



2021-2022 Phase Three: Comprehensive School Improvement
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2021-2022 Phase Three: Comprehensive School Improvement Plan

Lone Jack School Center
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2021-22 Phase Three: Comprehensive School Improvement Plan Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between 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).

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.**

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

- a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan Template](#).
- b. Upload your completed Comprehensive School Improvement Plan in the attachment area below.

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

Title 1, IDEA, and Rural-low income (federal funds), Gear-Up and Elgin (grant funds), and SEEK instructional dollars (state funds) are made available to our school. The school works in collaboration with the district in budgeting the resources, programs, and services to improve and increase student achievement through comprehensive planning. The statewide Brigance kindergarten screener used to assess students upon entry is supported by state funds. Lone Jack School Center utilizes the screener to assess how many students are Kindergarten-ready, as well as to gather data on individual students. The data is reported to parents. It is also used to improve Preschool instruction. Reading teachers in grades Preschool through 8th

incorporate narrative and expository texts, using the SFA curriculum, which is funded by Title 1. Gear-Up grant funds were used to provide students access to programs that align with the career pathways identified in ILPs which may include, but are not limited to, career speakers, college visits, and business visits. Measures were taken to ensure that Title 1 Part A funds were used to supplement existing resources, programs, and staffing needs above and beyond the site-based allocations. The components that Lone Jack School Center are using to increase the achievement of students in meeting the state's academic standards are proving to be effective. We are in our fourth year of utilizing Moby Max which has proved to be another effective component. This will be our second year using MAP accelerator, but the first full year of implementation and we are hoping to see big gains from the students use of this resource. Additionally students continue to have access to chromebooks purchased by the district, making our school 1 to 1 in regards to technology. The district has purchased new district wide licences this year for programs that include Flocabulary and Actively Learn, which through the use of their chromebooks we are hopeful will impact student learning positively.

ATTACHMENTS

Attachment Name



CSIP Lone Jack 2021-22

Operational Definitions

Goal: Long-term three- to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it

prioritize areas for growth.

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.


Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

Requirements for Building an Improvement Plan

The required school goals include the following:

- For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.
- For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 CSIP Lone Jack 2021-22		.