18/2015	\$0	No Funding Required	High School Principal



## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Intervention	High school to purchase an online research based reading intervention program. Students who do not have a reading benchmark score on the ACT will work with librarian and another teacher on reading with this program	Academic Support Program	08/11/2014	05/04/2015	\$4500	Principal to purchase, guidance to schedule students, and librarian to implement
WorkKeys Intervention	Students who did not meet college readiness in all three categories and are not showing a propensity to pass the COMPASS will be placed in a WorkKeys intervention program. They will utilize a computer based online internet program that was purchased from ACT.	Academic Support Program	01/12/2015	06/01/2015	\$1800	ATC principal, high school principal, and math intervention coach.
<b>Total</b>					<b>\$6300</b>	

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Coach	District6 to hire the high school a math coach for 1/2 day for COMPASS prep intervention.	Academic Support Program	08/18/2014	05/04/2015	\$24000	Central Office
Literacy	Literacy Program as provided by regional coop GRREC with 2 days of PD in July and 4 coaching follow-ups during school year.	Professional Learning	07/28/2014	04/30/2015	\$3000	Principal and Central Office
Hire Paraprofessional to cover ICE and Credit Recovery	Create, Fund, and hire this position	Direct Instruction	08/08/2014	05/18/2015	\$1800000	Principal and Superintendent
Writing Across Curriculum	Abel and Atherton conducted a day of PD with 1 follow-up session in October	Professional Learning	08/04/2014	10/16/2014	\$3000	high school administration
ACT Strategies	PD to school staff attended a 3 hour PD on reading strategies for the ACT. Then 3 departments, Science, English, and Math, had discipline specific PD on strategies within their discipline for 2 hours each	Professional Learning	11/03/2014	11/14/2014	\$1000	Principal to arrange and coordinate presenter.
<b>Total</b>					<b>\$1831000</b>	

# KDE Comprehensive School Improvement Plan

Butler County High School

## School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Computer Enrichment	Students in math enrichment will utilize Moby Math while students in geometry and algebra I will use a computer program for individual practice. These will be done twice a week.	Academic Support Program	08/11/2014	05/04/2015	\$3500	Math Certified teachers
COMPASS	Seniors who have not met the three benchmarks will be enrolled in a COMPASS intervention to prepare for a COMPASS test in the needed benchmark(s)	Academic Support Program	11/05/2012	06/28/2013	\$3000	Guidance will track seniors who are not College Ready and schedule them in an intervention during enrichment.
Read 180 Classes	Incoming Freshmen with low lexile scores will be placed in Read 180. If a student score does not improve to an acceptable lexile score, they will repeat Read 180 their sophomore year.	Direct Instruction	03/03/2014	01/12/2015	\$4500	Administration, Guidance Counselors, Read 180 Teacher
<b>Total</b>					<b>\$11000</b>	

## No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
New Student Support position	New Student Support administrative position will be filled in the guidance department	Behavioral Support Program	05/24/2013	08/12/2013	\$0	Administration
RTI for students with IEPs	Every week, students with IEPs will be pulled out for discipline specific intervention. Monday is	Direct Instruction	08/11/2014	05/04/2015	\$0	Special Education Department
Committee Formation	Each department head in the program of studies will chair a committee in its selection of members and delineation of the committee duties. and score their perspective program review	Policy and Process	08/11/2014	04/30/2015	\$0	Administration and Program Review Department Heads
Course Placement	Based upon data analysis, students will be placed in college preparatory or regular language art classes. Those students with low lexile scores will be placed in Read 180.	Academic Support Program	03/03/2014	03/01/2015	\$0	Administration, Guidance Counselors, and Teachers
Mid Year Survey	A mid year survey monkey will be performed to ascertain progress being made on Activity 1 & 2	Behavioral Support Program	01/06/2014	01/31/2014	\$0	High School Principal

# KDE Comprehensive School Improvement Plan

Butler County High School

PASS Program	Students with severe behavior issues in regular education classrooms will have their behavior monitored and tracked by the PASS program, a behavior intervention program. This program was able to facilitate the high school to not have an EBD room and to mainstream these students	Behavioral Support Program	08/11/2014	05/11/2015	\$0	Pass coach and assistants
News Articles	Principal will write a minimum of a quarterly letter to the printed and electronic media in Morgantown. Will also do a minimum of 2 radio broadcasts for the 2013 2014 school year.	Community Engagement	09/01/2014	05/18/2015	\$0	High School Principal
PD Offerings	Teachers will utilize data of the school to select effective PD. Appropriate amount of time will be provided for these activities.	Professional Learning	08/05/2014	09/08/2014	\$0	BCHS staff
Math Enrichment	Students with low math skills will take an additional math class their freshman year to work on basic math skills	Direct Instruction	08/11/2014	01/12/2015	\$0	Math certified teachers
Enrichment	Students with IEP's will be pulled from Bear Time to practice using district-wide writing templates with guided practice and independent practice.	Direct Instruction	11/03/2014	05/20/2015	\$0	Special Education Staff and language Arts staff
Course Catalogue Offerings	Guidance counselors work with career and technical staff to assure that the catalogue and course offerings are supportive of career pathways.	Policy and Process	08/08/2014	06/01/2015	\$0	Guidance counselors and career and technical staff
Data Analysis	Review of placement tests, Explore and Plan tests to review students math ability.	Academic Support Program	08/11/2014	12/01/2014	\$0	Administration , Guidance Counselors, and Teachers
Schedule Modification	Search for a time when teachers can come to together within pespective disciplines. Changed schedule and moved 30 minute break time to between first and second block. Then every Wednesday all students are sent to the gym while teachers can have a 35 to 40 minute PLC	Professional Learning	08/18/2014	05/04/2015	\$0	Administration and Guidance
Ad Hoc Committee Meetings	Committees will come together score their perspective area against the indicators and to review the support data	Policy and Process	08/11/2014	04/30/2015	\$0	Administration and Ad Hoc Committees
Truancy Diversion Program	Work with court designated worker to track truanancies and meet with students and parents.	Behavioral Support Program	08/18/2014	05/04/2015	\$0	Administration and attendance clerk
Discipline Actions	Administration will work to respond to discipline events that are passed on from the teachers.	Behavioral Support Program	08/08/2013	05/30/2014	\$0	High School Administration
Discipline communication	Administration will better communicate resolutions to discipline events that were turned in by teachers.	Behavioral Support Program	08/08/2013	05/30/2014	\$0	High School Administration

# KDE Comprehensive School Improvement Plan

Butler County High School

ACT Review	Core teachers will instruct junior students in a review of ACT skills, content, and strategies. This will be done during Bear Time	Academic Support Program	01/19/2015	03/16/2015	\$0	Guidance will develop a schedule of rotation during enrichment for ACT review.
Data Analysis	Review placement tests, Explore and Plan scores, and Lexile scores to place students in proper language arts class and reading intervention class	Academic Support Program	08/08/2014	04/01/2015	\$0	Administration, Guidance Counselors, and Teachers
AR Reading	Teachers in language arts and social studies will have students read and test in the AR program.	Direct Instruction	08/11/2014	05/08/2015	\$0	Language Arts and Social Studies Teachers.
Pathway Reviews	At the end of each semester, teachers in each career program will review their student rosters to monitor student progress toward completing a career pathway	Career Preparation/Orientation	08/08/2014	06/01/2015	\$0	Career Program Teacher
Reading in Curriculum Assurance	Utilizing lesson plans and walk throughs, administration will look for reading in all classrooms.	Academic Support Program	09/08/2014	05/04/2015	\$0	Administration
Academic and Career Counseling	Guidance counselors meet with students on schedule choices to have the opportunity to complete a career pathway.	Career Preparation/Orientation	08/08/2014	06/01/2015	\$0	Guidance counselors
Professional Development	PD and additional support training for insertion of program reviews in all subject areas. PD with Abel and Atherton on writing across the curriculum and joined GRREC Literacy program	Professional Learning	08/04/2014	05/11/2015	\$0	Administration and program review department heads
Operational Preparation	Collaboration with Youth Service Center community Based Work Transition Coordinator to offer job skills and opportunities for success in a career field. Examples are Career Day, Health Fair, or one on one job skill training and support.	Career Preparation/Orientation	08/08/2014	06/01/2015	\$0	Administration, Youth Service Director, and Vocational Rehab. Coach
Course Placement	based upon data, students will be placed in advanced, accelerated, or regular math classes. Also those needing additional basic math work, will be placed in a math enrichment class.	Academic Support Program	08/11/2014	01/12/2015	\$0	Administration, Guidance Counselors, and math teachers
<b>Total</b>					<b>\$0</b>	

## State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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**KDE Comprehensive School Improvement Plan**

Butler County High School

Professional Training	Language Arts teachers and Special Education Teachers will attend a district training for collaborative teaching especially in the area of writing with Abell and Atherton.	Professional Learning	07/23/2014	07/24/2014	\$3000	District Special Education Director, Curr. Coordinator, principal, classroom teachers
<b>Total</b>					<b>\$3000</b>	

# **KDE Needs Assessment**

## **Introduction**

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

## **Data Analysis**

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?  
What does the data/information not tell you?**

BCHS is looking for areas within the new K-prep system that may identify any area(s) that the school is not meeting or to identify future goals/scores that will be required of BCBS in the future. Also, the school utilized the Kentucky TELL survey to identify strengths and weaknesses as identified by its stakeholders.

The data has identified BCBS as a "Focus School" in the area of Gap scores for the sub-group of students with IEP's in the area of writing. Also, The K-prep system identifies "Delivery Targets" for the areas of College and Career Readiness, Proficiency, and Gap Scores. It gives the school a growth model of what is expected of the school. The Kentucky TELL Survey identified that stakeholders were not satisfied with professional development. It also showed that many things done at the school are done well.

The problem with the data in the Gap Scores is that we do not know how to drill down to identify individual students. With the TELL survey, we need to protect confidentiality, but I would love to have a positive private meeting where I could discuss the specifics of their dissatisfaction with professional development.



## **Areas of Strengths**

**What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?**

In the past , the ACT scores at BCHS were very poor. Two years ago BCHS was at the 15% in the state. We have purchased an ACT preparation program and last years' scores were better. We have really worked with teachers and the program and believe that we will continue to show improvement which will help our scores and our college and career readiness.

Our graduation rate is good, but that was masked by the old calculation. The new AFGR calculation will show a significant improvement. The use of our alternative school for students who are grossely behind in their credits to make up lots of these credits and our ESS program for summer school has been beneficial. This year we made a credit recovery class in the high school that meets several times per semester will give even more opportunities for students to make up credits. Another strength comes from the TELL survey. Our constitutents find this a good place to work, responsibilities and decisions are shared between faculty and staff, and there is a feeling that we moving forward.

## **Opportunities for Improvement**

### **What were areas in need of improvement? What plans are you making to improve the areas of need?**

Time is a scarce commodity at BCHS. The SBDM voted to remain on blocks, so we will need creative ideas to do more. Because of budget constraints, teachers planning time has been cut in half. This year 10 minutes was taken from each block to facilitate having a scheduled enrichment time. Because of the size of BCHS, we need to look for ways to have PLC's, shared planning and a time to focus on teaching. We will look at ways to get this done this summer. The TELL survey show that the staff is not satisfied with professional development. We are going to empower teachers to have a larger voice in individual pd, departmental pd, and school wide pd. Lastly, instructional material, equipment, and internet reliability could be improved. The school exceeds the SBDM budget for paper each year as teachers are copying more and more material. Coumpters are aging out and the internet seems to go down at the most inoppertune times. These are things that BCHS and the board office continue to discuss.

## **Conclusion**

**Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?**

To establish better lines of communication between all stakeholders so we can get as many eyes and brain power to solve the items that have been addressed. Also, there needs to be a reorganization of the administrative organization chart. More time for walk throughs, monitoring behavior programs, and monitoring student academic achievement needs to be made a high priority. A solution has been proposed to the central office, and implementation needs to happen this summer. Administration can not spend most of its time dealing with discipline issues, defusing potential problems, and putting out fires.

# **The Missing Piece**

## **Introduction**

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

## **Stakeholders**

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

**What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?**

## Relationship Building

School staff builds productive, personal relationships with parents of all their students.

	Statement or Question	Response	Rating
1.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.		N/A

	Statement or Question	Response	Rating
2.	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).		N/A

	Statement or Question	Response	Rating
3.	Parents and other stakeholders report that they are actively welcomed when they visit the school.		N/A

	Statement or Question	Response	Rating
4.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.		N/A

	Statement or Question	Response	Rating
5.	School staff involves parents in personal communication about their students' progress at least once a month.		N/A

	Statement or Question	Response	Rating
6.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.		N/A

	Statement or Question	Response	Rating
7.	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.		N/A

## Communications

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

	Statement or Question	Response	Rating
1.	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).		N/A

	Statement or Question	Response	Rating
2.	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).		N/A

	Statement or Question	Response	Rating
3.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.		N/A

	Statement or Question	Response	Rating
4.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.		N/A

	Statement or Question	Response	Rating
5.	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).		N/A

	Statement or Question	Response	Rating
6.	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.		N/A



# KDE Comprehensive School Improvement Plan

Butler County High School

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.		N/A

## Decision Making

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

	Statement or Question	Response	Rating
1.	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.		N/A

	Statement or Question	Response	Rating
2.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.		N/A

	Statement or Question	Response	Rating
3.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.		N/A

	Statement or Question	Response	Rating
4.	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.		N/A

	Statement or Question	Response	Rating
5.	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.		N/A

	Statement or Question	Response	Rating
6.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.		N/A

# KDE Comprehensive School Improvement Plan

Butler County High School

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.		N/A

## Advocacy

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

	Statement or Question	Response	Rating
1.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.		N/A

	Statement or Question	Response	Rating
2.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.		N/A

	Statement or Question	Response	Rating
3.	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).		N/A

	Statement or Question	Response	Rating
4.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.		N/A

	Statement or Question	Response	Rating
5.	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.		N/A

	Statement or Question	Response	Rating
6.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.		N/A

## Learning Opportunities

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

	Statement or Question	Response	Rating
1.	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys		N/A

	Statement or Question	Response	Rating
2.	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.		N/A

	Statement or Question	Response	Rating
3.	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.		N/A

	Statement or Question	Response	Rating
4.	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.		N/A

	Statement or Question	Response	Rating
5.	School council has a classroom observation policy that welcomes families to visit all classrooms.		N/A

# KDE Comprehensive School Improvement Plan

Butler County High School

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
6.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.		N/A

## Community Partnerships

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
1.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.		N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
2.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.		N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
3.	School leadership collaborates with employers to support parent and volunteer participation in students' education.		N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
4.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.		N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up.)		N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
6.	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.		N/A

## **Reflection**

Reflect upon your responses to each of the Missing Piece objectives.

**Reflect upon your responses to each of the Missing Piece objectives.**



## Report Summary

### Scores By Section

Section Score

1

2

3

4

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# **Improvement Plan Stakeholder Involvement**

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## **Improvement Planning Process**

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

A committee was formed which included administration, teachers, parents, and students. The school principal headed the committee. Teacher representatives included one teacher from the SBDM and one special education teacher. The parent was also from the SBDM. Two students came from those elected to the high school student government. Their roles were to convey information from meetings back to their perspective department or organization. The parent was the recorder. Meetings were held at 4:30 which is the time the SBDM meetings are held. Both students were drivers and thus were able to attend. Meetings were scheduled for the first Monday following after regularly scheduled SBDM meetings that are held on the first Thursday of each month.

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

The principal headed the committee and was a data provider to the group. He also took the committee through the process and uploaded committee work into ASSIST

The two teacher representatives were required to also supply data and to get input from the staff for the report. The regular ed teacher is a social studies teacher, is on BCHS writing team, and is a member of the SBDM. The other teacher was a special ed teacher and had the duty of working with the district special education director to work on the school focus issue.

The parent is a SBDM member and was the recorder for the committee. Their role was to ask questions to assure understanding of the process and to give a parent/community perspective.

The two students, one male and one female, were students government representatives. The male was a senior and the female was a sophomore. They also were to question the committee for understanding and to give a voice as to what students thought about the issues that the committee was addressing.

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

Notes were taken from each meeting and a hard copy distributed to each member.

The two student government representatives then reported back to their body monthly as to things discussed and asked for input.

The teachers address the staff during monthly staff meetings.

Principal put out email to school.

And parent was to discuss issues with friends. Basically communicate by work of mouth.

## **KDE Assurances - School**

## **Introduction**

KDE Assurances - School

**Assurances**

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	school report card, act data and eoc data	

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes	new schedule with bear time to limit interruptions to instructional time	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	No	high school	

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes	rti incorporated into bear time	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	worked with TELL Survey to respond to teacher needs	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes	pd to improve teaching	

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	No	not title 1 school	

**KDE Comprehensive School Improvement Plan**

Butler County High School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	No	not at this time	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes	done	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes	pd schedule and teacher comments on TELL Survey	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes	yes with SBDM	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	No	NOT TITLT 1 SCHOOL	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	RTI FOR EOC STUDENTS	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes	Worked closely with students IEP's	



# KDE Comprehensive School Improvement Plan

Butler County High School

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes	special ed department works closely with their students and their collaborative partners	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	college day, career day, and worked with local university on specific programs	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes	specific RTI for students not meeting benchmarks	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	No	not applicable	

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	No	not at this time	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	Yes		

# KDE Comprehensive School Improvement Plan

Butler County High School

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	No	not applicable not title I school	

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website and linked to our district website. (provide the website link below)	Yes		

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified	No	not applicable	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	No	not applicable	

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

**KDE Comprehensive School Improvement Plan**

Butler County High School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		

# **Compliance and Accountability - High Schools**

## **Introduction**

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

## Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELL KY Survey results.

**Goal 1:**

Increase the average freshman graduation rate from 92.6% in 2013 to 93.2% per the Cohort model in 2015

**Measurable Objective 1:**

collaborate to increase the freshman graduation rate by 0.6% to 93.2% by 06/30/2014 as measured by COHORT Target..

**Strategy1:**

Technology - To assure that the credit recovery program will have the necessary hardware and software for student success.

Category:

Research Cited:

Activity - Software	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS will continue to search for credit recovery software that has rigor, an effective management system, and is effective in teaching the students.	Technology			01/02/2013	06/28/2013	\$10000 - School Council Funds	Principal, Learning Center Staff, and BCHS Technology coordinator

Activity - Hardware	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS will purchase 12 laptops to use in the credit recovery program	Technology			08/08/2012	01/03/2013	\$3000 - School Council Funds	Principal and BCHS technology coordinator

**Strategy2:**

Targeted Intervention - Students will be tracked to assure that they are progressing toward completing the necessary requirements for graduating in 4 years.

Category: Persistence to Graduation

Research Cited:

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Maintain a spread sheet to track missing course work necessary for graduation	Other			01/02/2013	05/31/2013	\$0 - General Fund	Guidance Department

# KDE Comprehensive School Improvement Plan

Butler County High School

Activity - Intense Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After the junior year, students who are significantly behind in meeting the necessary credits for graduation are sent to the alternative school for intense credit recovery.	Academic Support Program			08/08/2012	05/31/2013	\$0 - District Funding	Principal works with guidance to identify these students. Principal communicates with these families as to the need and importance of this program to assure graduation.

Activity - Credit Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are at risk to not completing graduation requirements will have their schedule changed and placed in a credit recovery class to make up missing requirements.	Academic Support Program			01/02/2013	06/28/2013	\$0 - District Funding	Guidance will monitor student schedules as necessary to place them in a credit recovery class that is supervised and monitored by regular education teachers.

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who lack credits are offered summer school	Academic Support Program			05/27/2013	06/28/2013	\$5500 - District Funding	Guidance counselors and selected teachers run an ESS summer school program

## Goal 2:

Ensure quality programs in the areas of Arts & Humanities, Carrer & Technical, and Writing

### Measurable Objective 1:

collaborate to increase instructional practices and procedures to integrate quality programs across all disciplines by 05/30/2014 as measured by performance descriptors in the program reviews.

### Strategy1:

Data Collection and Scoring - Three times a year the committee will review the data collected and score indicators as found in assist.

Category:

Research Cited:

Activity - Ad Hoc Committee Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Committees will come together score their perspective area against the indicators and to review the support data	Policy and Process			08/12/2013	05/30/2014	\$0 - No Funding Required	Administration and Ad Hoc Committees

# KDE Comprehensive School Improvement Plan

Butler County High School

## Strategy2:

Training - To prepare teachers to allow for integration of program reviews into the curriculum across all subject areas.

Category:

Research Cited:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PD and additional support training for insertion of program reviews in all subject areas.	Professional Learning			06/03/2013	08/12/2013	\$0 - No Funding Required	Administration and program review department heads

## Strategy3:

Ad Hoc Committee Formation - An ad hoc committee will be formed for each of the program reviews with the purpose of deciding what data is needed and how it will be collected and stored to assure compliance and audit reliability.

Category:

Research Cited:

Activity - Committee Formation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each department head in the program of studies will chair a committee in its selection of members and deliniation of the committee duties.	Policy and Process			06/03/2013	08/12/2013	\$0 - No Funding Required	Administration and Program Review Department Heads

## Goal 3:

Increase the percentage of students who are college and career ready from 41.6% in 2012 to 69.5% by 2015

### Measurable Objective 1:

demonstrate a proficiency in career readiness and increasing the numbers of non-duplicated career ready students by 50% from the current 3 year average of 17. by 06/01/2015 as measured by college and career readiness goal on School Report Card.

## Strategy1:

Career Readiness Pathways - Guidance counselors work with career and technical staff on course offerings to assure that the necessary courses are offered.

Category: Career Readiness Pathways

Research Cited:



# KDE Comprehensive School Improvement Plan

Butler County High School

Activity - Pathway Reviews	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the end of each semester, teachers in each career program will review their student rosters to monitor student progress toward completing a career pathway	Career Preparation/Orientation			08/08/2014	06/01/2015	\$0 - No Funding Required	Career Program Teacher

Activity - Operational Preparation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaboration with Youth Service Center community Based Work Transition Coordinator to offer job skills and opportunities for success in a career field. Examples are Career Day, Health Fair, or one on one job skill training and support.	Career Preparation/Orientation			08/08/2014	06/01/2015	\$0 - No Funding Required	Administration, Youth Service Director, and Vocational Rehab. Coach

Activity - Academic and Career Counseling	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guidance counselors meet with students on schedule choices to have the opportunity to complete a career pathway.	Career Preparation/Orientation			08/08/2014	06/01/2015	\$0 - No Funding Required	Guidance counselors

Activity - Course Catalogue Offerings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guidance counselors work with career and technical staff to assure that the catalogue and course offerings are supportive of career pathways.	Policy and Process			08/08/2014	06/01/2015	\$0 - No Funding Required	Guidance counselors and career and technical staff

Activity - WorkKeys Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who did not meet college readiness in all three categories and are not showing a propensity to pass the COMPASS will be placed in a WorkKeys intervention program. They will utilize a computer based online internet program that was purchased from ACT.	Academic Support Program			01/12/2015	06/01/2015	\$1800 - Other	ATC principal, high school principal, and math intervention coach.

## Strategy2:

College Ready - Every opportunity will be available to students to reach their three benchmark scores

Category:

Research Cited:

# KDE Comprehensive School Improvement Plan

Butler County High School

Activity - ACT Guided Practice	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will present ACT strategies and guided practices as a bell ringer or during enrichment time	Academic Support Program			11/05/2012	03/04/2013	\$0 - No Funding Required	Administrative will review lesson plans and walk throughs

Activity - ACT Review	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Core teachers will instruct students in a review of ACT skills, content, and strategies.	Academic Support Program			02/18/2013	03/04/2013	\$0 - No Funding Required	Guidance will develop a schedule of rotation during enrichment for ACT review.

Activity - COMPASS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Seniors who have not met the three benchmarks will be enrolled in a COMPASS intervention to prepare for a COMPASS test in the needed benchmark(s)	Academic Support Program			11/05/2012	06/28/2013	\$3000 - School Council Funds	Guidance will track seniors who are not College Ready and schedule them in an intervention during enrichment.

Activity - ACT Preparation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have a personalized Triumph TCA diagnostic on ACT weakness,. Students will then be given computer lab time to acquire 8 to10 hours in the system.	Academic Support Program			01/02/2013	03/04/2013	\$1800 - School Council Funds	Administration and guidance will develop a rotation schedule to assure that teachers can get their students the needed time in the system.

## Measurable Objective 2:

collaborate to improve students soft skills in the area of attendance and behavior by increasing attendance 1% to 94.5% and decrease behavior incidents by 10% by 05/30/2014 as measured by Infinite Campus ADA and behavior data.

## Strategy1:

Attendance Improvement - Administration and Staff will work to develop and implement activities to improve school attendance.

Category:

Research Cited:

Activity - Homeroom Attendance Rewards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly rewards to the homeroom with the best attendance	Behavioral Support Program			02/18/2013	05/30/2014	\$0 - No Funding Required	Administration, homeroom teachers, and attendance clerk

# KDE Comprehensive School Improvement Plan

Butler County High School

Activity - Truancy Diversion Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Work with court designated worker to track truanancies and meet with students and parents.	Behavioral Support Program			01/02/2013	05/30/2014	\$0 - No Funding Required	Administration and attendance clerk

## Strategy2:

Administrative Reorganization - A new administrative position will be combined w/ a guidance position to manage data in guidance, monitor PGIS and PASS.

Category:

Research Cited:

Activity - New Student Support position	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New Student Support administrative position will be filled in the guidance department	Behavioral Support Program			05/24/2013	08/12/2013	\$0 - No Funding Required	Administration

## Strategy3:

Behavior Improvement - Utilization of research based school wide behavior programs.

Category:

Research Cited:

Activity - PBIS Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PD to teach the staff on the PBIS program	Professional Learning			06/03/2013	08/12/2013	\$1000 - District Funding	Administration

Activity - PBIS Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and staff will utilize PBIS	Behavioral Support Program			08/12/2013	05/30/2014	\$0 - No Funding Required	Administration and school staff

Activity - PASS Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with severe behavior issues in regular education classrooms will have their behavior monitored and tracked by the PASS program	Behavioral Support Program			01/02/2013	05/30/2014	\$0 - No Funding Required	Pass coach and assistant

## Goal 4:

To increase the Proficiency goal from 45.0 in 2012 to 72.5 in 2017

# KDE Comprehensive School Improvement Plan

Butler County High School

## Measurable Objective 1:

collaborate to Increase the Proficiency score by 12% from 45.0 to 50.5 by 05/24/2013 as measured by the K-prep Proficiency score.

### Strategy1:

Special Education Intervention - Special education department will pull students every week during Bear Time for RTI.

Category:

Research Cited:

Activity - RTI for students with IEPs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every week, students with IEPs will be pulled out for discipline specific intervention. Monday is	Direct Instruction			11/04/2013	05/30/2014	\$0 - No Funding Required	Spe3cial Education Department

### Strategy2:

Reading Improvement - Administration, Guidance Counselors, and Teachers will work to advance reading scores by Data Analysis, Course Placement, Reading Intervention, Professional Development, AR reading, and reading across the curriculum.

Category:

Research Cited: Reading Across the Curriculum

Activity - Course Placement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based upon data analysis, students will be place in college preparatory or regular language art classes. Those students with low lexile scores will be placed in Read 180.	Academic Support Program			01/02/2013	08/12/2013	\$0 - No Funding Required	Administration, Guidance Counselors, and Teachers

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review placement tests, Explore and Plan scores, and Lexile scores to place students in proper language arts class and reading intervention class	Academic Support Program			01/02/2013	08/12/2013	\$0 - No Funding Required	Administration, Guidance Counselors, and Teachers

Activity - Reading Across Curriculum PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained for reading in a curriculum	Professional Learning			01/02/2013	08/12/2013	\$500 - School Council Funds	Administration

Activity - AR Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in language arts and social studies will have students read and test in the AR program.	Direct Instruction			01/02/2013	05/23/2014	\$0 - No Funding Required	Language Arts and Social Studies Teachers.

# KDE Comprehensive School Improvement Plan

Butler County High School

Activity - Read 180 Classes	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming Freshmen with low lexile scores will be placed in Read 180. If a student score does not improve to an acceptable lexile score, they will repeat Read 180 their sophomore year.	Direct Instruction			01/02/2013	08/12/2013	\$4500 - School Council Funds	Administration, Guidance Counselors, Read 180 Teacher

Activity - Reading in Curriculum Assurance	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilizing lesson plans and walk throughs, administration will look for reading in all classrooms.	Academic Support Program			08/12/2013	05/23/2014	\$0 - No Funding Required	Administration

### Strategy3:

Mathematics Improvement - Administration, Guidance Counselors, and teachers will utilize all resources available to assure that math scores improve.

Category:

Research Cited:

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review of placement tests, Explore and Plan tests to review students math ability.	Academic Support Program			01/02/2013	08/12/2013	\$0 - No Funding Required	Administration, Guidance Counselors, and Teachers

Activity - Math Enrichment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with low math skills will take an additional math class their freshman year to work on basic math skills	Direct Instruction			01/02/2013	05/24/2013	\$0 - No Funding Required	Math certified teachers

Activity - Course Placement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
based upon data, students will be placed in advanced, accelerated, or regular math classes. Also those needing additional basic math work, will be placed in a math enrichment class.	Academic Support Program			01/02/2013	08/12/2013	\$0 - No Funding Required	Administration, Guidance Counselors, and math teachers

# KDE Comprehensive School Improvement Plan

Butler County High School

Activity - Computer Enrichment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in math enrichment will utilize Moby Math while students in geometry and algebra I will use a computer program for individual practice. These will be done twice a week.	Academic Support Program			01/02/2013	05/24/2013	\$3500 - School Council Funds	Math Certified teachers

## Goal 5:

To reduce the writing gap score between students with IEP's and regular education students to within the third standard deviation below the state average for all students

## Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency writing in English Language Arts by 05/31/2013 as measured by K-prep Gap Scores.

## Strategy1:

RTI in Writing - Students will receive one on one work to improve their writing skills. In a resource setting. She is using strategies learned from district wide professional development and utilizing the district template.

Category: Continuous Improvement

Research Cited: Consistency and continuity

Activity - Enrichment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with IEP's will be pulled from Bear Time to practice using district-wide writing templates with guided practice and independent practice.	Direct Instruction			11/03/2014	05/20/2015	\$0 - No Funding Required	Special Education Staff and language Arts staff

## Strategy2:

Language Arts PLC Collaboration - Teachers will be trained on how to teach together in a collaborative setting using the district wide writing models. Using peer training model from regular education to collaborative teachers.

Category: Professional Learning & Support

Research Cited: Co-teaching and collaboration

Activity - Professional Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Language Arts teachers and Special Education Teachers will attend a district training for collaborative teaching especially in the area of writing with Abell and Atherton.	Professional Learning			07/23/2014	07/24/2014	\$3000 - State Funds	District Special Education Director, Curr. Coordinator, principal, classroom teachers

# KDE Comprehensive School Improvement Plan

Butler County High School

The school identified specific strategies to address subgroup achievement gaps.

## Goal 1:

To increase the Proficiency goal from 45.0 in 2012 to 72.5 in 2017

## Measurable Objective 1:

collaborate to Increase the Proficiency score by 12% from 45.0 to 50.5 by 05/24/2013 as measured by the K-prep Proficiency score.

## Strategy1:

Mathematics Improvement - Administration, Guidance Counselors, and teachers will utilize all resources available to assure that math scores improve.

Category:

Research Cited:

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review of placement tests, Explore and Plan tests to review students math ability.	Academic Support Program			01/02/2013	08/12/2013	\$0 - No Funding Required	Administration, Guidance Counselors, and Teachers

Activity - Math Enrichment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with low math skills will take an additional math class their freshman year to work on basic math skills	Direct Instruction			01/02/2013	05/24/2013	\$0 - No Funding Required	Math certified teachers

Activity - Computer Enrichment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in math enrichment will utilize Moby Math while students in geometry and algebra I will use a computer program for individual practice. These will be done twice a week.	Academic Support Program			01/02/2013	05/24/2013	\$3500 - School Council Funds	Math Certified teachers

Activity - Course Placement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
based upon data, students will be placed in advanced, accelerated, or regular math classes. Also those needing additional basic math work, will be placed in a math enrichment class.	Academic Support Program			01/02/2013	08/12/2013	\$0 - No Funding Required	Administration, Guidance Counselors, and math teachers

# KDE Comprehensive School Improvement Plan

Butler County High School

Activity - TCA Triumph	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Freshman, Sophomores, and Juniors will spend one enrichment per week working on the program math interventions.	Direct Instruction			01/02/2013	05/24/2013	\$0 - No Funding Required	All core content teachers

### Strategy2:

Special Education Intervention - Special education department will pull students every week during Bear Time for RTI.

Category:

Research Cited:

Activity - RTI for students with IEPs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every week, students with IEPs will be pulled out for discipline specific intervention. Monday is	Direct Instruction			11/04/2013	05/30/2014	\$0 - No Funding Required	Spe3cial Education Department

### Strategy3:

Reading Improvement - Administration, Guidance Counselors, and Teachers will work to advance reading scores by Data Analysis, Course Placement, Reading Intervention, Professional Development, AR reading, and reading across the curriculum.

Category:

Research Cited: Reading Across the Curriculum

Activity - AR Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in language arts and social studies will have students read and test in the AR program.	Direct Instruction			01/02/2013	05/23/2014	\$0 - No Funding Required	Language Arts and Social Studies Teachers.

Activity - Reading Across Curriculum PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained for reading in a curriculum	Professional Learning			01/02/2013	08/12/2013	\$500 - School Council Funds	Administration

Activity - Course Placement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based upon data analysis, students will be place in college preparatory or regular language art classes. Those students with low lexile scores will be placed in Read 180.	Academic Support Program			01/02/2013	08/12/2013	\$0 - No Funding Required	Administration, Guidance Counselors, and Teachers



# KDE Comprehensive School Improvement Plan

Butler County High School

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review placement tests, Explore and Plan scores, and Lexile scores to place students in proper language arts class and reading intervention class	Academic Support Program			01/02/2013	08/12/2013	\$0 - No Funding Required	Administration, Guidance Counselors, and Teachers

Activity - Read 180 Classes	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming Freshmen with low lexile scores will be placed in Read 180. If a student score does not improve to an acceptable lexile score, they will repeat Read 180 their sophomore year.	Direct Instruction			01/02/2013	08/12/2013	\$4500 - School Council Funds	Administration, Guidance Counselors, Read 180 Teacher

Activity - Reading in Curriculum Assurance	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilizing lesson plans and walk throughs, administration will look for reading in all classrooms.	Academic Support Program			08/12/2013	05/23/2014	\$0 - No Funding Required	Administration

## Goal 2:

To reduce the writing gap score between students with IEP's and regular education students to within the third standard deviation below the state average for all students

### Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency writing in English Language Arts by 05/31/2013 as measured by K-prep Gap Scores.

### Strategy1:

RTI in Writing - Students will receive one on one work to improve their writing skills. In a resource setting. She is using strategies learned from district wide professional development and utilizing the district template.

Category: Continuous Improvement

Research Cited: Consistency and continuity

Activity - Enrichment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with IEP's will be pulled from Bear Time to practice using district-wide writing templates with guided practice and independent practice.	Direct Instruction			11/03/2014	05/20/2015	\$0 - No Funding Required	Special Education Staff and language Arts staff

### Strategy2:

Language Arts PLC Collaboration - Teachers will be trained on how to teach together in a collaborative setting using the district wide writing

# KDE Comprehensive School Improvement Plan

Butler County High School

models. Using peer training model from regular education to collaborative teachers.

Category: Professional Learning & Support

Research Cited: Co-teaching and collaboration

Activity - Professional Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Language Arts teachers and Special Education Teachers will attend a district training for collaborative teaching especially in the area of writing with Abell and Atherton.	Professional Learning			07/23/2014	07/24/2014	\$3000 - State Funds	District Special Education Director, Curr. Coordinator, principal, classroom teachers

**The school identified specific strategies to increase the average freshman graduation rate.**

**Goal 1:**

Increase the average freshman graduation rate from 92.6% in 2013 to 93.2% per the Cohort model in 2015

**Measurable Objective 1:**

collaborate to increase the freshman graduation rate by 0.6% to 93.2% by 06/30/2014 as measured by COHORT Target..

**Strategy1:**

Targeted Intervention - Students will be tracked to assure that they are progressing toward completing the necessary requirements for graduating in 4 years.

Category: Persistence to Graduation

Research Cited:

Activity - Credit Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are at risk to not completing graduation requirements will have their schedule changed and placed in a credit recovery class to make up missing requirements.	Academic Support Program			01/02/2013	06/28/2013	\$0 - District Funding	Guidance will monitor student schedules as necessary to place them in a credit recovery class that is supervised and monitored by regular education teachers.

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Maintain a spread sheet to track missing course work necessary for graduation	Other			01/02/2013	05/31/2013	\$0 - General Fund	Guidance Department

# KDE Comprehensive School Improvement Plan

Butler County High School

Activity - Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who lack credits are offered summer school	Academic Support Program			05/27/2013	06/28/2013	\$5500 - District Funding	Guidance counselors and selected teachers run an ESS summer school program

Activity - Intense Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After the junior year, students who are significantly behind in meeting the necessary credits for graduation are sent to the alternative school for intense credit recovery.	Academic Support Program			08/08/2012	05/31/2013	\$0 - District Funding	Principal works with guidance to identify these students. Principal communicates with these families as to the need and importance of this program to assure graduation.

## Strategy2:

Technology - To assure that the credit recovery program will have the necessary hardware and software for student success.

Category:

Research Cited:

Activity - Hardware	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS will purchase 12 laptops to use in the credit recovery program	Technology			08/08/2012	01/03/2013	\$3000 - School Council Funds	Principal and BCBS technology coordinator

Activity - Software	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS will continue to search for credit recovery software that has rigor, an effective management system, and is effective in teaching the students.	Technology			01/02/2013	06/28/2013	\$10000 - School Council Funds	Principal, Learning Center Staff, and BCBS Technology coordinator

The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

## Goal 1:

Ensure quality programs in the areas of Arts & Humanities, Carrer & Technical, and Writing

# KDE Comprehensive School Improvement Plan

Butler County High School

## Measurable Objective 1:

collaborate to increase instructional practices and procedures to integrate quality programs across all disciplines by 05/30/2014 as measured by performance descriptors in the program reviews.

### Strategy1:

Ad Hoc Committee Formation - An ad hoc committee will be formed for each of the program reviews with the purpose of deciding what data is needed and how it will be collected and stored to assure compliance and audit reliability.

Category:

Research Cited:

Activity - Committee Formation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each department head in the program of studies will chair a committee in its selection of members and deliniation of the committee duties.	Policy and Process			06/03/2013	08/12/2013	\$0 - No Funding Required	Administration and Program Review Department Heads

### Strategy2:

Training - To prepare teachers to allow for integration of program reviews into the curriculum across all subject areas.

Category:

Research Cited:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PD and additional support training for insertion of program reviews in all subject areas.	Professional Learning			06/03/2013	08/12/2013	\$0 - No Funding Required	Administration and program review department heads

### Strategy3:

Data Collection and Scoring - Three times a year the committee will review the data collected and score indicators as found in assist.

Category:

Research Cited:

Activity - Ad Hoc Committee Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Committees will come together score their perspective area against the indicators and to review the support data	Policy and Process			08/12/2013	05/30/2014	\$0 - No Funding Required	Administration and Ad Hoc Committees

The school identified specific strategies to increase the percentage of students who are college and career ready.

## Goal 1:

SY 2014-2015

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# KDE Comprehensive School Improvement Plan

Butler County High School

Increase the percentage of students who are college and career ready from 41.6% in 2012 to 69.5% by 2015

## Measurable Objective 1:

collaborate to improve students soft skills in the area of attendance and behavior by increasing attendance 1% to 94.5% and decrease behavior incidents by 10% by 05/30/2014 as measured by Infinite Campus ADA and behavior data.

## Strategy1:

Behavior Improvement - Utilization of research based school wide behavior programs.

Category:

Research Cited:

Activity - PASS Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with severe behavior issues in regular education classrooms will have their behavior monitored and tracked by the PASS program	Behavioral Support Program			01/02/2013	05/30/2014	\$0 - No Funding Required	Pass coach and assistant

Activity - PBIS Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PD to teach the staff on the PBIS program	Professional Learning			06/03/2013	08/12/2013	\$1000 - District Funding	Administration

Activity - PBIS Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and staff will utilize PBIS	Behavioral Support Program			08/12/2013	05/30/2014	\$0 - No Funding Required	Administration and school staff

## Strategy2:

Attendance Improvement - Administration and Staff will work to develop and implement activities to improve school attendance.

Category:

Research Cited:

Activity - Truancy Diversion Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Work with court designated worker to track truanancies and meet with students and parents.	Behavioral Support Program			01/02/2013	05/30/2014	\$0 - No Funding Required	Administration and attendance clerk

# KDE Comprehensive School Improvement Plan

Butler County High School

Activity - Homeroom Attendance Rewards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly rewards to the homeroom with the best attendance	Behavioral Support Program			02/18/2013	05/30/2014	\$0 - No Funding Required	Administration, homeroom teachers, and attendance clerk

### Strategy3:

Administrative Reorganization - A new administrative position will be combined w/ a guidance position to manage data in guidance, monitor PGIS and PASS.

Category:

Research Cited:

Activity - New Student Support position	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New Student Support administrative position will be filled in the guidance department	Behavioral Support Program			05/24/2013	08/12/2013	\$0 - No Funding Required	Administration

### Measurable Objective 2:

demonstrate a proficiency in career readiness and increasing the numbers of non-duplicated career ready students by 50% from the current 3 year average of 17. by 06/01/2015 as measured by college and career readiness goal on School Report Card.

### Strategy1:

Career Readiness Pathways - Guidance counselors work with career and technical staff on course offerings to assure that the necessary courses are offered.

Category: Career Readiness Pathways

Research Cited:

Activity - Operational Preparation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaboration with Youth Service Center community Based Work Transition Coordinator to offer job skills and opportunities for success in a career field. Examples are Career Day, Health Fair, or one on one job skill training and support.	Career Preparation/Orientation			08/08/2014	06/01/2015	\$0 - No Funding Required	Administration, Youth Service Director, and Vocational Rehab. Coach

Activity - WorkKeys Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who did not meet college readiness in all three categories and are not showing a propensity to pass the COMPASS will be placed in a WorkKeys intervention program. They will utilize a computer based online internet program that was purchased from ACT.	Academic Support Program			01/12/2015	06/01/2015	\$1800 - Other	ATC principal, high school principal, and math intervention coach.

# KDE Comprehensive School Improvement Plan

Butler County High School

Activity - Academic and Career Counseling	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guidance counselors meet with students on schedule choices to have the opportunity to complete a career pathway.	Career Preparation/Orientation			08/08/2014	06/01/2015	\$0 - No Funding Required	Guidance counselors

Activity - Pathway Reviews	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the end of each semester, teachers in each career program will review their student rosters to monitor student progress toward completing a career pathway	Career Preparation/Orientation			08/08/2014	06/01/2015	\$0 - No Funding Required	Career Program Teacher

Activity - Course Catalogue Offerings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guidance counselors work with career and technical staff to assure that the catalogue and course offerings are supportive of career pathways.	Policy and Process			08/08/2014	06/01/2015	\$0 - No Funding Required	Guidance counselors and career and technical staff

## Strategy2:

College Ready - Every opportunity will be available to students to reach their three benchmark scores

Category:

Research Cited:

Activity - ACT Review	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Core teachers will instruct students in a review of ACT skills, content, and strategies.	Academic Support Program			02/18/2013	03/04/2013	\$0 - No Funding Required	Guidance will develop a schedule of rotation during enrichment for ACT review.

Activity - ACT Guided Practice	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will present ACT strategies and guided practices as a bell ringer or during enrichment time	Academic Support Program			11/05/2012	03/04/2013	\$0 - No Funding Required	Administrative will review lesson plans and walk throughs

**KDE Comprehensive School Improvement Plan**

Butler County High School

<b>Activity - COMPASS</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Seniors who have not met the three benchmarks will be enrolled in a COMPASS intervention to prepare for a COMPASS test in the needed benchmark(s)	Academic Support Program			11/05/2012	06/28/2013	\$3000 - School Council Funds	Guidance will track seniors who are not College Ready and schedule them in an intervention during enrichment.

<b>Activity - ACT Preparation</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Students will have a personalized Triumph TCA diagnostic on ACT weakness,. Students will then be given computer lab time to acquire 8 to10 hours in the system.	Academic Support Program			01/02/2013	03/04/2013	\$1800 - School Council Funds	Administration and guidance will develop a rotation schedule to assure that teachers can get their students the needed time in the system.



# **School Safety Diagnostic**

## **Introduction**

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

### School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes		

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	August of 2014	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	August 1 2014	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	No	Missed doing this and will do this next year	

Label	Assurance	Response	Comment	Attachment
9.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

**KDE Comprehensive School Improvement Plan**

Butler County High School

Label	Assurance	Response	Comment	Attachment
10.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Have practices been developed for students to follow during an earthquake?	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes	Once a week the principal walks around the school and checks the security of each access point and then reports to school and central office any issues that need to be addressed.	

Label	Assurance	Response	Comment	Attachment
13.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with <a href="http://www.lrc.ky.gov/kar/815/010/060.htm" target="_blank">http://www.lrc.ky.gov/kar/815/010/060.htm</a> Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes		

Label	Assurance	Response	Comment	Attachment
14.	Are processes in place to ensure all four emergency response drills (Fire in compliance with <a href="http://www.lrc.ky.gov/kar/815/010/060.htm" target="_blank">http://www.lrc.ky.gov/kar/815/010/060.htm</a> Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		