Comprehensive School Improvement Plan (CSIP)
Buckhorn School Improvement Plan

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required**.

Requirements for Building an Improvement Plan

- The required goals for **elementary/middle schools** include the following:
    - State Assessment Results in reading and mathematics
    - State Assessment Results in science, social studies and writing
    - Achievement Gap
    - English Learner Progress
    - Quality of School Climate and Safety

- The required goals for **high schools** include the following:
    - State Assessment Results in reading and mathematics
    - State Assessment Results in science, social studies and writing
    - Achievement Gap
    - English Learner Progress
    - Quality of School Climate and Safety
    - Postsecondary Readiness
    - Graduation Rate

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

Our greatest area of concern is at our high school level. Sophomores and Juniors both are our target grades. Reading Math, Science, Social Studies and Writing will all be focused on heavily this year, through RTI and the implementation of a new curriculum.

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

- Effectively using data to create strong RTI Tier 2/3 instruction.
- Improving Tier 1 instruction in all contents and grades

Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	Elem – 70 Mid - 61 High – 32.4	E – Increased Significantly M – Increased H – Decreased
State Assessment Results in science, social studies and writing	Elem – 56.4 Mid – 44.3 High – 35.3	E – Increased Significantly M – Increased H – Decreased slightly
English Learner Progress	NA	NA
Quality of School Climate and Safety	Elem – 75.2 Mid –64.7 High – 70	E – Increased slightly M – Decreased slightly H – Decreased slightly
Postsecondary Readiness (high schools and districts only)	90.9	Increased
Graduation Rate (high schools and districts only)	98.5	Increased

Explanations/Directions

Goal: Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.).*	Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.):					
54% of students will be proficient in elementary Reading and 50% middle school reading. 20% will be proficient in high school reading.					
53% of students will be proficient in elementary math, 47% proficient in middle school math and 20% of students will be proficient in high school math.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Students improve in reading by increasing proficiency by 6% in all grades.	KCWP 2, 3, 5	District wide reading improvement plans were created and implemented for all students who read below grade level in grades 3 and below.	Decrease in RIPs	RIP data monitoring	N/A
		Students receive 30 mins of direct instruction by an instructional coach three times to five times weekly for Tier 2/3 instruction in grades K-3.	Strong Tier 1 walk throughs	Walk through data, RTI data	N/A
		STAR phonics diagnostic is used to assess and diagnose which foundation reading skill is lacking.	Small group/ one to one prescriptive instruction	RTI data, name and claim	N/A
		I Ready universal screener and standards mastery will be used to identify student progress and monitor standard mastery.	Reduction of novice	Data by school	$240,000 (two-year implementation)- Perry Promise
		District PLCs will occur three times annually after screener data to align all needs across all grades and subjects.	PLC meeting minutes reflect positive goal setting	Quarterly PLCs	Teacher Stipends- $15,000
		A full day of KAGAN and classroom management training will be offered to all staff.	Roster attendance	Roster, plus delta	N/A
		Five data days will be scheduled with school admin and teacher leads to identify school needs on current data.	Data analysis	Data day breakdown of IReady	Teacher stipends- $10,000

Goal 1 (State your reading and math goal.):
54% of students will be proficient in elementary Reading and 50% middle school reading. 20% will be proficient in high school reading.
53% of students will be proficient in elementary math, 47% proficient in middle school math and 20% of students will be proficient in high school math.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 Objective 2 Students improve in math by increasing proficiency by 8% in all grades.					
	KCWP 2, 3, 4, 5	I Ready universal screener and standards mastery will be used to identify student progress and monitor standard mastery.	Reduction of novice	Data by school	$240,000 (two-year implementation)- Perry Promise (District Level)
		District PLCs will occur three times annually after screener data to align all needs across all grades and subjects.	PLC meeting minutes reflect positive goal setting	Quarterly PLCs	Teacher stipends- $15,000(District Level)
		Five data days will be scheduled with school admin and teacher leads to identify school needs on current data.	Data analysis	Data day breakdown of IReady	Teacher stipends- $10,000 (District Level)
		A full day of KAGAN and classroom management training will be offered to all staff.	Roster attendance	Roster, plus delta	N/A
		KCM will offer summer trainings for AVMR 1 and 2 to all primary staff.	Roster of attendance	Walk through data	Perry County Coalition Grant- (District Level)

2: State Assessment Results in Science, Social Studies and Writing

Goal 2 (State your science, social studies, and writing goal.):

Elementary science will improve to 35% students scoring proficient/distinguished.
Middle school science will improve to 35 p/d.
High school science will improve to 15% p/d

Elementary SS will have 50% of students coring p/d.
Middle SS will have 38% of students scoring p/d.
High school SS will have 35% of students scoring p/d.

On demand writing in 5th grade will have 30% of students scoring p/d.
In 8th grade OD, 30% of students wills core p/d.
High school OD will have 30% of students scoring p/d.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase all other academic indicators by 6% in proficient and distinguished.	KCWP 1, 2,3,4, 5 SS purchased SAVVAAS for 3-12.	All new science curriculums were purchased for the district. K-2 Studies Weekly, 3-8 Amplify, and 9-12 SAVVAS.			
		Reduction of novice	Walk through data		
		Summer curriculum work occurred for creation of new and updated science pacing guides for all grades in science and social studies.			Teacher stipends-Deeper Learning Grant- $15,000 (District Level)
		Teacher leaders developed common assessments for fall, winter and spring in science and SS.		Common assessment data shows significant growth in mastery.	N/A
		Admin worked with KVEC leads to develop a walk-through tool for specific science and ss content.			
		District PLCs will occur three times annually after screener data to align	Roster of attendance		

Goal 2 (State your science, social studies, and writing goal.):

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Middle school science will improve to 35 p/d.
High school science will improve to 15% p/d

Elementary SS will have 50% of students coring p/d.
Middle SS will have 38% of students scoring p/d.
High school SS will have 35% of students scoring p/d.

On demand writing in 5th grade will have 30% of students scoring p/d.
In 8th grade OD, 30% of students wills core p/d.
High school OD will have 30% of students scoring p/d.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		all needs across all grades and subjects.			
		Five data days will be scheduled with school admin and teacher leads to identify school needs on current data.	Data analysis	IReady data	$200,000- Perry Promise(District Level)
		PD (virtual/in person) was offered for all new programs as well as the PIMSER Science Leadership for Standards Implementation.			
		Angela Hilterbrand will work with all schools co-teaching and guiding on demand writing.		Walk through data, PLC minutes	
		Three full days of 5th, 8th and 10th grade on demand writing training (Angela Hilterbrand) were offered to all staff prior to school beginning.	Roster of attendance		$5,000(District Level)

Goal 2 (State your science, social studies, and writing goal.):

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Middle school science will improve to 35 p/d.
High school science will improve to 15% p/d

Elementary SS will have 50% of students coring p/d.
Middle SS will have 38% of students scoring p/d.
High school SS will have 35% of students scoring p/d.

On demand writing in 5th grade will have 30% of students scoring p/d.
In 8th grade OD, 30% of students wills core p/d.
High school OD will have 30% of students scoring p/d.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Five data days will be scheduled with school admin and teacher leads to identify school needs on current data.	Data analysis	IReady data	$200,000- Perry Promise(District Level)

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Buckhorn school will reduce novice by 10%.	KCWP 1,2,3,4,5	Monthly new sped cadres discuss various strategies and tools to use during collaboration.	Roster of attendance	Walk through data, RTI data	N/A
		DRT leads are assigned to our school that relay important info and tools.			
		Buckhorn School has named and claimed students to target in Tier 2/3 instruction.	Data day meeting notes	IReady data, STAR data	
		Specific staff have had SCM training.			
		KVEC reviewed station teaching strategies and parallel teaching strategies.	PD roster	Walk through data	
		All sped staff are included in walk through rotations for collaboration.			
		KVEC in collaboration with us offers monthly sped topics such as autism, low incidents and new emerging teacher			

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

4: English Learner Progress

Goal 4 (State your English Learner goal.): N/A					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 N/A					
Objective 2					

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): Buckhorn School will aim to be blue on school climate and safety.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1	KCWP 6	All school safety plans have been revised and updated with specific roles.	Completion of plans		
		All schools have SROs.	Safety walkthroughs		
		The district has two MTSS coaches will implement PBIS strategies and a SEL curriculum.		MTSS meeting minutes	$350,000- Stronger Connections grant for 3 years(District Level)
		Character Strong, our SEL curriculum, has been purchased for use K-12.	Walk through, school schedules		
		Terrace Metrics is implemented as an SEL screener.	Student results	Action plans for flagged students	
		All schools have created attendance plans to increase attendance.		ADA	
		Homeless grants have been awarded to assist with our large homeless population.			$75,000(District Level)
		A homeless liaison is hired to locate resources for this population.			
		Annually, each school goes through a school safety audit to determine all access points and safety protocols.	Walk through results		
		KY State police provides all staff training on emergency school situations.	Roster of attendance		
		All schools have SROs.	Safety walkthroughs		

Goal 5 (State your climate and safety goal.):
Buckhorn School will aim to be blue on school climate and safety.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		The district has two MTSS coaches will implement PBIS strategies and a SEL curriculum.		MTSS meeting minutes	$350,000- Stronger Connections grant for 3 years(District Level)

6: Postsecondary Readiness (High School Only)

Goal 6 (State your postsecondary goal.):

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase post-secondary readiness from 94.5% to 100%.	KCWP 5	Increase the dual credit opportunities to include the Teaching and Learning Pathway for each high school.	Dual credit class list	Pass rate for dual credit classes	N/A
		Increase the number of slots open for pathways at HCTC ATC- welding, electrical, etc.	Number of students in pathways	Pathway completion and success	
		Create a freshmen academy supervisor at PCC to monitor progress of freshmen towards graduation- attendance, discipline, grades.		Persistence to Graduation	
		Increase opportunities to job shadow through K-Tech.			
		Acquired a homeless grant to ensure students facing homelessness have resources available.			$15,000(District Level)

7: Graduation Rate (High School Only)

Goal 7 (State your graduation goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Name and claim each student to ensure all students graduate ready for the next phase					
	KCWP 5, 6	Provide more opportunities for students to achieve individual goals after high school	Pathways	Pathway completion	N/A
		Create action steps to prevent a drop out- counselor, DPP		Decrease number of dropouts/ homeschool	
		Use of virtual academy to offer different setting to students		Number of students completing virtual school	$25,000 (District Level)
		Continue current protocols to ensure continued success			N/A

Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components of Turnaround Leadership Development and Support:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? **Response:**

Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. **Response:**

Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance. **Response:**

Targeted Subgroups and Evidence-Based Interventions:
Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? **Response:**   Complete the table on the next page to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education's Evidence-based Practices website. While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the "Compliance Requirements" resource available on KDE's Evidence-based Practices website. Marking the "Uploaded in CIP" box indicates that you have uploaded required documentation along with this goal template into the platform.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.
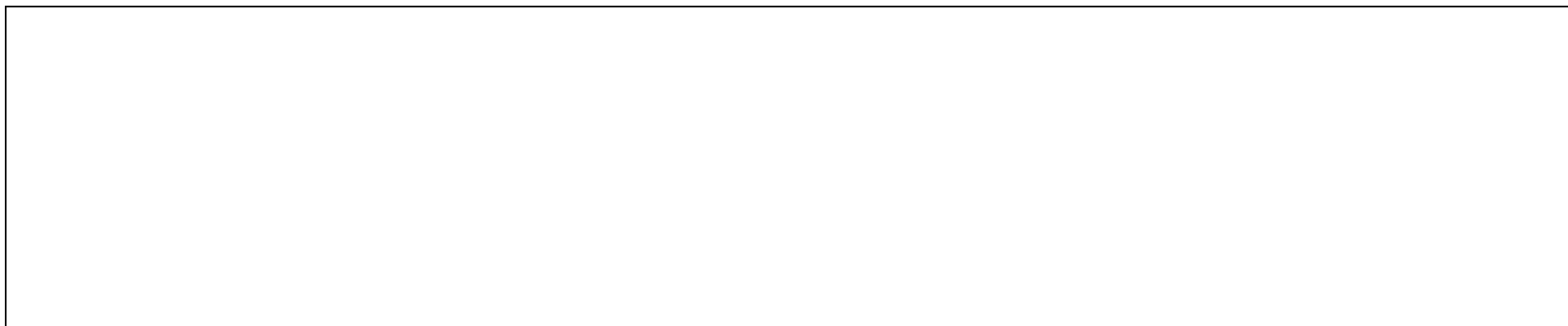
Evidence-based Activity	Evidence Citation	Uploaded in CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	☒
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Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

Turnaround Team:
Consider: Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process   **Response:**

Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.   **Response:**

CSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education's Evidence-based Practices website. While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the Continuous Improvement Platform (CIP).

Specific directions regarding documentation requirements for each chosen EBP can be found in the "Compliance Requirements" resource available on KDE's Evidence-based Practices website. Marking the "Uploaded in CIP" box indicates that you have uploaded required documentation along with this goal template into the platform.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	☒
		☐

Evidence-based Activity	Evidence Citation	Uploaded in CIP
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