Lone Oak Intermediate

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.

Operational Definitions
Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. 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.

Requirements for Building an Improvement Plan
- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, 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.

Goal: Include long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. 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	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.	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 above or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).	Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.	Discuss the 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. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.	List the funding source(s) used to support (or needed to support) the improvement initiative.

1: Proficiency Goal

Goal 1 (State your proficiency goal.):
LOI will increase the average combined READING and MATH scores from **67.8** to **81.4** by **2024** as measured by KPREP.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 LOI will increase the percentage of students scoring proficient and distinguished in **READING** from 72% to 75.6% by 2021 as measured by KPREP.	**KCWP 4:** Teachers will ask questions and reflect on the data they collect.	Uniformed Professional Learning Community structures will be implemented on a regular schedule to support teaching and learning related to READING. Bi-weekly content level PLCs by grade level to plan and collaborate. Monthly team PLCs.	All students have a "moderate" goal created in STAR to monitor growth using Scale Score. We also utilize Gradecam and MasteryConnect to monitor teacher and student progress.	Data from quarterly assessments in (Writing, Reading, Math, Social, and Studies) will be entered and reviewed with staff quarterly. Rigor and quality of the assessment will be compared to the results and STAR. Meetings will take place: October, January, March, May	-Gradecam (district purchased) -IXL $5,000 SBDM funding -Student Agendas Title 1 $1,500 -MasteryConnect $2,500 -RTI $26,000 Title 1
		We provide intervention (RTI) to all students during FLEX time and in Tier III small groups. Students move in and and out of the FLEX time based on content taught, not just STAR.		We have standing weekly PLCs by content area on Fridays. As well as monthly meetings with teams to discuss teaching, student progress.	
	KCWP 4: Teachers will monitor students' progress on standards.	Teachers create quarterly assessments based on standards taught using MasteryConnect and Gradecam. This allows us to have instructional conversations in PLCs.			
		IXL is our school-home connect for standards being taught at school. Teachers communicate to parents what standards to address through newsletters, Class Dojo, and student agendas.			
	KCWP 1: Teachers can readjust (content and pacing) to meet student needs based on assessment results	Utilize the Scale Score (SS) component of STAR to communicate student growth to all stakeholders.			

Goal 1 (State your proficiency goal.):
LOI will increase the average combined READING and MATH scores from **67.8** to **81.4** by **2024** as measured by KPREP.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		(formative and summative).			
Objective 2 LOI will increase the percentage of students scoring proficient and distinguished in MATH from 63.6% to 66.7% as measured by KPREP.	**KCWP 1,3**: Teachers will create clear and precise learning targets for students.	Uniformed Professional Learning Community structures will be implemented on a regular schedule to support teaching and learning related to MATH.			
		We provide intervention (RTI) to all students.			
	KCWP 4: Teachers will ensure that assessments are of high quality and aligned to the rigor of the standards, resulting in quality data.	Teachers create quarterly assessments based on standards taught using MasteryConnect/Gradecam. This allows us to have instructional conversations in PLCs.			
		IXL is our school-home connect for standards being taught at school. Teachers communicate to parents what standards to address through newsletters, Class Dojo, and student agendas.			
	KCWP 3: Teachers will keep all stakeholders informed of assessment results.	Utilize the Scale Score (SS) component of STAR to communicate student growth to all stakeholders.			
		Uniformed Professional Learning Community structures will be implemented on a regular schedule to support teaching and learning related to MATH.			

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.):
LOI will increase the percentage of students scoring proficient or distinguished in Separate Academic Indicator from 60.1 to 61.6 by 2024 as measured by KRPEP.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 LOI will increase the percentage of students scoring proficient or distinguished in **SOCIAL STUDIES** from 76.2 to 80% by 2021 as measured by KPREP.	**KCWP 4:** Teachers will ask questions and reflect on the data they collect.	Uniformed Professional Learning Community structures will be implemented on a regular schedule to support teaching and learning related to SOCIAL STUDIES.	We utilize Gradecam and MasteryConnect to monitor teacher and student progress.	Data from quarterly assessments in (Writing, Reading, Math, Social, and Studies) will be reviewed with staff quarterly. Rigor and quality of the assessment will be compared to the results and STAR. Meetings will take place: October, January, March, May	-Gradecam (district purchased) -IXL $5,000 SBDM funding -Student Agendas Title 1 $1,500 -MasteryConnect $2,500 -RTI $26,000 Title 1
		We provide intervention and enrichment to all students during FLEX time.		We have standing weekly PLCs by content area on Fridays. As well as monthly meetings with teams to discuss teaching, student progress.	
	KCWP 4: Teachers will monitor students' progress on standards.	Teachers create quarterly assessments based on standards taught using MasteryConnect/Gradecam. This allows us to have instructional conversations in PLCs.			
		IXL is our school-home connect for standards being taught at school. Teachers communicate to parents what standards to address through newsletters, Class Dojo, and student agendas.			

Goal 2 (State your separate academic indicator goal.):
LOI will increase the percentage of students scoring proficient or distinguished in Separate Academic Indicator from 60.1 to 61.6 by 2024 as measured by KRPEP.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 LOI will increase the percentage of students scoring proficient or distinguished in **WRITING** from 61% to 64% by 2021 as measured by KPREP.	**KCWP 1,3**: Teachers will create clear and precise learning targets for students.	Uniformed Professional Learning Community structures will be implemented on a regular schedule to support teaching and learning related to WRITING.			
		Teachers created quarterly writing assessments that we put into a workbook for each student. Scored each quarter by 1 person for continuity. Data is entered into a GoogleDoc and reviewed with staff.			
	KCWP 4: Teachers will ensure that assessments are of high quality and aligned to the rigor of the standards, resulting in quality data.	All students write on Fridays in content areas as part of FLEX time.			
	KCWP 3: Teachers will keep all stakeholders informed of assessment results.				

3: Achievement Gap

Goal 3 (State your achievement gap goal.):
LOI will increase the percentage of student in the **African American** scoring proficient or distinguished from **23.5** to **25.5%** in both **READING** and **MATH** by 2024 as measured by KPREP.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: LOI will increase the percentage of students in the **African American** group scoring proficient or distinguished in **READING** from 37.9 to 40% by 2021 as measured by KPREP.	**KCWP 4:** Teachers will ask questions and reflect on the data they collect.	Uniformed Professional Learning Community structures will be implemented on a regular schedule to support teaching and learning related to READING.	Each student has a Scale Score goal established in STAR. We review STAR, Gradecam, and MasteryConnect data quarterly.	Data from quarterly assessments in (Writing, Reading, Math, Social, and Studies) will be reviewed with staff quarterly. Rigor and quality of the assessment will be compared to the results and STAR. Meetings will take place: October, January, March, May	-Gradecam (district purchased) -IXL $5,000 SBDM funding -Student Agendas Title 1 $1,500 -MasteryConnect $2,500 -RTI $26,000 Title 1
		We provide intervention (RTI) to all students during FLEX.		We have standing bi-weekly PLCs by content area on Fridays, as well as monthly meetings with teams to discuss teaching, student progress.	
	KCWP 4: Teachers will monitor students' progress on standards.	Teachers create quarterly assessments based on standards taught using MasteryConnect/Gradecam. This allows us to have instructional conversations in PLCs.			
		IXL is our school-home connect for standards being taught at school. Teachers communicate to parents what standards to address through newsletters, Class Dojo, and student agendas.			
	KCWP 1: Teachers can readjust (content and pacing) to meet student needs based on assessment results (formative and summative).	Utilize the Scale Score (SS) component of STAR to communicate student growth to all stakeholders.			
	KCWP 1,3: Teachers will create clear and precise	Uniformed Professional Learning			

Goal 3 (State your achievement gap goal.):
LOI will increase the percentage of student in the **African American** scoring proficient or distinguished from **23.5** to **25.5%** in both **READING** and **MATH** by 2024 as measured by KPREP.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2: LOI will increase the percentage of students in the **African American** group scoring proficient or distinguished in **MATH** from 9.1 to 10.1 by 2021 as measured by KPREP.	learning targets for students.	Community structures will be implemented on a regular schedule to support teaching and learning related to MATH.			
	KCWP 4: Teachers will ensure that assessments are of high quality and aligned to the rigor of the standards, resulting in quality data.	We provide intervention (RTI) to all students.			
		Teachers create quarterly assessments based on standards taught using MasteryConnect/Gradecam. This allows us to have instructional conversations in PLCs.			
	KCWP 3: Teachers will keep all stakeholders informed of assessment results.	IXL is our school-home connect for standards being taught at school. Teachers communicate to parents what standards to address through newsletters, Class Dojo, and student agendas.			

Goal 4 (State your growth goal.): The percentage of students scoring **NOVICE** and **APPRENTICE** in combined **READING** and **MATH** will **DECREASE** from **32.2** to **25.75** by **2024** as measured by KPREP.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 LOI will DECREASE the percentage of students scoring NOVICE and APPRENTICE in **READING** from 28% to 26.6% by 2021.	**KCWP 4:** Teachers will ask questions and reflect on the data they collect.	Uniformed Professional Learning Community structures will be implemented on a regular schedule to support teaching and learning related to READING.	Each team/grade level has a Google document with all student data/assessments that are updated quarterly. Review of worksheet is completely quarterly in PLCs.	Data from quarterly assessments in (Writing, Reading, Math, Social, and Studies) will be entered and reviewed with staff quarterly. Rigor and quality of the assessment will be compared to the results and STAR. Meetings will take place: October, January, March, May	-Gradecam (district purchased) -IXL $5,000 SBDM funding -Student Agendas Title 1 $1,500 -MasteryConnect $2,500 -RTI $26,000 Title 1
		We provide intervention (RTI) to all students.		We have standing weekly PLCs by content area on Fridays. As well as monthly meetings with teams to discuss teaching, student progress.	
	KCWP 4: Teachers will monitor students' progress on standards.	Teachers create quarterly assessments based on standards taught using Gradecam. This allows us to have instructional conversations in PLCs.			
		IXL is our school-home connect for standards being taught at school. Teachers communicate to parents what standards to address through newsletters, Class Dojo, and student agendas.			
	KCWP 1: Teachers can readjust (content and pacing) to meet student needs based on assessment results (formative and summative).	Utilize the Scale Score (SS) component of STAR to communicate student growth to all stakeholders.			
Objective 2	**KCWP 1,3**: Teachers will create clear and precise	Uniformed Professional Learning			

Goal 4 (State your growth goal.): The percentage of students scoring **NOVICE** and **APPRENTICE** in combined **READING** and **MATH** will **DECREASE** from **32.2** to **25.75** by **2024** as measured by KPREP.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
LOI will DECREASE the percentage of students scoring NOVICE and APPRENTICE in **MATH** from 36.4% to 34.6% by 2021.	learning targets for students.	Community structures will be implemented on a regular schedule to support teaching and learning related to MATH.			
		We provide intervention (RTI) to all students.			
	KCWP 4: Teachers will ensure that assessments are of high quality and aligned to the rigor of the standards, resulting in quality data.	Teachers create quarterly assessments based on standards taught using Gradecam. This allows us to have instructional conversations in PLCs.			
		IXL is our school-home connect for standards being taught at school. Teachers communicate to parents what standards to address through newsletters, Class Dojo, and student agendas.			
	KCWP 3: Teachers will keep all stakeholders informed of assessment results.				
		Utilize the Scale Score (SS) component of STAR to communicate student growth to all stakeholders.			

5: Transition Readiness

Goal 5 (State your transition readiness goal.):
By **May of 2021**, LOI 5th graders will have an average grade equivalency (GE) of **6.1** in **MATH** as measured by STAR.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 LOI 5th graders will have an average grade equivalency (GE) of **6.1** in **MATH** as measured by STAR by 2021.	**KCWP 4:** Teachers will ask questions and reflect on the data they collect.	Uniformed Professional Learning Community structures will be implemented on a regular schedule to support teaching and learning related to MATH.	Each team/grade level has a Google document with all student data/assessments that are updated quarterly. Review of worksheet is completely quarterly in PLCs.	Data from quarterly assessments in (Writing, Reading, Math, Social, and Studies) will be entered and reviewed with staff quarterly. Rigor and quality of the assessment will be compared to the results and STAR. Meetings will take place: October, January, March, May	-Gradecam (district purchased) -IXL $5,000 SBDM funding -Student Agendas Title 1 $1,500 -MasteryConnect $2,500 -RTI $26,000 Title 1
		We provide intervention (RTI) to all students.		We have standing weekly PLCs by content area on Fridays. As well as monthly meetings with teams to discuss teaching, student progress.	
	KCWP 4: Teachers will monitor students' progress on standards.	Teachers create quarterly assessments based on standards taught using Gradecam. This allows us to have instructional conversations in PLCs.			
		IXL is our school-home connect for standards being taught at school. Teachers communicate to parents what standards to address through newsletters, Class Dojo, and student agendas.			
	KCWP 1: Teachers can readjust (content and pacing) to meet student needs based on assessment results (formative and summative).	Utilize the Scale Score (SS) component of STAR to communicate student growth to all stakeholders.			
	KCWP 1,3: Teachers will create clear and precise learning targets for students.	We provide intervention (RTI) to all students.			
		Teachers create quarterly			

Goal 5 (State your transition readiness goal.):
By **May of 2021**, LOI 5th graders will have an average grade equivalency (GE) of **6.1** in **MATH** as measured by STAR.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		assessments based on standards taught using Gradecam. This allows us to have instructional conversations in PLCs.			
	KCWP 4: Teachers will ensure that assessments are of high quality and aligned to the rigor of the standards, resulting in quality data.	IXL is our school-home connect for standards being taught at school. Teachers communicate to parents what standards to address through newsletters, Class Dojo, and student agendas.			
	KCWP 3: Teachers will keep all stakeholders informed of assessment results.	Utilize the Scale Score (SS) component of STAR to communicate student growth to all stakeholders.			

6: Graduation Rate

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Goal 6 (State your graduation rate goal.): N/A					
Objective 1					
Objective 2					

7: Other (Optional)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Goal 7 (State your separate goal.):					
Objective 1					
Objective 2					

Special Considerations for Targeted Support and Improvement (TSI) Schools

TSI 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:**

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? 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.

Response:

Evidence-based Activity	Evidence Citation	Uploaded in eProve
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.	☒
		☐
		☐
		☐
		☐

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:

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.

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 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) 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 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 eProve. Specific directions regarding the documentation requirements can be found in the "Documenting Evidence under ESSA" resource available on KDE's Evidence-based Practices website.

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 eProve
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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