BUTTS COUNTY
SCHOOL SYSTEM

Purpose Statement

Butts County School System's purpose is to Provide Learning and Life Experiences that Maximize the Individual Potential of All Students so they are Prepared for a Productive Future.

10 Core Commitments and Values:

◆ We will provide and expand effective growth experiences for all students in the "A.A.A.S."— Academics, Fine Arts, Athletics, and Service.

◆ We will maximize the personal safety and well-being of all stakeholders who enter our facilities.

◆ We will model and exhibit a spirit of teamwork, professionalism, and collaboration in the quest of continuous improvement on behalf of our students and community.

◆ We will engage students, families, and community stakeholders as partners and teammates.

◆ We will model self-discipline in our duties as professionals, and we will discipline our students in a way that values their worth and dignity as human beings.

◆ We will recruit and retain highly-qualified staff members in the name of what is best for children.

◆ We will embrace fair accountability for all staff, students, and the community.

◆ We will respect and celebrate human diversity as a strength in our organization.

◆ We will faithfully maintain modern and effective facilities, equipment, technology, and data.

◆ We will be responsible stewards of community taxes and resources while putting the needs of children first.

Adopted by the
Butts County Board of Education
October 3, 2017

Excellence in Student Achievement and Success

Performance Objective: The BCSS will install a comprehensive and coherent instructional system throughout the district in order to ensure that all students maximize their potential in academic achievement and success			
Initiative	Implement Formative Instructional Practices and Processes to Maximize Student Growth and Achievement.		
Action Steps	Person/Role Responsible	a. Timeline for Implementation b. Method for Monitoring	Artifacts and Evidence
1. Collect, review, and analyze student data for the purpose of supporting implementation of effective differentiation, remediation, interventions, specialized instruction, and the enrichment of instruction.	Asst. Superintendent for C & I Principals/Instructional Coaches	SY 2019-2023 System Curriculum Team meetings Curriculum Monitoring Meetings Task Sheets presented at Weekly Cabinet Meetings.	Establish system and school level Data Rooms by January 2019. _____ Establish Data Analysis Plan Cycle for system and individual Schools by August 2019. _____ Revised and improved system for analyzing student achievement data to identify roots causes and leads to the implementation of action steps reflected in school Improvement plans. SY 2019 - 2021 _____ Establish and implement a "BCSS Curriculum and Data Handbook", written throughout 2018-2019 and utilized by Curriculum Team and Schools by 2019-2020.
2. Support Professional Learning Communities and ensure the development, revision, and maintenance of common, system-wide Curriculum Pacing Guides, Unit Plans, and Assessments aligned to Georgia Standards of Excellence.	Asst. Superintendent for C & I Principals/Instructional Coaches	SY 2019-2023 School & System Level Professional Learning Plans outlining activities for PLC's Schedule for Collaborative Planning Sessions. Monthly Curriculum Monitoring Sessions. Monthly Review of Atlas Curriculum Management System by Curriculum team	Facilitate and document quarterly Collaborative Planning sessions among grade level/content area teachers for the purpose of revision and enhancement of instruction for all students. _____ Atlas Curriculum Management System Units collaboratively developed throughout 2019-2021 with common assessments, performance tasks, projects with collaboratively developed rubrics and checklists. _____ Develop specific evaluation checklists in 2018-2019 to guide monthly review/audits to assess quality and effectiveness of Atlas Units at both school and system level for the purpose of assessing alignment to GSE

Action Steps	Person/Role Responsible	Timeline for Implementation / Method for Monitoring	Artifacts and Evidence
3. Collaboratively develop and implement a common framework of highly effective pedagogy in units and lessons in all classrooms that maximizes digital learning, collaboration, creativity, critical thinking, and communication that maximizes digital learning, collaboration, creativity, critical thinking, and communication.	Asst. Superintendent for C & I Principals/Instructional Technology Specialist/Technology Department/Instructional Coaches	SY 2019-2023 Framework Designed and communicated to all educators that is aligned to TKES.	Increase in effective instruction/assessment practices based on county-wide framework/rubric and TKES data. _____ Collaborative revision of a formalized "Instructional Framework Template" in 2018-2019 to be utilized by all teachers and school leaders through 2023. _____ Pacing Guides, Unit Plans, and Assessments revisely by 2019 and then annually to incorporate intentional implementation of collaboration, creativity, critical thinking, and communication as pedagogical cornerstones of the BCSS Instructional Framework.
4. Establish structures that provide evidence of instructional revisions occurring in response to student performance.(Refining Instruction)	Asst. Superintendent for CIA, Principals/Instructional Coaches	SY 2018-2023 PLC Meetings/Benchmarks Monthly Curriculum Meetings Curriculum Monitoring Meetings	Develop Unit Reflection Tool to guide data analysis and the revision process. 2019-2020

Performance Objective: : The BCSS will install a comprehensive and coherent instructional system is operationally effective throughout the district in order to ensure that all students maximize their potential in academic achievement and success			
Initiative	Fully Implement a "Multi-tiered System of Supports" (MTSS) framework to promote and integrate interventions for academic, emotional, social, mental, and physical health for all students.		
Action Steps	Person/Role Responsible	a. Timeline for Implementation / b. Method for Monitoring	Artifacts and Evidence
1. Define MTSS and critical elements. Provide Professional learning across the system to all staff	Asst. Superintendent for CIA, Director of Student Services, Principals, Social Worker	May 2020	"MTSS Handbook" collaboratively developed throughout the 2019 and 2020 school years to align with the state's work and progress on the initiative, containing definitions of MTSS and the elements associated with the BCSS MTSS framework. This document will be displayed on BCSS website and distributed at school sites.
2. Create MTSS teams at the district and all schools with a clear purpose as well as defined roles and responsibilities to integrate services and supports for students.	Asst. Superintendent for CIA, Director of Student Services, Social Worker	May 2020	Purpose statements and structure for MTSS Teams developed, trained, and utilized with all relevant staff. _____ Meeting agendas for MTSS Teams. Service and support List published on web sites.
3. Define and assess the effectiveness of	Asst. Superintendent	May 2021	Universal screening data collected quarterly in 2020-

universal screenings and assessments, system wide utilized to measure student growth specific to behavior and academic achievement.	for CIA, Director of Student Services, Principals, Social Worker		2021 for the purpose of identifying student needs and interventions and the effectiveness of current interventions. _____ Academic & Behavioral Progress monitoring data Student Discipline data reviewed regularly.

Performance Objective: The BCSS will install a comprehensive and coherent instructional system is operationally effective throughout the district in order to ensure that all students maximize their potential in academic achievement and success			
Initiative	Increase Student Readiness for College and the Workplace		
Action Steps	Person/Role Responsible	a. Timeline for Implementation	Artifacts and Evidences
		b. Method for Monitoring	
1. Develop, train, and support educators in implementing a comprehensive literacy plan so as to improve reading and writing achievement among all student sub-groups and grade levels.	Asst. Superintendent for CIA Principals & AP's & Instructional Coaches	-Develop 2019-20 Implementation 2020-23 Curriculum Team & Cabinet Task sheets. _____ Data from formative writing assessments. _____ writing assignments/assessments evident in all ATLAS units all content areas. _____ Professional Learning initiatives in Grades K-12 centered on literacy across the curriculum. _____ Track initiatives, events and strategies used to promote literacy among students and families. _____ Establish process for monitoring and evaluating SRI and Reading Counts data.	Develop School-based Literacy Plan that articulates screening measures, interventions, enrichment, and progress monitoring measures for all students throughout 2018-2019 for full implementation by 2019-2020. _____ Revise and improve a formalized BCSS writing rubric and checklist in 2018-2019. _____ Establish formative benchmarking plan for tracking and reporting writing proficiency system-wide among all students for full implementation August 2019. _____ Provide annual professional learning for all teachers, paraprofessionals, and administrators related to improving reading comprehension among all students and writing across the curriculum. 2020-2023. _____ Develop list of community and family initiatives, events and strategies to promote literacy among students at each school and throughout the community throughout 2019 and revised annually and communicated regularly. SRI and Reading Counts data to support increase in reading at the appropriate Lexile stretch band.
2. Implement effective instructional practices	Asst. Superintendent	Develop 2019-20	Provide ongoing/annual Professional Learning among

for math as defined by the Georgia Standards of Excellence and Standards of Mathematical Practices	for CIAI, Principals & AP's/Instructional Coaches	Implementation 2020-23 ──────── School & System Level Professional Learning Plans outlining activities for PLC's Monthly Curriculum Monitoring Sessions. District walkthroughs	Grades K-12 math teachers centered on effective instructional practices, authentic application and assessment of mathematical concepts. _____ Inventory of Performance tasks in ATLAS Math Units developed and shared to all teachers/school leaders throughout 2018-2020.
3. Establish process for collaboration with our business partners to develop internships and Work-Based Learning opportunities for High School Students.	Asst. Superintendent for CIA, Principals, AP's, CTAE Director	SY 2018-2023 Quarterly meetings with CTAE director, WBL coordinator.	Capture and report data annually that indicates the number of JHS student internships such as the GRCCA German Apprenticeship program and work-based learning positions with local businesses and organizations. _____ Conduct CTAE & GRCCA Informational events with HMS students and parents that highlight Internships and WBL placements.
4. Increase students' access to **S**cience, **T**echnology, **E**ngineering, **A**rt, and **M**ath educational experiences K-12.	Asst. Superintendent for CIA, Principals	SY 2018-2023 School & System Level Professional Learning Plans outlining activities for PLC's Monthly Curriculum Monitoring Sessions. District walkthroughs	Facilitate Professional Learning for Math and Science Teachers related to infusing STEAM activities and assessments into instructional units. _____ Facilitate Project Based Learning PL for staff _____ Facilitate site visit to a STEM Certified School for team of teachers at each level(Elementary, Middle & High) _____ Create the following competitive STEM Opportunities: Implement LEGO Robotics team at HMS 2019 & DES, SES, & JES 2020 Add VEX Robotics team at HMS 2020 Add ROV Team team at HMS 2021 _____ Implement Coding connections course at HMS (2018). Research and select a related STEM pathway for JHS students that will operational by August of 2021.
5. Support the implementation of effective advisement practices and ensure vertical articulation between Elementary, Middle, and High Schools regarding career and college planning.	Asst. Superintendent for CIA, Principals	Develop 2019-2020 Ongoing implementation Report Advisement & Classroom Guidance Calendars to System Curriculum Team	Individual Graduation Plans Career Interest Inventories Career Day events at each school Advisement Plans & Classroom Guidance lesson plans GRCCA field trip for HMS students

6. Ensure the explicit teaching of behaviors, personal habits, and professional skills (soft skills) for all students throughout the district that lead to success in college and the workplace.	Asst. Superintendent for C & I, Counselors	Develop 2019-2020 _____ System Curriculum Team meetings Curriculum Monitoring Meetings Task Sheets presented at Weekly Cabinet Meetings. Develop Survey for Business & Industry partners hosting our students	Classroom Advisement Lessons Professional Skills/Industry Expectations found within CTAE Atlas Units. PBIS Plans/ Rubrics School & System PSA's School Assemblies WBL/Internship Survey data from business & Industry hosting our students

Performance Objective: The BCSS will maximize the physical safety of all stakeholders			
Initiative	Enhance physical safety for all stakeholders at each campus and facility.		
Action Steps	Person/Role Responsible	a. Timeline for Implementation b. Method for Monitoring	Artifacts and Evidence
1. Plan and implement construction and renovation of facilities and technology resources to increase security of all facilities and keep all stakeholders safe.	District Level Leaders and Principals	2019 and ongoing Monthly Safety Team meetings at district and school level. Capital expenditures log of safety expenditures.	Modern visitor ID protocol machines installed at all school campuses _____ Access barriers installed on all school campuses _____ Daily lockdown practices for all classrooms with students present _____ Camera monitoring installed at all school entrances and lobbies and critical student areas _____ Emergency 911-call technology installed in all offices and schools _____ Resource officers presence at all school locations
2. Increase and maintain partnerships and community collaboration with local law enforcement and emergency management personnel.	District Level Leaders and Principals	2019 and ongoing --Agendas from collaboration meetings and trainings involving community members. --Annual disaster drill planning with State and local authorities	Monthly safety task force meeting with community EMA and law enforcement.
3. Annually revise, train, and monitor the district and school safety plans and stakeholder health and safety practices.	District Level Leaders and Principals	2019 and ongoing --Quarterly BCSS Safety Team meetings. --Monthly BCSS safety inspections of all schools. --SafeSchools Online Training Reports	District Safety Plan annually revised and approved by local and state EMA's _____ Monthly drills for evacuation and intruders at all schools. Severe weather drills twice per year _____

			Disaster and/or violence scenario training with community partners at least once annually System Leadership participation in "All Hazards Training" by FEMA by 2022 _____ Mandatory staff work-safety training annually _____ Annual implementation of mandatory universal precaution trainings, Human Trafficking Awareness for relevant staff.

Performance Objective: The BCSS will develop and implement processes for effective strategic planning and leadership capacity that lead to a culture of continuous improvement.			
Initiative	Implement intentional BCSS purpose-driven opportunities to cultivate leadership capacity with stakeholders.		
Action Steps	Person/Role Responsible	a. Timeline for Implementation b. Method for Monitoring	Artifacts and Evidence
1. Design and Implement an "Teacher Leader Cohort" to build capacity in effective practices in curriculum/instruction, safety, leadership, strategic thinking, and developing teams.	HR Director and district and school leaders	August 2019 Syllabus for "Teacher Leader" course developed and implemented.	15 teachers per year participate at minimum
2. Design and implement and "Assistant Principal Development Series" to build their capacity and skill in leadership.	District Level Leaders and Principals	July 2018 June 2023	6 Sessions Per Year (minimum)
3. Monthly professional learning and collaboration structures designed and implemented for district leaders and school principals.	District Level Leaders and Principals	FY2019 Agendas and Minutes from Monthly meetings.	Monthly professional learning community time with principals and district leaders.
4. Student governance teams will be designed, revised, and implemented in all BCSS schools and the district level,, and monthly leadership skill training be provided by the schools to develop skills in collaboration, communication, service, strategic planning, and being a role model.	District Level Leaders and Principals	Full implementation FY2019 Agendas and artifacts of student participation in governance of their schools and leadership skill training.	Monthly student governance time and leadership development with school administration and teacher leaders. _____ Quarterly "Student Board of Education" formed with students in 5th, 8th, and 11th grades.

Performance Objective: The BCSS will maximize all available resources to support quality learning and life experiences for all students.			
Initiative	Recruit and Retain highly qualified effective teachers and staff		
Action Steps	Person/Role Responsible	a. Timeline for Implementation b. Method for Monitoring	Artifacts and Evidence
1. Design and implement a college recruitment plan designed to attract highly qualified and skilled educators who resemble the diversity of our student body.	HR Director and district and school leaders	February 2019 Documented visits at targeted colleges.	Attend teacher recruiting fairs at diverse colleges at least 5 times per year
2. Revise and implement a quarterly professional development and support initiative to increase efficacy and growth of induction-level teachers new to the system.	HR Director and district and school leaders	September 2018 Documented professional learning and support meetings at least 4 times per year for induction-level educators.	90% annual retention rate of new teachers system-wide by FY 2021 and then annually
3. Increase and provide on and off-site professional development options to increase teacher efficacy and confidence (technology integration, content-area knowledge and skills, and teacher-chosen professional learning and growth opportunities.	Assistant Superintendent for Curr & Ins	FY2019 and annually -Monthly Curriculum Meetings -Quarterly District Curriculum Monitoring -District Walkthroughs -Staff Surveys	85% positive rating on annual staff survey measuring educator job satisfaction and self-efficacy _____ 90% annual retention rate at each school by FY 2021 and then annually _____ 4-Star or above climate ratings at all schools by FY 2021

Performance Objective: The BCSS will maximize all available resources to support quality learning and life experiences for all students.			
Initiative	The BCSS will effectively manage and care for taxpayer resources for the best interests of children.		
Action Steps	Person/Role Responsible	a. Timeline for Implementation b. Method for Monitoring	Artifacts and Evidence
1. Maximize use of E-SPLOST funds as approved by the voters to support the mission of the District and keep the public faith and trust.	District and School Leaders	2019 and ongoing Monthly and annual budgeting process	Board of Education is debt-free by fall of 2022 for all bonds sold and projects for E-SPLOST V. _____ 86% approval rate and passage of E-SPLOST VI in 2022. _____ Maintain a minimum of 15% fund reserve for general funds at all times.
2. Plan and implement an annual energy-savings initiative with incentives in order to decrease the amount of taxpayer funds being spent on utilities.	District and School Staff	2019 and ongoing Monthly and annual energy consumption reports.	Monthly and annual incentives to schools based upon electricity (kWh) use savings measures _____ Spreadsheet and monthly reports of progress to BOE and staff _____ Facility improvements and upgrades to efficient equipment systems

3. Renovation and modernization of facilities at Henderson Middle School, Red Devil Hill Stadium Complex, Parking Facilities	District Leaders	2019-2022	Roofing, Painting, Flooring, and Bathrooms renovated at HMS by 2020 _____ Red Devil Hill field, press box, and fencing renovated by 2022 _____ Parking lots at JHS, HMS, Red Devil Hill sealed or repaved by 2022.

Goal Area III
Excellence in Relationships and Perceptions

Performance Objective: Improve Stakeholder Engagement in our schools.			
Initiative	The BCSS will improve the quantity and quality of collaboration with students, families, staff, and the community to foster positive relationships.		
Action Steps	Person/Role Responsible	a. Timeline for Implementation / b. Method for Monitoring	Artifacts and Evidence
Weekly Parent Communication Initiative from teachers to Parents	School Admin and Faculty	August 2018 / Central Office and Principal-led review.	100% implementation by county teachers as evidenced by artifacts.
Improve and increase positive community communication in Social Media and Online Resources	Central Office, School Leadership Teams	January 2019 / Review of social media and web resources.	All six schools and the Central Office will implement support an active Website, Facebook, and Twitter feed at minimum.
The BCSS will work to enhance educator accessibility in the community by maximizing opportunities to participate in community events and creating other opportunities for outreach.	District & School Leaders	2018- 2019 Baseline year for Google Form for Events & Outreach	The BCSS will increase the number of educators participating in events and outreach opportunities by 3% - measured in the spring or 2020
The BCSS will work to expand wrap around and social support services available for students and families in response to needs expressed by stakeholders. (Access to Mental and Physical Healthcare and Medicine, Clothing, Housing, Transportation, Visual/Auditory Support)	School Social Worker and Student Services	Needs Assessment/Survey 2019 2019-20 Expansion _____ Inventory of services	Inventory of services will be completed by December of 2018 and each year to document expansion services as well as the number of families served.

Performance Objective: Create and nourish a culture of kindness, connectedness that support and empower all stakeholders			
Initiative	The BCSS promote positive, caring and supportive district and school climates that are respectful for all.		
Action Steps	Person/Role Responsible	a. Timeline for Implementation / b. Method for Monitoring	Artifacts and Evidence
Achieving at minimum "Operational" level of PBIS at all schools.	District & School Leaders	August 2020	Training Agendas for PBIS at all schools
Develop guidance activities and communication strategies to improve peer to peer relationships among students. (Reference specific questions on Georgia Student Health Survey)	Assistant Superintendent for Curriculum and Instruction, Social Worker, Counselors, Principals	a. 2018-2020 Monthly updates in system admin meetings and quarterly updates in system guidance meetings.	Examples of classroom guidance lessons Communication materials, posters, videos, etc. other student led initiatives aimed at sustaining a culture of kindness.
Install advisory teams for both students and staff to promote a positive climate that minimizes bullying, harassment, and violence and instead	District and School Leaders	August 2018 and ongoing	Creation of monthly Staff Advisory Committee at each school by December, 2018

promotes belonging, kindness, and positive human connections.			_____ Creation of monthly student advisory committee at each school by December, 2018 _____ Each school creates a full marketing campaign that promotes a culture of belonging and kindness by January, 2018, and maintains it monthly
Maximize participation in school lunch and breakfast programs and summer feeding programs	District and School Leaders		Application and Approval of CEP grant for BCSS in 2018 _____ Participant in "Seamless Summer" program _____ Established partnership with Smart Lunch, Smart Kids feeding program in community.

Grade Level/Course	Percent Level I 2017-2018	Percent Level I 2018-2019	Percent Level I 2019-2020	Percent Level I 2020-2021	Percent Level I 2021-2022	Percent Level I 2022-2023
Butts County GA Milestones Performance Targets (Percent of Learners at Level I) **Targets for each cohort set based on 2017-2018 Performance** **English/Language Arts** **2018 - 2023**						
Third	51%	35%	33%	33%	32%	31%
Fourth	30%	41%	32%	30%	29%	27%
Fifth	33%	25%	35%	29%	27%	26%
Sixth	38%	33%	31%	35%	33%	31%
Seventh	38%	34%	30%	29%	32%	29%
Eighth* Includes EOC	25%	30%	26%	23%	21%	21%
9th Grade Literature	18%	18%	23%	19%	18%	17%
10th Non-Tested Year	NA	NA	NA	NA	NA	NA
11th American Literature	36%	30%	25%	23%	22%	19%

Grade Level/Course	Percent Level I 2017-2018	Percent Level I 2018-2019	Percent Level I 2019-2020	Percent Level I 2020-2021	Percent Level I 2021-2022	Percent Level I 2022-2023
Third	17%	17%	16%	16%	16%	15%
Fourth	20%	17%	16%	15%	15%	15%
Fifth	34%	26%	25%	24%	23%	23%
Sixth	29%	32%	25%	22%	22%	22%
Seventh	26%	27%	31%	24%	20%	21%
Eighth* Includes EOC	29%	24%	25%	29%	22%	19%
9th Grade Algebra I	47%	42%	36%	35%	35%	26%
10th Grade Geometry	47%	44%	41%	39%	37%	35%

Butts County GA Milestones Performance Targets (Percent of Learners at Level I)
Targets for each cohort set based on 2017-2018 Performance
Math
2018 - 2023

Butts County GA Milestones Performance Targets (Percent of Learners at Level I) Targets for each cohort set based on 2017-2018 Performance Science 2018 - 2023						
Grade Level/Course	Percent Level I 2017-2018	Percent Level I 2018-2019	Percent Level I 2019-2020	Percent Level I 2020-2021	Percent Level I 2021-2022	Percent Level I 2022-2023
Fifth	34%	32%	31%	30%	29%	28%
Eighth* Includes EOC	36%	35%	34%	32%	32%	31%
Biology	25%	25%	24%	24%	24%	23%

Butts County GA Milestones Performance Targets (Percent of Learners at Level I) Social Studies 2018 - 2023						
Grade Level/Course	Percent Level I 2017-2018	Percent Level I 2018-2019	Percent Level I 2019-2020	Percent Level I 2020-2021	Percent Level I 2021-2022	Percent Level I 2022-2023
Fifth	26%	25%	24%	23%	22%	21%
Eighth	28%	26%	23%	22%	21%	20%

US History	42%	**34%**	**28%**	**24%**	**23%**	**22%**
Economics	29%	**26%**	**24%**	**23%**	**22%**	**21%**

Butts County Schools Student Survey Question Performance Targets 2018 - 2023						
Survey **Question**	**Percent Strongly Agree or Somewhat Agree 2017-2018**	**Percent Strongly Agree or Somewhat Agree 2018-2019**	**Percent Strongly Agree or Somewhat Agree 2019-2020**	**Percent Strongly Agree or Somewhat Agree 2020-2021**	**Percent Strongly Agree or Somewhat Agree 2021-2022**	**Percent Strongly Agree or Somewhat Agree 2022-2023**
GSHS 6-12 **I feel my school has high standards for achievement.**	**84%**	**87%**	**90%+**	**92%+**	**95%+**	**95%+**
GSHS 6-12 **Adults in this school treat all students with respect.**	**74%**	**80%**	**85%**	**90%**	**95%+**	**95%+**
GSHS 6-12	**49%**	**52%**	**65%**	**75%**	**85%**	**90%**

Students at my school treat each other with respect						
GSHS 6-12						
I have been concerned about my physical safety at school	37%	25%	20%	15%	12%	10%

Butts County Schools Student Survey Question Performance Targets 2018 - 2023						
Survey Question	Percent Always or often 2017-2018	Percent Always or often 2018-2019	Percent Always or often 2019-2020	Percent Always or often 2020-2021	Percent Always or often 2021-2022	Percent Always or often 2022-2023
GSHS 3-5						
I feel safe at school.	77%	85%	88%	90 %	92 %	95%+
GSHS 3-5						
Teachers treat me with respect.	89%	90%	91%	93%	95%	98%+
GSHS 3-5	46%	52%	65 %	75 %	85 %	90 %

Students treat each other well.					
GSHS 3-5					
There is an adult at my school who will help me if I needed it.	91%	93%	95%	97%	99%	100%
GSHS 3-5					
I like School.	53%	65%	70%	75%	80%	85%

Butts County Schools Parent Survey Question Performance Targets 2018 - 2023					
Survey **Question**	**Percent Always or often 2017-2018**	**Percent Always or often 2018-2019**	**Percent Always or often 2019-2020**	**Percent Always or often 2020-2021**	**Percent Always or often 2021-2022**	**Percent Always or often 2022-2023**
Georgia Parent School Climate Survey **My student feels safe at school.**	94%	95%	95% +	95%+	95%+	95%+

Georgia Parent School Climate Survey						
Staff at my student's school communicates well with parents.	89%	90%	91%	92%	95%+	95%+
Georgia Parent School Climate Survey						
I feel welcome at my student's school.	94%	95%	96%	97%	98%	100%
The Georgia School Personnel Survey						
I feel safe at my school.	94%	95%	96%	97%	98%	100%
The Georgia School Personnel Survey						
My school promotes academic success for all students.	93%	95%	97%	98%	99%	100%

Butts County CCRPI Readiness Performance Targets (Elementary School) 2018 - 2023						
Readiness Area	Percent 2017-2018	Percent 2018-2019	Percent 2019-2020	Percent 2020-2021	Percent 2021-2022	Percent 2022-2023
Literacy	41.02%	45%	50%	52%	55%	60%
Attendance	89.93%	90%	91%	92%	92%+	92%+

Literacy:
Percent of students in grades 3-5 demonstrating reading comprehension at the midpoint of the College & Career Ready "Stretch" Lexile Band for each grade level. The minimum target for grade 3 is 670L. The minimum target for grade 4 is 840L. The minimum target for grade 5 is 920L

Student Attendance:
The Student Attendance indicator will be calculated based on a nationally- utilized metric of student attendance – absent less than 10% of enrolled days. This definition is flexible enough to account for varying school calendars and provides a better representation of chronic absenteeism, which can signal a lack of student engagement, school climate issues, and a lack of preparation for college and career.

Butts County CCRPI Readiness Performance Targets (Middle School) 2018 - 2023						
Readiness Area	Percent 2017-2018	Percent 2018-2019	Percent 2019-2020	Percent 2020-2021	Percent 2021-2022	Percent 2022-2023
Literacy	53.18%	55%	58%	60%	65%	68%
Attendance	87.47%	88%	89%	90%	91%	92%
Beyond the Core World Language	5.6%	6%	7%	8%	9%	10%
Beyond the Core Fine Arts	68.5%	69%	70%	71%	72%	73%
Beyond the Core Career Exploratory (CTAE)	63.11%	64%	65%	66%	68%	70%

Literacy:
Percent of students in grades 6-8 demonstrating reading comprehension at the midpoint of the College & Career Ready "Stretch" Lexile Band for each grade level. The minimum target for grade 6 is 997L. The minimum target for grade 7 is 1045L. The minimum target for grade 8 is 1097L
Student Attendance:
The Student Attendance indicator will be calculated based on a nationally- utilized metric of student attendance – absent less than 10% of enrolled days. This definition is flexible enough to account for varying school calendars and provides a better representation of chronic absenteeism, which can signal a lack of student engagement, school climate issues, and a lack of preparation for college and career.
 Middle School Beyond the Core

The Beyond the Core indicator measures the percent of students (6 – 8) earning a passing score in specified enrichment courses beyond the traditional academic core that expose students to a well-rounded curriculum. Content areas for middle school content areas include fine arts, world language, physical education/health, and career exploratory (CTAE).

Butts County CCRPI Readiness Performance Targets (High School) 2018 - 2023						
Readiness Area	Percent 2017-2018	Percent 2018-2019	Percent 2019-2020	Percent 2020-2021	Percent 2021-2022	Percent 2022-2023
Graduation Rate	82.3%	84%	85%	86%	87%	88%
Literacy	51.5%	52%	53%	55%	60%	65%
Attendance	82.24%	83%	85%	87%	88%	90%
Dual Enrollment	32.14	35%	37%	38%	40%+	40%+
Advanced Placement	30.46	30%	35%	40 %	45%	50%
CTAE Pathway Completion	51.46	55%	60%	75%	78%	80%

Academic Pathway Completion	19.9%	20%	21%	30%	35%	42%
Fine Arts	16.5%	18%	20%	22%	24%	25%
World Language	0.0	2%	4%	8%	9%	10%
Percent Earning Readiness Score on ACT/SAT	11.5%	12%	13%	14%	18%	25%
End of Pathway Assessment (EOPA)	20.82%	21%	22%	23%	25%	28%

Literacy:

Percent of students in grades 9-12 demonstrating reading comprehension at the midpoint of the College & Career Ready "Stretch" Lexile Band for each grade level. The minimum target for 9th Grade Literature Students is 1155L. The minimum target American Literature students is 1285L.

Student Attendance:

The Student Attendance indicator will be calculated based on a nationally- utilized metric of student attendance – absent less than 10% of enrolled days. This definition is flexible enough to account for varying school calendars and provides a better representation of chronic absenteeism, which can signal a lack of student engagement, school climate issues, and a lack of preparation for college and career.

Accelerated Enrollment:

Percent of 12th graders earning credit for accelerated enrollment via Dual Enrollment or Advanced Placement.

Pathway Completion:
Percent of 12th graders completing an advanced academic, CTAE, fine arts, or world language pathway.

EOPA/Readiness Score/Work-Based Learning:
Percent of 12th graders achieving a readiness score on the ACT, SAT, passing a pathway-aligned end of pathway assessment (EOPA) resulting in a national or state credential; or completing a work-based learning program.