



# **KDE Comprehensive School Improvement Plan**

**North Butler Elementary**  
**Butler County**

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## Introduction

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

# **Executive Summary**

## Introduction

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

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

## **Description of the School**

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

Mission Statement: The mission of North Butler Elementary School is to form a welcoming, student-centered environment with high academic and social expectations achieved through respect, equity and collaboration between students, families, and staff.

About North Butler: North Butler Elementary School is a rural school in the northern section of Butler County. North Butler was opened in 2006 when 5th district elementary and 4th district elementary were closed. Our school has approximately 390 students. Our free and reduced lunch population is about 70% and less than 1% English language learners.

Our faculty consist of 1 pre-school teacher, 3 kindergarten teachers, 2 first grade teachers, 3 second grade teachers, 2 third grade teachers, 2 fourth grade teachers, and 3 fifth grade teachers and 2 special education instructors. We have full-time guidance counselor, librarian, Art, and Music teachers and also have the services of a Physical Education instructor for two days a week. Classified assistants are used in all reading and math classes. Staff turnover is very low and the school has a very positive perspective from the community we serve.



## **School's Purpose**

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

The purpose of North Butler Elementary school is to successfully bring ALL of our students into the 21st century by fostering their educational, social, and physical well-being. The staff at North Butler Elementary School will accomplish this purpose by taking responsibility for each individual child's growth. This is evidenced by the child's individual data tool which provides visual assurance of adherence to the purpose statement.

## **Notable Achievements and Areas of Improvement**

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

North Butler Elementary School has many remarkable accomplishments including a number one ranking on the Kentucky Performance Rating for Educational Progress (KPREP) test of Science. Additionally, our NAPD Reading scores on the KPREP were at 72.3, social studies scored a 96.3. For the 2013-14 school year North Butler Elementary School increased from 40th percentile to 72nd percentile.

North Butler Elementary School has experienced, caring teachers. According to SACS and CSIP assist surveys, parents and teachers respect and love our educational and family atmosphere.

## **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 school is most proud of the strides as it has gained proficiency. For first time the school was recognized as proficient and looks to continue that progress in becoming a distinguished school.

# **Comprehensive School Improvement Plan: 2014-15**

# Overview

**Plan Name**

Comprehensive School Improvement Plan: 2014-15

**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	North Butler Elementary will increase the average combined reading and math proficiency ratings for all students from 43.6% in 2014 to 69% by 2017.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$2700
2	North Butler Elementary School will increase the percentage of (non-duplicated) gap students who are proficient and distinguished in combined reading and math from 43% 2014 to 66% by 2017.	Objectives: 2 Strategies: 1 Activities: 3	Academic	\$3300
3	Increase the percentage of effective teachers by 2020	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	To increase Kindergarten readiness- transitioning to Kindergarten	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$1000
5	North Butler Elementary School will use 100% of the Instructional Resources (textbook) within two years to support student access to high quality resources.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$17936

## Goal 1: North Butler Elementary will increase the average combined reading and math proficiency ratings for all students from 43.6% in 2014 to 69% by 2017.

### Measurable Objective 1:

demonstrate a proficiency by increasing the average combined Reading and Math scores from 43.6% in 2014 to 56.6% by 05/31/2015 as measured by K-PREP.

### Strategy 1:

Professional Development - Each teacher assigned to North Butler Elementary School will attend the Formative Assessment Academy hosted by the Butler County School District. The workshop is designed to increase the use and quality of formative assessment in the classroom.

Teachers will also receive training on Math in Focus Singapore Math strategies to use in daily instruction.

Teacher will also undergo literacy coaching by GRREC on thinking strategies and gradual release.

Category: Professional Learning & Support

Activity - PLC's	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in PLC's and during common planning times, discuss student work samples and build common assessments.	Other	08/11/2014	06/01/2015	\$0	District Funding	Principal and classroom teachers

Activity - Math in Focus Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A representative from Math in Focus will provide refresher training on the implementation and daily instructional use of singapore common core math using their textbook and manipulatives.	Professional Learning	10/06/2014	10/06/2014	\$700	General Fund	Josh Belcher, Principal

Activity - GRREC Literacy Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
5 intermediate teachers will undergo GRREC led Thinking strategies with gradual release development. This will be monitored and conferenced on a regular basis as the coaching is applied to the classroom with use of direct instruction.	Direct Instruction	08/01/2014	06/01/2015	\$1000	District Funding	District Instructional Supervisor - Principal

### Strategy 2:

Enrichment and Remediation Block - First period each day from 8:10 - 8:45 will be devoted to math and reading remediation, enrichment and Response to Intervention. Using K-PREP and MAP data students will be targeted for deficiencies and needs for higher learning.

Category: Integrated Methods for Learning

Activity - Remediation and Enrichment Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To use flexible grouping for targeted enrichment and remediation in math and reading.	Direct Instruction	08/11/2014	06/01/2015	\$1000	General Fund	All Staff

## Goal 2: North Butler Elementary School will increase the percentage of (non-duplicated) gap students who are proficient and distinguished in combined reading and math from 43% 2014 to 66% by 2017.

### Measurable Objective 1:

47% of Third, Fourth and Fifth grade Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency by becoming proficient/distinguished in Mathematics by 05/31/2015 as measured by K-Prep.

### (shared) Strategy 1:

Progress Monitoring - Students will receive specific, researched-based interventions for identified needs in both reading and math. This will be during common remediation and enrichment to increase fidelity and not void the student of regular instruction. With smaller groups and research based strategies RTI instructors will have a narrowed focus for the learners needs. Classes will also use the MAP test to monitor on going progress

Category: Learning Systems

Activity - RTI (reading/math)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using available certified and classified staff NBES will provide RTI daily using research based strategies, assessments with fidelity as monitored by a RTI coordinator and and principal. Students will be selected using MAP scores, K-Prep scores and teacher recommendation.	Academic Support Program	10/08/2012	05/29/2015	\$1200	State Funds	Principal/Counselor

Activity - Monitoring Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MAP scores will be reviewed at least 3 times per year to determine progress, placement, and appropriate interventions for RTI, remediation and enrichment instructional purpose. This will be completed during PLC's as action items designated by principal.	Academic Support Program	08/15/2012	05/29/2015	\$100	General Fund	Josh Belcher, Principal Teachers

Activity - MAP Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MAP will be used as the NBES universal screener	Academic Support Program	08/30/2012	05/29/2015	\$2000	District Funding	Josh Belcher, Principal Missy Palmer, MAP coordinator



**Measurable Objective 2:**

58% of Third, Fourth and Fifth grade Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in becoming proficient/distinguished in Reading by 05/31/2015 as measured by K-PREP.

**(shared) Strategy 1:**

Progress Monitoring - Students will receive specific, researched-based interventions for identified needs in both reading and math. This will be during common remediation and enrichment to increase fidelity and not void the student of regular instruction. With smaller groups and research based strategies RTI instructors will have a narrowed focus for the learners needs. Classes will also use the MAP test to monitor on going progress

Category: Learning Systems

Activity - RTI (reading/math)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using available certified and classified staff NBES will provide RTI daily using research based strategies, assessments with fidelity as monitored by a RTI coordinator and and principal. Students will be selected using MAP scores, K-Prep scores and teacher recommendation.	Academic Support Program	10/08/2012	05/29/2015	\$1200	State Funds	Principal/Counselor
Activity - Monitoring Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MAP scores will be reviewed at least 3 times per year to determine progress, placement, and appropriate interventions for RTI, remediation and enrichment instructional purpose. This will be completed during PLC's as action items designated by principal.	Academic Support Program	08/15/2012	05/29/2015	\$100	General Fund	Josh Belcher, Principal Teachers
Activity - MAP Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MAP will be used as the NBES universal screener	Academic Support Program	08/30/2012	05/29/2015	\$2000	District Funding	Josh Belcher, Principal Missy Palmer, MAP coordinator

## Goal 3: Increase the percentage of effective teachers by 2020

**Measurable Objective 1:**

demonstrate a proficiency teacher effectiveness by 05/01/2020 as measured by TPGES Framework Evidence.

**Strategy 1:**

TPGES Evaluation - Teachers will be evaluated using the new Teacher Professional Growth and Evaluation System initiated by the Kentucky Department of Education.

Category: Teacher PGES

Research Cited: Danielson

Activity - TPGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in the TPGES program for teacher evaluation and receive technical assistance as well as PD where needed.	Professional Learning	08/06/2014	05/01/2015	\$0	No Funding Required	Josh Belcher, Principal

## Goal 4: To increase Kindergarten readiness- transitioning to Kindergarten

### Measurable Objective 1:

demonstrate a behavior to ease the transition from PreK to Kindergarten by 06/01/2015 as measured by Kindergarten retention rates.

### Strategy 1:

PreK transition to Kindergarten - We will chart the success rates at Kindergarten (for the students who attended PreK) to identify ways to help promote a healthy, successful transition from Prek to Kindergarten.

Category: Early Learning

Activity - PreK transition to Kindergarten	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
research successful transition strategies	Academic Support Program	05/30/2014	07/01/2015	\$0	Other	PreK, Kindergarten staff, and Principal

Activity - OWL Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2-4 year old program for early education	Academic Support Program	08/01/2014	05/29/2015	\$1000	FRYSC	FRYSC

Activity - Pre-School RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTI for Pre-school	Class Size Reduction	08/01/2014	05/29/2015	\$0	District Funding	Early Education Director Principal

## Goal 5: North Butler Elementary School will use 100% of the Instructional Resources (textbook) within two years to support student access to high quality resources.

Measurable Objective 1:

collaborate to Determine which textbooks and instructional materials align to Kentucky Core Academic Standards based on classroom practices. by 05/01/2016 as measured by 100% of the funds allocated for Instructional Materials (Textbooks) are being used to improve student access to high quality standards aligned resources.

Strategy 1:

Instructional Resource Identification and Alignment - PLC's will report on available resources to determine what best research based resources would benefit student achievement greatest.

Category: Management Systems

Activity - Develop Report for SBDM on Instructional Resource Needs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each PLC will submit items they wish to have and how they can benefit student achievement to the leadership.	Academic Support Program	01/01/2015	05/01/2015	\$17936	Text Books	Josh Belcher, Principal, PLC's

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Text Books

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Develop Report for SBDM on Instructional Resource Needs	Each PLC will submit items they wish to have and how they can benefit student achievement to the leadership.	Academic Support Program	01/01/2015	05/01/2015	\$17936	Josh Belcher, Principal, PLC's
<b>Total</b>					\$17936	

### FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
OWL Academy	2-4 year old program for early education	Academic Support Program	08/01/2014	05/29/2015	\$1000	FRYSC
<b>Total</b>					\$1000	

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Pre-School RTI	RTI for Pre-school	Class Size Reduction	08/01/2014	05/29/2015	\$0	Early Education Director Principal
PLC's	Teachers will meet in PLC's and during common planning times, discuss student work samples and build common assessments.	Other	08/11/2014	06/01/2015	\$0	Principal and classroom teachers
GRREC Literacy Coaching	5 intermediate teachers will undergo GRREC led Thinking strategies with gradual release development. This will be monitored and conferenced on a regular basis as the coaching is applied to the classroom with use of direct instruction.	Direct Instruction	08/01/2014	06/01/2015	\$1000	District Instructional Supervisor - Principal
MAP Testing	MAP will be used as the NBES universal screener	Academic Support Program	08/30/2012	05/29/2015	\$2000	Josh Belcher, Principal Missy Palmer, MAP coordinator

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<b>Total</b>	\$3000
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**General Fund**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math in Focus Training	A representative from Math in Focus will provide refresher training on the implementation and daily instructional use of singapore common core math using their textbook and manipulatives.	Professional Learning	10/06/2014	10/06/2014	\$700	Josh Belcher, Principal
Monitoring Student Progress	MAP scores will be reviewed at least 3 times per year to determine progress, placement, and appropriate interventions for RTI, remediation and enrichment instructional purpose. This will be completed during PLC's as action items designated by principal.	Academic Support Program	08/15/2012	05/29/2015	\$100	Josh Belcher, Principal Teachers
Remediation and Enrichment Instruction	To use flexible grouping for targeted enrichment and remediation in math and reading.	Direct Instruction	08/11/2014	06/01/2015	\$1000	All Staff
<b>Total</b>					\$1800	

**No Funding Required**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
TPGES	Teachers will participate in the TPGES program for teacher evaluation and receive technical assistance as well as PD where needed.	Professional Learning	08/06/2014	05/01/2015	\$0	Josh Belcher, Principal
<b>Total</b>					\$0	

**Other**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PreK transition to Kindergarten	research successful transition strategies	Academic Support Program	05/30/2014	07/01/2015	\$0	PreK, Kindergarten staff, and Principal
<b>Total</b>					\$0	

**State Funds**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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RTI (reading/math)	Using available certified and classified staff NBES will provide RTI daily using research based strategies, assessments with fidelity as monitored by a RTI coordinator and and principal. Students will be selected using MAP scores, K-Prep scores and teacher recommendation.	Academic Support Program	10/08/2012	05/29/2015	\$1200	Principal/Counselor
<b>Total</b>					<b>\$1200</b>	

## **KDE Needs Assessment**

## **Introduction**

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



## **Data Analysis**

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

The data provided by the the state is very important to our school and district. At North Butler we take education seriously and we want to provide the best education possible for the students of our school. This year there have been tremendous strides in improving the performance of our 3rd - 5th grade students on the K-Prep assessment. Before looking at this years data the teachers and administration felt very confident that gains would be made in all areas. 3 year trends have proved that performance was on the rise and we were confident that would be continued.

Once reviewing the released information much was as expected across the board. Our school took pride in reaching proficiency for the first time in school history.

Achievement and GAP:

Achievement went up across the board with the exception of language mechanics that had a steep fall from 97.9 to 64.3. GAP scores decreased in science, and language. A small GAP increase was performed in math, reading and big gains were made in social studies and on-demand writing.

Much of the bump to proficiency was due to the tremendous work being done in science ( #1 in state) and then the tremendous increase in social studies. (social studies 75.1 in 2013 to 96.3 in 2014) (science 100.00 for 3 straight years). Although our social studies GAP scores elevated greatly as you would expect with such an achievement jump we did see a decline in GAP points for science by 8 points even though we still remained a perfect score for achievement.

Reading jumped up at a satisfactory rate from 63.8 to 72.3 from 2013 to 2014. Reading GAP points made a leap from 50.0 in 2013 to 54.4 for 2014.

Math was a a weakness in this years K-PREP data. It will be a focal point of the school year and new strategies are being implemented to help get North Butler where we want to be. Achievement did go up but it was a marginal 1.8 total points and the GAP was up a marginal .5 points. Plans are in place to demonstrate more progressive improvements of growth in math.

Growth:

Growth is going to be a focal point of 2014-15 school year. After reviewing data we feel that there are many things we can do to be more proactive in increasing the growth performance of our students. We have a complete period of the day now designed to grow each individual in both math and reading no matter their current level of performance. Reading showed a 5 point growth from 2013 to 2014 but math fell 6.8 points and both have showed very even to little growth over a 3 year span.

## **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?**

Strengths in our program from 2013 to 2014 were: Science, Social Studies and Arts and Humanities

We are very happy for the continued performance of science at NBES. For 3 straight years science has maxed out at 100.00 on achievement. Social Studies grew more in one year than all areas of performance by rising nearly 21.3 points to a 96.3 and showing the biggest jump in GAP points of 19.2. We are also very proud of the success and innovative Arts and Humanities program and North Butler Elementary.

To sustain the strength of science our science head is receiving in depth development with GRREC in the common core standards as well as getting early communication in regards to performance assessments to come. We are also sending a primary science representative to the GRREC - ISLN network to receive training as well as communicating on new information being released. Our Arts and Humanities is going to continue to be well funded, supported to help them continue the tradition of enriched learning experiences for each student at North Butler.

## **Opportunities for Improvement**

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

The main areas of focus for 2014-15 will be in the areas of math, writing and growth in reading and math. The committee feels strongly that the creation of a RTI/Enrichment and remediation block is going to be a great asset to our math, reading and writing performance this school year. The committee and stakeholders also feel great value in continuing both our ESS strategies of a daytime waiver as well as early morning program. This will help to create smaller groups for individualized learning as well as support daytime instruction by providing early morning tutoring specific to the learners needs. MAP data is also being dissected much more proactively than in past to ensure that each deficit is targeted and provided with remediation.

## **Conclusion**

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

We are very elated about the fact that we gained proficiency but we know that we are a long way from where we hope to be. Significant, targeted remediation will improve our achievement, gap, and growth weighted scores. An emphasis on data and evidence collection for our Program Reviews will strengthen our scores for those programs. We are striving to become distinguished and will work diligently and intensely to get there!

# **The Missing Piece**

## **Introduction**

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

Stakeholders

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

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

Surveys were sent out to all stakeholders through Assist. A school improvement ad hoc met in session to created the school improvement plan at both the school and district level. Parents, teachers, and administrations were involved.

- Josh Belcher, principal
- Myra Swift, Counselor
- Cindy Embry, Teacher
- Donna Annis, Teacher
- Melissa Renfrow, parent
- Deana Tomes, parent
- Vonda Jennings, District instuction

## Relationship Building

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

Overall Rating: 3.0

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

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

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

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

	Statement or Question	Response	Rating
5.	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

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

	Statement or Question	Response	Rating
7.	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice



## Communications

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

Overall Rating: 2.86

	Statement or Question	Response	Rating
1.	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff relies on one-way communication in English to inform parents about academic goals, class work, grades and homework. (For example, newsletters, marquees, and agendas.)	Apprentice

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

	Statement or Question	Response	Rating
3.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School and district staffs use several strategies to involve community leaders to assist in parent education on issues directly related to student achievement.	Distinguished

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

	Statement or Question	Response	Rating
5.	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	Parent -teacher conferences are held twice a year on school grounds and some teachers send invitations to parents.	Apprentice

	Statement or Question	Response	Rating
6.	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

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	Statement or Question	Response	Rating
7.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholders help plan district and school survey content regarding school performance as it relates to their child.	Distinguished

## Decision Making

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

Overall Rating: 2.0

	Statement or Question	Response	Rating
1.	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

	Statement or Question	Response	Rating
2.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
3.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	Statement or Question	Response	Rating
4.	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement action items imbedded in a few components. They are usually not measurable, have little to no funding, and consistent implementation and impact checking is not done.	Novice

	Statement or Question	Response	Rating
5.	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

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

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	Statement or Question	Response	Rating
7.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents.	Novice

## Advocacy

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

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

	Statement or Question	Response	Rating
2.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

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

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

	Statement or Question	Response	Rating
5.	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff makes minimal effort to encourage parents to advocate for their child's academic success.	Apprentice

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

## Learning Opportunities

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

Overall Rating: 2.33

	Statement or Question	Response	Rating
1.	Parents have multiple opportunities to learn about and discuss the following: <ul style="list-style-type: none"> <li>- Kentucky standards and expectations for all students</li> <li>- The school's curriculum, instructional methods, and student services</li> <li>- The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees</li> <li>- Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process</li> <li>- Community resources to support learning</li> <li>- Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys</li> </ul>	School provides open house and family nights for some parents to learn about: <ul style="list-style-type: none"> <li>• Kentucky standards and expectations for all students.</li> <li>• School's curriculum, instructional methods, and student services.</li> <li>• School's decision-making process, including opportunities for parents to participate on councils and SBDM committees.</li> <li>• Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process.</li> <li>• Community resources to support learning.</li> </ul>	Apprentice

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

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

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

	Statement or Question	Response	Rating
5.	School council has a classroom observation policy that welcomes families to visit all classrooms.	School staff allows parents to visit regular education classrooms upon request. There is no school policy.	Novice

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	Statement or Question	Response	Rating
6.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

## Community Partnerships

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

Overall Rating: 2.33

	Statement or Question	Response	Rating
1.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership periodically meets with some business leaders to discuss information on student achievement.	Apprentice

	Statement or Question	Response	Rating
2.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

	Statement or Question	Response	Rating
3.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Employer-partners adopt practices to promote and support parent and volunteer participation in students' education.	Apprentice

	Statement or Question	Response	Rating
4.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

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

	Statement or Question	Response	Rating
6.	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff maintains a resource directory on some agencies, programs and services that will provide services for students.	Apprentice



## **Reflection**

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

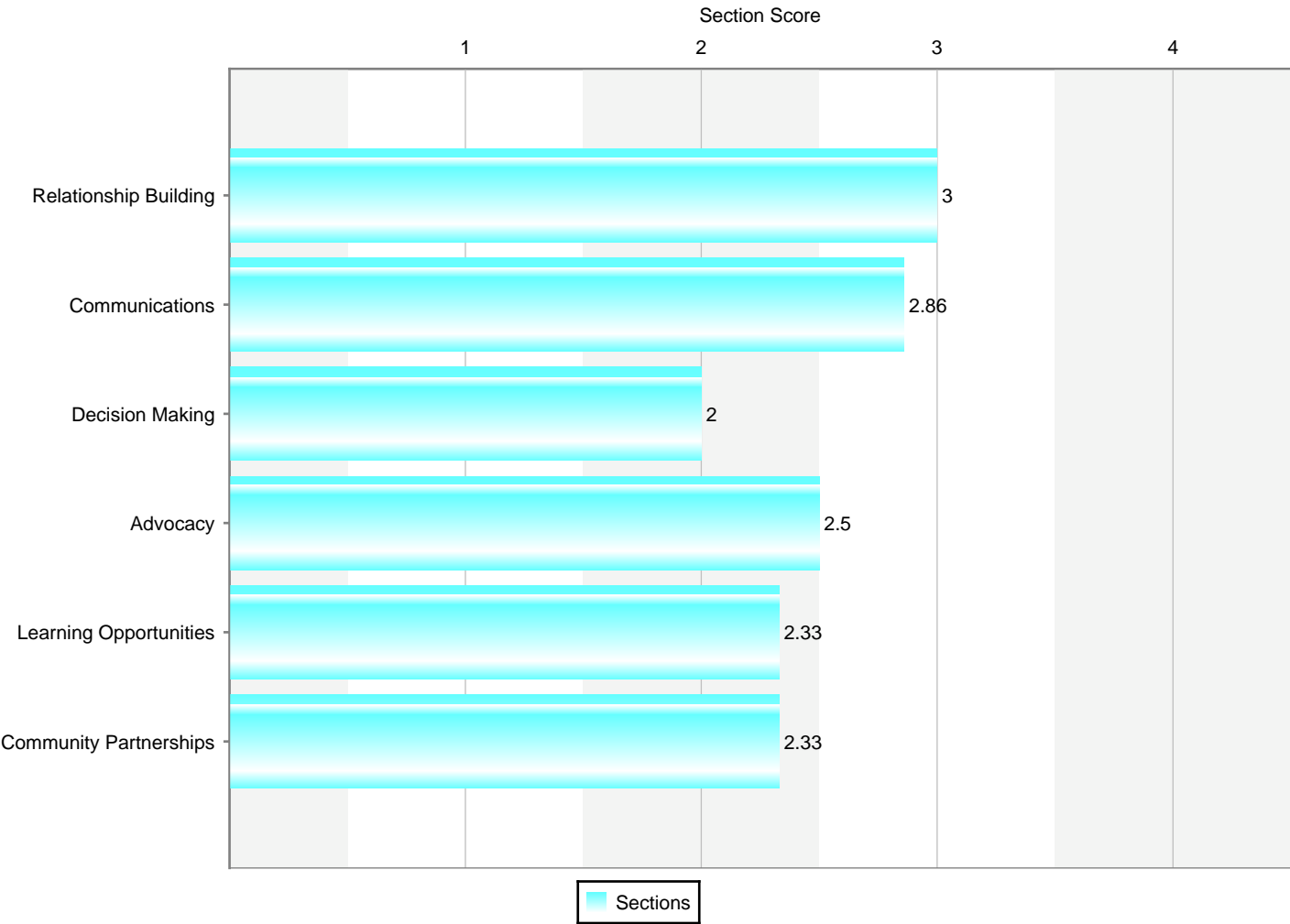
**Reflect upon your responses to each of the Missing Piece objectives.**

I believe our data reflects that NBES is a loving and caring staff that is welcoming to all stakeholders. However, we noted that our parent communications and parent leadership lack. These questions provoked reflective thinking that helped us identify where we are at. Although we thought we were doing well in this area the indicators made us realize that there is much more that we can do to ensure both parent and community support of academics.

Moving forward we will add parent involvement to our monthly SBDM agendas to help create better communications, training's and resources for the parents/caregivers.

Report Summary

Scores By Section



# Improvement Plan Stakeholder Involvement

## **Introduction**

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

## **Improvement Planning Process**

### Improvement Planning Process

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

Open Meetings notifications were made to all major information outlets in Butler County. These outlets included WLBQ and The Butler County Banner and our two internet-based newspapers, Beechtree News and the Quixote Press. We also have aggressively made attempts to gain support by establishing well planned and advertised parent involvement nights, weekly newsletters, all announcements sent through social media as well as text alerts. Our counselor provides parent volunteer training's and resources.

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

Representation on our Comprehensive School Improvement Plan Committee was voluntary and open to anyone. Teachers were giving the opportunity to choose to be part of the CSIP and CDIP teams. A few teachers were willing to take on both committees. A survey went out to all parents and employees for input on improving our school.

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

The plan was made available for review during all stages of development. Emailed to staff frequently for input and approved by SBDM before submission.

## **KDE Assurances - School**

**Introduction**

KDE Assurances - School

## Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	Representatives from all stakeholders including faculty and staff, parents, and community members were involved in the review of the achievement data for North Butler Elementary School.	

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

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	Through Kindergarten Jumpstart and our Cradle School (OWL academy) students are enrolling in Kindergarten with better skills and more prepared emotionally and socially.	

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes	All staff were trained in common core math strategies through Math in Focus and we have begun gradual release with thinking strategies instruction.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	Openings are filled after rigorous screening process including background reference checks, credentials screening, and interview process.. Administration makes every available effort to retain qualified teachers by facilitating their professional growth and providing teacher-leader opportunities... Our district offers a competitive pay scale with ample opportunity to advance into administrative positions.	



**KDE Comprehensive School Improvement Plan**

North Butler Elementary

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

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes	Our school year begins with an Open House event at which teachers encourage parents and guardians to fully participate in the education of their child. Daily communication is encouraged through the use of Student Agendas in which two-way communication can occur. Each grade level also sends home weekly newsletters designed to keep families up to date on the events occurring at school. A new Parent Involvement policy was created this school year.	

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

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes	PD 360, conferences, district led professional development	

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes	Implementation and Impact checks yearly	

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes		

**KDE Comprehensive School Improvement Plan**

North Butler Elementary

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

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes	As noted in our Goals and Strategies...	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes		

# KDE Comprehensive School Improvement Plan

North Butler Elementary

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

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

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

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes		

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

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

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified	Yes		

# KDE Comprehensive School Improvement Plan

North Butler Elementary

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

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

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

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

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

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

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

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