



2020-2021 Phase Three: Comprehensive School Improvement Plan_11102020_09:12

2020-2021 Phase Three: Comprehensive School Improvement Plan

Lone Jack School Center
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2020-21 Phase Three: Comprehensive School Improvement Plan

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.

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 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.*).

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

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](#)

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.

There are six (6) required district goals:

- Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

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.

- 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.

You may enter an optional narrative about your Comprehensive School Improvement Plan below. If you do not have an optional narrative, enter N/A.

Due to COVID-19 causing state testing to be canceled, there is no new reliable data on which to base any significant changes. Therefore, many of the components that are in place will continue to be implemented and reformed as needed. 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 not be limited to, career speakers, college visits, and business visits. Fifth grade

through eighth grade students attend college and career-oriented field trips throughout the school year. Field Trips have been cancelled indefinitely for the school year due to COVID-19 restrictions, but will resume as soon as possible. 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 third year of utilizing Moby Max which has proven to be another effective component. Additionally in response to COVID-19, the district was able to use emergency funds provided to purchase every student a chrome book to utilize for both in person instruction and online distance learning. Going forward these will provide an opportunity for many students who otherwise would not be able to afford to be connected on a global scale and provide them more 21st century skills.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2020-21 Lone Jack School Comprehensive School Improvement Plan		.