



Comprehensive District Improvement Plan

Butler County

203 N Tyler St
Morgantown, KY 42261

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Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

Phase I - Equitable Access to Effective Educators District Diagnostic

Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive District Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

Equitable Access to Effective Educators - District

Label	Assurance	Response	Comment	Attachment
District Equity Data (1)	Complete the District Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the district. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data; TELL results; turnover data. **The district should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the District Equity Data.		District Equity Diagnostic

Provide a brief analysis the of district data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

The data has shown that 10% of the teachers in the district are new teachers or emergency certified teachers. This number doesn't include teachers that are new to their grade level or subject taught. These factors would greatly impact the knowledge of content for these teachers in our schools. When combining the percentage of new teachers or teachers with less than 3 years experience, 30% percent of the teachers employed in Butler County Schools fall in the range of 0-3 years teaching experience. This percentage of teachers with 3 or less years of teaching experience could potentially have a negative impact on student achievement.

After the data analysis is complete, the district will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

The barrier as a result of the high percentage of teacher turnover in the last 3 years would affect the knowledge of the content of those teachers compared to those experienced veteran teachers.

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Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	<p>Complete the District Equity Goals tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the district. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data; TELL results; turnover data.</p> <p>**The district should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p>	I acknowledge that I have uploaded the District Equity Goals Data.		District Equity Goals

Strategies and Activities Equitable access to effective educators must be reflected in the Comprehensive District Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the district in meeting the goals set in the previous section. If there are strategies and activities within one of the five major goals of the CDIP, which adequately addresses equitable access, the district may select the appropriate goal, objective, strategies and activities.

OR

The district may create a new goal to address equitable access to effective educators. Once a new goal has been created, the district will need to include appropriate objectives, strategies and activities.

The district may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:
District Instructional decisions will support the development of leadership capacity and the comprehensive improvement planning process.

Measurable Objective 1:
collaborate to support students and staff with services that enhance the learning environment and professional growth by 06/15/2018 as measured by support program evaluations, professional development and growth plans, personnel evaluation procedures, and stakeholder surveys..

Strategy1:
PGES Districtwide - All Principals and district level administrators that evaluate will be trained in the PGES evaluation model.
Category:
Research Cited: C. Danielson

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Activity - Peer Observer training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each school will use Kentucky Department of Education resources to train Peer Evaluators for their buildings. The district will develop guidelines for peer evaluator selection with input from principals. Principals will ensure that qualifications are met by the peer observer and will maintain records of training within their individual buildings. The district will support training of and provide substitutes for peer observations.	Professional Learning	05/30/2013	05/30/2017	\$2000 - Title II Part A	District administration, building administration and peer observers.

Activity - PGES Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All administrators in the district will be trained on the EDS module for the Professional Growth and Effectiveness instrument. Teachers will be trained in the individual components and rating system for TPGES and PPGES and how to use their EDS module for effectiveness including but not limited to roster verification, self reflection, peer observation and professional and student goal setting.	Policy and Process	03/29/2013	09/28/2018	\$5500 - District Funding	All Certified Evaluators in the district, district evaluation coordinator, classroom teachers

Strategy2:

Professional Development - Provide professional development in the area of formative assessment as it relates to improvement in student achievement and teacher planning and instructional practices.

Category:

Research Cited: Classroom Assessment for Learning-Rick Stiggins

Marzano

Brookhart

Activity - Formative Assessment Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in formative assessment philosophy, concept, theory and application. The fall of each year there will be a five session academy to train classroom teachers and administrators. The goal is to have all teachers trained in formative assessment practices by 2015. Principals identify those teachers that have not been trained annually to be participants. All new principals and classroom teachers will be required to participate in the academy.	Professional Learning	08/08/2011	05/30/2017	\$3000 - Title II Part A	District Instructional Coordinator, Building Principals, Classroom Teachers

Strategy3:

Professional Learning Communities - 11-12 school year PLC activities were centered around best practices and outcomes for student learning as a district. 12-13 school year strategies have been implemented at the school level amongst subjects and grade levels. 13-14 school year refinement includes development of a common protocol for PLC to use with an emphasis on addressing delivery targets.

Category:

Research Cited: Professional Learning Communities-DuFour

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Activity - PLC protocol	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School level PLCs will utilize the district protocol on a monthly basis to reflect school level strategies and activities impact on student achievement.	Professional Learning	08/09/2013	05/30/2017	\$0 - No Funding Required	District Instructional Coord., Building principals and classroom teachers, department heads

Strategy4:

Focus on Teaching - A series of Professional development opportunities will be presented to support areas identified by district Needs Assessment Survey done by principals. The series will be focused on those strategies necessary that support highly effective teaching and learning for all teachers.

Category:

Research Cited: Highly Effective Teaching and Learning

Activity - Focus on Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development in the areas of Planning and Preparation, Classroom Environment, and Instruction: Classroom management, student engagement, literacy instruction, writing instruction, vocabulary instruction, mathematical practices	Professional Learning	08/05/2013	05/30/2017	\$3500 - Title II Part A	District Instructional staff, building principals and classroom teachers

Strategy5:

Highly Qualified Teaching - Hiring practices will ensure that all students will be taught with certified personnel who are deemed competent in their core subject and the student population they serve.

Category:

Research Cited: NCLB definition

Activity - Equitable Access to effective educators	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will strive to retain experienced teachers in their trained area of teaching by teacher placement. This would include teachers trained through professional development and those with years of experience to be remain in their current teaching position, especially teacher placement in the area of at risk students.	Recruitment and Retention	12/07/2016	05/31/2020	\$0 - No Funding Required	Building Principals Teachers District Level Administrators

Activity - HQT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The districts and schools will maintain and/or provide assistance in making sure all personnel are highly qualified in the area(s) they teach	Recruitment and Retention	07/04/2012	05/30/2017	\$300 - Title II Part A	Title I I coord. and PD Coordinator, principals

Goal 2:

To reduce the number of novice students in Reading from 26% to 13% and in Math from 20.6% to 10.3% by 2020.

Measurable Objective 1:

SY 2016-2017

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A 50% decrease of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult, Ungraded and All grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a behavior to reduce novice in Reading by 08/01/2020 as measured by KPREP and EOC..

Strategy1:

New Teacher Training - New teachers will be trained on up to date professional development.

Category: Professional Learning & Support

Research Cited:

Activity - Literacy Across All Content Areas	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained to effectively implement Thinking Strategies instructional support through professional learning.	Direct Instruction Professional Learning	01/04/2016	08/03/2020	\$9600 - District Funding	Mr. Robert Tuck, Mrs. Donna Annis, Classroom Teachers, Building Principals

Activity - Focus On Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New teachers will be trained on common core standards that are appropriate to their grade level.	Professional Learning	01/04/2016	08/01/2020	\$0 - District Funding	Mr. Robert Tuck, Mrs. Donna Annis, Building Principals, Classroom Teachers

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained through the Formative Assessment Academy to utilize formative assessments to guide instruction.	Professional Learning	01/04/2016	08/01/2020	\$2100 - District Funding	Mr. Robert Tuck, Mrs. Donna Annis, Building Principals, Classroom Teachers

Phase I - GAP Target Assurance

Introduction

Pursuant to KRS 158.649 (9) The superintendent shall report to the commissioner of education if a school fails to meet its targets to reduce the gap in student achievement for any student group for two (2) consecutive years. The schools improvement plan shall be subject to review and approval by the Kentucky Department of Education and the school shall submit an annual status report. The Department of Education may provide assistance to schools as it deems necessary to assist the school in meeting its goals.

Gap Target Assurance

Label	Assurance	Response	Comment	Attachment
	As superintendent of the district, I hereby certify that:	The following school(s) have failed to meet their gap target for two (2) consecutive years and are listed in the text box provided below	Morgantown Elementary, North Butler Elementary, Butler County Middle School, and Butler County High School.	

Phase I - Needs Assessment

Introduction

The purpose of the School District (system) 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?

Our data analysis is used as part of a three step process to identify areas of strength and weakness and how to use the continuous cycle to refine our professional practices to meet our students achievement needs: 1.) use formative and summative data to identify what's working or not working., 2.) Pinpoint specific strengths and weaknesses of student groups to continue or revise current practices., 3.) Locate individual students making progress or not to identify cause-effect relationships among instructional supports and practices.

Our data, at all levels has shown the district practices are sustaining continued improvement, but in some cases at a slower rate than the goals that have been established. The district will continue to monitor data over time to check for fidelity of programs and make adjustments that will help practices. The district is also working to establish initiatives it can support in order to allow for greater and quicker mastery in hopes of having greater impact on student achievement and success. In 2015-16, the district established an official equity plan that will help the district more intentionally:

- Build capacity of teachers and principals.
- Address the needs of our most struggling students.
- Aid in continuing to close achievement gaps.
- Aid in Novice Reduction.
- Solidify Common Practices across the district.
- Continue to monitor Kindergarten Readiness
- Student Growth

The needs assessment process of building the equity plan will allow our district to do an internal review of programs and procedures to check for fidelity and effectiveness of goals and initiatives.

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?

We have had sustained areas of increase in student achievement and accountability across several areas:

Notably:

Elementary schools continue to do well in science and social studies, and are making gains in Math. North Butler is currently a #1 ranked school in KY in the area of Language Mechanics in 2015. North Butler credit a full 50 minute class daily devoted to writing, 50 minutes of leveled reading, and 30 minutes of remedial/enrichment reading. The remediation and enrichment period was added to the schedule last year as well as the re-structured RTI plan allowed for an 8 point increase in math and reading combined growth; higher than state average. As a school, North Butler was classified Proficient/ Progressing two of the last three years straight. NBES has an excellent Arts and Humanities program that gives all students the opportunity to be in choir and band at the early ages. All 6 years students of NBES will play critical roles in long drama performance before an audience twice. (2nd Grade and 4th Grade). Program reviews are still a strength for Morgantown Elementary. Teachers are meeting with Program Review Team during PLC's to discuss planning, implementation, and reflections of the integration of those areas into the general education classroom. With the implementation of a new writing plan, both Writing and Language Mechanics scores increased last year. Math is continuing to be an area of strength. The use of Odyssey and standards based grading at Morgantown Elementary allows us to sustain this area of strength. Morgantown Elementary is also strong in the Leader in Me Program.

Middle school literacy through writing constructs across all subjects and grades. Use of thinking strategies and moving into a deeper understanding of content area vocabulary. PLC groups have helped to sustain this effort. Specific subjects with sustained student achievement: social studies, science and reading. BCMS has revamped their schedule for the 2015-16 school year to allow for two math classes for all students and separated language arts into a separate reading and writing class. As a result, Math scores have increased over the last two years.

High school college/career readiness has been an area of concentration and a total team effort between students, teachers, counselors, and our administration at the high school and tech school. We feel very fortunate that our pathways are increasing in those being career ready and have added pathways in the arts and humanities. Mathematics has inched its way up in achievement in the EOC arena and has made some gains on EPAS (ACT). Act had been basically flat for the last 5 years. High School had a PD from a test prep company last year. This year teachers, administrators, and counselors are working to develop a detailed "Bear Time" schedule for a weekly ACT intervention for sophomores and juniors. As a result, ACT score made a jump outscoring the last five years in every category.

Opportunities for Improvement

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

Areas for improvement:

Reading and writing are areas for improvement. Literacy is the corner stone of learning. The district has seemed to have flat lined over the last three years. With tweaks in schedules and moving into the third year of GRREC literacy coaching the district is hoping to start moving forward again. We had made some small gains in math in areas but not at a significant or sustained enough rate across the district.

- Continue Literacy & Thinking strategies initiative across district.
- Specific trainings for new staff in reading.
- Development of science units at the high school.
- Develop and implement RTI strategies for specific individual student growth.
- Incorporate best practices for ESL and disability populations.
- Formative Assessment Academy has been divided up into Level I for new teachers and Level II with focus on learning target and success criteria connection and eventually moving towards Power Strands.
- Continue formative assessment strategies and interim testing. (Pick and choose assessments to get the most crucial data)
- Standards in-depth study across all areas.
- Build supports for new administrators and new teachers.
- Two math classes for all students at the middle school.
- North Butler credit a full 50 minute class daily devoted to writing, 50 minutes of levelized reading, and 30 minutes of remedial/enrichment reading.
- BCHS has structured Bear Time for 28 minutes a day with focus on closing gaps and moving students to proficiency.
- Language Arts was split at the middle school in order to have a separate reading and writing class at all grade levels.
- MES has structured Academy for 35 minutes a day based on Reading Map.
- MES has also done Goal Setting with all students in reading fluency and track daily.

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

We will use the PLC process and utilization of data to develop RTI practices, schedule with student needs in mind, and increase our staff capacities and standards knowledge. We will collaborate with the local Cooperative to help us provide training in content knowledge and research based practices. We will ask them to support us in a coaching model that allows for ongoing monitoring and feedback. We will support administrators in giving effective feedback and providing professional development based on the needs of their staff as indicated in the TELL, Val Ed, and KPREP system in Unbridled Learning and Next Generation Professionals. Administration should develop a monitoring mechanism that includes student work on an interim basis.

Conclusion

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

Our next steps for the areas of concern are to add a monitoring mechanism to our leadership meetings and board meetings. This would consist of intentional curriculum reporting and discussion of effective practices at district leadership meetings. From the discussion and evaluation of Equity Diagnostic, the district is committed to continuing to work to streamline programs and initiatives in effort to support student learning and achievement. To monitor student writing and literacy and math progress by intermittent reflection on student work and adjusting our strategy depending on outcomes. In depth standards study and professional development based on outcomes of our overall Effectiveness ratings for teachers and principals. We must continually grow our teachers and administrators to recognize and support high quality teaching. We have a growing ESL population that needs support which has been supported with a two full time ESL support person hired for the 2016-17. Finally, establishing an Equity Plan for our district will help in continuing to bring practices, closing gaps, and strengthening fidelity of programs.

Plan for Comprehensive District Improvement Plan

Overview

Plan Name

Plan for Comprehensive District 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 average Combined Reading and Math scores for E/M/H to meet the state proficiency standards 55.8/59.2/63.4 by 2018	Objectives: 4 Strategies: 9 Activities: 13	Organizational	\$792332
2	Increase the number of students who are College and/or Career Ready from 41% to 80% in 2017	Objectives: 3 Strategies: 6 Activities: 13	Organizational	\$14050
3	The district will provide structures and programs conducive to professional excellence, to remove barriers to student learning, and to improve teaching and learning through the 2018 school year.	Objectives: 1 Strategies: 3 Activities: 16	Organizational	\$538167
4	District Instructional decisions will support the development of leadership capacity and the comprehensive improvement planning process.	Objectives: 1 Strategies: 7 Activities: 8	Organizational	\$16800
5	The suspension rate of Butler County students will decrease.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$2000
6	Preschool students will be monitored for academic progress throughout the primary grades to ensure success.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$2000
7	To reduce the number of novice students in Reading from 26% to 13% and in Math from 20.6% to 10.3% by 2020.	Objectives: 2 Strategies: 11 Activities: 16	Academic	\$64042

Goal 1: Increase the average Combined Reading and Math scores for E/M/H to meet the state proficiency standards 55.8/59.2/63.4 by 2018

Measurable Objective 1:

demonstrate a proficiency by increasing E/M Combined Reading and Math scores by 20% by 06/04/2018 as measured by KPREP scores.

Status	Progress Notes	Created On	Created By
Not Met	Middle school met. Combined district elementary did not	February 23, 2015	Mrs. Vonda H Jennings

Strategy 1:

Teacher Training - Special education teachers will receive reading and math training to increase the scores of the disability gap group.

Category: Continuous Improvement

Research Cited: Explicit Instruction

Status	Progress Notes	Created On	Created By
N/A	In the spring and summer of 21012-13 Teachers attended professional development trainings in the areas of math, reading and writing to address the most at-risk populations (sp.ed, gap groups and RTI students).	September 24, 2013	Mrs. Vonda H Jennings

Activity - Training in Support Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Special education and RTI delivery staff at all school levels will receive professional development in using SRA reading and writing programs, and/or Moby Max. They will also attend trainings such as "Teach Me to Read," "Closing the Writing Gap," "Math Connections," and others offered by GRREC and other regional cooperatives to increase the reading, writing and math scores in the disability gap group and RTI Tier 2 and 3 group. Schools: Morgantown Elementary School, North Butler Elementary, Butler County High School, Butler County Middle School	Professional Learning	02/01/2013	08/08/2017	\$2000	Other	Director of Special Education, All Principals
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Status	Progress Notes	Created On	Created By
In Progress	A special education teacher from an elementary and middle school attended SRA direct instruction training the summer of 2013 for resource implementation in the area of reading. (Nyekan and Cardwell) The resource teachers have begun to utilize resources and implementation strategies in the new school year. Student progress will be checked at the end of the grading period to look at effectiveness.	September 24, 2013	Mrs. Vonda H Jennings

Strategy 2:

Professional Development - Teachers will receive professional development in the area of literacy at the middle school from a Literacy Coach.

Category:

Research Cited: The model used will be the seven highly effective literacy strategies.

Activity - Literacy Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be involved across three years in a coaching model for literacy best practices. A consultant from GRREC will be training, observing and giving feedback to a teacher from each content area. Teachers will implement strategies and share with colleagues in PLC and teachers will observe one another. The principal will support scheduling and collaborate with GRREC and district instructional coordinator. Schools: Morgantown Elementary School, North Butler Elementary, Butler County High School, Butler County Middle School	Professional Learning	10/15/2012	06/09/2017	\$2100	Title II Part A	District admin, Principal, classroom teachers

Status	Progress Notes	Created On	Created By
In Progress	Literacy Coaching has expanded to elementary schools.	February 23, 2015	Mrs. Vonda H Jennings

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In Progress	Teachers at Butler County Middle School -six person team- received two days of intensive days of literacy in the content areas, followed up by a year long coaching and mentoring through GRREC literacy consultants. Feedback was given and instruction changed. Teachers saw progress and depth of student responses change after Christmas and in classroom formative assessment. Coaching is expanding to 6 other teachers on 13-14.	September 24, 2013	Mrs. Vonda H Jennings
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Strategy 3:

Curriculum Alignment - School personnel will continue to work on alignment of curriculum and resources to the common core standards.

Category:

Status	Progress Notes	Created On	Created By
N/A	District wide Curriculum maps and school level units are being developed/revised and loaded onto CIITS for Math and ELA. Common assessments are being developed and administered across subject areas.	September 24, 2013	Mrs. Vonda H Jennings

Activity - Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to meet in grade level and subject level Learning Communities to review and revise curriculum maps and modules in the areas of English Language Arts and Math. Science and Social Studies teachers will attend teacher leader network training for implementation of new standards and share with the colleagues and staff through staff meetings, newsletters and PLC agenda items. Schools: All Schools	Professional Learning	07/23/2012	05/30/2017	\$5000	Title II Part A	District Title II Coordinator, Building Principals and classroom teachers, teacher leaders

Strategy 4:

Support - Support Schools with personnel and resources to implement response to intervention and at-risk support.

Category:

Research Cited: RTI, Class-size reduction

Activity - School allocations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Allocate funds to school-wide programs for instruction, staffing, support services, and parental involvement. Schools: Morgantown Elementary School, North Butler Elementary, Butler County Middle School	Academic Support Program	07/04/2012	09/05/2017	\$602381	Title I Part A	Building principals and SBDM council, Title I coordinator.
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Activity - Class Size Reduction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will fund highly qualified teachers in those grade levels that exceed recommended class cap size. Schools: Morgantown Elementary School, North Butler Elementary	Class Size Reduction	07/04/2013	09/01/2015	\$100107	Title II Part A	District Title II Coordinator and Building principals

Activity - Extended School Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Funds will be allocated to schools to provide tutoring for students in Math and Reading in multiple settings: before, after and during school. Schools: All Schools	Tutoring	07/04/2013	05/31/2016	\$57768	State Funds	District ESS Coordinator, Building Principals and ESS teachers and paraeducators

Activity - ESL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support schools in providing services for ESL populations: Staff, curriculum (Rosetta Stone), professional development in providing services to ESL students, materials and supplies. Schools: All Schools	Academic Support Program	08/09/2012	09/01/2015	\$7476	Title III	Title III Coordinator, Building principal

Status	Progress Notes	Created On	Created By
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In Progress	Rosetta Stone does not appear to be as effective with primary age students.	February 23, 2015	Mrs. Vonda H Jennings
In Progress	Personnel was hired to work with those students that have been identified as needing extra support. Support is provided to schools on the basis of ESL population and modes of instruction vary based on student need (both collaborations and resource setting are provided) Rosetta Stone is a support to those students deemed beneficial.	December 09, 2013	Mrs. Vonda H Jennings

Strategy 5:

Reading Remediation - Special Education Students with reading disabilities will take courses such as Scholastic Read 180 and other reading remediation annually throughout high school.

Category: Continuous Improvement

Research Cited: Research based learning...past success

Activity - Supplemental Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with reading disabilities will take a remediated reading course annually throughout their high school careers to increase reading success for life. Schools: Butler County High School	Academic Support Program	08/07/2014	05/20/2016	\$5000	IDEA	DoSe and High school principal

Measurable Objective 2:

demonstrate a proficiency by increasing the Combined Reading and Math scores at the high school by 06/10/2016 as measured by End of Course English and Algebra 2.

Strategy 1:

Professional Development and Support - EOC teachers will receive professional development in their respective areas and receive support for intervention implementation.

Category:

Research Cited: KDE, Dr. Marilyn Friend

Activity - Resource Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District will allocate funds for the high school for supporting student growth. (APEX and Credit Recovery, alternative learning) . Schools: Butler County High School, Butler County Middle School	Academic Support Program	08/06/2012	05/31/2016	\$8000	Title VI	District Instructional Coord. and building principal
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Measurable Objective 3:

demonstrate a proficiency by decreasing the gap between students with disabilities and all students in writing at the high school by 3% by 09/29/2017 as measured by KPREP On-Demand scores.

Strategy 1:

Co-Teaching Professional Development - All high school English teachers will receive professional development on co-teaching.

Category:

Research Cited: KDE "Guidance Document, IEP Development," Dr. Marilyn Friend,

Activity - Co-Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All English teachers (regular and special education) will receive professional development on co-teaching through the Green River Regional Education Cooperative on differentiated instruction. Schools: Butler County High School	Professional Learning	12/08/2014	12/18/2015	\$500	IDEA	Director of Special Education, High School Principals

Status	Progress Notes	Created On	Created By
In Progress	Staff were not in a position to do co-teaching with the high school schedule and personnel limited to address the school's current spec. ed population in English. Plans are to have regular education teachers attend Summer 2014	December 10, 2013	Mrs. Vonda H Jennings

Strategy 2:

Technology - Assistive Technology will be used for accommodations on assignments and assessments.

Category:

Research Cited: KY IEP Guidance Document

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Status	Progress Notes	Created On	Created By
N/A	Technology in the form of ipods/ipads has been purchased- High school: 21 IPODS and 5 IPADS Middle School: 20 IPODS and 10 IPADS	September 24, 2013	Mrs. Vonda H Jennings

Activity - Google Docs Text-To-Speech	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who require a reader as an accommodation will utilize Google Docs to read documents and online information through text to speech technology. Schools: Butler County High School, Butler County Middle School	Technology	12/08/2014	06/30/2016	\$2000	IDEA	Special Education Staff, Dir. of Special Education, Technology Coordinator

Measurable Objective 4:

collaborate to develop a district wide writing plan. by 05/26/2017 as measured by the development of the plan and increase of 20% across the district KPREP outcomes in May 2015 in the area of Writing.

Strategy 1:

Writing Plan Development - Teachers across the district will meet to be trained in a common understanding of standards based writing and responding to text, and the different forms of writing including development of exemplars.

Category:

Research Cited: CCSSO guide for standards in writing to help students be college and career ready.

Activity - Common Knowledge	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Representative staff from all schools will attend standards based writing training with Abell and Atherton to come to a common knowledge of what standards based writing plans look like and what practices will help increase students ability to write for real-life purposes. Those that attend the training will be required to take information back to their respective schools and work with their administration on ways to revise their current writing plans to include these strategies across the school. Schools will calibrate and score pieces against specified rubric in a calibration session at each school annually.</p> <p>Schools: All Schools</p>	Professional Learning	06/17/2013	05/31/2016	\$0	No Funding Required	Classroom teachers, building principals, District coordinator
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Status	Progress Notes	Created On	Created By
In Progress	Grade 3-13 ELA and special ed teachers brought student work to analyze based on Common core and rubric. Using the PLC handbook reflection tuning protocol teachers developed next step lessons and concentrations.	September 24, 2013	Mrs. Vonda H Jennings
In Progress	September 2013 -Primary staff analyzed student work and made reflections based on standards and use the next step protocol in PLC.	September 24, 2013	Mrs. Vonda H Jennings
In Progress	June 2013 Teachers in Primary Grades across the district were trained in scaffolding instruction to lead students to be successful in the writing standards and specifically in strategies that will lead to intermediate students being able to develop a 3.8 paper...Abell and Atherton	September 24, 2013	Mrs. Vonda H Jennings

Activity - Common Organizer	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers utilize a district wide common organizer and common language to help students organize and expand on the elements of writing at each level.</p> <p>Schools: All Schools</p>	Direct Instruction	05/27/2013	05/31/2017	\$0	No Funding Required	District PD Coordinator, classroom teachers, Building Principals

Status	Progress Notes	Created On	Created By
In Progress	Common vocabulary needs to be developed. common organizer in place.	December 10, 2013	Mrs. Vonda H Jennings
In Progress	Summer 2013 Abell and Atherton trained teachers in a common organizer for primary through 12th grade...1.2. 2.4 and 3.8 writing modules	September 24, 2013	Mrs. Vonda H Jennings

Goal 2: Increase the number of students who are College and/or Career Ready from 41% to 80% in 2017

Measurable Objective 1:

collaborate to increase the number of students that are college and career ready to 80% by 06/16/2017 as measured by Unbridled Learning College and Career Readiness measures (ACT, COMPASS, WORKKEYS, ASVAB, and industry certificates).

Strategy 1:

Identification and support - A monitoring system for college and career readiness will be developed across CTE courses and high school courses to identify at-risk students.

Category:

Research Cited: Advisor/advisee systems support student success

Activity - At-risk Monitor and Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use CIITS and TEDS to monitor those students at-risk of not meeting college and career ready benchmarks. Provide intervention strategies, advisement and course placement to support those students. Monitoring checks should be done beginning, middle and end of year. Schools: Butler County Learning Center, Butler County High School	Academic Support Program	07/16/2012	05/31/2016	\$0	No Funding Required	District Instructional Support, CTE Staff, Guidance Counselors, Administration

Strategy 2:

At Risk-Support - Seek support programs for those at-risk of not meeting college and career benchmarks.

Category:

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Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An intervention program will be taught out to support students who have a high risk value on the Persistence to Graduate Tool and who are not meeting CCR benchmarks. Schools: Butler County High School	Academic Support Program	08/07/2014	05/20/2016	\$1000	District Funding	Guidance, and intervention staffing

Status	Progress Notes	Created On	Created By
Not Completed	No formalized program in place but counselors and administration meet with those at risk	December 10, 2013	Mrs. Vonda H Jennings

Activity - Dropout Prevention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Project based courses will be developed for those seniors at risk for dropping out due to hardship as determined by district committee and high school and administration. Sunset academy will meet in the evenings and one weekend makeup day. The community education director will be responsible for administering the project based courses and tracking attendance. Students must follow all BCHS guidelines. Schools: Butler County High School	Academic Support Program	01/05/2015	06/30/2015	\$10000	Senate Bill 97 Grant Funding	Superintendent, BCHS guidance staff, BCHS principal, Community Ed Director

Strategy 3:

Professional Development - Support schools in addressing curriculum needs through professional development

Category:

Activity - Data Analysis/Program Effectiveness Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will set aside a day in the calendar for disaggregation of data and effectiveness of school-wide programs in meeting the goals set forth. Schools: All Schools	Professional Learning	08/07/2015	12/01/2016	\$0	No Funding Required	All teachers, principals and district admin.

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Measurable Objective 2:

collaborate to increase the number of special education students that are out of school one year and are enrolled in higher education. by 12/15/2017 as measured by State target formed from data collected from Youth One Year Out Report..

Strategy 1:

Transition Preparation - Prepare students to succeed after high school by having them attend transition and college fairs.

Category:

Research Cited: KY Transition One Stop

Activity - Transition Fair	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Transition Fair for all 11th and 12th graders, with special invitations for parents to attend. Schools: Butler County Learning Center, Butler County High School	Community Engagement	01/31/2013	05/30/2014	\$300	District Funding	Principal, Regional Interagency Transition Team (GRREC)

Status	Progress Notes	Created On	Created By
Completed		December 08, 2014	Vickie Cook

Activity - College Fair	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A college fair will be organized and held where representatives from colleges across the state will be asked to attend, recruit, and inform the students of their opportunities, both through regular education spokesmen and disability coordinators. Schools: Butler County Learning Center, Butler County High School	Career Preparation/Orientation	02/01/2013	05/30/2017	\$250	Other	Youth Service Center, Principals, Director of Special Education, Guidance Staff, GRREC RITT representatives.

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Status	Progress Notes	Created On	Created By
In Progress	On-Going	December 08, 2014	Vickie Cook

Activity - College Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education Teachers take grade 12 students to visit college campuses and disability coordinators in the region. Schools: Butler County High School	Field Trip	08/10/2015	05/30/2018	\$500	IDEA	Principals, Dir. of Special Education, Special Education Teachers

Measurable Objective 3:

collaborate to provide a comprehensive system of support for CTE students and increase the number of students meeting career ready targets by 09/15/2017 as measured by College and Career Ready targets within the Unbridled Learning accountability system..

Strategy 1:

Recruiting - Promote CTE for all students and have an active recruiting program in all CTE areas.

Category:

Activity - Career Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All schools will create and monitor career teaching and learning plans through their program review process. The district will provide an external review process . Schools: All Schools	Career Preparation/Orientation	08/08/2012	05/30/2017	\$0	No Funding Required	School building Administrator s, CTE staff, classroom teachers, guidance

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Activity - Career Pathways Recruitment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High school CTE Teachers, upperclassmen and guidance will present career pathways options and benefits to incoming freshmen before registration into the high school. Schools: Butler County High School	Career Preparation/Orientation	02/04/2013	05/30/2017	\$0	No Funding Required	CTE staff and Guidance

Activity - Career Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In collaboration with school staff, the Youth Service Center will coordinate, plan and deliver a Career Day venue to introduce students to multiple career paths and recruit guest speakers for both traditional and non-traditional roles. Schools: Butler County High School, Butler County Middle School	Career Preparation/Orientation	03/14/2012	05/30/2017	\$0	Other	Youth Service Center, classroom teachers, building admin.

Strategy 2:

CTE Curriculum and Advisement - Staff will review impact of course offerings and student progress toward career readiness.

Category:

Research Cited: monitoring and advisement, improvement planning process

Activity - Data review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School personnel will disaggregate formative and summative data to guide, revise and refine curriculum. By using CIITS, ACT, and classroom data, students will be identified for remediation needs and provided interventions. A monitoring system for identifying students will be implemented. Schools: Butler County High School	Other	08/13/2012	05/31/2016	\$0	No Funding Required	CTE staff, guidance, classroom teachers and building and district administration

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Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CTE staff will attend professional development annually to increase competency in Perkins Performance Measures. Schools: Butler County High School	Professional Learning	06/18/2013	05/31/2016	\$2000	Perkins	CTE staff and building administration

Activity - ATC Opportunity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will have the opportunity to utilize course offerings at the BC Area Technology Center and staff will collaborate on scheduling to ensure preparatory and/or completer status of those pursuing career pathways provided by the ATC. Schools: Butler County High School	Academic Support Program	08/08/2012	05/31/2016	\$0	No Funding Required	ATC administration , high school administration and guidance

Goal 3: The district will provide structures and programs conducive to professional excellence, to remove barriers to student learning, and to improve teaching and learning through the 2018 school year.

Measurable Objective 1:

collaborate to continue safe schools initiatives, student support programs, and technology by 06/08/2018 as measured by staff, parent and student perception surveys.

Strategy 1:

Safe Schools - Every effort will be made to maintain a safe learning climate for students by implementing curriculum, programming, staffing and facilities maintenance.

Category:

Research Cited: Kentucky Center for Safe Schools

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Activity - Policies, Plans and Procedures	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To review/update documents annually (e.g., crises intervention plans, bldg.-level security plans, student handbooks, Code of Acceptable Beh. & Discipline, procedures, etc.) Schools: All Schools	Policy and Process	07/04/2012	05/30/2017	\$1000	District Funding	All staff

Activity - Alternative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide an alternative learning option for middle and high school students. Assist in identifying resources for bldg. ALC classrooms or ICE program. Schools: Butler County Learning Center, Butler County High School, Butler County Middle School	Behavioral Support Program	07/04/2012	05/30/2017	\$72000	District Funding	ALC staff, Building principals and District Safe Schools Coordinator

Activity - Programming	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teach ATOD & violence prevention curriculum, such as anti-bullying. Implement character education curriculum. Teach suicide prevention strategies to students and staff at the high school. Provide SRO services to schools. Family Resource Center provides Bully program at Elementary schools. Schools: All Schools	Behavioral Support Program	08/08/2012	05/25/2018	\$27000	Title VI	Safe Schools Coordinator, SRO, Superintendent, Youth Service Center, Building principals, classroom teachers

Status	Progress Notes	Created On	Created By
In Progress	Family Resource Centers collaborate with the Barren River District Health Department to provide anti-bullying programs for elementary aged students through materials and presenters.	December 09, 2013	Mrs. Vonda H Jennings

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In Progress	Butler County Middle and High school staff utilize the MORE THAN SAD curriculum to train teachers and staff in suicide prevention strategies. The principals and counselors also present best practices to faculty and staff through power point presentations. This is done annually within the first 30 days of school.	December 09, 2013	Mrs. Vonda H Jennings
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Activity - Planning and Facilities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As possible, to make facility and equipment improvements. Follow the facility plan and regulations as appropriate. Implement Behavior Models: Leader in Me, KYCID-PBIS (Positive Behavior Intervention Strategies), PASS, Convene Safe Schools Forums Annually as needed. BCHS Safety Ambassador Program Provide safety information and programs to schools. Schools: All Schools	Policy and Process	07/30/2012	06/15/2018	\$0	Other	Building Administrator s and staff, Safe Schools Coordinator, Butler County High School Assistant Principal

Status	Progress Notes	Created On	Created By
In Progress	The two school core team members and Ms. Celeste Hinton attended initial PBIS training on July 23 and 24	July 24, 2013	Mrs. Vonda H Jennings
In Progress	Morgantown Elementary, Butler Co. High School and District Admin entered into an agreement with GRREC to implement PBIS strategies in June 2013.	July 24, 2013	Mrs. Vonda H Jennings

Activity - Drug and Alcohol	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Youth Service Center will collaborate with the middle and high school staff to conduct student surveys. Surveys will be utilized to look at at-risk behaviors by the Drug Coalition partnership, who will develop plans to reduce drug and alcohol abuse. Schools: Butler County High School, Butler County Middle School	Community Engagement	08/09/2012	06/08/2018	\$0	No Funding Required	Youth Service Center staff, superintendent and Safe schools coordinator

Status	Progress Notes	Created On	Created By
In Progress	The KIP survey is administered biannually and the results are shared with the Butler County /Ohio County Drug Coalition. Strategies are implemented through county government to support those areas in highest need.	December 09, 2013	Mrs. Vonda H Jennings

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Activity - Student Leadership	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will research best practices in moving students to gain employability skills. The community has shown a great interest in supporting this endeavor Schools: All Schools	Community Engagement	01/05/2015	06/15/2018	\$13000	Other	Superintendent, building principals, community stakeholders

Strategy 2:

Support Services - The district will provide support services for the emotional, physical and mental well-being of students and their families.

Category:

Research Cited: Maslow's hierarchy of needs

Activity - Communications	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Promote our schools through communication with parents and community: a. Develop back-to-school media inserts. b. Provide training to school volunteers. c. Increase the number of positive public relations communications (i.e., news and photos) going to media sources d. Coordinate parent universities for high school students explaining all of the resources available to monitor progress toward college and/or career readiness. e. Fund schoolnet website for schools. f. Collaborate with local media outlets. g. Conduct stakeholder surveys every other year. Schools: All Schools	Community Engagement	07/04/2012	06/15/2018	\$2300	General Fund	Resource Teachers; Instructional Coordinator; Community Education Director

Activity - Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The FRYSC will continue to support/coordinate wellness checks for hearing, vision and dental as available. They will continue to be a liaison for the school in supporting students through contacts with homes and/or visits to address attendance and any other barriers keeping a child from being successful including but not limited to counseling and medical referrals. These services may include those students deemed homeless. Collaborate with the courts to decrease truancy through a diversion program.	Other	07/04/2012	05/18/2018	\$217	Title I Part A	FRYSC Directors; Principals; DPP, Title I Coordinator, Homeless Coordinator
Schools: All Schools						

Activity - Community and Adult Education Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to provide adult education services to high school dropouts, allowing them to earn up to four credits. Provide in-school, after-school and summer activities to engage students, parents, and community. Provide service learning opportunities to schools and community organizations. Provide a calendar of opportunities to support community education as the grant provides.	Community Engagement	07/04/2012	05/26/2017	\$0	Other	Adult Ed Instructor; Comm. Ed. Coordinator; ESS & Title I Coordinator; FRYSC
Schools: All Schools						

Activity - OWLS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The On Our Way to Learning program was developed and designed to engage toddler and preschool students in a rural area. This will give them a head start in reaching preschool kindergarten goals. Parents are trained in academic support topics, while toddlers and preschoolers receive instruction and constructive play to develop skills.	Community Engagement	12/02/2011	05/25/2018	\$3000	Grant Funds	Family Resource Center and Volunteers Building principal
Schools: Morgantown Elementary School, North Butler Elementary						

Status	Progress Notes	Created On	Created By
In Progress	Students that were eligible to enter kindergarten must be screened on the Briggance readiness screener. 100 percent of those students attending OWL academy were deemed READY	December 09, 2013	Mrs. Vonda H Jennings

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Activity - Drug Screening	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will continue to support the random drug testing program for students that are involved in extra curricular programs, those that drive and for all Butler County employees. Schools: All Schools	Other	08/08/2011	06/15/2018	\$2500	District Funding	District Health Coordinator, District nurse, Transportation Director

Activity - GT-Primary Talent Pool	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Gifted Coordinator and Instructor will educate faculty and staff on identification and referral of those students in grades K-3 for the primary talent pool. Once referred and identified with those characteristics, a program will be implemented to develop the identified skill areas for said students. Schools: Morgantown Elementary School, North Butler Elementary	Academic Support Program	11/04/2013	06/09/2017	\$650	State Funds	gifted coordinator, Gifted instructor, classroom teachers, principals

Status	Progress Notes	Created On	Created By
In Progress	Mrs. Woods has developed a culture unit that will be delivered to students in PTP that includes common phrases, arts, history and language. She has given GT identified their progress reports.	December 19, 2013	Mrs. Vonda H Jennings
In Progress	Mrs. Wood reviewed the referral process with primary teachers in November. About 10 students at the elementary schools were referred.	December 19, 2013	Mrs. Vonda H Jennings

Activity - ELL Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Certified and Classified teachers will be given the opportunity to participate in professional development in supporting ELL students in their classrooms. Schools: All Schools	Academic Support Program	03/17/2014	06/16/2017	\$500	Title III	ELL teacher, PD coordinator, Principals, Classroom teachers

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Strategy 3:

Technology Support Systems - Technology will enhance student learning through both instruction and productivity. Maintaining existing technologies and implementing new technologies will help our students be better prepared to enter the workforce and/or into their post secondary choices.

Category:

Research Cited: Technology proficiency

Activity - Infrastructure	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to maintain, upgrade, and/or acquire technology, meeting KETS standards & enhancing teaching/learning: a. Purchase peripheral equipment for each school. b. Maintain proxy server and install desktop monitoring systems c. Continue to purchase Internet filtering software and MS Office supports. d. Implement plan to replace and upgrade existing workstations (417). e. Maintain internet service. f. Purchase and maintain Helpdesk. Schools: All Schools	Technology	06/08/2012	05/30/2017	\$398000	General Fund, USAC Technology	District Technology Coordinator

Activity - Teaching and Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
a. Maintain United Streaming b. Pursue professional development opportunities for instructional delivery using technology and student productivity c. Provide professional development for District computer tech. d. Support technology training through building level STC e. Provide training for CIITS information system on curriculum development, assessment and using data to inform instruction. f. Support research in the classrooms by funding a portion of KYVL. Schools: All Schools	Technology	07/04/2012	05/30/2017	\$8800	Title VI, District Funding	PD Coordinator, District Technology Coordinator

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Activity - Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
a.) Maintain student grades (6-12) for parent access. b.) Contract with company to maintain school/district website and support development of websites. Schools: All Schools	Community Engagement	07/04/2012	05/30/2017	\$9200	USAC Technology, District Funding	DTC

Goal 4: District Instructional decisions will support the development of leadership capacity and the comprehensive improvement planning process.

Measurable Objective 1:

collaborate to support students and staff with services that enhance the learning environment and professional growth by 06/15/2018 as measured by support program evaluations, professional development and growth plans, personnel evaluation procedures, and stakeholder surveys..

Strategy 1:

PGES Districtwide - All Principals and district level administrators that evaluate will be trained in the PGES evaluation model.

Category:

Research Cited: C. Danielson

Status	Progress Notes	Created On	Created By
N/A	completed	December 08, 2014	Mrs. Vonda H Jennings

Activity - PGES Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All administrators in the district will be trained on the EDS module for the Professional Growth and Effectiveness instrument. Teachers will be trained in the individual components and rating system for TPGES and PPGES and how to use their EDS module for effectiveness including but not limited to roster verification, self reflection, peer observation and professional and student goal setting. Schools: All Schools	Policy and Process	03/29/2013	09/28/2018	\$5500	District Funding	All Certified Evaluators in the district, district evaluation coordinator, classroom teachers
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Status	Progress Notes	Created On	Created By
Completed	All district admin have been trained in evaluating using the Effectiveness Model	December 08, 2014	Mrs. Vonda H Jennings

Activity - Peer Observer training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each school will use Kentucky Department of Education resources to train Peer Evaluators for their buildings. The district will develop guidelines for peer evaluator selection with input from principals. Principals will ensure that qualifications are met by the peer observer and will maintain records of training within their individual buildings. The district will support training of and provide substitutes for peer observations. Schools: All Schools	Professional Learning	05/30/2013	05/30/2017	\$2000	Title II Part A	District administration , building administration and peer observers.

Status	Progress Notes	Created On	Created By
In Progress	All active, eligible peer observers are trained annually and kept on file with school principals. They will be trained on a three year cycle.	December 08, 2014	Mrs. Vonda H Jennings

Strategy 2:

Data Disaggregation - District and schools will disaggregate summative data to measure impact of improvement strategies.

Category:

Research Cited: Assessment for Learning, Professional Learning Communities...Fuchs and Dylan Williams

Activity - Data Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>There will be a day set aside in the district calendar for schools to disaggregate their summative data from the previous school year (upon release) to analyze the impact of improvement strategies. District will assist schools by providing a protocol for looking at key indicators. Schools will report their findings to the SBDM council and the board of education. Reports shall include measures identified as strengths and weaknesses compared to delivery targets and Next Steps for reaching delivery targets.</p> <p>Schools: Morgantown Elementary School, North Butler Elementary, Butler County High School, Butler County Middle School</p>	Policy and Process	09/16/2013	05/30/2016	\$500	District Funding	District Instructional Staff, School administrators and classroom teachers.
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Strategy 3:

Professional Development - Provide professional development in the area of formative assessment as it relates to improvement in student achievement and teacher planning and instructional practices.

Category:

Research Cited: Classroom Assessment for Learning-Rick Stiggins

Marzano

Brookhart

Activity - Formative Assessment Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will be trained in formative assessment philosophy, concept, theory and application. The fall of each year there will be a five session academy to train classroom teachers and administrators. The goal is to have all teachers trained in formative assessment practices by 2015. Principals identify those teachers that have not been trained annually to be participants. All new principals and classroom teachers will be required to participate in the academy.</p> <p>Schools: All Schools</p>	Professional Learning	08/08/2011	05/30/2017	\$3000	Title II Part A	District Instructional Coordinator, Building Principals, Classroom Teachers

Strategy 4:

Focus on Teaching - A series of Professional development opportunities will be presented to support areas identified by district Needs Assessment Survey done by principals. The series will be focused on those strategies necessary that support highly effective teaching and learning for all teachers.

Category:

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Research Cited: Highly Effective Teaching and Learning

Activity - Focus on Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development in the areas of Planning and Preparation, Classroom Environment, and Instruction: Classroom management, student engagement, literacy instruction, writing instruction, vocabulary instruction, mathematical practices Schools: All Schools	Professional Learning	08/05/2013	05/30/2017	\$3500	Title II Part A	District Instructional staff, building principals and classroom teachers

Strategy 5:

Professional Learning Communities - 11-12 school year PLC activities were centered around best practices and outcomes for student learning as a district. 12-13 school year strategies have been implemented at the school level amongst subjects and grade levels. 13-14 school year refinement includes development of a common protocol for PLC to use with an emphasis on addressing delivery targets.

Category:

Research Cited: Professional Learning Communities-DuFour

Activity - PLC protocol	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School level PLCs will utilize the district protocol on a monthly basis to reflect school level strategies and activities impact on student achievement. Schools: All Schools	Professional Learning	08/09/2013	05/30/2017	\$0	No Funding Required	District Instructional Coord., Building principals and classroom teachers, department heads

Strategy 6:

Highly Qualified Teaching - Hiring practices will ensure that all students will be taught with certified personnel who are deemed competent in their core subject and the student population they serve.

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Category:

Research Cited: NCLB definition

Activity - HQT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The districts and schools will maintain and/or provide assistance in making sure all personnel are highly qualified in the area(s) they teach Schools: All Schools	Recruitment and Retention	07/04/2012	05/30/2017	\$300	Title II Part A	Title I I coord. and PD Coordinator, principals

Strategy 7:

Principal Development - Principals will attend training based on their needs identified self-reflection, PGP and SGG, and Principal Effectiveness (TELL and VAIED) areas

Category: Principal PGES

Research Cited: MET study

Activity - PPGES support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will attend KLA and GRREC ISLN meetings to stay abreast of growth opportunities and strategies to grow highly effective teachers by strengthening their own leadership capacity. Schools: All Schools	Professional Learning	07/01/2014	05/30/2017	\$2000	Title II Part A	District administrators and Building principals

Goal 5: The suspension rate of Butler County students will decrease.

Measurable Objective 1:

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collaborate to maintain the suspension rate of special education students, in comparison to regular education students, by 2% by 05/24/2019 as measured by End of Year Data reported to KDE.

Status	Progress Notes	Created On	Created By
Met	The difference has decreased to 1.02%, in 2013-2014 School Year.	December 08, 2014	Vickie Cook

Strategy 1:

Behavior Intervention - Butler County High, Butler County Middle, and Morgantown Elementary schools will implement the PASS (Positive Approach to Social Skills) Program with all students displaying inappropriate behaviors. "Why Try" Curriculum will be used to teach socially appropriate behavior.

Category: Continuous Improvement

Research Cited: Intervention Central.org

Activity - PASS Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A teacher from each school will be trained to be a PASS coach and the program will be implemented with each student in all the schools with behavior management problems. This would be a tier three intervention for the Kentucky System of Intervention (KSI). Schools: Morgantown Elementary School, Butler County High School, Butler County Middle School	Behavioral Support Program	01/31/2013	05/25/2018	\$0	No Funding Required	Director of Special Education, Building Principals, All Teachers

Status	Progress Notes	Created On	Created By
In Progress	Butler County High School and Morgantown Elementary implement PASS, with Butler County Middle School set to implement August, 2015.	December 08, 2014	Vickie Cook

Activity - Why Try Social Skills Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A teacher at Butler County High, Butler County Middle, Morgantown Elementary and North Butler Elementary will attend professional development on the use and implementation of "Why Try" social skills curriculum. Schools: Morgantown Elementary School, North Butler Elementary, Butler County High School, Butler County Middle School	Behavioral Support Program	01/31/2013	05/27/2016	\$2000	Other	Director of Special Education, Principals

Status	Progress Notes	Created On	Created By
Completed		December 08, 2014	Vickie Cook

Goal 6: Preschool students will be monitored for academic progress throughout the primary grades to ensure success.

Measurable Objective 1:

80% of Kindergarten, First, Second and Third grade Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in basic in Reading by 05/31/2019 as measured by MAP scores.

Strategy 1:

Preschool Tracking - Preschool coordinator will track the progress of all former state-funded preschool students throughout the primary grades for success that includes Map and other relevant data sources. The data will be organized and used for preschool instructional improvement.

Category: Continuous Improvement

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom preschool teachers will attend yearly early childhood conferences sponsored by Simpson County Regional Training Center and the Kentucky Dept. of Education Schools: Morgantown Elementary School, North Butler Elementary	Professional Learning	06/01/2015	05/31/2019	\$2000	State Funds	Preschool Coordinator

Goal 7: To reduce the number of novice students in Reading from 26% to 13% and in Math from 20.6% to 10.3% by 2020.

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Measurable Objective 1:

A 50% decrease of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult, Ungraded and All grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a behavior to reduce novice in Reading by 08/01/2020 as measured by KPREP and EOC..

(shared) Strategy 1:

Standards Based Core Instruction - The district will collaborate with schools to create pacing guides/curriculum maps. Instruction will be a rigorous, aligned and differentiated core program.

Category: Continuous Improvement

Activity - Instructional Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building Principals and Classroom Teachers will work together with the district to create/revise and use pacing guides. Schools: All Schools	Professional Learning	01/04/2016	08/01/2020	\$0	No Funding Required	District Level, Building Principals, Teachers, Teacher Leaders

(shared) Strategy 2:

New Teacher Training - New teachers will be trained on up to date professional development.

Category: Professional Learning & Support

Activity - Focus On Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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New teachers will be trained on common core standards that are appropriate to their grade level. Schools: All Schools	Professional Learning	01/04/2016	08/01/2020	\$0	District Funding	Mr. Robert Tuck, Mrs. Donna Annis, Building Principals, Classroom Teachers
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Activity - Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained through the Formative Assessment Academy to utilize formative assessments to guide instruction. Schools: All Schools	Professional Learning	01/04/2016	08/01/2020	\$2100	District Funding	Mr. Robert Tuck, Mrs. Donna Annis, Building Principals, Classroom Teachers

Activity - Literacy Across All Content Areas	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained to effectively implement Thinking Strategies instructional support through professional learning. Schools: All Schools	Direct Instruction, Professional Learning	01/04/2016	08/03/2020	\$9600	District Funding	Mr. Robert Tuck, Mrs. Donna Annis, Classroom Teachers, Building Principals

(shared) Strategy 3:

I Can Statements/Objectives - Teachers will post I can statements, standard or lesson objective.

Category: Continuous Improvement

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Activity - Lesson Objective	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will post I can statements, standard or lesson objectives in classrooms to focus instruction. Schools: All Schools	Direct Instruction	01/04/2016	08/01/2020	\$0	No Funding Required	Teachers

(shared) Strategy 4:

Power Standards - Teachers will begin identifying power standards for implementation of common core standards.

Category: Professional Learning & Support

Activity - Power Standards Utilization	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher create and use power standards to identify focus for their instruction. Teachers use formative assessments and/or common assessments to identify mastery of identified power standards. Schools: All Schools	Direct Instruction	01/04/2016	08/01/2020	\$0	No Funding Required	Teachers

(shared) Strategy 5:

Extended School Services - Funds will be allocated to schools to provide tutoring to students in reading and math in multiple settings before, during and after school.

Category: Continuous Improvement

Activity - Extended School Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ESS will be provided to identified students to provide tutoring for students in Reading and Math. Schools: All Schools	Tutoring	01/04/2016	08/01/2020	\$52342	State Funds	ESS District Coordinator, Building principals, ESS School Coordinator, ESS teacher and paraeducators
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(shared) Strategy 6:

Scrimmages/Common Assessments - Teachers will create and utilize scrimmages and/or common assessments in order to guide instruction.

Category: Continuous Improvement

Activity - Scrimmages/Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create and utilize scrimmages and/or common assessments in order to determine student progress and mastery. Schools: All Schools	Direct Instruction	01/04/2016	08/01/2016	\$0	No Funding Required	Teachers, Building Principals

(shared) Strategy 7:

Multi-tiered system of Support - Teachers will utilize RTI plan to provide timely interventions for individual students based on diagnosed need. Need will be based on multiple data points (KPREP, MAP, EOC). Students will be placed in varied learning environments to address identified individual needs.

Category: Learning Systems

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize research based strategies in response to intervention for identified at risk students during a structured scheduled time based on a diagnosed need. Schools: All Schools	Direct Instruction	01/04/2016	08/03/2020	\$0	No Funding Required	Teachers, Building Principals

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Activity - Differentiated Instrucion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will differentiate lessons based on need to offer continued learning opportunities for all students Schools: All Schools	Direct Instruction	01/04/2016	08/03/2020	\$0	No Funding Required	Classroom Teachers

Activity - Leveled Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive leveled instruction based on MAP testing data and monitored for progress. Schools: All Schools	Direct Instruction, Academic Support Program	12/02/2016	05/31/2018	\$0	No Funding Required	Building Principals, Classroom Teachers

Strategy 8:

Barrier Reduction - Teachers will utilize resources such as FRYSC and Community Agencies to reduce known barriers for students.

Category: Continuous Improvement

Activity - System of Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers utilize resources to meet the needs of students in order to reduce barriers to learning. Schools: All Schools	Academic Support Program, Community Engagement	01/04/2016	08/03/2020	\$0	FRYSC	Classroom Teachers, Building Principals, FRYSC

(shared) Strategy 9:

Progress Monitoring and Tracking - Students will be progress monitored and tracked in order to identify novice and bubble students.

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Category: Continuous Improvement

Activity - Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and parents will set MAP test goals during parent conference. Schools: All Schools	Parent Involvement	12/02/2016	05/31/2018	\$0	No Funding Required	Building Principals, Teachers

(shared) Strategy 10:

Mentoring - Students will be assigned mentors in order to improve student motivation.

Category: Continuous Improvement

Activity - High School Student Mentors	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High level high school students will be assigned to novice students as mentors. Schools: All Schools	Tutoring	12/02/2016	05/31/2017	\$0	No Funding Required	High School Principal

Activity - Mentors for Novice Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Novice students will be assigned mentors in order to boost morale and student motivation. Schools: All Schools	Tutoring	12/02/2016	05/31/2017	\$0	No Funding Required	Classroom Teachers

(shared) Strategy 11:

Reward System - Use of reward system for motivation.

Category: Continuous Improvement

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Activity - Bear Paws	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use of Bear Paws as a motivational system to reward students for good behavior and hard work. Schools: All Schools	Academic Support Program	12/02/2016	05/31/2017	\$0	No Funding Required	High School Principal Classroom Teachers

Measurable Objective 2:

A 50% decrease of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult, Ungraded and All grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a behavior to reduce novice in Mathematics by 12/06/2017 as measured by KPREP and EOC..

(shared) Strategy 1:

Standards Based Core Instruction - The district will collaborate with schools to create pacing guides/curriculum maps. Instruction will be a rigorous, aligned and differentiated core program.

Category: Continuous Improvement

Activity - Instructional Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building Principals and Classroom Teachers will work together with the district to create/revise and use pacing guides. Schools: All Schools	Professional Learning	01/04/2016	08/01/2020	\$0	No Funding Required	District Level, Building Principals, Teachers, Teacher Leaders

(shared) Strategy 2:

New Teacher Training - New teachers will be trained on up to date professional development.

Category: Professional Learning & Support

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Activity - Focus On Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New teachers will be trained on common core standards that are appropriate to their grade level. Schools: All Schools	Professional Learning	01/04/2016	08/01/2020	\$0	District Funding	Mr. Robert Tuck, Mrs. Donna Annis, Building Principals, Classroom Teachers

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained through the Formative Assessment Academy to utilize formative assessments to guide instruction. Schools: All Schools	Professional Learning	01/04/2016	08/01/2020	\$2100	District Funding	Mr. Robert Tuck, Mrs. Donna Annis, Building Principals, Classroom Teachers

Activity - Literacy Across All Content Areas	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained to effectively implement Thinking Strategies instructional support through professional learning. Schools: All Schools	Direct Instruction, Professional Learning	01/04/2016	08/03/2020	\$9600	District Funding	Mr. Robert Tuck, Mrs. Donna Annis, Classroom Teachers, Building Principals

(shared) Strategy 3:

I Can Statements/Objectives - Teachers will post I can statements, standard or lesson objective.

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Category: Continuous Improvement

Activity - Lesson Objective	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will post I can statements, standard or lesson objectives in classrooms to focus instruction. Schools: All Schools	Direct Instruction	01/04/2016	08/01/2020	\$0	No Funding Required	Teachers

(shared) Strategy 4:

Power Standards - Teachers will begin identifying power standards for implementation of common core standards.

Category: Professional Learning & Support

Activity - Power Standards Utilization	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher create and use power standards to identify focus for their instruction. Teachers use formative assessments and/or common assessments to identify mastery of identified power standards. Schools: All Schools	Direct Instruction	01/04/2016	08/01/2020	\$0	No Funding Required	Teachers

(shared) Strategy 5:

Extended School Services - Funds will be allocated to schools to provide tutoring to students in reading and math in multiple settings before, during and after school.

Category: Continuous Improvement

Activity - Extended School Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ESS will be provided to identified students to provide tutoring for students in Reading and Math. Schools: All Schools	Tutoring	01/04/2016	08/01/2020	\$52342	State Funds	ESS District Coordinator, Building principals, ESS School Coordinator, ESS teacher and paraeducators
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(shared) Strategy 6:

Scrimmages/Common Assessments - Teachers will create and utilize scrimmages and/or common assessments in order to guide instruction.

Category: Continuous Improvement

Activity - Scrimmages/Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create and utilize scrimmages and/or common assessments in order to determine student progress and mastery. Schools: All Schools	Direct Instruction	01/04/2016	08/01/2016	\$0	No Funding Required	Teachers, Building Principals

(shared) Strategy 7:

Multi-tiered system of Support - Teachers will utilize RTI plan to provide timely interventions for individual students based on diagnosed need. Need will be based on multiple data points (KPREP, MAP, EOC). Students will be placed in varied learning environments to address identified individual needs.

Category: Learning Systems

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize research based strategies in response to intervention for identified at risk students during a structured scheduled time based on a diagnosed need. Schools: All Schools	Direct Instruction	01/04/2016	08/03/2020	\$0	No Funding Required	Teachers, Building Principals

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Activity - Differentiated Instrucion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will differentiate lessons based on need to offer continued learning opportunities for all students Schools: All Schools	Direct Instruction	01/04/2016	08/03/2020	\$0	No Funding Required	Classroom Teachers

Activity - Leveled Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive leveled instruction based on MAP testing data and monitored for progress. Schools: All Schools	Direct Instruction, Academic Support Program	12/02/2016	05/31/2018	\$0	No Funding Required	Building Principals, Classroom Teachers

(shared) Strategy 8:

Progress Monitoring and Tracking - Students will be progress monitored and tracked in order to identify novice and bubble students.

Category: Continuous Improvement

Activity - Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and parents will set MAP test goals during parent conference. Schools: All Schools	Parent Involvement	12/02/2016	05/31/2018	\$0	No Funding Required	Building Principals, Teachers

(shared) Strategy 9:

Mentoring - Students will be assigned mentors in order to improve student motivation.

Category: Continuous Improvement

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Activity - High School Student Mentors	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High level high school students will be assigned to novice students as mentors. Schools: All Schools	Tutoring	12/02/2016	05/31/2017	\$0	No Funding Required	High School Principal

Activity - Mentors for Novice Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Novice students will be assigned mentors in order to boost morale and student motivation. Schools: All Schools	Tutoring	12/02/2016	05/31/2017	\$0	No Funding Required	Classroom Teachers

(shared) Strategy 10:

Reward System - Use of reward system for motivation.

Category: Continuous Improvement

Activity - Bear Paws	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use of Bear Paws as a motivational system to reward students for good behavior and hard work. Schools: All Schools	Academic Support Program	12/02/2016	05/31/2017	\$0	No Funding Required	High School Principal Classroom Teachers

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
Student Leadership	The district will research best practices in moving students to gain employability skills. The community has shown a great interest in supporting this endeavor	Community Engagement	01/05/2015	06/15/2018	\$13000	Superintendent, building principals, community stakeholders
Planning and Facilities	As possible, to make facility and equipment improvements. Follow the facility plan and regulations as appropriate. Implement Behavior Models: Leader in Me, KYCID-PBIS (Positive Behavior Intervention Strategies), PASS, Convene Safe Schools Forums Annually as needed. BCHS Safety Ambassador Program Provide safety information and programs to schools.	Policy and Process	07/30/2012	06/15/2018	\$0	Building Administrators and staff, Safe Schools Coordinator, Butler County High School Assistant Principal
College Fair	A college fair will be organized and held where representatives from colleges across the state will be asked to attend, recruit, and inform the students of their opportunities, both through regular education spokesmen and disability coordinators.	Career Preparation/Orientation	02/01/2013	05/30/2017	\$250	Youth Service Center, Principals, Director of Special Education, Guidance Staff, GRREC RITT representatives.
Why Try Social Skills Curriculum	A teacher at Butler County High, Butler County Middle, Morgantown Elementary and North Butler Elementary will attend professional development on the use and implementation of "Why Try" social skills curriculum.	Behavioral Support Program	01/31/2013	05/27/2016	\$2000	Director of Special Education, Principals
Community and Adult Education Services	Continue to provide adult education services to high school dropouts, allowing them to earn up to four credits. Provide in-school, after-school and summer activities to engage students, parents, and community. Provide service learning opportunities to schools and community organizations. Provide a calendar of opportunities to support community education as the grant provides.	Community Engagement	07/04/2012	05/26/2017	\$0	Adult Ed Instructor; Comm. Ed. Coordinator; ESS & Title I Coordinator; FRYSC

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Training in Support Programs	Special education and RTI delivery staff at all school levels will receive professional development in using SRA reading and writing programs, and/or Moby Max. They will also attend trainings such as "Teach Me to Read," "Closing the Writing Gap," "Math Connections," and others offered by GRREC and other regional cooperatives to increase the reading, writing and math scores in the disability gap group and RTI Tier 2 and 3 group.	Professional Learning	02/01/2013	08/08/2017	\$2000	Director of Special Education, All Principals
Career Day	In collaboration with school staff, the Youth Service Center will coordinate, plan and deliver a Career Day venue to introduce students to multiple career paths and recruit guest speakers for both traditional and non-traditional roles.	Career Preparation/Orientation	03/14/2012	05/30/2017	\$0	Youth Service Center, classroom teachers, building admin.
Total					\$17250	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy Coaching	Teachers will be involved across three years in a coaching model for literacy best practices. A consultant from GRREC will be training, observing and giving feedback to a teacher from each content area. Teachers will implement strategies and share with colleagues in PLC and teachers will observe one another. The principal will support scheduling and collaborate with GRREC and district instructional coordinator.	Professional Learning	10/15/2012	06/09/2017	\$2100	District admin, Principal, classroom teachers
Focus on Teaching	Professional development in the areas of Planning and Preparation, Classroom Environment, and Instruction: Classroom management, student engagement, literacy instruction, writing instruction, vocabulary instruction, mathematical practices	Professional Learning	08/05/2013	05/30/2017	\$3500	District Instructional staff, building principals and classroom teachers
HQT	The districts and schools will maintain and/or provide assistance in making sure all personnel are highly qualified in the area(s) they teach	Recruitment and Retention	07/04/2012	05/30/2017	\$300	Title II coord. and PD Coordinator, principals
Formative Assessment Academy	Teachers will be trained in formative assessment philosophy, concept, theory and application. The fall of each year there will be a five session academy to train classroom teachers and administrators. The goal is to have all teachers trained in formative assessment practices by 2015. Principals identify those teachers that have not been trained annually to be participants. All new principals and classroom teachers will be required to participate in the academy.	Professional Learning	08/08/2011	05/30/2017	\$3000	District Instructional Coordinator, Building Principals, Classroom Teachers

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Curriculum	Teachers will continue to meet in grade level and subject level Learning Communities to review and revise curriculum maps and modules in the areas of English Language Arts and Math. Science and Social Studies teachers will attend teacher leader network training for implementation of new standards and share with the colleagues and staff through staff meetings, newsletters and PLC agenda items.	Professional Learning	07/23/2012	05/30/2017	\$5000	District Title II Coordinator, Building Principals and classroom teachers, teacher leaders
Class Size Reduction	The district will fund highly qualified teachers in those grade levels that exceed recommended class cap size.	Class Size Reduction	07/04/2013	09/01/2015	\$100107	District Title II Coordinator and Building principals
PPGES support	Principals will attend KLA and GRREC ISLN meetings to stay abreast of growth opportunities and strategies to grow highly effective teachers by strengthening their own leadership capacity.	Professional Learning	07/01/2014	05/30/2017	\$2000	District administrators and Building principals
Peer Observer training	Each school will use Kentucky Department of Education resources to train Peer Evaluators for their buildings. The district will develop guidelines for peer evaluator selection with input from principals. Principals will ensure that qualifications are met by the peer observer and will maintain records of training within their individual buildings. The district will support training of and provide substitutes for peer observations.	Professional Learning	05/30/2013	05/30/2017	\$2000	District administration, building administration and peer observers.
Total					\$118007	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Communications	Promote our schools through communication with parents and community: a. Develop back-to-school media inserts. b. Provide training to school volunteers. c. Increase the number of positive public relations communications (i.e., news and photos) going to media sources d. Coordinate parent universities for high school students explaining all of the resources available to monitor progress toward college and/or career readiness. e. Fund schoolnet website for schools. f. Collaborate with local media outlets. g. Conduct stakeholder surveys every other year.	Community Engagement	07/04/2012	06/15/2018	\$2300	Resource Teachers; Instructional Coordinator; Community Education Director

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Infrastructure	Continue to maintain, upgrade, and/or acquire technology, meeting KETS standards & enhancing teaching/learning: a. Purchase peripheral equipment for each school. b. Maintain proxy server and install desktop monitoring systems c. Continue to purchase Internet filtering software and MS Office supports. d. Implement plan to replace and upgrade existing workstations (417). e. Maintain internet service. f. Purchase and maintain Helpdesk.	Technology	06/08/2012	05/30/2017	\$24000	District Technology Coordinator
Total					\$26300	

Title VI

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Resource Support	District will allocate funds for the high school for supporting student growth. (APEX and Credit Recovery, alternative learning) .	Academic Support Program	08/06/2012	05/31/2016	\$8000	District Instructional Coord. and building principal
Programming	Teach ATOD & violence prevention curriculum, such as anti-bullying. Implement character education curriculum. Teach suicide prevention strategies to students and staff at the high school. Provide SRO services to schools. Family Resource Center provides Bully program at Elementary schools.	Behavioral Support Program	08/08/2012	05/25/2018	\$27000	Safe Schools Coordinator, SRO, Superintendent, Youth Service Center, Building principals, classroom teachers
Teaching and Learning	a. Maintain United Streaming b. Pursue professional development opportunities for instructional delivery using technology and student productivity c. Provide professional development for District computer tech. d. Support technology training through building level STC e. Provide training for CIITS information system on curriculum development, assessment and using data to inform instruction. f. Support research in the classrooms by funding a portion of KYVL.	Technology	07/04/2012	05/30/2017	\$800	PD Coordinator, District Technology Coordinator
Total					\$35800	

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District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Alternative	Provide an alternative learning option for middle and high school students. Assist in identifying resources for bldg. ALC classrooms or ICE program.	Behavioral Support Program	07/04/2012	05/30/2017	\$72000	ALC staff, Building principals and District Safe Schools Coordinator
Transition Fair	Transition Fair for all 11th and 12th graders, with special invitations for parents to attend.	Community Engagement	01/31/2013	05/30/2014	\$300	Principal, Regional Interagency Transition Team (GRREC)
Intervention	An intervention program will be taught out to support students who have a high risk value on the Persistence to Graduate Tool and who are not meeting CCR benchmarks.	Academic Support Program	08/07/2014	05/20/2016	\$1000	Guidance, and intervention staffing
Policies, Plans and Procedures	To review/update documents annually (e.g., crises intervention plans, bldg.-level security plans, student handbooks, Code of Acceptable Beh. & Discipline, procedures, etc.)	Policy and Process	07/04/2012	05/30/2017	\$1000	All staff
Focus On Teaching	New teachers will be trained on common core standards that are appropriate to their grade level.	Professional Learning	01/04/2016	08/01/2020	\$0	Mr. Robert Tuck, Mrs. Donna Annis, Building Principals, Classroom Teachers
Drug Screening	The district will continue to support the random drug testing program for students that are involved in extra curricular programs, those that drive and for all Butler County employees.	Other	08/08/2011	06/15/2018	\$2500	District Health Coordinator, District nurse, Transportation Director
PGES Training	All administrators in the district will be trained on the EDS module for the Professional Growth and Effectiveness instrument. Teachers will be trained in the individual components and rating system for TPGES and PPGES and how to use their EDS module for effectiveness including but not limited to roster verification, self reflection, peer observation and professional and student goal setting.	Policy and Process	03/29/2013	09/28/2018	\$5500	All Certified Evaluators in the district, district evaluation coordinator, classroom teachers

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Formative Assessment	Teachers will be trained through the Formative Assessment Academy to utilize formative assessments to guide instruction.	Professional Learning	01/04/2016	08/01/2020	\$2100	Mr. Robert Tuck, Mrs. Donna Annis, Building Principals, Classroom Teachers
Data Day	There will be a day set aside in the district calendar for schools to disaggregate their summative data from the previous school year (upon release) to analyze the impact of improvement strategies. District will assist schools by providing a protocol for looking at key indicators. Schools will report their findings to the SBDM council and the board of education. Reports shall include measures identified as strengths and weaknesses compared to delivery targets and Next Steps for reaching delivery targets.	Policy and Process	09/16/2013	05/30/2016	\$500	District Instructional Staff, School administrators and classroom teachers.
Teaching and Learning	a. Maintain United Streaming b. Pursue professional development opportunities for instructional delivery using technology and student productivity c. Provide professional development for District computer tech. d. Support technology training through building level STC e. Provide training for CIITS information system on curriculum development, assessment and using data to inform instruction. f. Support research in the classrooms by funding a portion of KYVL.	Technology	07/04/2012	05/30/2017	\$8000	PD Coordinator, District Technology Coordinator
Literacy Across All Content Areas	Teachers will be trained to effectively implement Thinking Strategies instructional support through professional learning.	Direct Instruction, Professional Learning	01/04/2016	08/03/2020	\$9600	Mr. Robert Tuck, Mrs. Donna Annis, Classroom Teachers, Building Principals
Communication	a.) Maintain student grades (6-12) for parent access. b.) Contract with company to maintain school/district website and support development of websites.	Community Engagement	07/04/2012	05/30/2017	\$8000	DTC
Total					\$110500	

IDEA

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Google Docs Text-To-Speech	Students who require a reader as an accommodation will utilize Google Docs to read documents and online information through text to speech technology.	Technology	12/08/2014	06/30/2016	\$2000	Special Education Staff, Dir. of Special Education, Technology Coordinator
Co-Teaching	All English teachers (regular and special education) will receive professional development on co-teaching through the Green River Regional Education Cooperative on differentiated instruction.	Professional Learning	12/08/2014	12/18/2015	\$500	Director of Special Education, High School Principals
College Visits	Special Education Teachers take grade 12 students to visit college campuses and disability coordinators in the region.	Field Trip	08/10/2015	05/30/2018	\$500	Principals, Dir. of Special Education, Special Education Teachers
Supplemental Reading	Students with reading disabilities will take a remediated reading course annually throughout their high school careers to increase reading success for life.	Academic Support Program	08/07/2014	05/20/2016	\$5000	DoSe and High school principal
					Total	\$8000

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PLC protocol	School level PLCs will utilize the district protocol on a monthly basis to reflect school level strategies and activities impact on student achievement.	Professional Learning	08/09/2013	05/30/2017	\$0	District Instructional Coord., Building principals and classroom teachers, department heads
Response to Intervention	Teachers will utilize research based strategies in response to intervention for identified at risk students during a structured scheduled time based on a diagnosed need.	Direct Instruction	01/04/2016	08/03/2020	\$0	Teachers, Building Principals
Bear Paws	Use of Bear Paws as a motivational system to reward students for good behavior and hard work.	Academic Support Program	12/02/2016	05/31/2017	\$0	High School Principal Classroom Teachers

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Data review	School personnel will disaggregate formative and summative data to guide, revise and refine curriculum. By using CIITS, ACT, and classroom data, students will be identified for remediation needs and provided interventions. A monitoring system for identifying students will be implemented.	Other	08/13/2012	05/31/2016	\$0	CTE staff, guidance, classroom teachers and building and district administration
Career Pathways Recruitment	High school CTE Teachers, upperclassmen and guidance will present career pathways options and benefits to incoming freshmen before registration into the high school.	Career Preparation/Orientation	02/04/2013	05/30/2017	\$0	CTE staff and Guidance
Lesson Objective	Teachers will post I can statements, standard or lesson objectives in classrooms to focus instruction.	Direct Instruction	01/04/2016	08/01/2020	\$0	Teachers
Mentors for Novice Students	Novice students will be assigned mentors in order to boost morale and student motivation.	Tutoring	12/02/2016	05/31/2017	\$0	Classroom Teachers
Goal Setting	Students and parents will set MAP test goals during parent conference.	Parent Involvement	12/02/2016	05/31/2018	\$0	Building Principals, Teachers
Drug and Alcohol	The Youth Service Center will collaborate with the middle and high school staff to conduct student surveys. Surveys will be utilized to look at at-risk behaviors by the Drug Coalition partnership, who will develop plans to reduce drug and alcohol abuse.	Community Engagement	08/09/2012	06/08/2018	\$0	Youth Service Center staff, superintendent and Safe schools coordinator
Data Analysis/Program Effectiveness Planning	The district will set aside a day in the calendar for disaggregation of data and effectiveness of school-wide programs in meeting the goals set forth.	Professional Learning	08/07/2015	12/01/2016	\$0	All teachers, principals and district admin.
Leveled Instruction	Students will receive leveled instruction based on MAP testing data and monitored for progress.	Direct Instruction, Academic Support Program	12/02/2016	05/31/2018	\$0	Building Principals, Classroom Teachers
Differentiated Instruction	Teachers will differentiate lessons based on need to offer continued learning opportunities for all students	Direct Instruction	01/04/2016	08/03/2020	\$0	Classroom Teachers
Common Knowledge	Representative staff from all schools will attend standards based writing training with Abell and Atherton to come to a common knowledge of what standards based writing plans look like and what practices will help increase students ability to write for real-life purposes. Those that attend the training will be required to take information back to their respective schools and work with their administration on ways to revise their current writing plans to include these strategies across the school. Schools will calibrate and score pieces against specified rubric in a calibration session at each school annually.	Professional Learning	06/17/2013	05/31/2016	\$0	Classroom teachers, building principals, District coordinator

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Career Education	All schools will create and monitor career teaching and learning plans through their program review process. The district will provide an external review process .	Career Preparation/Orientation	08/08/2012	05/30/2017	\$0	School building Administrators, CTE staff, classroom teachers, guidance
Power Standards Utilization	Teacher create and use power standards to identify focus for their instruction. Teachers use formative assessments and/or common assessments to identify mastery of identified power standards.	Direct Instruction	01/04/2016	08/01/2020	\$0	Teachers
ATC Opportunity	All students will have the opportunity to utilize course offerings at the BC Area Technology Center and staff will collaborate on scheduling to ensure preparatory and/or completer status of those pursuing career pathways provided by the ATC.	Academic Support Program	08/08/2012	05/31/2016	\$0	ATC administration , high school administration and guidance
Scrimmages/Common Assessments	Teachers will create and utilize scrimmages and/or common assessments in order to determine student progress and mastery.	Direct Instruction	01/04/2016	08/01/2016	\$0	Teachers, Building Principals
High School Student Mentors	High level high school students will be assigned to novice students as mentors.	Tutoring	12/02/2016	05/31/2017	\$0	High School Principal
At-risk Monitor and Support	Use CIITS and TEDS to monitor those students at-risk of not meeting college and career ready benchmarks. Provide intervention strategies, advisement and course placement to support those students. Monitoring checks should be done beginning, middle and end of year.	Academic Support Program	07/16/2012	05/31/2016	\$0	District Instructional Support, CTE Staff, Guidance Counselors, Administration
PASS Program	A teacher from each school will be trained to be a PASS coach and the program will be implemented with each student in all the schools with behavior management problems. This would be a tier three intervention for the Kentucky System of Intervention (KSI).	Behavioral Support Program	01/31/2013	05/25/2018	\$0	Director of Special Education, Building Principals, All Teachers
Instructional Planning	Building Principals and Classroom Teachers will work together with the district to create/revise and use pacing guides.	Professional Learning	01/04/2016	08/01/2020	\$0	District Level, Building Principals, Teachers, Teacher Leaders
Common Organizer	Teachers utilize a district wide common organizer and common language to helps students organize and expand on the elements of writing at each level.	Direct Instruction	05/27/2013	05/31/2017	\$0	District PD Coordinator, classroom teachers, Building Principals
Total					\$0	

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Perkins

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	CTE staff will attend professional development annually to increase competency in Perkins Performance Measures.	Professional Learning	06/18/2013	05/31/2016	\$2000	CTE staff and building administration
Total					\$2000	

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
System of Support	Teachers utilize resources to meet the needs of students in order to reduce barriers to learning.	Academic Support Program, Community Engagement	01/04/2016	08/03/2020	\$0	Classroom Teachers, Building Principals, FRYSC
Total					\$0	

Senate Bill 97 Grant Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Dropout Prevention	Project based courses will be developed for those seniors at risk for dropping out due to hardship as determined by district committee and high school and administration. Sunset academy will meet in the evenings and one weekend makeup day. The community education director will be responsible for administering the project based courses and tracking attendance. Students must follow all BCHS guidelines.	Academic Support Program	01/05/2015	06/30/2015	\$10000	Superintendent, BCHS guidance staff, BCHS principal, Community Ed Director
Total					\$10000	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
OWLS	The On Our Way to Learning program was developed and designed to engage toddler and preschool students in a rural area. This will give them a head start in reaching preschool kindergarten goals. Parents are trained in academic support topics, while toddlers and preschoolers receive instruction and constructive play to develop skills.	Community Engagement	12/02/2011	05/25/2018	\$3000	Family Resource Center and Volunteers Building principal
Total					\$3000	

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Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Attendance	The FRYSC will continue to support/coordinate wellness checks for hearing, vision and dental as available. They will continue to be a liaison for the school in supporting students through contacts with homes and/or visits to address attendance and any other barriers keeping a child from being successful including but not limited to counseling and medical referrals. These services may include those students deemed homeless. Collaborate with the courts to decrease truancy through a diversion program.	Other	07/04/2012	05/18/2018	\$217	FRYSC Directors; Principals; DPP, Title I Coordinator, Homeless Coordinator
School allocations	Allocate funds to school-wide programs for instruction, staffing, support services, and parental involvement.	Academic Support Program	07/04/2012	09/05/2017	\$602381	Building principals and SBDM council, Title I coordinator.
Total					\$602598	

USAC Technology

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Infrastructure	Continue to maintain, upgrade, and/or acquire technology, meeting KETS standards & enhancing teaching/learning: a. Purchase peripheral equipment for each school. b. Maintain proxy server and install desktop monitoring systems c. Continue to purchase Internet filtering software and MS Office supports. d. Implement plan to replace and upgrade existing workstations (417). e. Maintain internet service. f. Purchase and maintain Helpdesk.	Technology	06/08/2012	05/30/2017	\$374000	District Technology Coordinator
Communication	a.) Maintain student grades (6-12) for parent access. b.) Contract with company to maintain school/district website and support development of websites.	Community Engagement	07/04/2012	05/30/2017	\$1200	DTC
Total					\$375200	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Comprehensive District Improvement Plan

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Teacher Training	Classroom preschool teachers will attend yearly early childhood conferences sponsored by Simpson County Regional Training Center and the Kentucky Dept. of Education	Professional Learning	06/01/2015	05/31/2019	\$2000	Preschool Coordinator
GT-Primary Talent Pool	Gifted Coordinator and Instructor will educate faculty and staff on identification and referral of those students in grades K-3 for the primary talent pool. Once referred and identified with those characteristics, a program will be implemented to develop the identified skill areas for said students.	Academic Support Program	11/04/2013	06/09/2017	\$650	gifted coordinator, Gifted instructor, classroom teachers, principals
Extended School Services	Funds will be allocated to schools to provide tutoring for students in Math and Reading in multiple settings: before, after and during school.	Tutoring	07/04/2013	05/31/2016	\$57768	District ESS Coordinator, Building Principals and ESS teachers and paraeducators
Extended School Services	ESS will be provided to identified students to provide tutoring for students in Reading and Math.	Tutoring	01/04/2016	08/01/2020	\$52342	ESS District Coordinator, Building principals, ESS School Coordinator, ESS teacher and paraeducators
Total					\$112760	

Title III

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ESL	Support schools in providing services for ESL populations: Staff, curriculum (Rosetta Stone), professional development in providing services to ESL students, materials and supplies.	Academic Support Program	08/09/2012	09/01/2015	\$7476	Title III Coordinator, Building principal
ELL Professional Development	Certified and Classified teachers will be given the opportunity to participate in professional development in supporting ELL students in their classrooms.	Academic Support Program	03/17/2014	06/16/2017	\$500	ELL teacher, PD coordinator, Principals, Classroom teachers
Total					\$7976	

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Analysis/Program Effectiveness Planning	The district will set aside a day in the calendar for disaggregation of data and effectiveness of school-wide programs in meeting the goals set forth.	Professional Learning	08/07/2015	12/01/2016	\$0	All teachers, principals and district admin.
PGES Training	All administrators in the district will be trained on the EDS module for the Professional Growth and Effectiveness instrument. Teachers will be trained in the individual components and rating system for TPGES and PPGES and how to use their EDS module for effectiveness including but not limited to roster verification, self reflection, peer observation and professional and student goal setting.	Policy and Process	03/29/2013	09/28/2018	\$5500	All Certified Evaluators in the district, district evaluation coordinator, classroom teachers
Peer Observer training	Each school will use Kentucky Department of Education resources to train Peer Evaluators for their buildings. The district will develop guidelines for peer evaluator selection with input from principals. Principals will ensure that qualifications are met by the peer observer and will maintain records of training within their individual buildings. The district will support training of and provide substitutes for peer observations.	Professional Learning	05/30/2013	05/30/2017	\$2000	District administration , building administration and peer observers.
Formative Assessment Academy	Teachers will be trained in formative assessment philosophy, concept, theory and application. The fall of each year there will be a five session academy to train classroom teachers and administrators. The goal is to have all teachers trained in formative assessment practices by 2015. Principals identify those teachers that have not been trained annually to be participants. All new principals and classroom teachers will be required to participate in the academy.	Professional Learning	08/08/2011	05/30/2017	\$3000	District Instructional Coordinator, Building Principals, Classroom Teachers
Focus on Teaching	Professional development in the areas of Planning and Preparation, Classroom Environment, and Instruction: Classroom management, student engagement, literacy instruction, writing instruction, vocabulary instruction, mathematical practices	Professional Learning	08/05/2013	05/30/2017	\$3500	District Instructional staff, building principals and classroom teachers

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Career Education	All schools will create and monitor career teaching and learning plans through their program review process. The district will provide an external review process .	Career Preparation/Orientation	08/08/2012	05/30/2017	\$0	School building Administrators, CTE staff, classroom teachers, guidance
Extended School Services	Funds will be allocated to schools to provide tutoring for students in Math and Reading in multiple settings: before, after and during school.	Tutoring	07/04/2013	05/31/2016	\$57768	District ESS Coordinator, Building Principals and ESS teachers and paraeducators
ESL	Support schools in providing services for ESL populations: Staff, curriculum (Rosetta Stone), professional development in providing services to ESL students, materials and supplies.	Academic Support Program	08/09/2012	09/01/2015	\$7476	Title III Coordinator, Building principal
Curriculum	Teachers will continue to meet in grade level and subject level Learning Communities to review and revise curriculum maps and modules in the areas of English Language Arts and Math. Science and Social Studies teachers will attend teacher leader network training for implementation of new standards and share with the colleagues and staff through staff meetings, newsletters and PLC agenda items.	Professional Learning	07/23/2012	05/30/2017	\$5000	District Title II Coordinator, Building Principals and classroom teachers, teacher leaders
PLC protocol	School level PLCs will utilize the district protocol on a monthly basis to reflect school level strategies and activities impact on student achievement.	Professional Learning	08/09/2013	05/30/2017	\$0	District Instructional Coord., Building principals and classroom teachers, department heads
Policies, Plans and Procedures	To review/update documents annually (e.g., crises intervention plans, bldg.-level security plans, student handbooks, Code of Acceptable Beh. & Discipline, procedures, etc.)	Policy and Process	07/04/2012	05/30/2017	\$1000	All staff

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Programming	Teach ATOD & violence prevention curriculum, such as anti-bullying. Implement character education curriculum. Teach suicide prevention strategies to students and staff at the high school. Provide SRO services to schools. Family Resource Center provides Bully program at Elementary schools.	Behavioral Support Program	08/08/2012	05/25/2018	\$27000	Safe Schools Coordinator, SRO, Superintendent, Youth Service Center, Building principals, classroom teachers
Planning and Facilities	As possible, to make facility and equipment improvements. Follow the facility plan and regulations as appropriate. Implement Behavior Models: Leader in Me, KYCID-PBIS (Positive Behavior Intervention Strategies), PASS, Convene Safe Schools Forums Annually as needed. BCHS Safety Ambassador Program Provide safety information and programs to schools.	Policy and Process	07/30/2012	06/15/2018	\$0	Building Administrators and staff, Safe Schools Coordinator, Butler County High School Assistant Principal
Communications	Promote our schools through communication with parents and community: a. Develop back-to-school media inserts. b. Provide training to school volunteers. c. Increase the number of positive public relations communications (i.e., news and photos) going to media sources d. Coordinate parent universities for high school students explaining all of the resources available to monitor progress toward college and/or career readiness. e. Fund schoolnet website for schools. f. Collaborate with local media outlets. g. Conduct stakeholder surveys every other year.	Community Engagement	07/04/2012	06/15/2018	\$2300	Resource Teachers; Instructional Coordinator; Community Education Director
Attendance	The FRYSC will continue to support/coordinate wellness checks for hearing, vision and dental as available. They will continue to be a liaison for the school in supporting students through contacts with homes and/or visits to address attendance and any other barriers keeping a child from being successful including but not limited to counseling and medical referrals. These services may include those students deemed homeless. Collaborate with the courts to decrease truancy through a diversion program.	Other	07/04/2012	05/18/2018	\$217	FRYSC Directors; Principals; DPP, Title I Coordinator, Homeless Coordinator
Community and Adult Education Services	Continue to provide adult education services to high school dropouts, allowing them to earn up to four credits. Provide in-school, after-school and summer activities to engage students, parents, and community. Provide service learning opportunities to schools and community organizations. Provide a calendar of opportunities to support community education as the grant provides.	Community Engagement	07/04/2012	05/26/2017	\$0	Adult Ed Instructor; Comm. Ed. Coordinator; ESS & Title I Coordinator; FRYSC

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Infrastructure	Continue to maintain, upgrade, and/or acquire technology, meeting KETS standards & enhancing teaching/learning: a. Purchase peripheral equipment for each school. b. Maintain proxy server and install desktop monitoring systems c. Continue to purchase Internet filtering software and MS Office supports. d. Implement plan to replace and upgrade existing workstations (417). e. Maintain internet service. f. Purchase and maintain Helpdesk.	Technology	06/08/2012	05/30/2017	\$398000	District Technology Coordinator
Teaching and Learning	a. Maintain United Streaming b. Pursue professional development opportunities for instructional delivery using technology and student productivity c. Provide professional development for District computer tech. d. Support technology training through building level STC e. Provide training for CIITS information system on curriculum development, assessment and using data to inform instruction. f. Support research in the classrooms by funding a portion of KYVL.	Technology	07/04/2012	05/30/2017	\$8800	PD Coordinator, District Technology Coordinator
Communication	a.) Maintain student grades (6-12) for parent access. b.) Contract with company to maintain school/district website and support development of websites.	Community Engagement	07/04/2012	05/30/2017	\$9200	DTC
HQT	The districts and schools will maintain and/or provide assistance in making sure all personnel are highly qualified in the area(s) they teach	Recruitment and Retention	07/04/2012	05/30/2017	\$300	Title I I coord. and PD Coordinator, principals
Drug Screening	The district will continue to support the random drug testing program for students that are involved in extra curricular programs, those that drive and for all Butler County employees.	Other	08/08/2011	06/15/2018	\$2500	District Health Coordinator, District nurse, Transportation Director
Common Knowledge	Representative staff from all schools will attend standards based writing training with Abell and Atherton to come to a common knowledge of what standards based writing plans look like and what practices will help increase students ability to write for real-life purposes. Those that attend the training will be required to take information back to their respective schools and work with their administration on ways to revise their current writing plans to include these strategies across the school. Schools will calibrate and score pieces against specified rubric in a calibration session at each school annually.	Professional Learning	06/17/2013	05/31/2016	\$0	Classroom teachers, building principals, District coordinator

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Common Organizer	Teachers utilize a district wide common organizer and common language to help students organize and expand on the elements of writing at each level.	Direct Instruction	05/27/2013	05/31/2017	\$0	District PD Coordinator, classroom teachers, Building Principals
ELL Professional Development	Certified and Classified teachers will be given the opportunity to participate in professional development in supporting ELL students in their classrooms.	Academic Support Program	03/17/2014	06/16/2017	\$500	ELL teacher, PD coordinator, Principals, Classroom teachers
PPGES support	Principals will attend KLA and GRREC ISLN meetings to stay abreast of growth opportunities and strategies to grow highly effective teachers by strengthening their own leadership capacity.	Professional Learning	07/01/2014	05/30/2017	\$2000	District administrators and Building principals
Student Leadership	The district will research best practices in moving students to gain employability skills. The community has shown a great interest in supporting this endeavor	Community Engagement	01/05/2015	06/15/2018	\$13000	Superintendent, building principals, community stakeholders
Instructional Planning	Building Principals and Classroom Teachers will work together with the district to create/revise and use pacing guides.	Professional Learning	01/04/2016	08/01/2020	\$0	District Level, Building Principals, Teachers, Teacher Leaders
Focus On Teaching	New teachers will be trained on common core standards that are appropriate to their grade level.	Professional Learning	01/04/2016	08/01/2020	\$0	Mr. Robert Tuck, Mrs. Donna Annis, Building Principals, Classroom Teachers
Lesson Objective	Teachers will post I can statements, standard or lesson objectives in classrooms to focus instruction.	Direct Instruction	01/04/2016	08/01/2020	\$0	Teachers
Power Standards Utilization	Teacher create and use power standards to identify focus for their instruction. Teachers use formative assessments and/or common assessments to identify mastery of identified power standards.	Direct Instruction	01/04/2016	08/01/2020	\$0	Teachers

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Extended School Services	ESS will be provided to identified students to provide tutoring for students in Reading and Math.	Tutoring	01/04/2016	08/01/2020	\$52342	ESS District Coordinator, Building principals, ESS School Coordinator, ESS teacher and paraeducators
Formative Assessment	Teachers will be trained through the Formative Assessment Academy to utilize formative assessments to guide instruction.	Professional Learning	01/04/2016	08/01/2020	\$2100	Mr. Robert Tuck, Mrs. Donna Annis, Building Principals, Classroom Teachers
Scrimmages/Common Assessments	Teachers will create and utilize scrimmages and/or common assessments in order to determine student progress and mastery.	Direct Instruction	01/04/2016	08/01/2016	\$0	Teachers, Building Principals
Response to Intervention	Teachers will utilize research based strategies in response to intervention for identified at risk students during a structured scheduled time based on a diagnosed need.	Direct Instruction	01/04/2016	08/03/2020	\$0	Teachers, Building Principals
Differentiated Instruction	Teachers will differentiate lessons based on need to offer continued learning opportunities for all students	Direct Instruction	01/04/2016	08/03/2020	\$0	Classroom Teachers
Literacy Across All Content Areas	Teachers will be trained to effectively implement Thinking Strategies instructional support through professional learning.	Direct Instruction, Professional Learning	01/04/2016	08/03/2020	\$9600	Mr. Robert Tuck, Mrs. Donna Annis, Classroom Teachers, Building Principals
System of Support	Teachers utilize resources to meet the needs of students in order to reduce barriers to learning.	Academic Support Program, Community Engagement	01/04/2016	08/03/2020	\$0	Classroom Teachers, Building Principals, FRYSC
Leveled Instruction	Students will receive leveled instruction based on MAP testing data and monitored for progress.	Direct Instruction, Academic Support Program	12/02/2016	05/31/2018	\$0	Building Principals, Classroom Teachers
Goal Setting	Students and parents will set MAP test goals during parent conference.	Parent Involvement	12/02/2016	05/31/2018	\$0	Building Principals, Teachers
High School Student Mentors	High level high school students will be assigned to novice students as mentors.	Tutoring	12/02/2016	05/31/2017	\$0	High School Principal

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Mentors for Novice Students	Novice students will be assigned mentors in order to boost morale and student motivation.	Tutoring	12/02/2016	05/31/2017	\$0	Classroom Teachers
Bear Paws	Use of Bear Paws as a motivational system to reward students for good behavior and hard work.	Academic Support Program	12/02/2016	05/31/2017	\$0	High School Principal Classroom Teachers
Total					\$613103	

North Butler Elementary

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Training in Support Programs	Special education and RTI delivery staff at all school levels will receive professional development in using SRA reading and writing programs, and/or Moby Max. They will also attend trainings such as "Teach Me to Read," "Closing the Writing Gap," "Math Connections," and others offered by GRREC and other regional cooperatives to increase the reading, writing and math scores in the disability gap group and RTI Tier 2 and 3 group.	Professional Learning	02/01/2013	08/08/2017	\$2000	Director of Special Education, All Principals
Literacy Coaching	Teachers will be involved across three years in a coaching model for literacy best practices. A consultant from GRREC will be training, observing and giving feedback to a teacher from each content area. Teachers will implement strategies and share with colleagues in PLC and teachers will observe one another. The principal will support scheduling and collaborate with GRREC and district instructional coordinator.	Professional Learning	10/15/2012	06/09/2017	\$2100	District admin, Principal, classroom teachers
Why Try Social Skills Curriculum	A teacher at Butler County High, Butler County Middle, Morgantown Elementary and North Butler Elementary will attend professional development on the use and implementation of "Why Try" social skills curriculum.	Behavioral Support Program	01/31/2013	05/27/2016	\$2000	Director of Special Education, Principals
Data Day	There will be a day set aside in the district calendar for schools to disaggregate their summative data from the previous school year (upon release) to analyze the impact of improvement strategies. District will assist schools by providing a protocol for looking at key indicators. Schools will report their findings to the SBDM council and the board of education. Reports shall include measures identified as strengths and weaknesses compared to delivery targets and Next Steps for reaching delivery targets.	Policy and Process	09/16/2013	05/30/2016	\$500	District Instructional Staff, School administrators and classroom teachers.
School allocations	Allocate funds to school-wide programs for instruction, staffing, support services, and parental involvement.	Academic Support Program	07/04/2012	09/05/2017	\$602381	Building principals and SBDM council, Title I coordinator.

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Class Size Reduction	The district will fund highly qualified teachers in those grade levels that exceed recommended class cap size.	Class Size Reduction	07/04/2013	09/01/2015	\$100107	District Title II Coordinator and Building principals
OWLS	The On Our Way to Learning program was developed and designed to engage toddler and preschool students in a rural area. This will give them a head start in reaching preschool kindergarten goals. Parents are trained in academic support topics, while toddlers and preschoolers receive instruction and constructive play to develop skills.	Community Engagement	12/02/2011	05/25/2018	\$3000	Family Resource Center and Volunteers Building principal
GT-Primary Talent Pool	Gifted Coordinator and Instructor will educate faculty and staff on identification and referral of those students in grades K-3 for the primary talent pool. Once referred and identified with those characteristics, a program will be implemented to develop the identified skill areas for said students.	Academic Support Program	11/04/2013	06/09/2017	\$650	gifted coordinator, Gifted instructor, classroom teachers, principals
Teacher Training	Classroom preschool teachers will attend yearly early childhood conferences sponsored by Simpson County Regional Training Center and the Kentucky Dept. of Education	Professional Learning	06/01/2015	05/31/2019	\$2000	Preschool Coordinator
Total					\$714738	

Morgantown Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Training in Support Programs	Special education and RTI delivery staff at all school levels will receive professional development in using SRA reading and writing programs, and/or Moby Max. They will also attend trainings such as "Teach Me to Read," "Closing the Writing Gap," "Math Connections," and others offered by GRREC and other regional cooperatives to increase the reading, writing and math scores in the disability gap group and RTI Tier 2 and 3 group.	Professional Learning	02/01/2013	08/08/2017	\$2000	Director of Special Education, All Principals
Literacy Coaching	Teachers will be involved across three years in a coaching model for literacy best practices. A consultant from GRREC will be training, observing and giving feedback to a teacher from each content area. Teachers will implement strategies and share with colleagues in PLC and teachers will observe one another. The principal will support scheduling and collaborate with GRREC and district instructional coordinator.	Professional Learning	10/15/2012	06/09/2017	\$2100	District admin, Principal, classroom teachers
PASS Program	A teacher from each school will be trained to be a PASS coach and the program will be implemented with each student in all the schools with behavior management problems. This would be a tier three intervention for the Kentucky System of Intervention (KSI).	Behavioral Support Program	01/31/2013	05/25/2018	\$0	Director of Special Education, Building Principals, All Teachers

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Why Try Social Skills Curriculum	A teacher at Butler County High, Butler County Middle, Morgantown Elementary and North Butler Elementary will attend professional development on the use and implementation of "Why Try" social skills curriculum.	Behavioral Support Program	01/31/2013	05/27/2016	\$2000	Director of Special Education, Principals
Data Day	There will be a day set aside in the district calendar for schools to disaggregate their summative data from the previous school year (upon release) to analyze the impact of improvement strategies. District will assist schools by providing a protocol for looking at key indicators. Schools will report their findings to the SBDM council and the board of education. Reports shall include measures identified as strengths and weaknesses compared to delivery targets and Next Steps for reaching delivery targets.	Policy and Process	09/16/2013	05/30/2016	\$500	District Instructional Staff, School administrators and classroom teachers.
School allocations	Allocate funds to school-wide programs for instruction, staffing, support services, and parental involvement.	Academic Support Program	07/04/2012	09/05/2017	\$602381	Building principals and SBDM council, Title I coordinator.
Class Size Reduction	The district will fund highly qualified teachers in those grade levels that exceed recommended class cap size.	Class Size Reduction	07/04/2013	09/01/2015	\$100107	District Title II Coordinator and Building principals
OWLS	The On Our Way to Learning program was developed and designed to engage toddler and preschool students in a rural area. This will give them a head start in reaching preschool kindergarten goals. Parents are trained in academic support topics, while toddlers and preschoolers receive instruction and constructive play to develop skills.	Community Engagement	12/02/2011	05/25/2018	\$3000	Family Resource Center and Volunteers Building principal
GT-Primary Talent Pool	Gifted Coordinator and Instructor will educate faculty and staff on identification and referral of those students in grades K-3 for the primary talent pool. Once referred and identified with those characteristics, a program will be implemented to develop the identified skill areas for said students.	Academic Support Program	11/04/2013	06/09/2017	\$650	gifted coordinator, Gifted instructor, classroom teachers, principals
Teacher Training	Classroom preschool teachers will attend yearly early childhood conferences sponsored by Simpson County Regional Training Center and the Kentucky Dept. of Education	Professional Learning	06/01/2015	05/31/2019	\$2000	Preschool Coordinator
Total					\$714738	

Butler County Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Comprehensive District Improvement Plan

Butler County

Training in Support Programs	Special education and RTI delivery staff at all school levels will receive professional development in using SRA reading and writing programs, and/or Moby Max. They will also attend trainings such as "Teach Me to Read," "Closing the Writing Gap," "Math Connections," and others offered by GRREC and other regional cooperatives to increase the reading, writing and math scores in the disability gap group and RTI Tier 2 and 3 group.	Professional Learning	02/01/2013	08/08/2017	\$2000	Director of Special Education, All Principals
Literacy Coaching	Teachers will be involved across three years in a coaching model for literacy best practices. A consultant from GRREC will be training, observing and giving feedback to a teacher from each content area. Teachers will implement strategies and share with colleagues in PLC and teachers will observe one another. The principal will support scheduling and collaborate with GRREC and district instructional coordinator.	Professional Learning	10/15/2012	06/09/2017	\$2100	District admin, Principal, classroom teachers
PASS Program	A teacher from each school will be trained to be a PASS coach and the program will be implemented with each student in all the schools with behavior management problems. This would be a tier three intervention for the Kentucky System of Intervention (KSI).	Behavioral Support Program	01/31/2013	05/25/2018	\$0	Director of Special Education, Building Principals, All Teachers
Why Try Social Skills Curriculum	A teacher at Butler County High, Butler County Middle, Morgantown Elementary and North Butler Elementary will attend professional development on the use and implementation of "Why Try" social skills curriculum.	Behavioral Support Program	01/31/2013	05/27/2016	\$2000	Director of Special Education, Principals
Data Day	There will be a day set aside in the district calendar for schools to disaggregate their summative data from the previous school year (upon release) to analyze the impact of improvement strategies. District will assist schools by providing a protocol for looking at key indicators. Schools will report their findings to the SBDM council and the board of education. Reports shall include measures identified as strengths and weaknesses compared to delivery targets and Next Steps for reaching delivery targets.	Policy and Process	09/16/2013	05/30/2016	\$500	District Instructional Staff, School administrators and classroom teachers.
Career Day	In collaboration with school staff, the Youth Service Center will coordinate, plan and deliver a Career Day venue to introduce students to multiple career paths and recruit guest speakers for both traditional and non-traditional roles.	Career Preparation/Orientation	03/14/2012	05/30/2017	\$0	Youth Service Center, classroom teachers, building admin.
Resource Support	District will allocate funds for the high school for supporting student growth. (APEX and Credit Recovery, alternative learning) .	Academic Support Program	08/06/2012	05/31/2016	\$8000	District Instructional Coord. and building principal

Comprehensive District Improvement Plan

Butler County

School allocations	Allocate funds to school-wide programs for instruction, staffing, support services, and parental involvement.	Academic Support Program	07/04/2012	09/05/2017	\$602381	Building principals and SBDM council, Title I coordinator.
Alternative	Provide an alternative learning option for middle and high school students. Assist in identifying resources for bldg. ALC classrooms or ICE program.	Behavioral Support Program	07/04/2012	05/30/2017	\$72000	ALC staff, Building principals and District Safe Schools Coordinator
Drug and Alcohol	The Youth Service Center will collaborate with the middle and high school staff to conduct student surveys. Surveys will be utilized to look at at-risk behaviors by the Drug Coalition partnership, who will develop plans to reduce drug and alcohol abuse.	Community Engagement	08/09/2012	06/08/2018	\$0	Youth Service Center staff, superintendent and Safe schools coordinator
Google Docs Text-To-Speech	Students who require a reader as an accommodation will utilize Google Docs to read documents and online information through text to speech technology.	Technology	12/08/2014	06/30/2016	\$2000	Special Education Staff, Dir. of Special Education, Technology Coordinator
					Total	\$690981

Butler County Learning Center

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
At-risk Monitor and Support	Use CIITS and TEDS to monitor those students at-risk of not meeting college and career ready benchmarks. Provide intervention strategies, advisement and course placement to support those students. Monitoring checks should be done beginning, middle and end of year.	Academic Support Program	07/16/2012	05/31/2016	\$0	District Instructional Support, CTE Staff, Guidance Counselors, Administration
Transition Fair	Transition Fair for all 11th and 12th graders, with special invitations for parents to attend.	Community Engagement	01/31/2013	05/30/2014	\$300	Principal, Regional Interagency Transition Team (GRREC)
Alternative	Provide an alternative learning option for middle and high school students. Assist in identifying resources for bldg. ALC classrooms or ICE program.	Behavioral Support Program	07/04/2012	05/30/2017	\$72000	ALC staff, Building principals and District Safe Schools Coordinator

Comprehensive District Improvement Plan

Butler County

College Fair	A college fair will be organized and held where representatives from colleges across the state will be asked to attend, recruit, and inform the students of their opportunities, both through regular education spokesmen and disability coordinators.	Career Preparation/Orientation	02/01/2013	05/30/2017	\$250	Youth Service Center, Principals, Director of Special Education, Guidance Staff, GRREC RITT representative s.
Total					\$72550	

Butler County High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Co-Teaching	All English teachers (regular and special education) will receive professional development on co-teaching through the Green River Regional Education Cooperative on differentiated instruction.	Professional Learning	12/08/2014	12/18/2015	\$500	Director of Special Education, High School Principals
Training in Support Programs	Special education and RTI delivery staff at all school levels will receive professional development in using SRA reading and writing programs, and/or Moby Max. They will also attend trainings such as "Teach Me to Read," "Closing the Writing Gap," "Math Connections," and others offered by GRREC and other regional cooperatives to increase the reading, writing and math scores in the disability gap group and RTI Tier 2 and 3 group.	Professional Learning	02/01/2013	08/08/2017	\$2000	Director of Special Education, All Principals
At-risk Monitor and Support	Use CIITS and TEDS to monitor those students at-risk of not meeting college and career ready benchmarks. Provide intervention strategies, advisement and course placement to support those students. Monitoring checks should be done beginning, middle and end of year.	Academic Support Program	07/16/2012	05/31/2016	\$0	District Instructional Support, CTE Staff, Guidance Counselors, Administration
Intervention	An intervention program will be taught out to support students who have a high risk value on the Persistence to Graduate Tool and who are not meeting CCR benchmarks.	Academic Support Program	08/07/2014	05/20/2016	\$1000	Guidance, and intervention staffing
Literacy Coaching	Teachers will be involved across three years in a coaching model for literacy best practices. A consultant from GRREC will be training, observing and giving feedback to a teacher from each content area. Teachers will implement strategies and share with colleagues in PLC and teachers will observe one another. The principal will support scheduling and collaborate with GRREC and district instructional coordinator.	Professional Learning	10/15/2012	06/09/2017	\$2100	District admin, Principal, classroom teachers

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PASS Program	A teacher from each school will be trained to be a PASS coach and the program will be implemented with each student in all the schools with behavior management problems. This would be a tier three intervention for the Kentucky System of Intervention (KSI).	Behavioral Support Program	01/31/2013	05/25/2018	\$0	Director of Special Education, Building Principals, All Teachers
Why Try Social Skills Curriculum	A teacher at Butler County High, Butler County Middle, Morgantown Elementary and North Butler Elementary will attend professional development on the use and implementation of "Why Try" social skills curriculum.	Behavioral Support Program	01/31/2013	05/27/2016	\$2000	Director of Special Education, Principals
Transition Fair	Transition Fair for all 11th and 12th graders, with special invitations for parents to attend.	Community Engagement	01/31/2013	05/30/2014	\$300	Principal, Regional Interagency Transition Team (GRREC)
Data Day	There will be a day set aside in the district calendar for schools to disaggregate their summative data from the previous school year (upon release) to analyze the impact of improvement strategies. District will assist schools by providing a protocol for looking at key indicators. Schools will report their findings to the SBDM council and the board of education. Reports shall include measures identified as strengths and weaknesses compared to delivery targets and Next Steps for reaching delivery targets.	Policy and Process	09/16/2013	05/30/2016	\$500	District Instructional Staff, School administrators and classroom teachers.
Career Pathways Recruitment	High school CTE Teachers, upperclassmen and guidance will present career pathways options and benefits to incoming freshmen before registration into the high school.	Career Preparation/Orientation	02/04/2013	05/30/2017	\$0	CTE staff and Guidance
Career Day	In collaboration with school staff, the Youth Service Center will coordinate, plan and deliver a Career Day venue to introduce students to multiple career paths and recruit guest speakers for both traditional and non-traditional roles.	Career Preparation/Orientation	03/14/2012	05/30/2017	\$0	Youth Service Center, classroom teachers, building admin.
Data review	School personnel will disaggregate formative and summative data to guide, revise and refine curriculum. By using CIITS, ACT, and classroom data, students will be identified for remediation needs and provided interventions. A monitoring system for identifying students will be implemented.	Other	08/13/2012	05/31/2016	\$0	CTE staff, guidance, classroom teachers and building and district administration
Professional Development	CTE staff will attend professional development annually to increase competency in Perkins Performance Measures.	Professional Learning	06/18/2013	05/31/2016	\$2000	CTE staff and building administration
ATC Opportunity	All students will have the opportunity to utilize course offerings at the BC Area Technology Center and staff will collaborate on scheduling to ensure preparatory and/or completer status of those pursuing career pathways provided by the ATC.	Academic Support Program	08/08/2012	05/31/2016	\$0	ATC administration, high school administration and guidance

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Resource Support	District will allocate funds for the high school for supporting student growth. (APEX and Credit Recovery, alternative learning) .	Academic Support Program	08/06/2012	05/31/2016	\$8000	District Instructional Coord. and building principal
Alternative	Provide an alternative learning option for middle and high school students. Assist in identifying resources for bldg. ALC classrooms or ICE program.	Behavioral Support Program	07/04/2012	05/30/2017	\$72000	ALC staff, Building principals and District Safe Schools Coordinator
Drug and Alcohol	The Youth Service Center will collaborate with the middle and high school staff to conduct student surveys. Surveys will be utilized to look at at-risk behaviors by the Drug Coalition partnership, who will develop plans to reduce drug and alcohol abuse.	Community Engagement	08/09/2012	06/08/2018	\$0	Youth Service Center staff, superintendent and Safe schools coordinator
College Fair	A college fair will be organized and held where representatives from colleges across the state will be asked to attend, recruit, and inform the students of their opportunities, both through regular education spokesmen and disability coordinators.	Career Preparation/Orientation	02/01/2013	05/30/2017	\$250	Youth Service Center, Principals, Director of Special Education, Guidance Staff, GRREC RITT representatives.
Google Docs Text-To-Speech	Students who require a reader as an accommodation will utilize Google Docs to read documents and online information through text to speech technology.	Technology	12/08/2014	06/30/2016	\$2000	Special Education Staff, Dir. of Special Education, Technology Coordinator
College Visits	Special Education Teachers take grade 12 students to visit college campuses and disability coordinators in the region.	Field Trip	08/10/2015	05/30/2018	\$500	Principals, Dir. of Special Education, Special Education Teachers
Supplemental Reading	Students with reading disabilities will take a remediated reading course annually throughout their high school careers to increase reading success for life.	Academic Support Program	08/07/2014	05/20/2016	\$5000	DoSe and High school principal

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Dropout Prevention	Project based courses will be developed for those seniors at risk for dropping out due to hardship as determined by district committee and high school and administration. Sunset academy will meet in the evenings and one weekend makeup day. The community education director will be responsible for administering the project based courses and tracking attendance. Students must follow all BCHS guidelines.	Academic Support Program	01/05/2015	06/30/2015	\$10000	Superintendent, BCHS guidance staff, BCHS principal, Community Ed Director
Total					\$108150	

Phase II - Assurances - District

Introduction

KDE Assurances for Districts

District Assurances

Label	Assurance	Response	Comment	Attachment
1.	All schools in our district have planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of data and information.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The current school year Comprehensive District Improvement Plan (CDIP) and all our schools Comprehensive School Improvement Plans (CSIPs) are available for stakeholders to examine on the district website.	Yes		

Label	Assurance	Response	Comment	Attachment
3.	All teachers in our district including those providing services to private school students are highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
4.	All paraeducators in our district including those providing services to private school students are highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	All schools in our district notify parents when their children are taught for four or more consecutive weeks by teachers who are not highly qualified. If no, list the schools below.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	Our district 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
7.	Our district has planned strategies to recruit and retain highly qualified teachers.	Yes		

Comprehensive District Improvement Plan

Butler County

Label	Assurance	Response	Comment	Attachment
8.	Our district will allocate and spend federal program funds only on programs and activities for identified eligible students and will maintain appropriate financial records in this regard.	Yes		

Label	Assurance	Response	Comment	Attachment
9.	Our district ensures that program funds are targeted to schools that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified as focus or priority schools.	Yes		

Label	Assurance	Response	Comment	Attachment
10.	Our district ensures that all class-size reduction teachers are utilized to reduce class size below the state requirements. Paraprofessionals are utilized to meet the state requirements before hiring any additional teachers serving in that capacity.	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Our district ensures class-size reduction needs are determined by analysis of data compiled through such processes as achievement test results, needs assessments, and class size data reviews.	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Our district ensures that all personnel compensated from federal program funds are performing assignments aligned to the program purpose according to the program plan and appropriate documentation is maintained.	Yes		

Label	Assurance	Response	Comment	Attachment
13.	Our district ensures that private schools have been consulted with regard to available federal funds for use with eligible students and/or teachers according to federal program requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
14.	Our district ensures that services provided to private schools with federal funds are delivered according to specific federal program requirements and appropriate documentation is maintained.	Yes		

Comprehensive District Improvement Plan

Butler County

Label	Assurance	Response	Comment	Attachment
15.	Procedures have been established for the identification and tracking of purchases made with federal funds, including the retrieval and/or disposal of materials when no longer needed.	Yes		

Label	Assurance	Response	Comment	Attachment
16.	Our district ensures that all federal program complaint procedures have been communicated to all stakeholders and are properly implemented when applicable.	Yes		

Label	Assurance	Response	Comment	Attachment
17.	Our district maintains proper time and effort documentation for all personnel paid with federal funds according to specific federal program requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
18.	Our district ensures proper maintenance of records according to federal program guidelines.	Yes		

Label	Assurance	Response	Comment	Attachment
19.	Our district has followed the proper procedures for the acquisition of equipment and materials with federal funds.	Yes		

Label	Assurance	Response	Comment	Attachment
20.	Our district ensures that all federal programs are evaluated annually for program effectiveness and compliance.	Yes		

Label	Assurance	Response	Comment	Attachment
21.	Our district ensures that only eligible schools are served by Title I, Part A.	Yes		

Label	Assurance	Response	Comment	Attachment
22.	Our district ensures that low-income data for all schools is taken on the same day.	Yes		

Label	Assurance	Response	Comment	Attachment
23.	Our district ensures that district and school allocations on the Title I Ranking Report correspond with the MUNIS budget.	Yes		

Comprehensive District Improvement Plan

Butler County

Label	Assurance	Response	Comment	Attachment
24.	Our district ensures that there is documentation to support the child count for local institutions for neglected children that was submitted to KDE.	Yes		

Label	Assurance	Response	Comment	Attachment
25.	Our district ensures that set-aside funds for neglected institutions in the district are expended on identified student needs.	Yes		

Label	Assurance	Response	Comment	Attachment
26.	Our district ensures that neglected student needs were identified through consultation with staff at all neglected institutions in the district.	Yes		

Label	Assurance	Response	Comment	Attachment
27.	Our district ensures that Title I funds are reserved and expended to meet the needs of homeless children and youth in non-Title I schools.	Yes		

Label	Assurance	Response	Comment	Attachment
28.	Our district ensures that if it receives more than \$500,000 in Title I, Part A funding, 1% of the total district allocation has been reserved for parent involvement activities and that 95% of the reserved funds has been allocated to eligible schools including eligible private schools.	Yes		

Label	Assurance	Response	Comment	Attachment
29.	Our district ensures that parents are involved in deciding ways in which parent involvement funds are used.	Yes		

Label	Assurance	Response	Comment	Attachment
30.	Our district ensures that there is an annual meeting to inform parents of program requirements, including the right of parents to be involved in planning, review and improvement of parent programs.	Yes		

Comprehensive District Improvement Plan

Butler County

Label	Assurance	Response	Comment	Attachment
31.	Our district ensures that all parents of students in Title I schools have been notified that they may request information regarding the professional qualifications of their child's teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
32.	Our district ensures that it communicates with school councils/school staff on an ongoing basis including information on program requirements, analysis of data and review of the schoolwide program (SWP) or targeted assistance (TAS) program plan to ensure compliance and effectiveness.	Yes		

Label	Assurance	Response	Comment	Attachment
33.	Our district ensures that private schools (within and outside the district) serving students from participating public school attendance areas have been contacted to offer equitable services.	Yes		

Label	Assurance	Response	Comment	Attachment
34.	Our district ensures that written affirmation signed by an official from each of the participating private schools that consultation occurred during the design, implementation, and assessment of the Title I activities in the private schools is maintained.	Yes		

Label	Assurance	Response	Comment	Attachment
35.	For any staff member that does not meet the highly qualified teacher status, the district develops an individual plan to assist them with becoming highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
36.	Our district ensures that district and school allocations on the Title II Teacher Quality Program Budget correspond with the MUNIS budget.	Yes		

Label	Assurance	Response	Comment	Attachment
37.	We certify that we are a District of Innovation and attach the approved application.	No	Butler County is working on infrastructure to support becoming a District of Innovation. Butler County is one of a few SACS Accredited Districts in the state of Kentucky. We became an accredited district in 2013.	

Comprehensive District Improvement Plan

Butler County

Label	Assurance	Response	Comment	Attachment
38.	The district certifies it has submitted the required District School Safety Report in ASSIST to verify compliance with SB/HB345 to assure schools are safer places for students and staff and that school safety practices are being developed and are in place.	Yes		

Phase II - Compliance and Accountability - Districts

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 district ensures that teachers are equitably distributed throughout the district to ensure that all students are college and career ready. **Equitable distribution: poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.**

Goal 1:

Increase the average Combined Reading and Math scores for E/M/H to meet the state proficiency standards 55.8/59.2/63.4 by 2018

Measurable Objective 1:

demonstrate a proficiency by decreasing the gap between students with disabilities and all students in writing at the high school by 3% by 09/29/2017 as measured by KPREP On-Demand scores.

Strategy1:

Co-Teaching Professional Development - All high school English teachers will receive professional development on co-teaching.

Category:

Research Cited: KDE "Guidance Document, IEP Development," Dr. Marilyn Friend,

Activity - Co-Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All English teachers (regular and special education) will receive professional development on co-teaching through the Green River Regional Education Cooperative on differentiated instruction.	Professional Learning	12/08/2014	12/18/2015	\$500 - IDEA	Director of Special Education, High School Principals

Measurable Objective 2:

demonstrate a proficiency by increasing E/M Combined Reading and Math scores by 20% by 06/04/2018 as measured by KPREP scores.

Strategy1:

Support - Support Schools with personnel and resources to implement response to intervention and at-risk support.

Category:

Research Cited: RTI, Class-size reduction

Activity - Class Size Reduction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will fund highly qualified teachers in those grade levels that exceed recommended class cap size.	Class Size Reduction	07/04/2013	09/01/2015	\$100107 - Title II Part A	District Title II Coordinator and Building principals

Comprehensive District Improvement Plan

Butler County

Goal 2:

Increase the number of students who are College and/or Career Ready from 41% to 80% in 2017

Measurable Objective 1:

collaborate to provide a comprehensive system of support for CTE students and increase the number of students meeting career ready targets by 09/15/2017 as measured by College and Career Ready targets within the Unbridled Learning accountability system..

Strategy1:

CTE Curriculum and Advisement - Staff will review impact of course offerings and student progress toward career readiness.

Category:

Research Cited: monitoring and advisement, improvement planning process

Activity - ATC Opportunity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will have the opportunity to utilize course offerings at the BC Area Technology Center and staff will collaborate on scheduling to ensure preparatory and/or completer status of those pursuing career pathways provided by the ATC.	Academic Support Program	08/08/2012	05/31/2016	\$0 - No Funding Required	ATC administration, high school administration and guidance

Activity - Data review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School personnel will disaggregate formative and summative data to guide, revise and refine curriculum. By using CIITS, ACT, and classroom data, students will be identified for remediation needs and provided interventions. A monitoring system for identifying students will be implemented.	Other	08/13/2012	05/31/2016	\$0 - No Funding Required	CTE staff, guidance, classroom teachers, building and district administration

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CTE staff will attend professional development annually to increase competency in Perkins Performance Measures.	Professional Learning	06/18/2013	05/31/2016	\$2000 - Perkins	CTE staff and building administration

Measurable Objective 2:

collaborate to increase the number of students that are college and career ready to 80% by 06/16/2017 as measured by Unbridled Learning College and Career Readiness measures (ACT, COMPASS, WORKKEYS, ASVAB, and industry certificates).

Strategy1:

At Risk-Support - Seek support programs for those at-risk of not meeting college and career benchmarks.

Category:

Comprehensive District Improvement Plan

Butler County

Research Cited:

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An intervention program will be taught out to support students who have a high risk value on the Persistence to Graduate Tool and who are not meeting CCR benchmarks.	Academic Support Program	08/07/2014	05/20/2016	\$1000 - District Funding	Guidance, and intervention staffing

Activity - Dropout Prevention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Project based courses will be developed for those seniors at risk for dropping out due to hardship as determined by district committee and high school and administration. Sunset academy will meet in the evenings and one weekend makeup day. The community education director will be responsible for administering the project based courses and tracking attendance. Students must follow all BCHS guidelines.	Academic Support Program	01/05/2015	06/30/2015	\$10000 - Senate Bill 97 Grant Funding	Superintendent, BCHS guidance staff, BCHS principal, Community Ed Director

Strategy2:

Identification and support - A monitoring system for college and career readiness will be developed across CTE courses and high school courses to identify at-risk students.

Category:

Research Cited: Advisor/advisee systems support student success

Activity - At-risk Monitor and Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use CIITS and TEDS to monitor those students at-risk of not meeting college and career ready benchmarks. Provide intervention strategies, advisement and course placement to support those students. Monitoring checks should be done beginning, middle and end of year.	Academic Support Program	07/16/2012	05/31/2016	\$0 - No Funding Required	District Instructional Support, CTE Staff, Guidance Counselors, Administration

Goal 3:

District Instructional decisions will support the development of leadership capacity and the comprehensive improvement planning process.

Measurable Objective 1:

collaborate to support students and staff with services that enhance the learning environment and professional growth by 06/15/2018 as measured by support program evaluations, professional development and growth plans, personnel evaluation procedures, and stakeholder surveys..

Strategy1:

Focus on Teaching - A series of Professional development opportunities will be presented to support areas identified by district Needs Assessment Survey done by principals. The series will be focused on those strategies necessary that support highly effective teaching and

Comprehensive District Improvement Plan

Butler County

learning for all teachers.

Category:

Research Cited: Highly Effective Teaching and Learning

Activity - Focus on Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development in the areas of Planning and Preparation, Classroom Environment, and Instruction: Classroom management, student engagement, literacy instruction, writing instruction, vocabulary instruction, mathematical practices	Professional Learning	08/05/2013	05/30/2017	\$3500 - Title II Part A	District Instructional staff, building principals and classroom teachers

Strategy2:

Principal Development - Principals will attend training based on their needs identified self-reflection, PGP and SGG, and Principal Effectiveness (TELL and VAIED) areas

Category: Principal PGES

Research Cited: MET study

Activity - PPGES support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will attend KLA and GRREC ISLN meetings to stay abreast of growth opportunities and strategies to grow highly effective teachers by strengthening their own leadership capacity.	Professional Learning	07/01/2014	05/30/2017	\$2000 - Title II Part A	District administrators and Building principals

Strategy3:

Professional Development - Provide professional development in the area of formative assessment as it relates to improvement in student achievement and teacher planning and instructional practices.

Category:

Research Cited: Classroom Assessment for Learning-Rick Stiggins

Marzano

Brookhart

Activity - Formative Assessment Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in formative assessment philosophy, concept, theory and application. The fall of each year there will be a five session academy to train classroom teachers and administrators. The goal is to have all teachers trained in formative assessment practices by 2015. Principals identify those teachers that have not been trained annually to be participants. All new principals and classroom teachers will be required to participate in the academy.	Professional Learning	08/08/2011	05/30/2017	\$3000 - Title II Part A	District Instructional Coordinator, Building Principals, Classroom Teachers

Strategy4:

PGES Districtwide - All Principals and district level administrators that evaluate will be trained in the PGES evaluation model.

Comprehensive District Improvement Plan

Butler County

Category:

Research Cited: C. Danielson

Activity - PGES Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All administrators in the district will be trained on the EDS module for the Professional Growth and Effectiveness instrument. Teachers will be trained in the individual components and rating system for TPGES and PPGES and how to use their EDS module for effectiveness including but not limited to roster verification, self reflection, peer observation and professional and student goal setting.	Policy and Process	03/29/2013	09/28/2018	\$5500 - District Funding	All Certified Evaluators in the district, district evaluation coordinator, classroom teachers

Activity - Peer Observer training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each school will use Kentucky Department of Education resources to train Peer Evaluators for their buildings. The district will develop guidelines for peer evaluator selection with input from principals. Principals will ensure that qualifications are met by the peer observer and will maintain records of training within their individual buildings. The district will support training of and provide substitutes for peer observations.	Professional Learning	05/30/2013	05/30/2017	\$2000 - Title II Part A	District administration, building administration and peer observers.

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

Goal 1:

Increase the average Combined Reading and Math scores for E/M/H to meet the state proficiency standards 55.8/59.2/63.4 by 2018

Measurable Objective 1:

demonstrate a proficiency by increasing E/M Combined Reading and Math scores by 20% by 06/04/2018 as measured by KPREP scores.

Strategy1:

Curriculum Alignment - School personnel will continue to work on alignment of curriculum and resources to the common core standards.

Category:

Research Cited:

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Activity - Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to meet in grade level and subject level Learning Communities to review and revise curriculum maps and modules in the areas of English Language Arts and Math. Science and Social Studies teachers will attend teacher leader network training for implementation of new standards and share with the colleagues and staff through staff meetings, newsletters and PLC agenda items.	Professional Learning	07/23/2012	05/30/2017	\$5000 - Title II Part A	District Title II Coordinator, Building Principals and classroom teachers, teacher leaders

Strategy2:

Professional Development - Teachers will receive professional development in the area of literacy at the middle school from a Literacy Coach.

Category:

Research Cited: The model used will be the seven highly effective literacy strategies.

Activity - Literacy Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be involved across three years in a coaching model for literacy best practices. A consultant from GRREC will be training, observing and giving feedback to a teacher from each content area. Teachers will implement strategies and share with colleagues in PLC and teachers will observe one another. The principal will support scheduling and collaborate with GRREC and district instructional coordinator.	Professional Learning	10/15/2012	06/09/2017	\$2100 - Title II Part A	District admin, Principal, classroom teachers

Strategy3:

Support - Support Schools with personnel and resources to implement response to intervention and at-risk support.

Category:

Research Cited: RTI, Class-size reduction

Activity - Class Size Reduction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will fund highly qualified teachers in those grade levels that exceed recommended class cap size.	Class Size Reduction	07/04/2013	09/01/2015	\$100107 - Title II Part A	District Title II Coordinator and Building principals

Goal 2:

Increase the number of students who are College and/or Career Ready from 41% to 80% in 2017

Measurable Objective 1:

collaborate to increase the number of students that are college and career ready to 80% by 06/16/2017 as measured by Unbridled Learning College and Career Readiness measures (ACT, COMPASS, WORKKEYS, ASVAB, and industry certificates).

Strategy1:

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Professional Development - Support schools in addressing curriculum needs through professional development

Category:

Research Cited:

Activity - Data Analysis/Program Effectiveness Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will set aside a day in the calendar for disaggregation of data and effectiveness of school-wide programs in meeting the goals set forth.	Professional Learning	08/07/2015	12/01/2016	\$0 - No Funding Required	All teachers, principals and district admin.

Goal 3:

The suspension rate of Butler County students will decrease.

Measurable Objective 1:

collaborate to decrease the suspension rate of special education students, in comparison to regular education students, from 3.32% to 2% by 07/31/2013 as measured by End of Year Data reported to KDE.

Strategy1:

Behavior Intervention - Butler County High, Butler County Middle, and Morgantown Elementary schools will implement the PASS (Positive Approach to Social Skills) Program with all students displaying inappropriate behaviors. "Why Try" Curriculum will be used to teach socially appropriate behavior.

Category: Continuous Improvement

Research Cited: Intervention Central.org

Activity - PASS Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A teacher from each school will be trained to be a PASS coach and the program will be implemented with each student in all the schools with behavior management problems. This would be a tier three intervention for the Kentucky System of Intervention (KSI).	Behavioral Support Program	01/31/2013	05/25/2018	\$0 - No Funding Required	Director of Special Education, Building Principals, All Teachers

Goal 4:

The district will provide structures and programs conducive to professional excellence, to remove barriers to student learning, and to improve teaching and learning through the 2018 school year.

Measurable Objective 1:

collaborate to continue safe schools initiatives, student support programs, and technology by 06/08/2018 as measured by staff, parent and student perception surveys.

Strategy1:

SY 2016-2017

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Safe Schools - Every effort will be made to maintain a safe learning climate for students by implementing curriculum, programming, staffing and facilities maintenance.

Category:

Research Cited: Kentucky Center for Safe Schools

Activity - Planning and Facilities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As possible, to make facility and equipment improvements. Follow the facility plan and regulations as appropriate. Implement Behavior Models: Leader in Me, KYCID-PBIS (Positive Behavior Intervention Strategies), PASS, Convene Safe Schools Forums Annually as needed. BCHS Safety Ambassador Program Provide safety information and programs to schools.	Policy and Process	07/30/2012	06/30/2016	\$0 - Other	Building Administrators and staff, Safe Schools Coordinator, Butler County High School Assistant Principal

Strategy2:

Technology Support Systems - Technology will enhance student learning through both instruction and productivity. Maintaining existing technologies and implementing new technologies will help our students be better prepared to enter the workforce and/or into their post secondary choices.

Category:

Research Cited: Technology proficiency

Activity - Infrastructure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to maintain, upgrade, and/or acquire technology, meeting KETS standards & enhancing teaching/learning: a. Purchase peripheral equipment for each school. b. Maintain proxy server and install desktop monitoring systems c. Continue to purchase Internet filtering software and MS Office supports. d. Implement plan to replace and upgrade existing workstations (417). e. Maintain internet service. f. Purchase and maintain Helpdesk.	Technology	06/08/2012	05/30/2017	\$24000 - General Fund \$374000 - USAC Technology	District Technology Coordinator

Goal 5:

To develop a Title I Annual Parent Survey to send to parents to gather information to revise district and school level policies and activities. Finding from survey will be used to make adjustments to the program.

Measurable Objective 1:

collaborate to Survey data will be collected and used to inform practices and policies related to the Schoolwide Title I at the district level as well as the schools. by 09/01/2015 as measured by The objective will be measured by the number of parent responses returned for input..

Strategy1:

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Title I Annual Parent Survey - Title I Annual Parent Survey will be developed and submitted to parents in the spring semester of each year. The survey information will be analyzed for improvement in the Title I program.

Category: Continuous Improvement

Research Cited:

Activity - Title I Annual Parent Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Survey developed and submitted to parents in the spring semester.	Parent Involvement	04/01/2015	05/28/2015	\$0 - No Funding Required	Vickie Cook

Goal 6:

To reduce the number of novice students in Reading from 26% to 13% and in Math from 20.6% to 10.3% by 2020.

Measurable Objective 1:

A 50% decrease of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult, Ungraded and All grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a behavior to reduce novice in Mathematics by 12/06/2017 as measured by KPREP and EOC..

Strategy1:

Standards Based Core Instruction - The district will collaborate with schools to create pacing guides/curriculum maps. Instruction will be a rigorous, aligned and differentiated core program.

Category: Continuous Improvement

Research Cited:

Activity - Instructional Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Building Principals and Classroom Teachers will work together with the district to create/revise and use pacing guides.	Professional Learning	01/04/2016	08/01/2020	\$0 - No Funding Required	District Level, Building Principals, Teachers, Teacher Leaders

Strategy2:

I Can Statements/Objectives - Teachers will post I can statements, standard or lesson objective.

Category: Continuous Improvement

Research Cited:

Activity - Lesson Objective	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will post I can statements, standard or lesson objectives in classrooms to focus instruction.	Direct Instruction	01/04/2016	08/01/2020	\$0 - No Funding Required	Teachers

Executive Summary

Introduction

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system 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 system, and the kinds of programs and services that a school system implements to support student learning.

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

Description of the School System

Describe the school system'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 system serves?

The Butler County School District is a rural community situated in south central Kentucky. It is one of the handful of districts that has been designated as an accredited district through Advanced School System. The system itself consists of five schools: 1 high school with alternative placements, one middle school with alternative placements, two elementary schools, and one school that works in collaboration with Department of Juvenile Justice. Our school system serves a 79% of disadvantaged population (Free/Reduced) ranging from rural to public housing. There has been a steady increase in ethnic population in the two years with a majority of those being Hispanic and primarily at Morgantown Elementary and Butler County High School. Persons of Hispanic heritage has more than tripled in the past five years of the county population. The Hispanic population makes up 4% of Butler County's population. The Hispanic school age population is up at 6.8% which is up 3% from last year. The 2015 estimated population of Butler County is 12,938, and that is up 1.9% from the 2010 census number of 12,690. 97.5% of Butler County residents list their race as white. The current high school graduation rate is 92.6%. The percentage of people in Butler County receiving their bachelor's degree lags behind the state average. Statewide 21.5% of residents report having a bachelor's degree or higher, but in Butler County that number dips to just 8.7%. The total number of households in Butler County stands at 5,107, with each household containing 2.47 persons. The per capita personal income in Butler County is \$18,747, trailing the state average of \$23,741, and the US average of \$28,555. The median household income of Butler County is \$34,581. That compares to the US median household income of \$53,482 and the Kentucky median of \$43,242.

Unique features: We meet our students where they are and provide opportunities for our students based on their circumstances and needs through traditional school means but also through our virtual school and Sunset Academy. We have an area technology school that serves half of our student population at the high school and provides services to our middle school for college and career ready. We are the most energy efficient school system in the state for four years in a row. Kentucky school systems are under the School Based Decision Making model of governance. Funds and programs are allocated to schools to designate as the council deems and district policies are adopted and must be adhered to. We have support services in the form of Youth Service Centers and Family Resource Centers to serve our students and families with reducing barriers to learning. Our technology infrastructure is commendable considering our rural populace and economy. Students have opportunities to excel academically and outside of the classroom on local, state, and national levels (i.e. clubs, organizations, and community opportunities). Our high school students have the ability to receive twenty-one dual credit college hours through partnerships with area technology centers and universities. Our community is located within 60 miles of 6 post-secondary institutions. We have an active partnership with the courts in the form of a Truancy Diversion Program and School Resource Officers at the middle and high school. The district works closely with the Drug Task Force Coalition. Every effort has been made to maintain equitable and promising arts programs through grant writing, partnerships with local universities and artists in residence program at North Butler Elementary. The Butler County School System has partnered with the Boys and Girls Club in Butler County to establish an additional Boys and Girls Club afterschool program at North Butler Elementary in order to serve more students in Butler County along by making transportation more convenient for parents. Our elementary schools participate in "The Leader in Me" program.

Challenges: The Equity Assessment done by our district helped to identify challenges and barriers in our district. Our school system serves a 79% of disadvantaged population (Free/Reduced) ranging from rural to public housing. There has been a steady increase in ethnic population in the three years with a majority of those being Hispanic and primarily at Morgantown Elementary School and Butler County High School. Persons of Hispanic heritage has more than tripled in the past five years of the county population. The Hispanic population makes

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up 4% of Butler County's population. The Hispanic school age population is up in comparison at 6.8% which is up 3% from last year. With the growth of Hispanic population in our district, Butler County Schools has hired two full time ESL support personnel to give additional support to those students. The school system continues to work on getting more parents involved in educational programs. The Tell Survey had parents involved in education as one of lower scores at 80%. The reason this is one of the lowest is due to the average parent having to travel an average of 32 miles one way to work. The district has also noticed a small decline in preschool attendance from two years ago. The district has also seen low but gradual increases in Kindergarten Readiness level based off of the Brigance Early Childhood Kindergarten Screen III being 41.4% in 2013, 43.4% in 2014, and 50% in 2015. Butler County currently does not provide transportation for preschool due to special transportation regulations. Finally, the district gets roughly 80% of its funding for the state SEEK funds. Due to budget restraints, the state has had to cut SEEK funding to districts at various times over the past years. This cutting of SEEK funds along with other unfunded mandates that schools and districts have had to implement puts financial stress on meeting objectives the district or schools have established. Changes to curriculum, assessment, and evaluation system within the state: the common core in Math and Language Arts have been adopted and assessed within the last three year on the state assessments (KPREP), End Of Course assessments in the high school are used in our state accountability system and have changed benchmark achievement cut scores the last three years (Unbridled Learning, Next Generation Learning). The changes in education has resulted in some training overload with teachers because of the effort to get all areas implemented. The district has found that 47% of our certified staff receives training above the 24 hours required. The concern is how well teachers are able to master the initiatives. The district will continue to monitor and support in order to build capacity and mastery in all areas. Finally, the district had 10 certified staff retire at the end of 2014-15. The retirement of the staff caused a domino effect in which 15% of the certified staff were in new positions at the start of 2015-16 school year. The district had an additional 7 certified staff retire at the end of 2015-16. However, this did not have the domino effect of the previous year. The district is continues working to support the new staff and growth curve associated with new hires.

System's Purpose

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

Our Mission:

Butler County Schools

Partnering with families and communities...

Developing character and 21st Century skills...

Empowering students to be responsible and successful local and global citizens....

Our Purpose:

It is our belief that we must build relationships to have a successful learning community. Relationships built around commitment, high expectations, and modeled behavior. We must partner with our families and the community to help our students to be responsible, and empower them to be successful local and global citizens. As a learning community, we support those practices that develop leadership and 21st Century skills for our students and staff. It is our belief that a quality education is one in which students are offered diverse and rigorous courses that will enable them to grow and to attain skills for independence. Student advocacy and engagement along with open communication and support structures are a continual priority.

Action Statements:

It is our belief that we must build relationships to have a successful learning community. Relationships built around commitment, high expectations, and modeled behavior. We must partner with our families and the community to keep them knowledgeable of the structures and pathways to help our students to be a responsible and successful part of the workforce. As a learning community, we must support those practices by students and staff that glean mutual respect, hard work, perseverance, and a "can do" attitude. It is our belief that a quality education is one where students attain skills to be independent. We offer parent communications through our Infinite Campus Portal, school and class newsletters, weekly message folders, social media, the school websites, remind 101, and parent trainings for curriculum areas and meeting the needs of those pursuing post-secondary courses. Progress reports are sent to parents each midterm and elementary parents are asked to participate in goal setting as it relates to student growth in the areas of math and reading using the MAP NWEA goal setting protocol. Individual Learning Plans are developed with grades 6-12. Policies and procedures, curricular, fiscal, and staffing decisions are focused to support our vision of developing character and 21st Century skills.

It is our goal to guide students in personal and interpersonal skills, development of organizational skills and a system for empowering students to be responsible and successful local and global citizens. Schools' extracurricular, sports, club offerings, guidance classes, referral services, and community partnerships allow for a strong support system. Our schools offer courses that are diverse and rigorous to meet the needs of individual students. The schools offer coursework commensurate with student identified areas of strength. A student can gain in excess of twenty-one hours of college credit. A struggling student can gain credit through a variety of options, either through credit recovery or e-learning through our Sunset Academy. We have an active gifted program that offers extended opportunities to gifted students. Schools implement a Response to Intervention structure to individualize student progress. Our system provides technology as a vehicle for instruction and student productivity. The arts are strongly supported through the community and through regional partnerships to sustain quality and vibrant programs in the district. Student advocacy and a system for open communication and engagement is a priority we want to continually develop. We are all a support structure for our students and families: family and youth services centers, food services, and transportation, to our classroom teachers, para-educators, and administrators.

Notable Achievements and Areas of Improvement

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

Our school district is made up of five schools each with its separate achievements and areas for improvement. For many years, schools have had students excel in local, state, and national competitions in both academic and extracurricular areas. Regional achievements include: Bridge building championships for multiple consecutive years at the middle and high school level and Governor's Scholar academic Regional champions at the elementary level. State level award winners include the following areas: Marching band, Family, Career and Community Leaders of America, Rocket Team, Student Technology Leadership Program, and Future Farmers of America. Our Career and Technical programs have seen an increase in career outlook success measures. All school levels made an increase in their overall accountability scores. The district ranking decreased in its overall performance within the state from 57th percentile to 72nd percentile (proficient) in 2015. Student Achievement data sustained or improved for our schools. There was a decrease in the Math and Reading percentile meeting proficient at the high school level. There was an increase in Math and Reading percentile meeting at both elementary and middle school levels. However, all schools are still below the state average which still makes a target area for growth. The middle school was able to meet the math growth rate. Student growth in Math has seen an increase at elementary schools but not necessarily at a rate to meet state targets on time. Most notably we have seen improvements in college and career ready measures at the high school and graduation rates. The number of students being successful in our career track courses has increased as deemed by industry certificates and WORK KEYS designations. Many of our teachers hold regional and state leadership positions within their specific degrees. We have 6 nationally board certified teachers.

All district schools are participated in an in depth Language Arts focus: in Writing and system wide sustainability and cognitive thinking strategies coaching to assist teachers in instructional strategies in literacy for all subjects. Consistent, longitudinal gains have been made in Social Studies at the middle school level through scheduling, vocabulary and thinking strategies instruction. Students have made progress in the area of Math, particularly in reducing the number of students performing at the Novice level. The high school is considered to be a FOCUS school due to the performance of our gap group. As we move in to the next three years we are still focusing on improvements in academics: Math and Reading across the entire district with emphasis in meeting individual student needs, through formative assessment, scheduling, and planning. These two topics are being addressed as mathematical practices and literacy components. Science and Social Studies standards are being implemented. The district laid the foundation for Professional Learning Communities (PLC) and schools have personalized these PLC strategies to gain insights into standards clarification, instructional practices, student work, and intervention/enrichment opportunities for students.

Additional Information

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

Our district has always taken pride in the fact that we know our community and work with families and stakeholders on a personal level on a daily basis. The superintendent has lead our district by expressing the importance of building those relationships to a higher degree each year. Utilizing the simplicity of day to day communications yet the deliberateness in the ways we interact with each other can make the difference in how successful we are as a district. In 2011-12 we were beginning to embark upon some difficult times economically as well as some very significant changes in academic standards and assessment. At that time the goal was to SMILE and MOVE, a model that helped us to know we could persevere and overcome for the good of our students and community. In 2012-13 INVOLVE MODEL CONNECT was the theme for building relationships. In 2013-14, the goal was LEAD dealing with how to create that special team of people. These areas of focus have helped our district stay connected to the mission and vision of our district and continue to work to prepare our students for the 21st Century. The goal for 2014-15 is Fired UP in a response to maintaining that growth mindset and energy to continue to push on. The goal for 2015-16 is BEING A TEAM with continued push to support a district-wide growth mind set. We have a tradition of recognizing excellence across the district for our students and staff by having a standing recognition agenda item on our monthly board agenda. It is usually the highlight of the meeting that is supported by the community.

Over the past four summers, administration at the district and school level have had one day priorities and goals for a common focus. The goals have been centered on having teachers use learning targets and formative assessment to drive teaching and learning. It is a goal to have all teachers in the district across three years be trained in formative assessment best practices. This year we have integrated our Thinking Strategies with Formative Assessment with a focus on creating success criteria connected to learning targets with thinking strategies imbedded in the targets. Eight teachers this year, from across the district, have participated and will continue to participate in building professional knowledge, implementing strategies, sharing student work, and giving quality feedback to students in a two day Level I Formative Assessment Academy. Eighteen different staff members, from across the district, will participate this year on a four day Level II Formative Assessment that will focus on Success Criteria for Thinking Strategies and Common Assessments. Implementation of Professional Growth and Effectiveness and Growth system will ensure professional growth for district employees and will develop a stronger capacity effectiveness across our district.

Annually in the spring, the district conducts a needs assessment for the area of professional development. Through this process, using achievement data and teacher professional growth plans, building principals identify areas to support existing and early career teachers.