

Comprehensive School Improvement Plan (CSIP)

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

1: State Assessment Results in reading and mathematics

Goal 1 (State your reading and math goal.): All students at Lone Jack School Center will increase the KSA score in reading for elementary school students from 37.5% in 2021-2022 to 65.8% in 2026-2027 and for middle school students from 52.1% in 2021-2022 to 77.1% in 2026-2027; these goals were made based on learning gaps that were created by COVID and new KSA and MAP data analysis. All students at Lone Jack School Center will increase the KSA score in math for elementary school students from 43.8% in 2021-2022 to 70% in 2026-2027 and for middle school students from 44.8% in 2021-2022 to 69.8% in 2026-2027; these goals were made based on learning gaps that were created by COVID and new KSA and MAP data analysis.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 All students at Lone Jack School Center will collaborate to increase the KSA score in reading for elementary school students from 37.5% in 2021-22 to 42.5% in 2022-23 and for the middle school students from 52.1% in 2021-2022 to 57.1% in 2022-23.	KCWP 1: Design and Deploy Standards-Curriculum and assessments will continue to be aligned to the Kentucky Common Core Standards and to the Unbridled Learning Assessments.	1. Teachers will use a variety of formative assessments, such as Flashbacks, Bell-ringers, and Exit slips, aligned to the daily learning targets in order to measure the learning of students.	Formative Assessments		No funding required
		2. Professional Development for SFA (Success for All) Reading yielding instructional strategies to aid in curricular adjustments when students fail to meet mastery.	PD Schedule Coaching/Training for SFA done at the school level by SFA facilitators.		School Instructional Funding & District PD funds
		3. Use summative evidence to inform what comes next for individual students and groups of students.	Summative Assessments		No funding required
		4. Reading teachers in grades 3-8 will continue to balance the instruction with informational (expository) and narrative text, using the SFA curriculum.	SFA Member Center Data; Quarterly Assessment Summary		No funding required
		5. Reading teachers will use supplemental resources from Simple Solutions, MAP accelerator, Lightning Squad, and Novel Studies to fill the gaps that the core programs don't address in relation to the common core standards.	Observations		School Instructional funds and district funding

Goal 1 (State your reading and math goal.): All students at Lone Jack School Center will increase the KSA score in reading for elementary school students from 37.5% in 2021-2022 to 65.8% in 2026-2027 and for middle school students from 52.1% in 2021-2022 to 77.1% in 2026-2027; these goals were made based on learning gaps that were created by COVID and new KSA and MAP data analysis. All students at Lone Jack School Center will increase the KSA score in math for elementary school students from 43.8% in 2021-2022 to 70% in 2026-2027 and for middle school students from 44.8% in 2021-2022 to 69.8% in 2026-2027; these goals were made based on learning gaps that were created by COVID and new KSA and MAP data analysis.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 4: Review, Analyze, and Apply Data-School leadership and teachers will review, analyze, and apply data on a continuous basis throughout the school year, including, but not limited to, each round of MAP testing and after every unit of study assessment. KSA data is also reviewed, analyzed, and applied throughout the school year. The use of progress monitoring is crucial to helping all students.	1. Teachers and students will set personal goals in all MAP areas to help students work toward benchmarking. Benchmark goals will be used to set goals for any testing time (Fall, Winter, Spring). Teachers will also use knowledge of students and students' prior test scores to set personal goals. Teachers and students will also use previous KSA results, along with KSA Cut Scores for students to develop long term goals. Teachers and leadership will mentor targeted students outside the regular instructional times in order to help them reach the goals. 2. School faculty will implement a variety of supplemental activities during RTI/Enrichment time. Instruction may include Reading Mastery, Novel Studies, Buckle Down, released KSA items, Simple Solutions, MAP accelerator, Moby Max, strategies from Intervention Central, Corrective Reading, Save the Children Tutoring, Gear Up Academic Interventionist, etc. The supplemental classes will be in core groups, with a few kids pulled into small groups. 3.Assessment Data (KREP, MAP, Learning Checks, Classroom Assessments, etc.) will be used to help	MAP Assessments Data Binders; MAP Assessments, Save the Children STAR & Accelerated Reader Reports, KSA data, RTI data (if applicable) Unit Learning Checks; Reading Classroom		Title 1/ Federal Funding (For MAP testing); State Funding (for KSA testing) School Instructional funding, Gear Up funds, Save the Children & Elgin Grants No funding required

Goal 1 (State your reading and math goal.): All students at Lone Jack School Center will increase the KSA score in reading for elementary school students from 37.5% in 2021-2022 to 65.8% in 2026-2027 and for middle school students from 52.1% in 2021-2022 to 77.1% in 2026-2027; these goals were made based on learning gaps that were created by COVID and new KSA and MAP data analysis. All students at Lone Jack School Center will increase the KSA score in math for elementary school students from 43.8% in 2021-2022 to 70% in 2026-2027 and for middle school students from 44.8% in 2021-2022 to 69.8% in 2026-2027; these goals were made based on learning gaps that were created by COVID and new KSA and MAP data analysis.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		students assess and adjust their own learning. 4. Ensure that grades effectively and accurately communicate student achievement.	Assessment Summary per quarter (8 weeks) Mid-term Reports & Report Cards		No funding required
	KCWP 1: Design and Deploy Standards-Learning Targets will be used by teachers throughout the school and students will be given constructive feedback related to the target.	1. Construct student-friendly learning targets. 2. Determine if learning targets are clear to both teachers and students. 3. Determine if assignment/activities/assessments reflect the learning targets students have had the opportunity to learn. 4. Learning Targets will be discussed at weekly PLCs.	Lesson Plans; Leadership Observations/Walk-Through Documents		No funding required No funding required No funding required No funding required
	KCWP 4: Review, Analyze, and Apply Data-Kindergarten students will be screened at entry to determine their level of school readiness.	1. All Kindergarten students will be assessed upon school entry with the common statewide screener (BRIGANCE). 2. Results of the Kindergarten screener will be provided to parents and the preschool faculty and staff, so they can provide and teach Kindergarten entry level instruction.	Brigance Screener Screening Results		State Funding No funding required
Objective 2 All students at Lone Jack School Center will collaborate to increase the KSA score in math for elementary school	KCWP 1: Design and Deploy Standards-Curriculum and assessments will continue to be aligned to the Kentucky Common Core Standards and to	1. Teachers will use a variety of formative assessments, such as Flashbacks, Bell-ringers, and Exit slips, aligned to the daily learning targets in order to measure the learning of students.	Formative Assessments		No funding required

Goal 1 (State your reading and math goal.): All students at Lone Jack School Center will increase the KSA score in reading for elementary school students from 37.5% in 2021-2022 to 65.8% in 2026-2027 and for middle school students from 52.1% in 2021-2022 to 77.1% in 2026-2027; these goals were made based on learning gaps that were created by COVID and new KSA and MAP data analysis. All students at Lone Jack School Center will increase the KSA score in math for elementary school students from 43.8% in 2021-2022 to 70% in 2026-2027 and for middle school students from 44.8% in 2021-2022 to 69.8% in 2026-2027; these goals were made based on learning gaps that were created by COVID and new KSA and MAP data analysis.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
students from 43.8% in 2021-22 to 48.8% in 2022-23 and for the middle school students from 44.8% in 2021-2022 to 49.8% in 2022-23.	the Unbridled Learning Assessments.	2. Primary, Intermediate, and Middle School Math teachers will continue to implement the research-based math instructional programs, Math in Focus (Singapore Math), HMH, and Power of Teaching.	Unit Learning Checks; Leadership Observations/Coaching Visits		Title1/ Federal Funding & Elgin Grants District PD Funding
		3. Professional Development for HMH Math in Focus, yielding instructional strategies to aid in curricular adjustments when students fail to meet mastery.	PD Schedule		School Instructional Funding & Elgin Grants District PD Funding
		4. Use summative evidence to inform what comes next for individual students and groups of students.	Summative Assessments		No funding required
		5. Math teachers will use supplemental resources from Simple Solutions, HMH, and MAP accelerator to fill the gaps that the core programs don't address in relation to the common core standards.	MAP accelerator reports Observations		No funding required
	KCWP 4: Review, Analyze, and Apply Data-School leadership and teachers will review,	1. Teachers and students will set personal goals in all MAP areas in order to help students trying to reach benchmark. Benchmark goals will be	MAP Assessments		Title 1/ Federal Funding (for MAP testing); State

Goal 1 (State your reading and math goal.): All students at Lone Jack School Center will increase the KSA score in reading for elementary school students from 37.5% in 2021-2022 to 65.8% in 2026-2027 and for middle school students from 52.1% in 2021-2022 to 77.1% in 2026-2027; these goals were made based on learning gaps that were created by COVID and new KSA and MAP data analysis. All students at Lone Jack School Center will increase the KSA score in math for elementary school students from 43.8% in 2021-2022 to 70% in 2026-2027 and for middle school students from 44.8% in 2021-2022 to 69.8% in 2026-2027; these goals were made based on learning gaps that were created by COVID and new KSA and MAP data analysis.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	analyze, and apply data on a continuous basis throughout the school year, including, but not limited to, each round of MAP testing and after every unit of study assessment. KSA data is also reviewed, analyzed, and applied throughout the school year. The use of progress monitoring is crucial to helping all students.	used to set goals for any testing time (Fall, Winter, Spring). Teachers will also use knowledge of students and students' prior test scores to set personal goals. Teachers and students will also use previous KSA results, along with KSA Cut Scores for students to develop goals. Teachers and leadership will mentor targeted students outside the regular instructional times in order to help them reach the goals. 2. School faculty will implement a variety of supplemental activities during RTI/Enrichment class. Instruction may include, Buckle Down, released KSA items, MAP accelerator, Simple Solutions, Gear Up Academic Interventionist, etc.) The supplemental classes will be based upon MAP and STAR data and teacher certification/expertise. 3. Assessment Data (KREP, MAP, Learning Checks, Classroom Assessments, etc.) will be used to help students assess and adjust their own learning. 4. Ensure that grades effectively and accurately communicate student achievement.	Data Binders; MAP assessments Unit Learning Checks Mid-term Reports & Report Cards		funding (For KSA testing) School Instructional Funding No funding required No funding required
	KCWP 1: Design and Deploy Standards-Learning Targets will	1. Construct student-friendly learning targets.	Lesson plans; Leadership		No funding required

Goal 1 (State your reading and math goal.): All students at Lone Jack School Center will increase the KSA score in reading for elementary school students from 37.5% in 2021-2022 to 65.8% in 2026-2027 and for middle school students from 52.1% in 2021-2022 to 77.1% in 2026-2027; these goals were made based on learning gaps that were created by COVID and new KSA and MAP data analysis. All students at Lone Jack School Center will increase the KSA score in math for elementary school students from 43.8% in 2021-2022 to 70% in 2026-2027 and for middle school students from 44.8% in 2021-2022 to 69.8% in 2026-2027; these goals were made based on learning gaps that were created by COVID and new KSA and MAP data analysis.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	be used by teachers throughout the school and students will be given constructive feedback related to the target.	2. Determine if learning targets are clear to both teachers and students.	Observations/Walk-Through Document		No funding required
		3. Determine if assignment/activities/ assessments reflect the learning targets students have had the opportunity to learn, this will be done during weekly PLCs.	PLC Agendas		No funding required
	KCWP 4: Review, Analyze, and Apply Data-Kindergarten students will be screened at entry to determine their level of school readiness.	1. All Kindergarten students will be assessed upon school entry with the common statewide screener (BRIGANCE).	Brigance Screener		State Funding
		2. Results of the Kindergarten screener will be provided to parents and the preschool faculty and staff, so they can provide and teach Kindergarten entry level instruction.	Brigance Results		No funding required

2: State Assessment Results in science, social studies and writing

Goal 2 (State your science, social studies, and writing goal.): All students at Lone Jack School Center will increase the Separate Academic Indicator KSA scores for elementary school students in science from 46.4% in 2021-2022 to 72% in 2026-2027 and for middle school students in science from 26.4% in 2020-2021 to 60% in 2026-2027, these goals were adjusted to reflect the loss of instruction from COVID-19 and current KSA and MAP data analysis. All students at Lone Jack School Center will increase the Separate Academic Indicator KSA scores for elementary school students in writing from 39.2% in 2021-2022 to 65% in 2026-2027 and for middle school students in writing from 61.1% in 2021-2022 to 86% in 2026-2027, these goals were adjusted to reflect the loss of instruction from COVID-19 and current KSA and MAP data analysis. All students at Lone Jack School Center will increase the Separate Academic Indicator KSA scores for elementary school students in social studies from 28.6% in 2021-2022 to 60% in 2026-2027 and for middle school students in writing from 33.3% in 2021-2022 to 65% in 2026-2027, these goals were adjusted to reflect the loss of instruction from COVID-19 and current KSA and MAP data analysis.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 All students at Lone Jack School Center will collaborate to increase their KSA scores in science for elementary school students from 46.4% in 2021-22 to 51.52% in 2022-23 and for the middle school students from 26.4% in 2021-22 to 33.12% in 2022-23.	KCWP 4: Review, Analyze, and Apply Data-School leadership and teachers will review, analyze, and apply data on a continuous basis throughout the school year, including, but not limited to, each round of MAP testing and after every unit of study assessment. KSA data is also reviewed, analyzed, and applied throughout the school year. The use of progress monitoring is crucial to helping all students.	1. Teachers will also use knowledge of students and students’ prior test scores to set personal goals. Teachers and students will also use previous KSA results, along with KSA Cut Scores for students to develop goals. Teachers and leadership will mentor targeted students outside the regular instructional times in order to help them reach the goals.	Goal Sheets		State funding
		2. Assessment Data (Common district Learning checks, classroom assessments, etc.) will be used to help students assess and adjust their own learning.	Unit Learning Checks; Formative Assessments		No funding required
	KCWP 1: Design and Deploy Standards-Curriculum and assessments will continue to be aligned to the Kentucky Common Core Standards, the Unbridled Learning Assessments, and the NGSS (Next Generation Science Standards).	1.Science teachers will use the Simple Solutions resources to address any gaps in the curriculum that program materials may not be addressing.	Simple solutions sheets		No funding required
		2.Teachers will give KSA like district common assessments using Edulastic to familiarize students with the format and expectations of the assessment.	Common assessments		District Funds for Edulastic
		3.Teachers will use a variety of formative assessments, such as Flashbacks, Bell-ringers, and Exit slips,	Formative assessments		No funding required

Goal 2 (State your science, social studies, and writing goal.): All students at Lone Jack School Center will increase the Separate Academic Indicator KSA scores for elementary school students in science from 46.4% in 2021-2022 to 72% in 2026-2027 and for middle school students in science from 26.4% in 2020-2021 to 60% in 2026-2027, these goals were adjusted to reflect the loss of instruction from COVID-19 and current KSA and MAP data analysis. All students at Lone Jack School Center will increase the Separate Academic Indicator KSA scores for elementary school students in writing from 39.2% in 2021-2022 to 65% in 2026-2027 and for middle school students in writing from 61.1% in 2021-2022 to 86% in 2026-2027, these goals were adjusted to reflect the loss of instruction from COVID-19 and current KSA and MAP data analysis. All students at Lone Jack School Center will increase the Separate Academic Indicator KSA scores for elementary school students in social studies from 28.6% in 2021-2022 to 60% in 2026-2027 and for middle school students in writing from 33.3% in 2021-2022 to 65% in 2026-2027, these goals were adjusted to reflect the loss of instruction from COVID-19 and current KSA and MAP data analysis.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		aligned to the daily learning targets in order to measure the learning of students. 4.Primary and Middle School Science teachers will continue implementation of the NGSS into the curriculum utilizing resources such as IQWST, The Need Project,Gizmos, Mystery Science, PLTW, KYVL, etc. 5.Use summative evidence to inform what comes next for individual students and groups of students. 6. Teachers will be given the opportunity to attend IQWST Professional Development and may continue to use through course tasks.	Leadership Observations; lesson plans Summative Assessments PD Schedule; Leadership observations		School Instructional Funding No funding required District Funding
Objective 2 All students at Lone Jack School Center will collaborate to increase their KSA scores in writing for elementary school students from 39.2% in 2021-22 to 44.28% in 2022-23 and for the middle school students from 61.1%	KCWP 4: Review, Analyze, and Apply Data-School leadership and teachers will review, analyze, and apply data on a continuous basis throughout the school year, including, but not limited to, each round of MAP testing and after every unit of study assessment. KSA data is also reviewed, analyzed, and applied throughout the school	1. Teachers and students will set benchmark and personal goals in Language MAP areas. Benchmark goals will be used to set goals for any testing time (Fall, Winter, Spring). Teachers will also use knowledge of students and students' prior test scores to set personal goals. Teachers and students will also use previous KSA results, along with KSA Cut Scores for	MAP goal sheets and assessments		Title 1/ Federal Funding (for MAP testing); State funding (for KSA testing)

Goal 2 (State your science, social studies, and writing goal.): All students at Lone Jack School Center will increase the Separate Academic Indicator KSA scores for elementary school students in science from 46.4% in 2021-2022 to 72% in 2026-2027 and for middle school students in science from 26.4% in 2020-2021 to 60% in 2026-2027, these goals were adjusted to reflect the loss of instruction from COVID-19 and current KSA and MAP data analysis. All students at Lone Jack School Center will increase the Separate Academic Indicator KSA scores for elementary school students in writing from 39.2% in 2021-2022 to 65% in 2026-2027 and for middle school students in writing from 61.1% in 2021-2022 to 86% in 2026-2027, these goals were adjusted to reflect the loss of instruction from COVID-19 and current KSA and MAP data analysis. All students at Lone Jack School Center will increase the Separate Academic Indicator KSA scores for elementary school students in social studies from 28.6% in 2021-2022 to 60% in 2026-2027 and for middle school students in writing from 33.3% in 2021-2022 to 65% in 2026-2027, these goals were adjusted to reflect the loss of instruction from COVID-19 and current KSA and MAP data analysis.

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in 2021-22 to 66.08% in 2022-23.	year. The use of progress monitoring is crucial to helping all students.	students to develop goals. Teachers and leadership will mentor those students outside the regular instructional times in order to help them reach the goals.			
		2.Assessment Data (KSA, MAP, Learning Checks, Classroom Assessments, etc.) will be used to help students assess and adjust their own learning. 3. This year writing teachers are submitting writing samples from the classroom to the district, to help monitor and evaluate student progress, feedback will be provided by the district curriculum coaches.	MAP assessments; Unit Learning Checks; Formative Assessments Writing Samples and District feedback		No funding required No funding required
	KCWP 1: Design and Deploy Standards-Curriculum and assessments will continue to be aligned to the Kentucky Common Core Standards, the Unbridled Learning Assessments, and the NGSS (Next Generation Science Standards).	1. Teachers have developed a school writing policy that was updated at the end of the last school year, and will continue implementation. The policy was written, using the guidance document that has been developed by KDE, Guidelines for an Effective Writing Policy. The writing program will incorporate a variety of language resources, technological tools, and multiple opportunities for students to develop complex communication skills	Lesson plans; walk through observations		No funding required

Goal 2 (State your science, social studies, and writing goal.): All students at Lone Jack School Center will increase the Separate Academic Indicator KSA scores for elementary school students in science from 46.4% in 2021-2022 to 72% in 2026-2027 and for middle school students in science from 26.4% in 2020-2021 to 60% in 2026-2027, these goals were adjusted to reflect the loss of instruction from COVID-19 and current KSA and MAP data analysis. All students at Lone Jack School Center will increase the Separate Academic Indicator KSA scores for elementary school students in writing from 39.2% in 2021-2022 to 65% in 2026-2027 and for middle school students in writing from 61.1% in 2021-2022 to 86% in 2026-2027, these goals were adjusted to reflect the loss of instruction from COVID-19 and current KSA and MAP data analysis. All students at Lone Jack School Center will increase the Separate Academic Indicator KSA scores for elementary school students in social studies from 28.6% in 2021-2022 to 60% in 2026-2027 and for middle school students in writing from 33.3% in 2021-2022 to 65% in 2026-2027, these goals were adjusted to reflect the loss of instruction from COVID-19 and current KSA and MAP data analysis.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		for a variety of purposes. The Writing program will begin to be implemented by writing teachers across the board.			
		2. Writing teachers will use simple solutions resources to address any gaps in the curriculum that program materials may not be addressing.	Simple Solutions		School Instructional funding
		3. Teachers will be using Edulastic to give KSA like assessments to familiarize students with the format and expectations of the assessment. 4. Teachers will use a variety of formative assessments, such as flashbacks, bell ringers, and exit slips, aligned to the daily learning targets in order to measure the learning of students. 5. Teachers will attend training throughout the year provided by the district on instructional strategies.	Edulastic assessments Formative Assessments		District Instructional Funds No funding required District PD funds
		5. Use summative evidence to inform what comes next for individual students and groups of students.	Summative Assessments		No funding required

Goal 2 (State your science, social studies, and writing goal.): All students at Lone Jack School Center will increase the Separate Academic Indicator KSA scores for elementary school students in science from 46.4% in 2021-2022 to 72% in 2026-2027 and for middle school students in science from 26.4% in 2020-2021 to 60% in 2026-2027, these goals were adjusted to reflect the loss of instruction from COVID-19 and current KSA and MAP data analysis. All students at Lone Jack School Center will increase the Separate Academic Indicator KSA scores for elementary school students in writing from 39.2% in 2021-2022 to 65% in 2026-2027 and for middle school students in writing from 61.1% in 2021-2022 to 86% in 2026-2027, these goals were adjusted to reflect the loss of instruction from COVID-19 and current KSA and MAP data analysis. All students at Lone Jack School Center will increase the Separate Academic Indicator KSA scores for elementary school students in social studies from 28.6% in 2021-2022 to 60% in 2026-2027 and for middle school students in writing from 33.3% in 2021-2022 to 65% in 2026-2027, these goals were adjusted to reflect the loss of instruction from COVID-19 and current KSA and MAP data analysis.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3 All students at Lone Jack School Center will collaborate to increase their KSA scores in social studies for elementary school students from 28.6% in 2021-22 to 34.88% in 2022-23 and for the middle school students from 33.3% in 2021-22 to 39.64% in 2022-23.	KCWP 1: Design and Deploy Standards-Curriculum and assessments will continue to be aligned to the Kentucky Common Core Standards, the Unbridled Learning Assessments, and the NGSS (Next Generation Science Standards).	1. Social studies teachers will use the Simple Solutions resources, BrainPop, Edulastic, Flocabulary, and Actively Learn to address gaps in the curriculum that program materials may not be addressing.	Leadership Observations/ walk throughs		District Funding
		2. Teachers will use Edulastic to create KSA like assessments to familiarize students with the format and expectations of the assessment. Teachers will also use a program purchased by the district Actively Learn that offers inquiry based learning to meet the new standards.	Edulastic assessment reports/ Actively Learn Reports		District Instructional funding
		3. Teachers will use a variety of formative assessments, such as: flashbacks, Bell-ringers, and Exit Slips, aligned to the daily learning targets in order to measure the learning of students.	Formative Assessments		No funding required
		4.. Social studies teachers will continue to work to fully implement the new social studies standards into their classrooms. The standards being taught and the learning targets	Weekly PLC agendas; walk through documents		No funding required

Goal 2 (State your science, social studies, and writing goal.): All students at Lone Jack School Center will increase the Separate Academic Indicator KSA scores for elementary school students in science from 46.4% in 2021-2022 to 72% in 2026-2027 and for middle school students in science from 26.4% in 2020-2021 to 60% in 2026-2027, these goals were adjusted to reflect the loss of instruction from COVID-19 and current KSA and MAP data analysis. All students at Lone Jack School Center will increase the Separate Academic Indicator KSA scores for elementary school students in writing from 39.2% in 2021-2022 to 65% in 2026-2027 and for middle school students in writing from 61.1% in 2021-2022 to 86% in 2026-2027, these goals were adjusted to reflect the loss of instruction from COVID-19 and current KSA and MAP data analysis. All students at Lone Jack School Center will increase the Separate Academic Indicator KSA scores for elementary school students in social studies from 28.6% in 2021-2022 to 60% in 2026-2027 and for middle school students in writing from 33.3% in 2021-2022 to 65% in 2026-2027, these goals were adjusted to reflect the loss of instruction from COVID-19 and current KSA and MAP data analysis.

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		for students will be discussed at weekly PLCs.			

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 Students identified in the gap group “special needs” at Lone Jack School Center will collaborate to decrease the percent of students scoring Novice on the KSA test in reading, elementary 83% and middle grades 83% in 2021-22 and math, elementary 60% and middle grades 67% in 2021-22. We will set our goal at 10% reduction for the 2022-23 assessment year.	KCWP 4: Review, Analyze, and Apply Data-School leadership and teachers will review, analyze, and apply data on a continuous basis throughout the school year, including, but not limited to, each round of MAP testing, Impact and QSCS survey, and units of study assessments. KSA data is also reviewed, analyzed, and applied throughout the school year. The use of progress monitoring is crucial to helping all students, including those in the gap group.	1.School leadership and classroom teachers will analyze student achievement by gap groups, relative to state (KSA) and district school assessment systems (MAP). SBDM will be informed of the analysis results and changes to our CSIP.	SBDM minutes		Title 1/ Federal Funding (for MAP testing); State funding (KSA testing)
		2. To the extent possible, the assignment of staff (based on certification and areas of expertise) will be made to best serve identified students.	Staffing Schedule		No funding required
		3.School leadership will analyze Impact/Quality of School Climate and Safety survey results and determine areas of concern. Information will then be disseminated to the SBDM Council for discussion. They will then develop a plan for addressing the areas of concern, where teachers feel the school is not meeting student/parent/teacher needs.	SBDM minutes		No funding required
		4.Faculty will analyze the school report card and individual KSA student	PLC agenda		No funding required

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		performance scores to identify needs in sub populations, and also review student performance from multiple school years, identifying areas of need and areas of growth/strength.			
		5.MAP will be taken three times per year. Data will be analyzed.. Students will be placed in RTI groups when possible, based on areas of need.	MAP assessments		School instructional funding
		6.After giving learning checks or other classroom assessments, teachers will analyze the results, identifying students in need, areas of need, etc. Teachers will use the data to inform classroom instruction in order to meet the needs of students in the gap group.	Unit Learning Checks; formative assessments		No funding required
		7. Work to match students with effective proctors, that they can develop a relationship with and communicate effectively with.	Proctor assignments		No funding required
	KCWP 2: Design and Deliver Instruction-Teachers will use best practices in order to provide rigorous and relevant teaching.	1.Reading teachers in grades 2-8 will continue to balance the instruction with informational (expository) and narrative text, using the SFA curriculum.	SFA member center data; Quarterly Assessment Summary		Rural Low income district funding (SFA curriculum)
		2.Teachers will ensure that congruency is present between standards, learning targets, and assessment measures. This will be discussed weekly at PLCs.	Lesson plans		No funding required
		3.Ensure that curricular delivery and assessment measures provide all pertinent information to meet the needs for students.	Lesson Plans		No funding required
		4. Teachers will use released, program-based, and/or self -develop	Formative assessments		No funding required

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		KSA style questions and prompts as formative assessment items, using KDE items, additional resource materials (SFA/Reading Edge, Buckledown, Simple Solutions, MAP accelerator, Mastering the KSA in...[content areas], etc.) and collaboration with other teachers within the school and district.			
		5.Provide students access to programs that align with the career pathways identified in ILP's, that may include, but are not limited to career speakers, college visits, and business visits.	Lesson Plans		Gear-Up Grants
		6.Special Education Teachers will collaborate in classrooms and participate in co-teaching to deliver instruction.	Leadership Observations		No funding required
		7.Instructional aides' schedules have been planned so that they are being utilized within the classroom to assist students not reaching mastery. And when necessary to provide individual RTI.	Leadership Observations		No funding required
	KCWP 6: Establishing Learning Culture and Environment-A school must work to ensure an open communication with all stakeholders, including parents and community members.	1.School leaders and faculty/staff will work to increase parent involvement by incorporating technology such as Class Dojo, Remind, Google Classroom, various social media, and school webpage to keep parents informed and involved in their child's educational activities. Parents will also be invited to attend Open House at the school.	Data provided by those programs		General Fund
		2.Work with the PTSA to develop, disseminate, and collect surveys from families, students, and the	Survey Results		PTSA funds

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		community. Results will then be analyzed to make adjustments and additions to our school improvement plan and to improve public relations with all stakeholders.			

4: English Learner Progress

Goal 4 (State your English Learner goal.): Due to our school (and school district) not meeting the criteria of 30 students in order to get an indicator score, we do not have data to set a goal for English Learner Progress. Our school district only has 1 EL student and currently our school has none.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 NA					
Objective 2 NA					

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): The staff at Lone Jack School Center will work to improve the percent of students who feel that “students being mean or hurtful to other students is NOT a problem for this school”. This was the lowest scoring question on the QSCS at 54.2% in 2021-2022 and we will work to improve that to 75% in 2026-2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 The staff will work to address negative student interactions with other students. For the 2021-22 school year the percentage of students who felt this was not a problem at our school was 54.2%, we will work to increase this to 59% in 2022-23.	KCWP 6: Establishing Learning Culture and Environment-A school must work to ensure an open communication with all stakeholders, including parents and community members.	1.School leadership will analyze Impact/Quality of School Climate and Safety survey results and determine areas of concern. Information will then be disseminated to the SBDM Council for discussion. They will then develop a plan for addressing the areas of concern, where teachers feel the school is not meeting student/parent/teacher needs.	SBDM minutes		State Funding
		2. Staff will discuss strategies for addressing the concern that students have about other students being mean or hurtful during PLCs.	PLC agenda		No funding required
		3. The guidance counselor will work with students using appropriate strategies that will help address student conflicts that they face with other students, this may include PBIS or other similar strategies.	Counselor documentation		School Instructional Funding
		4. Programs will be implemented throughout the year to encourage students to be kind to one another, such as Kindness Week or Random Acts of Kindness.	Social Media Posts; student participation		General Fundin
Objective 2					

Goal 5 (State your climate and safety goal.): The staff at Lone Jack School Center will work to improve the percent of students who feel that “students being mean or hurtful to other students is NOT a problem for this school”. This was the lowest scoring question on the QSCS at 54.2% in 2021-2022 and we will work to improve that to 75% in 2026-2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding