

BUTLER COUNTY LEARNING CENTER

KDE DIVISION OF STUDENT SUCCESS


ALTERNATIVE SCHOOL SITE VISIT


PLUS (+) DELTA (-) RESULTS


PLUS (+)


PROGRAM STRENGTHS




- ▶ **Program is strongly supported by district in a variety of ways.**
 - ▶ **Direct consultation with Asst. Superintendent Robert Tuck**
 - ▶ **Open communication/collaboration between BCMS/BCHS**
 - ▶ **Willingness to try “new things” and explore new avenues for success**
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- ▶ **PBIS implementation district wide is evident in the program.**
 - ▶ **Excellent use of de-escalation strategies in the classroom.**
 - ▶ **Teacher/Student interaction is positive and builds upon strengths.**
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- ▶ **Strong collaboration between community partners and other outside educational agencies. (e.g. *F.A.I.R* team participation)**
 - ▶ Strong collaboration between the program and DJJ.
 - ▶ Direct Access for Counseling Services to meet with individual students
 - ▶ Resources/Points of contact made available to parents to help them contact outside agencies if needed.
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- ▶ **The goal of academic focus is being attained (strong vision/mission).**
 - ▶ **Students are achieving at a high rate. High School students are finishing credits and are academically successful. Middle school students are focused and on task, completing required academic tasks.**
 - ▶ **Students are able to verbalize the academic focus of the program and articulate the importance of their academic achievement.**
 - ▶ **Students feel comfortable seeking assistance and feel they can receive one to one assistance when needed.**
 - ▶ **The Vision of being more than just a “behavior school” is evident. Students are visibly engaged academically and behavioral distractions are minimal.**
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- ▶ **Climate and culture is positive. Student behavior was excellent.**
 - ▶ All students were academically engaged.
 - ▶ All students were polite and respectful when interacting with both teachers and observers.
 - ▶ Strong expectations for behavior are evident in the students behaviors. They have a strong understanding of their expectations and also the consequences of misbehaving.
 - ▶ Students speak positively about the program. Students feel supported and encouraged and those feelings are reflected in their classroom behavior.
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- ▶ **Technology equity for all students (one-to-one computers and laptops).**
 - ▶ **Many thanks to the BoE, BCMS, and BCHS!!**




- ▶ **High school students were able to share why they at the program and what they needed to do to transition back to their home school.**
 - ▶ **Transition planning was evident and strong. Students understood the expectations and what it would take for them to transition back to their respective schools.**
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DELTA (-)

OPPORTUNITIES FOR IMPROVEMENT



- ▶ Each classroom (especially the middle school and virtual room) need curriculum posters, academic work posted, and motivational art displayed.
 - ▶ • Staff has lots of interest, gifts, and talents. We suggest utilizing those interest, gifts, and talents to implement more Project Based Learning opportunities and to help with group direct instruction.
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▶ ***WHERE DO WE GO FROM
HERE?***





GREENHOUSE

- ECONOMICAL WAY TO INCORPORATE GROUP LEARNING PROJECTS AND PROJECT BASED INSTRUCTION**
- POSSIBLE COLLABORATION WITH SCHOOL GARDENS?**

- ▶ **CLASSROOM MOTIVATIONAL POSTERS**
 - ▶ **CURRENTLY WE ARE COLLECTING THOSE AND HANGING AS WE FIND THEM**

 - ▶ **STAFF HAS INQUIRED ABOUT POSSIBLY PAINTING THIS SUMMER TO ENHANCE THE FEEL OF THE SCHOOL AND CLASSROOMS.**
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