



Comprehensive School Improvement Plan

Tyner Elementary School
Jackson County

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Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	<p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover.</p> <p>**The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p>	I acknowledge that I have uploaded the School Equity Data.		School Equity Diagnostic

Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

The Equity Data Analysis tool has provided our school with information including note-worthy data points. The data shows that seven out of 34 teachers in our school have 0-3 years of experience which is a total of 20% of our teachers being in the no experience to little experience category. This relates directly to equitable access because Tyner Elementary School wants to ensure that ALL students have equitable access to highly qualified/experienced teachers. In order to address this issue, we will continue to provide teacher mentors, require peer observations, and new teacher orientation.

An additional trend that is apparent from the Equity Data Analysis tool is the high percentage of students receiving Free/Reduced lunch. 74.8% of students at Tyner Elementary receive free and reduced lunch this data demonstrates the barriers that may exist due to poverty.

After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

After completing the data analysis, it is evident that certain barriers or challenges are existent within our school. The two identified barriers or challenges within our school include a higher percentage of inexperienced teachers (0-3 years) when compared to our district (20%) and a high percentage of low-income students in our school (74.8%).

The root cause of why we have a larger number of inexperienced teachers in our school is due to teacher retirement and teachers being promoted to other positions within the district. Since Tyner Elementary School has experienced more teacher turn over in the last few years, we will continue to address this barrier by providing new teacher orientation, teacher mentors, and requiring peer observations. Furthermore, students who are not performing on grade level will not be assigned to an ineffective (as determined by PGES)/inexperienced teachers for two consecutive years.

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The other challenge that Tyner Elementary School faces is a high student population of students receiving free/reduced lunch. This is due to the community in which we live. In order to ensure equitable student placement in regards to effective educators and identified students, the TES placement committee completes analysis of iReady (Universal Screener), STAR Data, and RTI to ensure that each class is made up of high, middle, and low performing students. Identified students (low income) or other students not performing on grade level who are assigned to an inexperienced teacher will not be assigned to an inexperienced teacher two consecutive years.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover. ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.		School Equity Goals

Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:

KBE- K-Prep Proficiencies Goals in CSIP -Tyner Elementary School will increase its averaged combined reading and math proficiency from 48.4% in 2015-2016 to 73.7% by 5/31/2019

Measurable Objective 1:

collaborate to increase the averaged reading K-PREP scores for Tyner Elementary students from 49.1% in 2015-2016 to the state target of 65.1 % by 05/30/2017 as measured by K-PREP.

Strategy1:

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Professional Development - Professional development will be offered to certified staff based on identified areas of need.

Category:

Research Cited:

Activity - Teacher Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
First year, inexperienced, and alternate certification teachers are provided with a series of teacher orientations in which teachers are informed about curriculum, safety, and classroom management.	Academic Support Program Recruitment and Retention Professional Learning	08/04/2016	12/29/2017	\$0 - No Funding Required	Mr. Johnson, Principal Mrs. Baker, Assistant Principal

Activity - Teacher Mentor/Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Inexperienced or first year teachers will be provided with a content or grade level mentor and have the opportunity to observe highly effective teachers in their grade level. Teachers will identify best practices/strategies during observations and reflect upon those strategies with their teacher mentor.	Recruitment and Retention Professional Learning	08/04/2016	12/29/2017	\$0 - No Funding Required	Tim Johnson, Principal Melissa Baker, Assistant Principal Melony Bingham, Counselor

Measurable Objective 2:

collaborate to to increase the averaged math KPREP scores from 47.7% in 2015 -2016 to the state target of 61.2% % by 05/30/2017 as measured by K-PREP.

Strategy1:

Professional Development - Professional development will be offered to certified staff based on identified areas of need.

Category:

Research Cited:

Activity - Teacher Mentor/Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Inexperienced or first year teachers will be provided with a content or grade level mentor and have the opportunity to observe highly effective teachers in their grade level. Teachers will identify best practices/strategies during observations and reflect upon those strategies with their teacher mentor.	Professional Learning Recruitment and Retention	08/04/2016	12/29/2017	\$0 - No Funding Required	Tim Johnson, Principal Melissa Baker, Assistant Principal Melony Bingham, Counselor

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Activity - Teacher Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
First year, inexperienced, and alternate certification teachers are provided with a series of teacher orientations in which teachers are informed about curriculum, safety, and classroom management.	Professional Learning Academic Support Program Recruitment and Retention	08/04/2016	12/29/2017	\$0 - No Funding Required	Mr. Johnson, Principal Mrs. Baker, Assistant Principal

Phase I - The Missing Piece

Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

Stakeholders

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

Tim Johnson, Principal

Melony Bingham, Counselor

Melissa Baker, Assistant Principal

Robbie Tincher, Teacher

Ruth Sizemore, FRC Director
Karen Smith, Save the Children

Kevin Bowling, Parent SBDM

Stephanie Thomas, Parent SBDM

Melissa Madden, Teacher SBDM

Elizabeth Norris, DAC, District Curriculum Coordinator

Relationship Building

Overall Rating: 3.0

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

Communications

Overall Rating: 2.71

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	Parent -teacher conferences are held twice a year on school grounds and some teachers send invitations to parents.	Apprentice

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

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	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

Decision Making

Overall Rating: 2.43

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

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	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

Advocacy

Overall Rating: 2.5

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Proficient

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School council has a policy and a process to resolve issues or complaints and outcomes are sometimes tracked and reported to the council.	Apprentice

	Statement or Question	Response	Rating
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.	Proficient

Learning Opportunities

Overall Rating: 2.83

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities to participate on SBDM councils and committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. • Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Proficient

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff exhibits and rotates proficient and distinguished work and provides resources to achieve at higher levels.	Distinguished

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.	Proficient

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that allows parents access to most classrooms by appointment only.	Apprentice

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

Overall Rating: 2.5

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership rarely invites employers to support adult participation in education.	Novice

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up).	Proficient

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff maintains a resource directory on some agencies, programs and services that will provide services for students.	Apprentice

Reflection

Reflect upon your responses to each of the Missing Piece objectives.

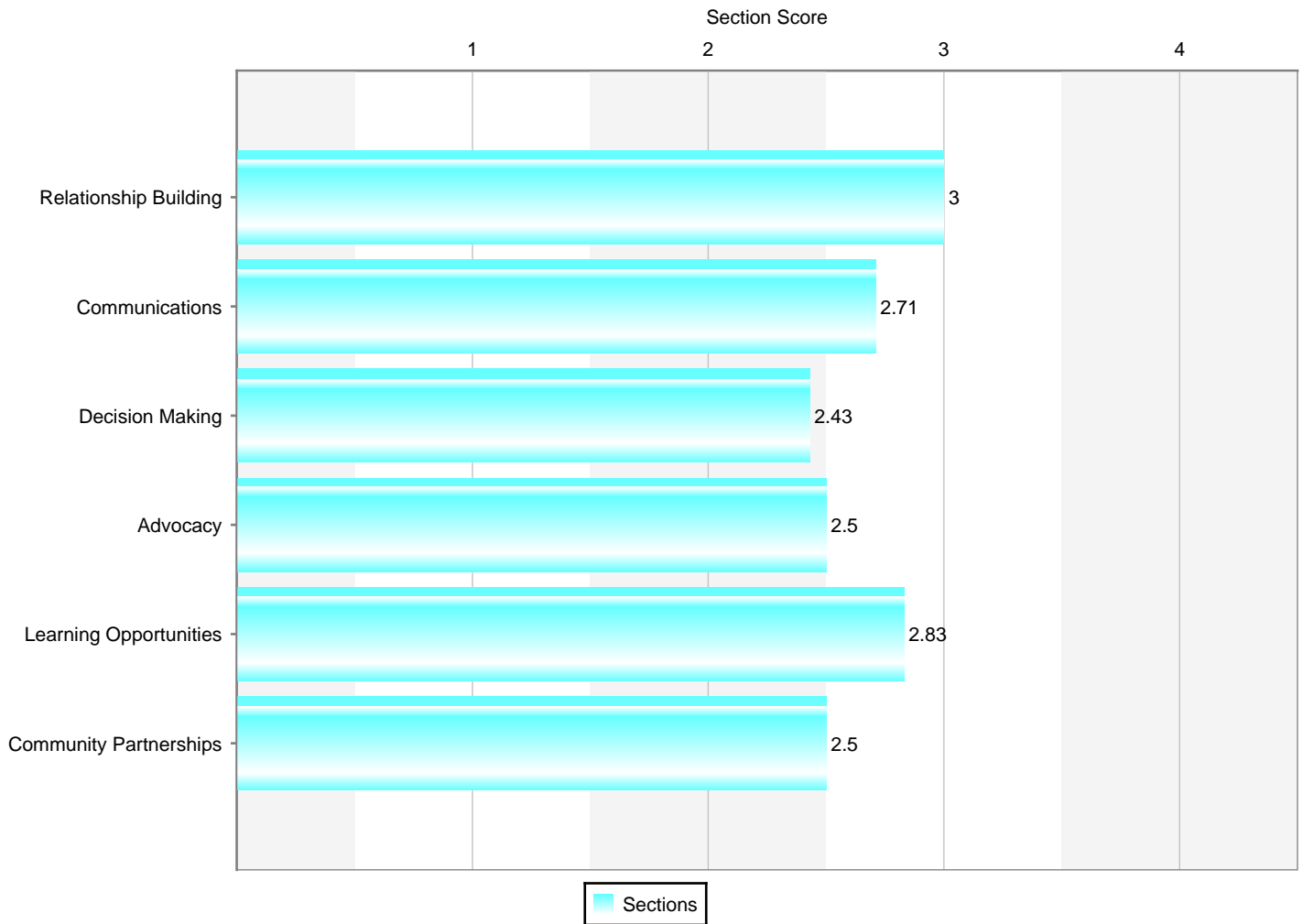
After reviewing the responses to each of the Missing Piece objectives and reviewing our parent, staff, and parent surveys, it is apparent that Tyner Elementary School possesses strengths in Relationship Building and Communications. Data analysis from the surveys and diagnostic yielded the following findings:

- *Parents and other stakeholders report that they feel actively welcomed.
- *School staff implements steps to encourage parents to attend school activities and make decisions in their child's education. Our school has a school webpage to do this, the local newspaper, text alerts, and a school Facebook page to encourage parents to attend school functions.
- *All parents are asked for feedback on schools efforts to welcome and engage parents.
- *School staff ensures systematic ways to notify parents of student's grades and academic success.
- *School staff offers various ways to share information with parents such as emails, webpage, phone, Facebook, etc.
- *School staff offers ways to discuss school wide assessment data at least one a month.
- *Parents report that they are treated as valued partners on school leadership teams
- *School staff makes systematic use of written communication to help parents understand their child's progress.
- *School staff exhibits and rotates proficient and distinguished work.

Further review of the staff, parent, and student surveys, as well as, objectives demonstrated that our school needs to focus on encouraging parents to vote in SBDM elections and provide more trainings for parents to become educational advocates. At this time we encourage parents to vote in elections but more strategies need to be developed on increasing parent voting. Additionally, more trainings need to be offered on how to become trained educational advocates. Although we do offer a variety of parental activities and train parents to be educational advocates through programs such as Early Steps and Born Learning, we feel that parents need more opportunities to be trained to be educational advocates throughout the course of their student's elementary school years.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

In order to develop a Comprehensive School Improvement Plan at Tyner Elementary School, steps were taken to ensure that a variety of stakeholders were selected to be a part of the process. At TES we feel that the involvement of stakeholders in the planning process is an essential part of the planning process since research clearly connects family and community involvement to student success and shows that active, meaningful engagement from parents and others helps schools boost student achievement.

TES CSIP planning team met and identified various people that have a direct impact on student's academic achievement. A diverse list of people was developed by the CSIP team and was invited to serve on the school's planning team. An organizational meeting was held to set meeting times and organize sub committees for the CSIP process. The planning process includes the following: conducts annual needs assessment based on state and district goals, performance standards, local and state achievement data, and TELL and Advanced ED survey results. CISP planning team and SBDM committee reviews and/or revises school's Vision and Mission, sets priorities for goals and objectives to be included in the CSIP.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Stakeholder groups that participated in the development of the improvement plan include individuals that reflect the makeup of the school's demographics: administrators, teachers, support personnel, district support personnel, and community leaders. The responsibilities of the stakeholder groups in the development of the plan included: assessing the need for improvement at the school using district and state goals as a guide and by reviewing various student performance data; prioritizing the school's needs; indicating problems and barriers to learning; identifying possible solutions; and developing strategies to accomplish the needs.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

TES CSIP Improvement Plan was reviewed by stakeholders for input before being submitted in ASSIST. The JCBE held CSIP Peer Reviews at District Level and made suggestions for improvement. The Comprehensive School Improvement Plan was submitted in ASSIST for the KDE to review. The school's CSIP is still being shared with the entire school community via the schools webpage. The CSIP is currently being implemented and monitored for effectiveness throughout the school year in I & I checks. The schools' SBDM committee will review mid-year implementation of plan, and adjust interventions when necessary.

Phase I - Needs Assessment

Introduction

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?

What does the data/information not tell you?

During the 2016-2017 school year, Tyner's Assessment Review Team comprised of third, fourth, and fifth grade teachers, special education teachers, school counselor, assistant principal, and the principal analyzed three or more academic and nonacademic performance data to determine strength and weaknesses. The team analyzed various sources of data sources such as: KPREP, I-Ready, KCID, and the 2014-2015 Tell Survey. The process was lengthy and tedious. For example, the fourth and fifth grade teachers used KPREP reports to construct data sheets for performance level cut points for reading, math, and language. The team also determined the amount needed for each student to move to the next performance level. Then, the team analyzed IReady reports to determine student's strengths and weaknesses and identified target areas for improvement. An improvement plan was developed for each student that identified areas of weaknesses. The team also viewed data sources for gaps, proficiency goals, and targets to determine areas of weakness and strengths in order to make necessary adjustments to instruction and student learning.

What did we learn through this data analysis?

During the data analysis process, we learned through our analysis of KPREP that our percentage of novice students is decreasing especially in gaps groups. According to the 2015-2016 KPREP data, Tyner Elementary school met 100% of the novice reduction targets in math for students in the following gap groups: Disabilities with IEP, Free/Reduced Lunch, and the Non-duplicated Gap Group. Tyner Elementary school met 100% of the novice reduction targets in Reading for students in the following gap groups: Disabilities with IEP and the Non-duplicated Gap Group. Tyner Elementary School decreased the percentage of novices in reading for free/reduced students by 1%. Beyond making progress in novice reduction, we have also showed significant growth in the area of mathematics. We know from the data that that the number of students scoring proficient/distinguished in math increased by 6.5 percent (41.5% to 48.0%) . Although we demonstrated significant gains in math, the percentage of students scoring proficient/distinguished in reading decreased by 7.7 percent (56.6% to 48.9%). After analyzing the reading data, we became aware that the greatest decrease of students scoring proficient/distinguished was in 5th grade reading. Nonetheless, there was also an increase of approximately 20 students in 5th grade during the 2015-2016 school year. Normally, 5th grade student enrollment is approximately 65-70 students whereas during the 2015-2016 school year enrollment was approximately 85-90 students with the amount fluctuating throughout the year. The data also shows that the percentage of students scoring novice in Social Studies and Writing was relatively the same as in 2014-2015; however, there was a decrease in the number of students scoring proficient/decrease in the areas of Writing and Social Studies as compared to the 2014-2015 school year. Although we did have a slight decrease in academic performance of students in Social Studies and Writing, there was an increase of students scoring proficient/distinguished in Language Mechanics. In regards to areas of improvement, we feel that the data indicates that 5th grade reading is an area of concern due to the significant decrease of students scoring at a proficient/distinguished level.

In addition to analyzing and comparing data from 2014-2015 and 2015-2016, we also completed data analysis of trend data for the past three years. To complete this data analysis we compared the percentage of students scoring proficient and distinguished for the last three years in all content areas. Based upon the data analysis we noticed in the area of Reading the number of proficient and distinguished students has fluctuated with our highest achievement scores occurring during the 2015-2016 school year. In the area of mathematics, we noticed an increase over the past three years in the number of students scoring proficient and distinguished. In 2013-2014, 41.4 percent of students scored at a proficient/distinguished level in Math; whereas, in 2015-2016 48.0 % of students scored at a proficient/distinguished level in math. When analyzing Social Studies, On Demand, and Language Mechanics, we noticed that achievement fluctuated with the lowest percentage of achievement being in 2013-2014 and the highest percentage of achievement being in 2014-2015. The scores decreased slightly on the SY 2016-2017

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2015-2016 KPREP assessment; however, due to our ability to reduce the number of students scoring novice in Reading and Math, we were still able to make gains as a school.

Furthermore our analysis of trend data demonstrated that a large amount of our IEP students are scoring novice in third grade mathematics when compared to 4th and 5th grade students with IEPs. According to the 2013-2014 KPREP data 28.6% of students with IEPs scored at a novice level in third grade mathematics. This number increased dramatically on the 2014-2015 KPREP to 75% of IEP students scoring at a novice level. On the 2015-2016 KPREP assessment the number of students with an IEP scoring novice in mathematics decreased to 50%. Although there was an apparent decrease during the 2015-2016 school year, this is still an area of concern.

TES is providing a brief summary of the key findings from its analysis of data that were collected from the sources listed in the above section. This summary includes state and federal required data points as well as other data that provide a portrait of student needs. Through analysis of district and building data and comparisons with the state's student performance trajectories, the following were learned:

K PREP Data Analysis

- *One hundred percent of our students participated in all district wide assessments in 2014-15.
- *Overall school rating as indicated by KPREP increased from 73.0 to 74.0
- *Averaged reading scores for students scoring P/D reading decreased by 7.7% (56.6% to 48.9%)
- *Averaged math scores for students scoring P/D increased by 6.5% (41.5% to 48.0%)

Reading

*Tyner Elementary did not meet our measureable objective 1 which was to collaborate to increase the averaged reading KPREP scores for Tyner Elementary students from 56.6% to the state target of 55.9% by 2015 as measured by KPREP. The averaged reading scores for KPREP during 2015-2016 were 49.1%.

KPREP DATA FOR READING

3rd Grade: The percentage of novice in reading increased from 17.8 in 2014-2015 to 18.1 in 2015-2016 for a total novice increase of 0.3 percentage points.

3rd grade reading proficient/distinguished decreased from 56.2% in 2014-2015 to 51.4% in 2015-2016. A decrease of 4.8 percentage points.
3rd grade reading P/D scored below the district and below the state.

4th Grade: The percentage of novice in reading decreased from 16.0 in 2014-2015 to 15.5 in 2015-2016 for a total novice reduction of 0.5 percentage points.

4th grade reading proficient/distinguished decreased from 50.7% in 2014-2015 to 47.9% in 2015-2016. A decrease of 2.8 percentage points.
4th grade P/D scored below the district and below the state.

5th Grade: The percentage of novice in reading increased from 12.5% in 2014-2015 to 17.4% in 2015-2016 for a total novice increase of 4.9 percentage points.

5th grade reading proficient/distinguished decreased from 64.1% in 2014-2015 to 47.7% in 2015-2016. A decrease of 16.4 percentage points.

5th grade P/D scored below the state and below the district.

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KPREP DATA for MATH

Tyner Elementary School did meet the measurable objective 2 to collaborate to increase the averaged math KPREP scores from 42.9% to 47.9% as measured by the 2015-2016 KPREP. Tyner Elementary school averaged math KPREP scores for 2016-2017 were 48.0%.

3rd Grade: The percentage of novice in math from 27.4 % in 2014-2015 to 22.2% in 2015-2016 for a total novice reduction of 5.2 percentage points.

3rd Grade math proficient/distinguished increased from 19.2% to 36.1% in 2015-2016 for a total increase of 16.9 percentage points

3rd Grade P/D scored below the district and below the state.

4th Grade: The percentage of novice in math decreased from 8.0% in 2014-2015 to 2.8% in 2015-2016 for a total novice reduction of 5.2 percentage points.

4th grade math proficient/distinguished increased from 50.7% to 56.3% in 2015-2016 for a total increase of 5.6 percentage points.

4th grade math P/D scored above the district and above the state.

5th Grade : The percentage of novice in math decreased from 14.1% in 2014-2015 to 4.1% in 2015-2016 for a total novice reduction of 10 percentage points.

5th grade math proficient/distinguished decreased from 56.3% to 51.2% in 2015-2016 for a total decrease of 5.1 percentage points.

SOCIAL STUDIES

5th Grade Social Studies: The percentage of novice in social studies increased from 3.1 % in 2014-2015 to 3.5% in 2015-2016.

5th grade social studies proficient/distinguished decreased from 73.4% to 64.0 in 2015-2016 for a total decrease of 9.4 percentage points.

Writing

5th Grade Writing: The percentage of novice in writing decreased from 18.8% in 2014-2015 to 18.6 % in 2015-2016.

5th grade writing proficient/distinguished decreased from 42.2% to 34.9% in 2015-2016 for a total decrease of 7.3 points.

Language Mechanics:

4th Grade Language Mechanics: The percentage of novice in Language Mechanics decreased from 16.0% in 2014-2015 to 15.5 % in 2015-2016.

4th grade Language Mechanics proficient/distinguished increased from 46.7% to 49.3% in 2015-2016 for a total increase of 2.6 points.

MATH (Gap Groups)

Tyner Elementary School made progress in closing the achievement gap during the 2015-2016 school year. According to the 2015-2016 KPREP data, Tyner Elementary school met 100% of novice reduction targets in math for students in the following gap groups: Disabilities with IEP, Free/Reduced Lunch, and the Non-duplicated Gap Group.

Free/Reduced: 2014-2015: 20.7% 2015-2016: 12.2%

Disability with IEP: 2014-2015: 34.0% 2015-2016: 21.3%

Gap Group (Non-duplicated): 2014-2015: 21.2% 2015-2016: 11.9%

READING

Free/Reduced: 2014-2015: 19.3% 2015-2016: 18.3%

Disability with IEP: 2014-2015: 24.0% 2015-2016: 17.0%

Gap Group (Non-duplicated): 2014-2015: 19.9% 2015-2016: 17.9%

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Tyner Elementary School made progress in closing the achievement gap during the 2015-2016 school year. According to the 2015-2016 KPREP data, Tyner Elementary school met 100% of novice reduction targets in Reading for students in the following gap groups: Disabilities with IEP of and the Non-duplicated Gap Group. Tyner Elementary decreased the percentage of novices in reading for free/reduced students by 1%.

Comparing Proficiency of Gap Groups to all students in Reading and Math

All Students

The combined reading and math percentage of all students scoring proficient/distinguished during the 2015-2016 school year was 48.4%. The delivery target for the school was 56.9%. Although we were unable to meet the delivery target, data shows that neither the state nor the district met the delivery target.

Free/ Reduced

The combined reading and math percentage for free/reduced qualifying students scoring proficient/distinguished was 43.9% which is slightly below the percentage of all students, 48.4%. The data shows that students qualifying for free/reduced lunch scored 4.5% lower than all students.

The delivery target for students qualifying for free/reduced lunch was 52.3%. Although we were unable to meet the delivery target, data shows that neither the state nor the district met the delivery target.

Disabilities with IEP:

The combined reading and math percentage for students with disabilities (with IEP) scoring proficient/distinguished was 43.7% which is slightly below the percentage of all students (48.4%). The data shows that students with disabilities (with IEP) scored 4.7% lower than all students.

The delivery target for students qualifying for free/reduced lunch was 46.8%. Although we were unable to meet the delivery target, data shows that neither the state nor the district met the delivery target.

Gap Group (Non-Duplicated)

The combined reading and math percentage for students who are in the Non-Duplicated Gap Group scoring proficient distinguished was 44.1% which is slightly below the percentage of all students, 48.4%. The data shows that students in the Non-Duplicated Gap group scored 4.3% lower than all students.

The delivery target for students in the Non-Duplicated Gap group was 52.2%. Although we were unable to meet the delivery target, data shows that neither the state nor the district met the delivery target.

*The average combined reading and math proficiency rating for all students in the non-duplicated gap group was 44.1, Tyner Elementary School did not meet this objective as part of the Comprehensive School Improvement plan. Nonetheless, we were able to meet ALL novice reduction target which demonstrates progress towards closing the achievement gap.

Percentage of P/D	2013-2014	2014-2015	2015-2016
Reading	48.6	56.6	48.9
Math	41.4	41.5	48.0
Social Studies	61.3	73.4	64.0

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On Demand	26.7	42.2	34.9
Language Mechanics	31.1	46.7	49.3

What Does the Data Tell Us- Behavior and Attendance?

Attendance: Student attendance records for the 2015-2016 school year indicate that our students have an average daily attendance rate of 94.1%. We have a total of 1,577 days of unexcused student absence, which translates into an unexcused daily absence rate of 1.7 per day.

Discipline: Analysis of our student KCID discipline data indicates that our discipline referral rate for the 2015-16 school year of 2.2 per day. Significant discipline, as measured by suspension from school, either in-school or out of school, was indicated by 10 suspensions throughout the 2015 - 2016 school year.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

Tyner Elementary Strengths:

*Tyner Elementary had 100 percent of our students participated in all district wide assessments during the 2015-2016 school year.

*Tyner Elementary school earned the label of a Distinguished School/High Performing School.

*During the data analysis process, we learned through our analysis of KPREP that we are making success towards closing the achievement gap by decreasing the percentage of students scoring novice in identified gap groups. For example, during the 2015-2016 school year, Tyner Elementary school met 100% of the novice reduction targets on the math portion of KPREP for students in the following gap groups: Disabilities with IEP, Free/Reduced Lunch, and the Non-duplicated Gap Group. Additionally, Tyner Elementary school met 100% of the novice reduction targets in Reading for students in the following gap groups: Disabilities with IEP of and the Non-duplicated Gap Group. Tyner Elementary decreased the percentage of novices in reading for free/reduced students by 1%. During the 2015-2016 school year, TES demonstrated significant growth in mathematics by increasing the number of proficient/distinguished students from 41.5% to 48.0%. Additionally, 4th grade students scored above the state and district average in mathematics on KPREP.

*In order to sustain areas of strength, we will continue to analyze iReady, KPREP, and various sources of data in order to target low achieving students and meet the needs of individual students.

Opportunities for Improvement

What were areas in need of improvement? What plans are you making to improve the areas of need?

Areas in need of improvement after analysis of the data include on demand writing, as well as, reading. We have noticed a decline in the number of proficient and distinguished students in the area of Reading during the 2015-2016 school. In lieu of this important data, reading will be an area of focus for the 2015-2016 school year. Additionally, writing continues to be an area of that needs improvement according to data. Additionally, the number of students with IEPs scoring novice in third grade math is an area of concern. In order to address these issues, we will continue to differentiate instruction, provide interventions to meet the needs of students, and encourage professional development in these areas.

Reading

To improve the area of reading, teachers will complete data analysis after each benchmark assessment to identify struggling students or students who are close to proficiency who need extra support. As teachers analyze data, they will utilize the iReady profile groups to target specific weaknesses or struggles that individual students have in order to provide individualized instruction. Additionally the reading team, will identify common areas of weakness across grade levels and provide supplemental activities to address weaknesses in the curriculum for teachers to implement. TES we also be implementing the use of a Promise Neighborhood tutor to be used for students who may be struggling in reading.

Writing:

TES teachers received PD in writing during the 2015-2016 school year. Teachers will implement strategies and activities from the training to help increase student growth in writing school wide. In addition, teachers will receive follow up job embedded professional development during the 2016-2017 school year. Additionally, we will require teachers K-5 to complete 3 writing scrimmages throughout the year and analyze the data in professional learning communities. Furthermore, we will continue to implement the Four Square method K-5, so students can build on this graphic organizer and be able to use not only a tool to create a sentence or a paragraph, but an entire writing piece as well in the upper grades. We will continue Writing Wednesday for the entire school across all disciplines.

3rd Grade Math students with IEPs:

In order to address the issue of students with IEPs scoring novice in third grade math, we will encourage more collaboration in third grade, offer more professional development for teachers who have third math students with IEPs, and meet in PLC's to specifically analyze data of IEP students in third grade math through out the school year in order to identify student needs.

Conclusion

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

Since maintained being a Distinguished/High Performing school during the 2015-2016 school year, our primary concern is maintaining high academic standards for all students at TES. Our school-wide instructional focus continues to hold the goals of increasing/maintaining the rigor of our instruction, helping students have a clearer understanding of the purpose of each lesson, and to increasing student active participation. We need to continue to emphasize those strategies, as we are working to change the role of the student by working with them to see themselves as having greater responsibility in their learning, having them set goals and monitor their progress, being more intimately involved in each lesson, and working as peer teachers and editors of student work. What we have found is that when you increase rigor and the demands for higher order thinking, you invariable increase the discrepancy between students at those standards and those below standard, unless you can create an atmosphere that fosters high levels of student ownership. In other words, as the work gets harder, students must be more self-motivated to do more challenging work, seeing value in the struggle.

Next Steps: While we will continue to focus on increasing student engagement and ownership in learning, the data is also clear that we must continue to have high degree of focus on teaching and learning. Our data clearly shows that there was a decrease in the percentage of students score proficient and distinguished during the 2015-2016 in all areas except for Mathematics. In lieu of this data analysis, we must focus on effective teaching strategies to increase student achievement during the 2016-2017 school year. This is entirely consistent with all the research that indicates that the greatest predictor for student success is effective teaching. We will continue to focus on looking at what the data tells us has been successful practice by those teachers who have the highest scores, and we will then attempt to replicate those strategies and teaching models. We will also be focusing our staff development best practices, not only globally, but also within our building, building on those successes demonstrated within our own population and peer group. Additionally, we will continue to place focus on collaboration of regular education teachers with special education teachers specifically in third grade mathematics.

Tyner Elementary School Comprehensive School Improvement 2016-2017

Overview

Plan Name

Tyner Elementary School Comprehensive School Improvement 2016-2017

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	KBE- K-Prep Proficiencies Goals in CSIP -Tyner Elementary School will increase its averaged combined reading and math proficiency from 48.4% in 2015-2016 to 73.7% by 5/31/2019	Objectives: 2 Strategies: 9 Activities: 31	Organizational	\$58700
2	KBE K-PREP Proficiency Goal Gaps in CSIP - Tyner Elementary School will increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 44.7% in 2015-2016 to 68.7% by 5/31/2019.	Objectives: 1 Strategies: 9 Activities: 28	Organizational	\$191700
3	Increase the combined average of students scoring Proficient/Distinguished on Language Mechanics and On Demand Writing to 62.6% by 2019 as measured by KPREP.	Objectives: 2 Strategies: 6 Activities: 9	Academic	\$1000
4	Tyner Elementary School will demonstrate proficiency in all Program Review areas by 2018 as measured by the Program Review scoring process.	Objectives: 4 Strategies: 9 Activities: 17	Academic	\$3300
5	Decrease the percent of all students who are scoring novice in Reading and Math by 50% on KPREP from 16% in 2015 to 8% by 2020.	Objectives: 2 Strategies: 6 Activities: 15	Organizational	\$92495

Goal 1: KBE- K-Prep Proficiencies Goals in CSIP -Tyner Elementary School will increase its averaged combined reading and math proficiency from 48.4% in 2015-2016 to 73.7% by 5/31/2019

Measurable Objective 1:

collaborate to increase the averaged reading K-PREP scores for Tyner Elementary students from 49.1% in 2015-2016 to the state target of 65.1 % by 05/30/2017 as measured by K-PREP.

(shared) Strategy 1:

Assessment Data - Analyze various assessments to increase student learning.

Category: Integrated Methods for Learning

Research Cited: Stiggins

Activity - Data Analysis Cut Point Scores	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and K-PREP Data Analysis Team will meet in the fall to analyze student's test scores and create a cut point data sheet for each assessed content area per grade level. The team will determine the amount of points needed to move students from one performance level to another and develop a plan to help move those students. The team will meet throughout the year to analyze benchmark assessments and student growth.	Academic Support Program	08/04/2016	12/29/2017	\$0	No Funding Required	Tim Johnson, Principal Melissa Baker, Assistant Principal Melony Bingham, Counselor

Activity - District Leadership Team -Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The assistant principal will collaborate with the district leadership team as part of the Next Generation Leadership network to analyze common assessments across the district as a means to monitor the effective implementation or fidelity of the Core Curriculum programs being implemented. The data will be utilized at a school level to look for common areas of weakness across the domains in reading and math. Identified weaknesses will be discussed in PLC's and strategies to close the learning gaps will be developed and implemented.	Professional Learning	08/04/2016	12/29/2017	\$0	No Funding Required	Melissa Baker District Leadership Team Tim Johnson All teachers
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Activity - Data Binders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-5 will collect data on students and fill out a data spreadsheet three times a year for reading and math. The spread sheet will collect data on the following: classroom assessments, KPREP, iReady, Fluency in Reading, Automaticity in Math (Reflex), STAR, and benchmark assessments. This data will be analyzed during plc's and strategies/interventions will be developed based upon the data.	Academic Support Program	08/04/2016	12/29/2017	\$0	No Funding Required	Melissa Baker, Assistant Principal Tim Johnson, Principal Teachers (K-5)

(shared) Strategy 2:

Curriculum & Instruction - Students will receive researched based instruction in the Kentucky Common Core Academic State Standards in mathmematics in grades K-5.

Category: Professional Learning & Support

Research Cited: Marzano

Activity - Review and Implement Curriculum Documents, Common Core Standards, and Core Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers in grades K-5 will meet to review curriculum documents and the district core programs, Reading Street and Envision Math. Instructional staff will follow the Jackson County Public School curriculum maps, pacing guides, and core programs to pace and monitor the implementation of the common core standards for reading and math. Teachers will use the core programs to guide instruction based on research based practices for reading and mathematics. In addition to core programs, teachers will utilize iReady, as well as, best practices for struggling students in order to ensure mastery of common core standards.	Academic Support Program	08/04/2016	12/01/2017	\$0	No Funding Required	Tim Johnson, Principal Melissa Baker, Assistant Principal Melony Vickers, Counselor Teachers K-5
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Activity - Instruction - Setting Goals/ Self-evaluation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with specific and timely feedback about their learning. Students will articulate the targeted goals and know what is required to be proficient ("I CAN" statements, rubrics, and exit slips, self-reflection, and self-evaluation). Teachers will teach students how to analyze and improve their work based on analysis and specific, effective feedback. Learning celebrations will be held and students will set goals for progress in reading/language arts and math.	Academic Support Program	08/04/2016	12/29/2017	\$0	No Funding Required	Principal, Tim Johnson Assistant Principal, Melissa Baker Melony Vickers, Counselor All Classroom Teachers Family Resource Center

Activity - Instruction - Rigor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tyner Elementary's focus will be on differentiated instructional strategies regarding content, product, and/or process, including a focus on academic rigor, high expectations and equitable support for all students. Teachers will utilize data from IReady/profile groups to integrate differentiated and rigor instruction.	Academic Support Program	08/04/2016	12/29/2017	\$0	No Funding Required	Tim Johnson, Principal Melissa Baker, Assistant Principal TES Teachers

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Activity - Celebrating Student Achievement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will celebrate student achievement by displaying P/D work on bulletin boards throughout the school and providing models for proficient student work with specific feedback. Student achievement will be celebrated at the end of each grading period to promote academic ownership and a positive, caring environment. Parents will be notified of their child's success.	Academic Support Program	08/04/2016	12/29/2017	\$0	No Funding Required	Tim Johnson, Principal Melissa Baker, Assistant Principal Melony Bingham, Counselor All TES Teachers

(shared) Strategy 3:

Professional Development - Professional development will be offered to certified staff based on identified areas of need.

Category:

Activity - Teacher PD Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will take a Professional development survey. PD will be planned based on survey needs.	Professional Learning	08/04/2016	12/29/2017	\$0	No Funding Required	Professional Development Coordinator, Shanta Madden

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive PD to increase student learning. Teachers participate in program-specific job-embedded professional development to enhance their ability to deliver effective, appropriate instruction that improves student learning, student growth goals, and supports teachers' individual growth plan.	Professional Learning	08/04/2015	12/29/2017	\$1700	Other, Title I Schoolwide	Tim Johnson, Principal Melissa Baker, Assistant Principal Shanta Madden, Building PD Coordinator

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Activity - Teacher Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
First year, inexperienced, and alternate certification teachers are provided with a series of teacher orientations in which teachers are informed about curriculum, safety, and classroom management.	Professional Learning, Academic Support Program, Recruitment and Retention	08/04/2016	12/29/2017	\$0	No Funding Required	Mr. Johnson, Principal Mrs. Baker, Assistant Principal

Activity - Teacher Mentor/Best Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Inexperienced or first year teachers will be provided with a content or grade level mentor and have the opportunity to observe highly effective teachers in their grade level. Teachers will identify best practices/strategies during observations and reflect upon those strategies with their teacher mentor.	Professional Learning, Recruitment and Retention	08/04/2016	12/29/2017	\$0	No Funding Required	Tim Johnson, Principal Melissa Baker, Assistant Principal Melony Bingham, Counselor

Activity - Para educator PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Para educators will collaborate with teachers during PLC's and common planning time in order to meet the instructional needs of students.	Professional Learning	08/04/2016	05/31/2017	\$0	No Funding Required	Tim Johnson, Principal Melissa Baker, Assistant Principal Certified Teachers

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Activity - Next Generation Leadership Network	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The assistant principal will participate in professional learning through the Next Generation Leadership Network. The network will provide the opportunity to meet regularly throughout the year to develop ways to monitor content and pedagogical competencies, as well as the leadership skills necessary to work with and provide feedback to teachers. The assistant principal will develop relationships with other participants in the network and with skilled facilitators so that they can safely share problems of practice and seek solutions — not just during the time of the network meetings, but on an as-needed and ongoing basis. The results of this activity will impact instructional practices within the school.	Professional Learning	08/04/2016	12/29/2017	\$500	Grant Funds	Melissa Baker, Assistant Principal

(shared) Strategy 4:

Interventions - Various interventions will be used to increase student achievement.

Category: Continuous Improvement

Research Cited: Marzano, Stiggins

Activity - RTI Placement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify and place students in appropriate RTI tiers and revise Tiers 3 times a year. Teachers will use district and classroom assessments (IREADY, STAR, and various screeners) to determine Tier II and Tier III students in Reading and Math. Small skills groups will be used as interventions (using various curricular tools such as Pearson Resources, IReady). Students may be referred to Special Education for further support and evaluation if needed. The reading and math interventionists will be directly involved with placement of tier III students and will assist teachers in identifying tier II students, as well.	Academic Support Program	08/04/2016	12/29/2017	\$0	No Funding Required	Tim Johnson, Principal; Melissa Baker, Assistant Principal; Melony Bingham, Guidance Counselor; Classroom Teachers K-5; Londa Freeman; Kim Hacker

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Activity - RTI & Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC's will develop plans to address gaps in instruction or learner needs based on KPREP, IReady, and other summative and formative assessments.	Academic Support Program	08/04/2016	12/29/2017	\$0	No Funding Required	Tim Johnson, Principal; Melissa Baker, Assistant Principal; Certified Staff

Activity - RTI Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Resources at school level will be used to place and schedule students for RTI services based on data. Example: Tier 1/classroom, Tier 2/ IReady Computer Lab. Tier 3/ Small group Classroom Teacher/Interventionist in addition to IReady. Tier3 students in kindergarten through third grade may receive services provided by Read to Achieve Grant and Mathematics Achievement Fund Grant.	Academic Support Program	08/04/2016	12/29/2017	\$10000	Title I Schoolwide	Tim Johnson, Principal; Melissa Baker, Assistant Principal Classroom Teachers Sherrie Judd- RTI Lab Tammy Webb- RTI Lab RTA-Londa Freeman MAF-Kim Hacker

Activity - RTI Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District Math and Reading Diagnostic (IReady,) and Math and Reading Proficiency Assessments as well as classroom assessments will be used to monitor results of children in the Gap group and results analyzed to modify instruction. The RtI team will meet in PLC every 9 weeks to monitor performance data and determine individual student progress. The administrator and teachers will also analyze data for gap students in each subgroup 3 times a year through IReady Reading/Math Assessments to identify changes needed to reduce achievement differences.	Academic Support Program	08/04/2016	12/29/2017	\$0	No Funding Required	Tim Johnson, Principal Melissa Baker, Assistant Principal Melony Vickers, Counselor All Math Teachers K-5 All Reading Teachers
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Activity - RTI - Parent Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be systematically notified when students qualify for Tier II or III instruction and will be provided with the data used to make decisions about their child's instructional needs. Parents will be encouraged to help make decisions and be a part of their child's education. Notification will occur every 9 weeks or before if needed via written documentation, phone, email, or text.	Academic Support Program	08/04/2016	12/29/2017	\$0	No Funding Required	All Certified Teachers

Strategy 5:

Early Childhood - Use various resources to provide services for early transitions for students ages 3-6.

Category:

Activity - Identify Early Childhood Providers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use Pre-School, Head Start, First Step Hands, Early Steps to School Success, Born Learning, Tyner FRC and other community resources will be used to provide services for children ages birth-6.	Academic Support Program	07/01/2016	12/29/2017	\$40000	Title I Schoolwide, Other	Family Resource Center Karen Smith Early Steps Lisa Hays Coreen Brewer

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Activity - Transition Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TES Family Resource Center will gather any transition data from Early Childcare providers to build connections between families and the school to help provide services for incoming Pre-School-Kindergarten students.	Academic Support Program	08/04/2016	12/29/2017	\$0	No Funding Required	Family Resource Center; Lisa Hays Karen Smith Preschool Teachers

Activity - Kindergarten Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assess all Kindergarteners at school entry with (BRIGANCE) screener to establish entry level skills.	Academic Support Program	05/05/2016	05/31/2017	\$5000	Other	Certified Staff; Melony Vickers, Guidance Counselor

Activity - Transition Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
End of year transition meetings to prepare students, as well as, families for the transition from preschool to Pre-K or Kindergarten will be completed during the last weeks of school. Teachers will discuss students readiness and determine appropriate placement of the students for the following year. Parent questions and concerns will be addressed by teachers and staff in order to alleviate any concerns.	Parent Involvement	04/04/2016	06/01/2017	\$0	No Funding Required	Preschool Teachers Special Education Teachers Counselor: Melony Bingham Kindergarten Teachers

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Activity - Kindergarten Transition Tour	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Preschool teachers will collaborate with Kindergarten teachers to provide students with a tour of each kindergarten classroom. This will involve students meeting the teacher, exploring activities, and becoming familiar with the daily routine of a kindergarten classroom.	Academic Support Program	08/04/2016	12/29/2017	\$0	No Funding Required	Preschool Teachers Kindergarten Teachers

Activity - Kindergarten Open House	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Before the school year begins, kindergarten will conduct an open house for incoming kindergarteners. Parents and students will meet their child's teacher, receive academic expectations, and become familiar with the routines of kindergarten, as well as, the school.	Parent Involvement	08/04/2016	12/29/2017	\$400	Title I Schoolwide	Tim Johnson, Principal Melissa Baker, Assistant Principal Melony Bingham, Counselor Kindergarten Teachers and Paraprofessionals

Strategy 6:

Literacy Initiative - Disseminate new common core resources to support 21st century literacy planning.

Category: Learning Systems

Activity - Literacy Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The literacy team will continue to meet monthly to monitor/revise the school wide literacy plan, mentor teachers through collaboration, and provide models for effective literacy instruction.	Academic Support Program	08/04/2016	12/29/2017	\$0	No Funding Required	Tim Johnson, Principal Melissa Baker, Assistant Principal Literacy Team

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Activity - Literacy Gaps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The literacy team will work with school leadership to identify strengths and areas for improvement in the school's literacy program, priorities for improvement, resources and strategies to support change. The team will utilize benchmark assessments, school wide writing scrimmages, and KPREP data to identify gaps, as well.	Academic Support Program	08/04/2016	12/29/2017	\$0	No Funding Required	Tim Johnson, Principal Melissa Baker, Assistant Principal Literacy Team

Activity - Literacy Enrichment/Parental Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School-wide enrichment literacy experiences will be promoted with Family Literacy Nights, Scholastic News, National Geographic for Kids, Time for Kids, BrainPop, BrainPop Jr., and Tumblebooks . Literacy recommendations and strategies will be made through TES Family Resource Center and Save the Children Grant, Read to Achieve Grant, parent-teacher conferences, school website, and newsletters.	Parent Involvement	08/04/2016	05/31/2017	\$600	FRYSC	Tim Johnson, Principal Melissa Baker, Assistant Principal Ruthie Sizemore, FRC Director

(shared) Strategy 7:

Assessments - Teachers will use a variety of assessments to determine student performance and growth in reading/LA.

Category: Continuous Improvement

Research Cited: Rick Stiggins

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will revise the district common assessments and use the assessments utilize the assessments before, during, and after instruction. Teacher's will ensure that the assessments are aligned to the common core and contain higher order thinking questions. Data from the assessments will be used to individualize instructional needs of students and identify common areas of weakness.	Direct Instruction	08/04/2016	12/29/2017	\$0	No Funding Required	Tim Johnson Melissa Baker Melony Vickers Certified Staff
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Activity - Assessment - Constructed Response	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will include Constructed Responses that are directly tied to Kentucky Academic Standards with classroom assessments. Response questions will be tied to the core knowledge of vocabulary, skills and strategies. Using various graphic organizers as needed, all students will be taught how to answer short answer and extended response questions, to build confidence and skills. A writing/constructed response will be completed by students on a weekly basis (Writing Wednesday), scored, and turned into the principal.	Academic Support Program	08/31/2016	05/31/2017	\$0	No Funding Required	Tim Johnson Melissa Baker Teachers

Strategy 8:

Program Review - ELA - Throughout the school year, PR Teams will collaborate to review demonstrators and indicators for each Program Review. As evidence is collected and programming reviewed, teachers will receive PD to address areas of weakness identified on the reviews. This will be evidenced on the school monthly calendars and in meeting minutes.

Category: Continuous Improvement

Activity - ELA Lessons & Program Reviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop ELA lessons that incorporate quality, purposeful activities/lessons which meet Program Review demonstrators. Lessons will include Kentucky Academic Standards for Visual and Performing Arts; PLCS; Writing; and World Language. Lessons will include various kinds of assessments/rubrics and self & peer reflections.	Academic Support Program	08/04/2015	12/29/2017	\$0	No Funding Required	Tim Johnson, Principal Melissa Baker, Assistant Principal Program Review Teams All TES Teachers K-5

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Measurable Objective 2:

collaborate to to increase the averaged math KPREP scores from 47.7% in 2015 -2016 to the state target of 61.2% % by 05/30/2017 as measured by K-PREP.

(shared) Strategy 1:

Assessment Data - Analyze various assessments to increase student learning.

Category: Integrated Methods for Learning

Research Cited: Stiggins

Activity - Data Analysis Cut Point Scores	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and K-PREP Data Analysis Team will meet in the fall to analyze student's test scores and create a cut point data sheet for each assessed content area per grade level. The team will determine the amount of points needed to move students from one performance level to another and develop a plan to help move those students. The team will meet throughout the year to analyze benchmark assessments and student growth.	Academic Support Program	08/04/2016	12/29/2017	\$0	No Funding Required	Tim Johnson, Principal Melissa Baker, Assistant Principal Melony Bingham, Counselor

Activity - District Leadership Team -Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The assistant principal will collaborate with the district leadership team as part of the Next Generation Leadership network to analyze common assessments across the district as a means to monitor the effective implementation or fidelity of the Core Curriculum programs being implemented. The data will be utilized at a school level to look for common areas of weakness across the domains in reading and math. Identified weaknesses will be discussed in PLC's and strategies to close the learning gaps will be developed and implemented.	Professional Learning	08/04/2016	12/29/2017	\$0	No Funding Required	Melissa Baker District Leadership Team Tim Johnson All teachers

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Activity - Data Binders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-5 will collect data on students and fill out a data spreadsheet three times a year for reading and math. The spread sheet will collect data on the following: classroom assessments, KPREP, iReady, Fluency in Reading, Automaticity in Math (Reflex), STAR, and benchmark assessments. This data will be analyzed during plc's and strategies/interventions will be developed based upon the data.	Academic Support Program	08/04/2016	12/29/2017	\$0	No Funding Required	Melissa Baker, Assistant Principal Tim Johnson, Principal Teachers (K-5)

(shared) Strategy 2:

Curriculum & Instruction - Students will receive researched based instruction in the Kentucky Common Core Academic State Standards in mathmematics in grades K-5.

Category: Professional Learning & Support

Research Cited: Marzano

Activity - Review and Implement Curriculum Documents, Common Core Standards, and Core Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-5 will meet to review curriculum documents and the district core programs, Reading Street and Envision Math. Instructional staff will follow the Jackson County Public School curriculum maps, pacing guides, and core programs to pace and monitor the implementation of the common core standards for reading and math. Teachers will use the core programs to guide instruction based on research based practices for reading and mathematics. In addition to core programs, teachers will utilize iReady, as well as, best practices for struggling students in order to ensure mastery of common core standards.	Academic Support Program	08/04/2016	12/01/2017	\$0	No Funding Required	Tim Johnson, Principal Melissa Baker, Assistant Principal Melony Vickers, Counselor Teachers K-5

Activity - Instruction - Setting Goals/ Self-evaluation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will provide students with specific and timely feedback about their learning. Students will articulate the targeted goals and know what is required to be proficient ("I CAN" statements, rubrics, and exit slips, self-reflection, and self-evaluation). Teachers will teach students how to analyze and improve their work based on analysis and specific, effective feedback. Learning celebrations will be held and students will set goals for progress in reading/language arts and math.	Academic Support Program	08/04/2016	12/29/2017	\$0	No Funding Required	Principal, Tim Johnson Assistant Principal, Melissa Baker Melony Vickers, Counselor All Classroom Teachers Family Resouce Center
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Activity - Instruction - Rigor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tyner Elementary's focus will be on differentiated instructional strategies regarding content, product, and/or process, including a focus on academic rigor, high expectations and equitable support for all students. Teachers will utilize data from IReady/profile groups to integrate differentiated and rigor instruction.	Academic Support Program	08/04/2016	12/29/2017	\$0	No Funding Required	Tim Johnson, Principal Melissa Baker, Assistant Principal TES Teachers

Activity - Celebrating Student Achievement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will celebrate student achievement by displaying P/D work on bulletin boards throughout the school and providing models for proficient student work with specific feedback. Student achievement will be celebrated at the end of each grading period to promote academic ownership and a positive, caring environment. Parents will be notified of their child's success.	Academic Support Program	08/04/2016	12/29/2017	\$0	No Funding Required	Tim Johnson, Principal Melissa Baker, Assistant Principal Melony Bingham, Counselor All TES Teachers

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(shared) Strategy 3:

Professional Development - Professional development will be offered to certified staff based on identified areas of need.

Category:

Activity - Teacher PD Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will take a Professional development survey. PD will be planned based on survey needs.	Professional Learning	08/04/2016	12/29/2017	\$0	No Funding Required	Professional Development Coordinator, Shanta Madden

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive PD to increase student learning. Teachers participate in program-specific job-embedded professional development to enhance their ability to deliver effective, appropriate instruction that improves student learning, student growth goals, and supports teachers' individual growth plan.	Professional Learning	08/04/2015	12/29/2017	\$1700	Title I Schoolwide, Other	Tim Johnson, Principal Melissa Baker, Assistant Principal Shanta Madden, Building PD Coordinator

Activity - Teacher Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
First year, inexperienced, and alternate certification teachers are provided with a series of teacher orientations in which teachers are informed about curriculum, safety, and classroom management.	Professional Learning, Academic Support Program, Recruitment and Retention	08/04/2016	12/29/2017	\$0	No Funding Required	Mr. Johnson, Principal Mrs. Baker, Assistant Principal

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Activity - Teacher Mentor/Best Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Inexperienced or first year teachers will be provided with a content or grade level mentor and have the opportunity to observe highly effective teachers in their grade level. Teachers will identify best practices/strategies during observations and reflect upon those strategies with their teacher mentor.	Professional Learning, Recruitment and Retention	08/04/2016	12/29/2017	\$0	No Funding Required	Tim Johnson, Principal Melissa Baker, Assistant Principal Melony Bingham, Counselor

Activity - Para educator PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Para educators will collaborate with teachers during PLC's and common planning time in order to meet the instructional needs of students.	Professional Learning	08/04/2016	05/31/2017	\$0	No Funding Required	Tim Johnson, Principal Melissa Baker, Assistant Principal Certified Teachers

Activity - Next Generation Leadership Network	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The assistant principal will participate in professional learning through the Next Generation Leadership Network. The network will provide the opportunity to meet regularly throughout the year to develop ways to monitor content and pedagogical competencies, as well as the leadership skills necessary to work with and provide feedback to teachers. The assistant principal will develop relationships with other participants in the network and with skilled facilitators so that they can safely share problems of practice and seek solutions — not just during the time of the network meetings, but on an as-needed and ongoing basis. The results of this activity will impact instructional practices within the school.	Professional Learning	08/04/2016	12/29/2017	\$500	Grant Funds	Melissa Baker, Assistant Principal

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(shared) Strategy 4:

Interventions - Various interventions will be used to increase student achievement.

Category: Continuous Improvement

Research Cited: Marzano, Stiggins

Activity - RTI Placement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify and place students in appropriate RTI tiers and revise Tiers 3 times a year. Teachers will use district and classroom assessments (IREADY, STAR, and various screeners) to determine Tier II and Tier III students in Reading and Math. Small skills groups will be used as interventions (using various curricular tools such as Pearson Resources, IReady). Students may be referred to Special Education for further support and evaluation if needed. The reading and math interventionists will be directly involved with placement of tier III students and will assist teachers in identifying tier II students, as well.	Academic Support Program	08/04/2016	12/29/2017	\$0	No Funding Required	Tim Johnson, Principal; Melissa Baker, Assistant Principal; Melony Bingham, Guidance Counselor; Classroom Teachers K-5; Londa Freeman; Kim Hacker

Activity - RTI & Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC's will develop plans to address gaps in instruction or learner needs based on KPREP, IReady, and other summative and formative assessments.	Academic Support Program	08/04/2016	12/29/2017	\$0	No Funding Required	Tim Johnson, Principal; Melissa Baker, Assistant Principal; Certified Staff

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Activity - RTI Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Resources at school level will be used to place and schedule students for RTI services based on data. Example: Tier 1/classroom, Tier 2/ IReady Computer Lab. Tier 3/ Small group Classroom Teacher/Interventionist in addition to IReady. Tier3 students in kindergarten through third grade may receive services provided by Read to Achieve Grant and Mathematics Achievement Fund Grant.	Academic Support Program	08/04/2016	12/29/2017	\$10000	Title I Schoolwide	Tim Johnson, Principal; Melissa Baker, Assistant Principal Classroom Teachers Sherrie Judd- RTI Lab Tammy Webb- RTI Lab RTA-Londa Freeman MAF-Kim Hacker

Activity - RTI Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Math and Reading Diagnostic (IReady,) and Math and Reading Proficiency Assessments as well as classroom assessments will be used to monitor results of children in the Gap group and results analyzed to modify instruction. The Rtl team will meet in PLC every 9 weeks to monitor performance data and determine individual student progress. The administrator and teachers will also analyze data for gap students in each subgroup 3 times a year through IReady Reading/Math Assessments to identify changes needed to reduce achievement differences.	Academic Support Program	08/04/2016	12/29/2017	\$0	No Funding Required	Tim Johnson, Principal Melissa Baker, Assistant Principal Melony Vickers, Counselor All Math Teachers K-5 All Reading Teachers

Activity - RTI - Parent Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Parents will be systematically notified when students qualify for Tier II or III instruction and will be provided with the data used to make decisions about their child's instructional needs. Parents will be encouraged to help make decisions and be a part of their child's education. Notification will occur every 9 weeks or before if needed via written documentation, phone, email, or text.	Academic Support Program	08/04/2016	12/29/2017	\$0	No Funding Required	All Certified Teachers
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(shared) Strategy 5:

Assessments - Teachers will use a variety of assessments to determine student performance and growth in reading/LA.

Category: Continuous Improvement

Research Cited: Rick Stiggins

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will revise the district common assessments and use the assessments utilize the assessments before, during, and after instruction. Teacher's will ensure that the assessments are aligned to the common core and contain higher order thinking questions. Data from the assessments will be used to individualize instructional needs of students and identify common areas of weakness.	Direct Instruction	08/04/2016	12/29/2017	\$0	No Funding Required	Tim Johnson Melissa Baker Melony Vickers Certified Staff

Activity - Assessment - Constructed Response	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will include Constructed Responses that are directly tied to Kentucky Academic Standards with classroom assessments. Response questions will be tied to the core knowledge of vocabulary, skills and strategies. Using various graphic organizers as needed, all students will be taught how to answer short answer and extended response questions, to build confidence and skills. A writing/constructed response will be completed by students on a weekly basis (Writing Wednesday), scored, and turned into the principal.	Academic Support Program	08/31/2016	05/31/2017	\$0	No Funding Required	Tim Johnson Melissa Baker Teachers

Strategy 6:

Integration of 21st Century Skills - Teachers will implement researched based strategies into mathematics that include 21st Century Skills.

SY 2016-2017

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Category: Continuous Improvement

Research Cited: Marzano and Yanoski

Activity - Project Lead the Way	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-5 will participate in Project Lead the Way which empowers students to discover and explore interests, imagine and design solutions to real-world challenges, and become independent, confident problem solvers. As part of this project, teachers will implement STEM lessons or science, technology, engineering and math lessons.	Technology, Career Preparation/Orientation, Academic Support Program	08/04/2016	12/29/2017	\$500	KETS	Rhonda Thompson Science Teachers 2ND-5TH All teachers K-1

Goal 2: KBE K-PREP Proficiency Goal Gaps in CSIP -Tyner Elementary School will increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 44.7% in 2015-2016 to 68.7% by 5/31/2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap from 44.7% to the state target of 56.1% by 12/29/2017 as measured by K-PREP..

Strategy 1:

Parental Involvement - Activities will be planned to increase parental involvement.

Category: Continuous Improvement

Activity - Parental Involvement Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Open House, School-wide functions such as Christmas Programs. service learning projects, Early Steps monthly Parent meetings, Save the children activities (Reading Rocks), Home visits through Early Steps to School Success, Part -time Parent Engagement Specialist, Family Reading Night (4 per year), Raising a Reader Program (Parents are encouraged to read to children at home) and All Pro Dads.	Parent Involvement	08/04/2016	12/29/2017	\$1000	Title I Schoolwide, Other	Tim Johnson, Principal Family Resource Center/Ruthie Sizemore Karen Smith Preschool Staff
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Activity - Early Steps - Literacy/Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Home visits for ages birth to 3 to promote early literacy and to ensure a successful transition to school.	Parent Involvement	08/04/2016	12/29/2017	\$36300	Other	Ruthie Sizemore/ Family Resource Center Karen Smtih/Early Steps Coordinator

Activity - Family Reading Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Family Resource Center and Title I provide Family Engagement Nights 2 Times a year to promote literacy to students and parents.	Parent Involvement	08/04/2016	12/29/2017	\$400	Title I Schoolwide	Ruthie Sizemore/ Family Resource Tim Johnson, Principal Melissa Baker, Assistant Principal

Activity - Born Learning Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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A 6 parent session comprehensive family involvement program which targets children from birth to age 5. This program uses everyday activities to promote kindergarten readiness.	Parent Involvement	08/04/2016	05/31/2017	\$3200	Grant Funds, Title I Schoolwide	Promise Neighborhood Ruthie Sizemore/Family Resource Center
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Activity - Parent Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Homework and attendance in all classrooms will be monitored, frequent, extending student learning, and involving parents/family. Parents will receive attendance reports, homework monitoring reports, behavior reports, assessment reports and report cards on a regular basis. Parents will also receive weekly classroom/grade newsletters in addition to positive notes.	Parent Involvement	08/04/2016	12/29/2017	\$300	General Fund	All Teachers

Activity - Parent Communication -Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, students, and parents can access different types of information about classroom/grade activities, curriculum resources, school activities/functions, student progress, and various additional information via school website, district text alerts, and phone messages.	Parent Involvement	08/04/2016	12/29/2017	\$0	No Funding Required	TES Teachers K-5

Activity - Educational Advocate Training and Updates	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The math and reading interventionists will be training parents on how to promote math and reading skills in the home during Family Engagement projects. Additionally the interventionists will be sending out newsletters concerning the following: *Homework Help *Enrichment games *Website reviews *How to encourage learning success on a daily basis	Parent Involvement	08/04/2016	12/29/2017	\$0	No Funding Required	Londa Freeman Kim Hacker

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Strategy 2:

Staff Survey - The surveys will be used to analyze data to identify school needs.

Category:

Activity - TELL Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
100% of certified staff will complete the TELL Survey and will review the data based on a two year cycle. Staff will analyze the TELL Survey data to identify strengths and weaknesses.	Other	08/04/2016	12/29/2017	\$0	No Funding Required	Tim Johnson, Principal Melissa Baker, Assistant Principal Melony Vickers, Counselor

Activity - Survey - CSIP Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will take the Survey on ADVANCED-ED-ASSIST. The data will be reviewed by the CSIP to determine areas of strengths and weaknesses.	Other	08/04/2016	12/29/2017	\$0	No Funding Required	Robbie Tincher, CSIP Tim Johnson, Principal Melissa Baker, Assistant Principal

Strategy 3:

Digital Learning Staff - Teachers will incorporate technology in lessons and units to enhance student learning.

Category:

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Activity - Technology PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training in using and integrating digital resources that align with KCAS standards to improve student achievement.	Technology	08/04/2016	12/29/2017	\$0	No Funding Required	Tim Johnson Melissa Baker Rhonda Thompson All TES Staff

Activity - Technology Equity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure that technology needs at TES are met such as: internet access, IReady (Math and reading), Reflex Math, and Study Island (Social Studies).	Technology	08/04/2016	12/29/2017	\$0	No Funding Required	Tim Johnson, Principal Melissa Baker, Assistant Principal Rhonda Thompson, DTC

Activity - Digital Citizenship	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive instruction on digital citizenship via Brainpop	Technology	08/04/2016	12/29/2017	\$0	No Funding Required	Tim Johnson Rhonda Thompson Certified Staff

Activity - 21st Century Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with lessons/activities that incorporate 21st century learning skills.	Technology	08/04/2016	12/29/2017	\$0	No Funding Required	Certified staff Rhonda Thompson

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Strategy 4:

Safe Schools - Tyner Elementary School will implement strategies from PBIS/KYCID to increase positive behavior and decrease office referrals.

Category: Continuous Improvement

Activity - KYCID	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use KYCID program to promote and reinforce positive behavior.	Behavioral Support Program	08/04/2016	12/29/2017	\$0	No Funding Required	Tim Johnson, principal; Melissa Baker, assistant principal; Melony Bingham, counselor; Certified Teachers

Activity - Safe Crisis Management Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TES staff has been trained on positive behavior techniques and all members of the Safety Crisis Management Team have been trained.	Behavioral Support Program	08/04/2016	12/29/2017	\$0	Safe Schools	Tim Johnson Betty Moore Melissa Baker Becky Collett Jody Madden Kendall Coffey Brandon Barrett

Activity - Sharing Safe School Information	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Parents will receive Safe Schools Report Data during open house.	Behavioral Support Program	08/04/2016	05/31/2017	\$0	No Funding Required	Tim Johnson, Principal Melissa Baker, Assistant Principal Safe Schools Coordinator Clay Dalton
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Strategy 5:

Class Size Reduction - Class size will be reduced through Teacher Quality and Title I funds.

Category: Continuous Improvement

Research Cited: Use of Title II Funds for Class Size Reduction

The Class Size Reduction program came into being during the last term of President Clinton. With the passage of No Child Left Behind the Class Size Reduction (CSR). The new program is Title II, Part A, Improving Teacher Quality State Grants.

The research indicates that if a child has a lower class size for EACH grade K through three the child learns more and scores higher on assessments. In fact, the higher achievement continues past the third grade (one study says to the 8th grade) even when class size goes back to larger classes after the 3rd grade.

The research indicates that if a child has a lower class size for EACH grade K through three the child learns more and scores higher on assessments. In fact, the higher achievement continues past the third grade (one study says to the 8th grade) even when class size goes back to larger classes after the 3rd grade.

Activity - Class Size Reduction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be hired to reduce class size based on student enrollment.	Academic Support Program	07/01/2016	12/29/2017	\$150000	Title I Schoolwide	Tim Johnson, Principal SBDM

Strategy 6:

Health and Wellness - The school has a health and wellness committee that analyzes the school data through the school health index recommended by the Center for

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Disease Control.

Category: Continuous Improvement

Activity - Health and Wellness Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TES Wellness Committee will review current wellness policy and update the wellness policy as needed in order to promote student wellness and increase attendance.	Policy and Process	08/04/2016	12/29/2017	\$0	No Funding Required	Tim Johnson/Principal Ruthie Sizemore/FR C John Johnson

Activity - Health and Wellness School Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TES students will participate in a school-wide health and wellness activity on Wellness Wednesday, as well as, embedded classroom activities daily such as Food Labs.	Academic Support Program	08/04/2016	12/29/2017	\$500	Other	Tina Huff John Johnson TES Teachers

Activity - Brain Breaks - HOPSports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each student (school-wide) will participate in research based activities from the HOPSports Curriculum (Brain Breaks) in the classroom daily.	Academic Support Program	08/04/2016	12/29/2017	\$0	Other	All TES Staff

Strategy 7:

Curriculum and Instruction - Teachers will use differentiated instruction and researched based instructional strategies to deliver instruction to ALL students.

Category:

Comprehensive School Improvement Plan

Tyner Elementary School

Activity - Differentiation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use best practices to analyze data and provide differentiated instruction to ALL students based on formative and summative assessments.	Direct Instruction	08/31/2016	12/29/2017	\$0	No Funding Required	Tim Johnson Certified Staff

Activity - Researched Based Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use research based instructional strategies to deliver instruction to ALL students.	Direct Instruction	08/04/2016	12/29/2017	\$0	No Funding Required	Tim Johnson Melissa Baker Certified Staff

Strategy 8:

Behavior Interventions - Teachers will provide students with a behavior intervention plan when needed.

Category:

Activity - Behavior Intervention Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will follow KYCID guidelines for behavior management and create intervention plans as needed.	Behavioral Support Program	08/04/2016	12/29/2017	\$0	No Funding Required	Tim Johnson Certified Staff

Activity - DoJo - Technology- Parental Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement ClassDojo, to help build positive behavior in students. Class DoJo helps manage student behavior and build positive learning habits by providing real-time feedback loops that recognize and reinforce students' specific behaviors, values, and accomplishments. Teachers will use ClassDojo to update behavior instantaneously using a laptop, tablet, or smartphone. Teachers will send home to parents or share with students. Parents can access DoJo via internet to view their child's behavior report.	Behavioral Support Program	08/04/2016	12/29/2017	\$0	No Funding Required	Amanda Ball, School Coordinator All TES Staff

Comprehensive School Improvement Plan

Tyner Elementary School

Strategy 9:

Highly Qualified Teachers - Research states that Highly Qualified teachers are essential to closing achievement gaps. The strategy of Highly Qualified Teachers will be implemented by placing more focus on recruitment and retention of Highly Qualified Teachers in order to meet the needs of all students.

Category: Continuous Improvement

Research Cited: ASCD-Educational Leadership

Benner, A.D. The Cost of Teacher Turnover

Center for Teaching Quality

Activity - Collaboration with Local Colleges	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tyner Elementary will collaborate with local colleges such as Eastern Kentucky University and University of the Cumberland's to recruit Highly Qualified Teachers. Specifically TES collaborates with the Teacher Education Program at ECU.	Recruitment and Retention	08/04/2016	12/29/2017	\$0	No Funding Required	Tim Johnson, Principal SBDM

Activity - Recruitment of Highly Qualified Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TES will network with other schools, colleges, and KDE to seek recruit the most Highly Qualified teachers for available positions. Additionally, the district will post vacancies via the KDE job search.	Recruitment and Retention	08/04/2016	12/29/2017	\$0	No Funding Required	Tim Johnson, principal DPP Superintende nt SBDM

Activity - Teacher Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Tyner Elementary School

First year and inexperienced teachers are provided with a series of teacher orientations in which the teachers are informed about curriculum, safety, and classroom management.	Professional Learning, Recruitment and Retention	08/04/2016	12/29/2017	\$0	No Funding Required	Mr. Johnson, Principal Mrs. Baker, Assistant Principal
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Activity - Teacher Mentor/Best Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Inexperienced or first year teachers will be provided with a content or grade level mentor and have the opportunity to observe highly effective teachers in their grade level. Teachers will identify best practices/strategies during observations and reflect upon those strategies with their teacher mentor.	Professional Learning, Recruitment and Retention	08/04/2016	12/29/2017	\$0	No Funding Required	Tim Johnson, Principal Melissa Baker, Assistant Principal Melony Bingham, Counselor

Goal 3: Increase the combined average of students scoring Proficient/Distinguished on Language Mechanics and On Demand Writing to 62.6% by 2019 as measured by KPREP.

Measurable Objective 1:

A 40% increase of Fifth grade students will demonstrate a proficiency on the KPREP assessment in Writing by 05/31/2017 as measured by K-PREP..

(shared) Strategy 1:

K-PREP Data Analysis - Analyze results of K PREP writing scores to identify the percent of proficiency.

Category: Integrated Methods for Learning

Comprehensive School Improvement Plan

Tyner Elementary School

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In PLC's teachers will analyze results of K PREP scores in language mechanics and On Demand Writing to identify areas of instructional weakness. Additionally, teachers will analyze classroom assessments (writing prompts) and Writing Scrimmages to identify low achieving students.	Academic Support Program	08/04/2016	12/29/2017	\$0	No Funding Required	Tim Johnson, Principal Melissa Baker, Assistant Principal Melony Bingham, Counselor

(shared) Strategy 2:

Curriculum and Instruction - Students will receive instruction in the Kentucky English/Language Arts Common Core standards and a plan for implementing a writing program across grade levels.

Category: Continuous Improvement

Research Cited: Jacobs, Marzano

Activity - School-wide Writing Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school-wide writing plan will be reviewed annually and revised to ensure a structure for the implementation and monitoring of the writing program. Students will be instructed in the three areas of writing: writing to learn, writing to demonstrate learning and authentic, published writing. Teachers will integrate all types of genres into the ELA instruction to increase independent student writing. Teachers will implement instruction specific to on-demand writing and students will participate in writing on-demand in content areas, following the KPrep requirements for on-demand writing.	Academic Support Program	08/04/2016	12/29/2017	\$0	No Funding Required	Tim Johnson, Principal Robbie Tincer, LA Teacher Missy Madden, LA Teacher Melissa Baker, Assistant Principal

Activity - Best Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Tyner Elementary School

Teachers will use various graphic organizers and rubrics (such as the Four Square Method) to teach all students how to answer short answer and extended response questions, to build confidence and skills. Through analysis, all students will be able to write a proficient/distinguished response. Instruction using the writing process will give students a structure for building writing pieces. Peer and teacher conferencing will support the development of published pieces.	Academic Support Program	08/04/2016	12/29/2017	\$0	No Funding Required	Tim Johnson, Principal Melissa Baker, Assistant Principal TES Writing Team Teachers K-5
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(shared) Strategy 3:

Writing - Program Review - The Program Review for Writing, as well as, the KCAS will be used to guide the implementation and monitoring of the writing program for all teachers and students in grades K-5

Category: Continuous Improvement

Activity - Program Implementation and Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Program Review for Writing will provide a rubric for the implementation of the Writing Program and monitoring of the school-wide writing program. Teachers will meet in horizontal and vertical teams for planning instruction, analyzing writing pieces and determining instructional next steps. The Program Review Writing Team will guide the program review process and lead staff in implementing appropriate strategies for areas of needs improvement.	Academic Support Program	08/04/2016	12/29/2017	\$0	No Funding Required	Tim Johnson, Principal Program Review Writing Team: Missy Madden, Robbie Tincher Melissa Baker, Assistant Principal

(shared) Strategy 4:

Professional Development -Writing - The Writing Team and PLC (Professional Learning Communities) will work to plan, analyze, and modify writing instruction.

Category: Continuous Improvement

Comprehensive School Improvement Plan

Tyner Elementary School

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in Professional Learning Communities to plan, implement and assess writing instruction. They will analyze student writing to identify areas of weaknesses and strengths. Teacher will determine next instructional steps. Teachers will also meet in vertical and horizontal teams to analyze student writing and identify gaps in learning during staff meetings.	Academic Support Program	08/04/2016	12/29/2017	\$0	No Funding Required	Tim Johnson, Principal Melissa Baker, Assistant Principal Writing Team All teachers in grades K-5

Activity - Professional Development in Writing and Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TES staff will review and implement the Professional Development received in the areas of Language Mechanics and Writing On Demand during the 2015-2016 school year from KVIC (Angela Hilterbrand). New teachers will be trained by grade level teams. Angela Hilterbrand will provide one day of professional development as a follow up during the 2016-2017 school year.	Academic Support Program	08/04/2016	12/29/2017	\$1000	Title I Schoolwide	Tim Johnson, Principal Missy Madden, Writing Teacher Shanta Madden, Building PD Coordinator

(shared) Strategy 5:

Assessments - Students will maintain a working folder with samples of the three types of writing as well as other communication samples in writing, speaking/listening. Teachers will engage students in peer and self assessment in writing as well as providing specific teacher feedback for students in a timely manner.

Category: Continuous Improvement

Activity - Writing Wednesday	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Tyner Elementary School

Students will complete a writing assignment in various content areas to turn into the Principal. The students use the Four Square Method to organize their writing. They use ARMS for editing purposes. The teacher conferences with each student. The Principal reviews various writing samples and makes comments to teachers and students related to their writing.	Academic Support Program	08/04/2016	12/29/2017	\$0	No Funding Required	Tim Johnson, Principal Melissa Baker, Assistant Principal All students All Teachers
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(shared) Strategy 6:

Interventions- Writing - Students will receive interventions in writing.

Category: Continuous Improvement

Activity - Writing Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will receive writing interventions such as one on one instruction, peer tutors, or RTI strategies for writing. Students will be progressed monitored and instruction will be adjusted to meet thier needs.	Academic Support Program	08/04/2016	12/29/2017	\$0	No Funding Required	Tim Johnson, Principal Melissa Baker, Assistant Principal TES Writing Team Teachers K-5

Activity - Progress Monitoring/Writing Scrimmages	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During PLC's, teachers will review data from the Writing Scrimmages administered three times during a school year. Teachers will grade scimmages during PLC's and discuss progress of students or lack there of. Teachers will also use the data from the scimmages to identify low achieving students. Progress of identified students will be shared during PLC's, as well as, strategies to help low achieving students	Academic Support Program	08/04/2016	12/29/2017	\$0	Other	Tim Johnson, Principal Melissa Baker, Assistant Principal K-5 Certified Teachers

Comprehensive School Improvement Plan

Tyner Elementary School

Measurable Objective 2:

A 52% increase of Fourth grade students will demonstrate a proficiency on the Common core Standards in language mechanics in English Language Arts by 05/31/2017 as measured by K-PREP.

(shared) Strategy 1:

K-PREP Data Analysis - Analyze results of K PREP writing scores to identify the percent of proficiency.

Category: Integrated Methods for Learning

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In PLC's teachers will analyze results of K PREP scores in language mechanics and On Demand Writing to identify areas of instructional weakness. Additionally, teachers will analyze classroom assessments (writing prompts) and Writing Scrimmages to identify low achieving students.	Academic Support Program	08/04/2016	12/29/2017	\$0	No Funding Required	Tim Johnson, Principal Melissa Baker, Assistant Principal Melony Bingham, Counselor

(shared) Strategy 2:

Curriculum and Instruction - Students will receive instruction in the Kentucky English/Language Arts Common Core standards and a plan for implementing a writing program across grade levels.

Category: Continuous Improvement

Research Cited: Jacobs, Marzano

Activity - School-wide Writing Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Tyner Elementary School

<p>The school-wide writing plan will be reviewed annually and revised to ensure a structure for the implementation and monitoring of the writing program. Students will be instructed in the three areas of writing: writing to learn, writing to demonstrate learning and authentic, published writing. Teachers will integrate all types of genres into the ELA instruction to increase independent student writing. Teachers will implement instruction specific to on-demand writing and students will participate in writing on-demand in content areas, following the KPrep requirements for on-demand writing.</p>	Academic Support Program	08/04/2016	12/29/2017	\$0	No Funding Required	Tim Johnson, Principal Robbie Tincher, LA Teacher Missy Madden, LA Teacher Melissa Baker, Assistant Principal
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Activity - Best Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will use various graphic organizers and rubrics (such as the Four Square Method) to teach all students how to answer short answer and extended response questions, to build confidence and skills. Through analysis, all students will be able to write a proficient/distinguished response. Instruction using the writing process will give students a structure for building writing pieces. Peer and teacher conferencing will support the development of published pieces.</p>	Academic Support Program	08/04/2016	12/29/2017	\$0	No Funding Required	Tim Johnson, Principal Melissa Baker, Assistant Principal TES Writing Team Teachers K-5

(shared) Strategy 3:

Writing - Program Review - The Program Review for Writing, as well as, the KCAS will be used to guide the implementation and monitoring of the writing program for all teachers and students in grades K-5

Category: Continuous Improvement

Activity - Program Implementation and Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Tyner Elementary School

The Program Review for Writing will provide a rubric for the implementation of the Writing Program and monitoring of the school-wide writing program. Teachers will meet in horizontal and vertical teams for planning instruction, analyzing writing pieces and determining instructional next steps. The Program Review Writing Team will guide the program review process and lead staff in implementing appropriate strategies for areas of needs improvement.	Academic Support Program	08/04/2016	12/29/2017	\$0	No Funding Required	Tim Johnson, Principal Program Review Writing Team: Missy Madden, Robbie Tincher Melissa Baker, Assistant Principal
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(shared) Strategy 4:

Professional Development -Writing - The Writing Team and PLC (Professional Learning Communities) will work to plan, analyze, and modify writing instruction.

Category: Continuous Improvement

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in Professional Learning Communities to plan, implement and assess writing instruction. They will analyze student writing to identify areas of weaknesses and strengths. Teacher will determine next instructional steps. Teachers will also meet in vertical and horizontal teams to analyze student writing and identify gaps in learning during staff meetings.	Academic Support Program	08/04/2016	12/29/2017	\$0	No Funding Required	Tim Johnson, Principal Melissa Baker, Assistant Principal Writing Team All teachers in grades K-5

Activity - Professional Development in Writing and Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Tyner Elementary School

TES staff will review and implement the Professional Development received in the areas of Language Mechanics and Writing On Demand during the 2015-2016 school year from KVIC (Angela Hilterbrand). New teachers will be trained by grade level teams. Angela Hilterbrand will provide one day of professional development as a follow up during the 2016-2017 school year.	Academic Support Program	08/04/2016	12/29/2017	\$1000	Title I Schoolwide	Tim Johnson, Principal Missy Madden, Writing Teacher Shanta Madden, Building PD Coordinator
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(shared) Strategy 5:

Assessments - Students will maintain a working folder with samples of the three types of writing as well as other communication samples in writing, speaking/listening. Teachers will engage students in peer and self assessment in writing as well as providing specific teacher feedback for students in a timely manner.
Category: Continuous Improvement

Activity - Writing Wednesday	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete a writing assignment in various content areas to turn into the Principal. The students use the Four Square Method to organize their writing. They use ARMS for editing purposes. The teacher conferences with each student. The Principal reviews various writing samples and makes comments to teachers and students related to their writing.	Academic Support Program	08/04/2016	12/29/2017	\$0	No Funding Required	Tim Johnson, Principal Melissa Baker, Assistant Principal All students All Teachers

(shared) Strategy 6:

Interventions- Writing - Students will receive interventions in writing.
Category: Continuous Improvement

Activity - Writing Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Tyner Elementary School

<p>Identified students will receive writing interventions such as one on one instruction, peer tutors, or RTI strategies for writing. Students will be progressed monitored and instruction will be adjusted to meet thier needs.</p>	<p>Academic Support Program</p>	<p>08/04/2016</p>	<p>12/29/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Tim Johnson, Principal Melissa Baker, Assistant Principal TES Writing Team Teachers K-5</p>
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Activity - Progress Monitoring/Writing Scrimmages	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>During PLC's, teachers will review data from the Writing Scrimmages administered three times during a school year. Teachers will grade scrimmages during PLC's and discuss progress of students or lack there of. Teachers will also use the data from the scrimmages to identify low achieving students. Progress of identified students will be shared during PLC's, as well as, strategies to help low achieving students</p>	<p>Academic Support Program</p>	<p>08/04/2016</p>	<p>12/29/2017</p>	<p>\$0</p>	<p>Other</p>	<p>Tim Johnson, Principal Melissa Baker, Assistant Principal K-5 Certified Teachers</p>

Goal 4: Tyner Elementary School will demonstrate proficiency in all Program Review areas by 2018 as measured by the Program Review scoring process.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in Program Reviews in Art & Humanities by 05/31/2017 as measured by K-PREP.

Strategy 1:

Comprehensive School Improvement Plan

Tyner Elementary School

Visual and Performing Arts/Instruction - TES students will receive Visual and Performing Arts lessons vertically and horizontally aligned to the Kentucky Academic Standards.

Category: Continuous Improvement

Activity - Visual and Performing Arts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A) The curriculum at Tyner Elementary is strategically aligned with the Kentucky Academic Standards. Teachers will review Visual and Performing Arts curriculum and make necessary changes as needed. Teachers will utilize the Reading Street/Arts Connections curriculum maps, the school curriculum maps, and the school scope/sequence map as a guide for implementation of VPA. Teachers will review the maps each 9 weeks in PLC's led by the curriculum coach.	Academic Support Program	08/04/2016	12/29/2017	\$0	No Funding Required	Visual and Performing Arts PR Team: Londa Freeman, Tina Huff TES Teachers Assistant Principal/Curriculum Coach-Melissa Baker

Activity - Visual and Performing Arts Cross-curricular lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The curriculum at Tyner Elementary provides intentional and natural cross-curricular connections made between Visual and Performing Arts and other content areas. Teachers/staff regularly collaborate during PLCs to discuss ways by which the arts can be incorporated as part of our natural school environment. All Tyner teachers integrate Visual and Performing Arts into their overall daily instruction. Art integration connections occur within daily classroom lessons, especially in the Reading Classroom.	Academic Support Program	08/04/2016	12/29/2017	\$0	No Funding Required	V/P PR Team: Londa Freeman, Tina Huff All TES Teachers

Activity - V/P & Writing Wednesday	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Tyner Elementary School

V/P & Writing Wednesdays: TES has set aside times for Writing Wednesday. Students will work through the writing process using V/P prompts or during reflections/critiques of exemplar art, peer reflections, and self reflections when appropriate. Teachers and students work together to conference about writing. Teachers and students will use rubrics and checklists with written feedback to inform about the writing process. Students will share their work with oral presentations, think-pair-share, displays in the hallways, some teachers will publish student writing in the local newspaper. This activity will allow for natural integration of the Arts into the Writing curriculum.	Academic Support Program	08/04/2016	05/04/2017	\$0	No Funding Required	V/P PR Teams: Londa Freeman, Tina Huff - Writing Team: Robbie Tincher, Jordan Poe All TES Teachers
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Activity - Vertical and Horizontal Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet during the course of the school year to specifically discuss the anchor standards and targets for Visual and Performing Arts. The teachers will plan how they will meet the needs of students for gaps that may occur in the curriculum by using the anchor standards as a guide. Teachers will vertically and horizontally align their curriculum as to meet the instructional needs of all students and address learning gaps.	Other	08/04/2016	12/29/2017	\$0	No Funding Required	TES Teachers Principal Assistant Principal

Activity - Curriculum Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet each 9 weeks to review the curriculum for Visual and Performing Arts. Teachers will share instructional strategies, as well as, lessons taught.	Professional Learning	09/28/2016	12/29/2017	\$0	No Funding Required	TES Teachers Administrators

Strategy 2:

V/P Assessments - Students will take a variety of different types of performance based assessment (beyond paper pencil) in Visual and Performing Arts.

Category: Continuous Improvement

Comprehensive School Improvement Plan

Tyner Elementary School

Activity - V/P Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All formative and summative arts assessments for individual students of Tyner Elementary and performing groups are clearly aligned with the components of the Kentucky Academic Standards; authentically measure a specific concept, understanding and/or skill, and lead to student growth. Examples of formative and summative assessments include teacher feedback, student performances/products, written/verbal reflections, rubrics, report cards, and critiques. These assessments are used to evaluate activities.	Academic Support Program	08/04/2016	12/29/2017	\$0	No Funding Required	V/P PR Team TES Teachers

Strategy 3:

V/P PD - Teachers will receive Professional Development based in order to enhance instruction in Visual and Performing Arts.

Category: Professional Learning & Support

Activity - V/P PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Job embedded professional development plays a significant role in the opportunities provided to teachers in the area of V/P. The job embedded professional learning promotes consistent and on-going growth among teachers. The use of professional articles, internet sites and resources, and shared learning through PLCs affords teachers opportunities for continuous growth. Furthermore, TES will collaborate with the district, Southeast Southcentral coop, and Promise Neighborhood in order to find beneficial PD to enhance the Visual and Performing arts instruction and curriculum.	Academic Support Program	08/04/2016	12/29/2017	\$0	No Funding Required	V/P Team TES Teachers

Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Tyner Elementary School

<p>Administrators, as well as, the Visual and Performing Arts team will collaborate with outside agencies such as Promise Neighborhood, KET, Kentucky Arts Council, and Southeast South Central Coop to provide teachers with professional development to enhance the instruction and curriculum of Visual and Performing Arts. Teachers will share what they learn from attending these PD's with staff. During the 2016-2017 school year, teachers will attend the following Visual and Performing Arts PD:</p> <ul style="list-style-type: none"> *Regional Arts Specialist Mini Conference *Artful Reading *Media Arts with Catherine Warner *Squallis Puppeteers- Arts and ELA *Job embedded PD with guest artist 	Professional Learning	08/04/2016	12/29/2017	\$2600	Grant Funds	Administrators TES Teachers Visual and Performing Arts Team
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Measurable Objective 2:

100% of All Students will demonstrate a proficiency in Program Reviews in Practical Living by 05/31/2017 as measured by K-PREP.

Strategy 1:

PL/CS /Instruction - Students will receive PLCS Studies lessons aligned to the Kentucky Core Academic Standards.

Category: Continuous Improvement

Activity - PLCS Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>TES teachers in K-5 will review PLCS curriculum documents to ensure the physical education, health, consumerism, and career studies curriculum is rigorous, aligned to state and national standards, and meets the needs of diverse learners and includes the integration of 21st century skills and knowledge. Specifically, consumerism lesson plans document academic expectations that are aligned to state and national standards outlined in the Kentucky Academic Standards document. The Curriculum Committee created a school-wide curriculum map that explicitly meets the needs of diverse learners, integrates 21st century skills, and ensures that teacher-implemented activities are aligned to KCAS.</p>	Academic Support Program	08/04/2016	06/01/2017	\$0	No Funding Required	PLCS PR Team: Lindsey Spurlock, Amanda Ball All TES Teachers

Strategy 2:

PLCS Assessments - Students will be given a variety of assessments to determine instructional needs.

Category: Continuous Improvement

Comprehensive School Improvement Plan

Tyner Elementary School

Activity - PLCS Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Traditional PLCS assessment measures are responsive to a variety of learning styles and abilities including visual, aural, verbal, kinesthetic, logical, social, and solitary. These learning styles are addressed through the usage of pictures/images, music, writing, movement, critical thinking, cooperative learning groups, and independent assessments. PLCS assessments support individual growth of all PLCS students. The data collected from pre and post assessment are used to guide instruction and set individual and attainable goals for students.	Academic Support Program	08/04/2016	12/29/2017	\$0	No Funding Required	PLCS Team Teachers

Measurable Objective 3:

100% of All Students will demonstrate a proficiency in Program Reviews in Writing by 05/31/2017 as measured by K-PREP.

Strategy 1:

Writing Curriculum/Instruction - TES students will receive researched based writing lessons and PR standards and indicators.

Category: Continuous Improvement

Activity - Curriculum Documents Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The curriculum at Tyner Elementary is strategically aligned with the Kentucky Core Academic Standards. Teachers will review curriculum documents annually and make necessary changes as needed. Teachers use their Reading Street curriculum/pacing guides, as well as, the Kentucky Core Academic Standards to determine what content is covered in each classroom.	Academic Support Program	08/04/2016	12/29/2017	\$0	No Funding Required	PR Writing Team: Robbie Tincer, Jordan Poe, Missy Madden TES Teachers

Comprehensive School Improvement Plan

Tyner Elementary School

Activity - Writing Wednesday	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will integrate and provide availability to literacy opportunities and experiences through school-wide Writing Wednesday which is where students write at varying points during the school week, Teachers turn in examples of exemplar writing every Wednesday with feedback given to students incorporating rubrics. These examples are given to the principal, who in turn, evaluates the types of writing and feedback given. He then conferences with the teachers during PLCs, on an individual basis, or through email to provide next steps, ways to improve classroom writing instruction, or just a pat on the back for a job well done.	Academic Support Program	08/04/2016	12/29/2017	\$0	No Funding Required	PR Writing Team: Robbie Tincher, Jordan Poe TES Teachers K-5

Activity - Writing Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze data from assessments, as well as, teacher observations to find areas of strengths and weaknesses. CBMs for Writing(Curriculum-Based Measurement is a method teachers use to find out how students are progressing in the area of writing. Teacher uses CBM, to determine how well the students are progressing in writing, and if performance is not meeting expectations, the teacher will change the way of teaching to try to find the type and amount of instruction a student needs to make sufficient progress toward meeting the academic goals.) ,and classroom work, materials are provided to meet our students' individual needs.	Academic Support Program	08/04/2016	12/29/2017	\$0	No Funding Required	PR Writing Team: Robbie Tincher, Missy Madden, Jordan Poe TES Teachers

Strategy 2:

Writing PD - Teachers will receive PD in the area of writing.

Category: Professional Learning & Support

Activity - Writing PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Tyner Elementary School

Job embedded professional development plays a significant role in the opportunities provided to teachers in the area of Writing The job embedded professional learning promotes consistent and on-going growth among teachers. The use of professional articles, internet sites and resources, and shared learning through PLCs affords teachers opportunities for continuous growth.	Professional Learning	08/04/2016	12/29/2017	\$700	Other	PR Writing Team: Robbie Tincher, Jordan Poe TES Teachers
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Strategy 3:

Writing Assessments - Teachers will assess students by using a variety of formative and summative assessments.

Category: Continuous Improvement

Research Cited: Stiggins

Activity - Writing Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor student writing progress through Writing Wednesday activities using rubrics, checklists, and students self assessments, as well as, through School-Wide Writing Scrimmages. (Writing Wednesdays were designed to have all students in the building writing across all grade levels and across all curriculums to assess student writing). Teachers will turn in student samples along with any models, rubrics, etc. that correlates with that writing piece. This allows teachers to monitor and observe student writing over a period of time. They can see student progress or lack thereof each week. . CBMs are also used by teachers to monitor progress in writing throughout the school year.	Academic Support Program	08/04/2016	12/29/2017	\$0	No Funding Required	PR Writing Team TES Teachers

Measurable Objective 4:

100% of All Students will demonstrate a proficiency in Program Reviews in World Languages by 05/31/2017 as measured by KPREP.

Strategy 1:

Instructional Strategies - Teachers will use research based strategies to implement World Language and Global Competency.

Category: Integrated Methods for Learning

Comprehensive School Improvement Plan

Tyner Elementary School

Activity - Arte y Mas	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the Arte Y Mas World Language curriculum in grades K-5. Students will watch the Arte y Mas lessons on Monday, Wednesday, and Fridays. Teachers will implement Global Competency lessons on Tuesday and Thursday of each week.	Professional Learning, Academic Support Program	08/04/2016	12/29/2017	\$0	No Funding Required	All Teachers Tim Johnson Melissa Baker Shanta Madden

Activity - Spanish Phrase of the Week	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will announce the phrase of the week each day over the loud speaker at approximately 8:00 am. The teachers will send home the phrase of the week on their weekly newsletter and post the phrase in their rooms. Staff and students will use the phrase throughout the week.	Direct Instruction	08/04/2016	12/29/2017	\$0	No Funding Required	Shanta Madden, World Language Leader Tim Johnson, Principal All staff

Goal 5: Decrease the percent of all students who are scoring novice in Reading and Math by 50% on KPREP from 16% in 2015 to 8% by 2020.

Measurable Objective 1:

collaborate to decrease the percent of students scoring novice in Reading from 17.0% in 2016 to 14.2% by 05/30/2017 as measured by KPREP.

(shared) Strategy 1:

Curriculum Assessment and Alignment - Teachers will participate in vertically aligned PLC's in reading and math in which they collaborate to vertically align curriculum, share best practices, and develop strategies to target low achieving students and address the needs of novice students.

Category: Continuous Improvement

Research Cited: Marzano

Comprehensive School Improvement Plan

Tyner Elementary School

Activity - Vertical PLC's (Reading and Math)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue vertical PLC's in reading and math. The PLC's will meet monthly to review vertically aligned curriculum, identify curriculum gaps, and identify specific "skill sets" which demonstrate weaknesses or a need for growth.	Academic Support Program	08/04/2016	12/29/2017	\$0	No Funding Required	All Teachers Mr. Johnson Mrs. Baker Mrs. Bingham

Activity - Instructional Strategies: Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During vertically aligned PLC's, teachers will plan and share best practice strategies for teaching low achieving students in reading and math. Administrators will help lead teachers in discussions about implementing best practices in order to increase academic achievement of all students with specific focus on low achieving students.	Professional Learning	08/04/2016	12/29/2017	\$0	No Funding Required	Mr. Johnson Mrs. Baker All teachers

Activity - Peer Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Vertical Team learning communities will discuss and share best practices, as well as, discuss the key components of the core curriculum during PLC's. After gaining knowledge of best practices and the components of the core curriculum, the team with assistance from administration will develop a best practices reference tool to utilize during peer observations which will occur two times each school year. After peer observations occur, peer observation results will be discussed and turned into the principal. The peer observers with focus of the positives, as well as, at least one "think about".	Professional Learning	08/04/2016	12/29/2017	\$0	No Funding Required	Mr. Johnson Mrs. Baker All teachers

(shared) Strategy 2:

Interventions - Various interventions will be used to reduce the number of novice students

Category: Continuous Improvement

Research Cited: Marzano, Stiggins

Comprehensive School Improvement Plan

Tyner Elementary School

Activity - RTI Placement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify and place students in appropriate RTI tiers and revise Tiers 3 times a year. Teachers will use district and classroom assessments (IREADY, STAR, and various screeners) to determine Tier II and Tier III students in Reading and Math. Small skills groups will be used as interventions (using various curricular tools such as Pearson Resources, IReady,, and Reflex Math). Students may be referred to Special Education for further support and evaluation if needed. The reading and math interventionists will be directly involved with placement of tier III students and will assist teachers in identifying tier II students, as well. The Read to Achieve Grant and the Mathematics Achievement fund will service students in the bottom quartile in reading and math for grades kindergarten through third.	Academic Support Program	08/04/2016	05/31/2017	\$0	No Funding Required	Mr. Johnson Mrs. Baker Londa Freeman Kim Hacker All reading and math teachers

Activity - RTI Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC's will develop plans to address gaps in instruction or learner needs based on KPREP data, Pearson Benchmark assessments in Reading and Math, IReady, and other summative and formative assessments.	Academic Support Program	08/04/2016	12/29/2017	\$0	No Funding Required	Tim Johnson, Principal Melissa Baker, Assistant Principal Melony Bingham Certified Staff

Activity - RTI Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Resources at school level will be used to place and schedule students for RTI services based on data. Example: Tier 1/classroom, Tier 2/ IReady Computer Lab. Tier 3/ Small group Classroom Teacher/Interventionist in addition to IReady. 2 Tier3 students in kindergarten through third grade may receive services provided by Read to Achieve Grant and Mathematics Achievement Fund Grant.	Academic Support Program	08/04/2016	12/29/2017	\$0	No Funding Required	Kim Hacker Londa Freeman Melissa Baker Tim Johnson Paraprofessionals/Paraprofessionals

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Tyner Elementary School

Activity - RTI Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Math and Reading Diagnostics (IReady), Math and Reading progress monitoring probes, as well as, classroom assessments will be utilized to monitor effectiveness of interventions of students below instructional level. The results of the progress monitoring will be analyzed and modifications to individualized student instruction will be made. The reading and math RTI team lead by our Reading and Math interventionist will meet in PLC's once monthly to monitor student performance data and determine individual student progress. Additionally, the team will determine what changes to instructional strategies need to be made in order for the student to show growth.	Professional Learning, Academic Support Program	08/04/2016	05/31/2017	\$0	No Funding Required	Tim Johnson, Principal Melissa Baker, Assistant Principal All Teachers Math interventionist , Kim Hacker Reading interventionist , Londa Freeman

Activity - RTI-Parent Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be systematically notified when students qualify for Tier II or Tier III instruction and will be provided with the data used to make decisions about their child's instructional needs. Parents will be encouraged to help make decisions and be apart of their child's education. Notification will occur every 9 weeks or before if needed via written documentation, phone, email, or text. Teachers will be responsible for documenting parent contact.	Parent Involvement, Academic Support Program	08/04/2016	12/29/2017	\$0	No Funding Required	All certified teachers.

Strategy 3:

Early Interventions - The Reading interventionist will service students in the bottom quartile in kindergarten through third grade based on the benchmark assessments utilizing the EIR program.

Category: Continuous Improvement

Research Cited: Marzano

Barbara Taylor

Comprehensive School Improvement Plan

Tyner Elementary School

Activity - Early Interventions in Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The reading interventionist will utilize the Early Interventions Program in Reading to service students scoring in the bottom quartile in reading according to benchmark assessments/universal screeners.	Academic Support Program	08/04/2016	05/31/2017	\$48500	Read to Achieve	Tim Johnson, Principal Melissa Baker, Assistant Principal Londa Freeman, Reading Interventionist

Activity - Read to Achieve Collaboration and Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The reading interventionist will collaborate with primary reading teachers to provide assistance such as sharing of literacy strategies, activities, and lessons directly aligned to Kentucky Core Academic Standards. Additionally, the interventionist will co-teach on a as needs basis with primary reading teachers.	Professional Learning, Academic Support Program	08/04/2016	05/31/2017	\$0	No Funding Required	Londa Freeman, Reading Interventionist

Measurable Objective 2:

collaborate to decrease the percent of students scoring novice from 9.6% in 2016 to 8.0% in math by 05/30/2017 as measured by KPREP.

(shared) Strategy 1:

Curriculum Assessment and Alignment - Teachers will participate in vertically aligned PLC's in reading and math in which they collaborate to vertically align curriculum, share best practices, and develop strategies to target low achieving students and address the needs of novice students.

Category: Continuous Improvement

Research Cited: Marzano

Activity - Vertical PLC's (Reading and Math)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Tyner Elementary School

Continue vertical PLC's in reading and math. The PLC's will meet monthly to review vertically aligned curriculum, identify curriculum gaps, and identify specific "skill sets" which demonstrate weaknesses or a need for growth.	Academic Support Program	08/04/2016	12/29/2017	\$0	No Funding Required	All Teachers Mr. Johnson Mrs. Baker Mrs. Bingham
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Activity - Instructional Strategies: Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During vertically aligned PLC's, teachers will plan and share best practice strategies for teaching low achieving students in reading and math. Administrators will help lead teachers in discussions about implementing best practices in order to increase academic achievement of all students with specific focus on low achieving students.	Professional Learning	08/04/2016	12/29/2017	\$0	No Funding Required	Mr. Johnson Mrs. Baker All teachers

Activity - Peer Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Vertical Team learning communities will discuss and share best practices, as well as, discuss the key components of the core curriculum during PLC's. After gaining knowledge of best practices and the components of the core curriculum, the team with assistance from administration will develop a best practices reference tool to utilize during peer observations which will occur two times each school year. After peer observations occur, peer observation results will be discussed and turned into the principal. The peer observers with focus of the positives, as well as, at least one "think about".	Professional Learning	08/04/2016	12/29/2017	\$0	No Funding Required	Mr. Johnson Mrs. Baker All teachers

(shared) Strategy 2:

Interventions - Various interventions will be used to reduce the number of novice students

Category: Continuous Improvement

Research Cited: Marzano, Stiggins

Activity - RTI Placement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Tyner Elementary School

Identify and place students in appropriate RTI tiers and revise Tiers 3 times a year. Teachers will use district and classroom assessments (IREADY, STAR, and various screeners) to determine Tier II and Tier III students in Reading and Math. Small skills groups will be used as interventions (using various curricular tools such as Pearson Resources, IReady,, and Reflex Math). Students may be referred to Special Education for further support and evaluation if needed. The reading and math interventionists will be directly involved with placement of tier III students and will assist teachers in identifying tier II students, as well. The Read to Achieve Grant and the Mathematics Achievement fund will service students in the bottom quartile in reading and math for grades kindergarten through third.	Academic Support Program	08/04/2016	05/31/2017	\$0	No Funding Required	Mr. Johnson Mrs. Baker Londa Freeman Kim Hacker All reading and math teachers
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Activity - RTI Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC's will develop plans to address gaps in instruction or learner needs based on KPREP data, Pearson Benchmark assessments in Reading and Math, IReady, and other summative and formative assessments.	Academic Support Program	08/04/2016	12/29/2017	\$0	No Funding Required	Tim Johnson, Principal Melissa Baker, Assistant Principal Melony Bingham Certified Staff

Activity - RTI Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Resources at school level will be used to place and schedule students for RTI services based on data. Example: Tier 1/classroom, Tier 2/ IReady Computer Lab. Tier 3/ Small group Classroom Teacher/Interventionist in addition to IReady. 2 Tier3 students in kindergarten through third grade may receive services provided by Read to Achieve Grant and Mathematics Achievement Fund Grant.	Academic Support Program	08/04/2016	12/29/2017	\$0	No Funding Required	Kim Hacker Londa Freeman Melissa Baker Tim Johnson Paraprofessionals/Paraprofessionals/Paraprofessionals

Activity - RTI Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>District Math and Reading Diagnostics (IReady), Math and Reading progress monitoring probes, as well as, classroom assessments will be utilized to monitor effectiveness of interventions of students below instructional level. The results of the progress monitoring will be analyzed and modifications to individualized student instruction will be made. The reading and math RTI team lead by our Reading and Math interventionist will meet in PLC's once monthly to monitor student performance data and determine individual student progress. Additionally, the team will determine what changes to instructional strategies need to be made in order for the student to show growth.</p>	<p>Professional Learning, Academic Support Program</p>	<p>08/04/2016</p>	<p>05/31/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Tim Johnson, Principal Melissa Baker, Assistant Principal All Teachers Math interventionist Kim Hacker Reading interventionist Londa Freeman</p>
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Activity - RTI-Parent Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Parents will be systematically notified when students qualify for Tier II or Tier III instruction and will be provided with the data used to make decisions about their child's instructional needs. Parents will be encouraged to help make decisions and be apart of their child's education. Notification will occur every 9 weeks or before if needed via written documentation, phone, email, or text. Teachers will be responsible for documenting parent contact.</p>	<p>Parent Involvement, Academic Support Program</p>	<p>08/04/2016</p>	<p>12/29/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>All certified teachers.</p>

Strategy 3:

Early Interventions. - Interventions will be provided by a Math Interventionist to minimize gaps in student learning and reduce the number of students scoring below instructional level on assessments in Kindergarten through third grade.

Category: Continuous Improvement

Research Cited: Marzano

Marilyn Burns

Activity - "Do the Math" (Mathematics Achievement Fund Grant)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Tyner Elementary School

The math interventionist will identify and service students in the bottom quartile based upon benchmark assessments. The interventionist will individualize instruction and implement researched based strategies based on the Marilyn Burns program, Do the Math, to service tier II and tier III students in second and third grade.	Academic Support Program	08/04/2016	12/29/2017	\$41000	Math Achievement Fund	Kim Hacker-Math Interventionist Tim Johnson-Principal Melissa Baker-Assistant Principal
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Activity - ADD + Vantage Math (AVMR)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The math interventionist will identify and service students in the bottom quartile based upon benchmark assessments. The interventionist will individualize instruction and implement researched based strategies based on the ADD + Vantage Math (AVMR) to assess and service tier II and tier III students in Kindergarten and First Grade.	Academic Support Program	08/04/2016	12/29/2017	\$0	No Funding Required	Kim Hacker, Math Interventionist Tim Johnson-Principal Melissa Baker-Assistant Principal

Activity - Collaboration and Mentoring (MAF)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The math interventionist will collaborate with primary math teachers to provide assistance such as sharing of best practice strategies, activities, and lessons directly aligned to Kentucky Core Academic Standards. Additionally, the interventionist will co-teach on a as needs basis with primary math teachers.	Professional Learning, Academic Support Program	08/04/2016	12/29/2017	\$0	No Funding Required	Kim Hacker-Math Interventionist All primary math teachers

Strategy 4:

Instructional Strategies - Students in K-5 will be involved in research based activities/lessons that develop math automaticity/fluency.

Category: Continuous Improvement

Research Cited: Burns, Stiggins

Comprehensive School Improvement Plan

Tyner Elementary School

Activity - Reflex Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers is grades K-5 will implement the research based math program Reflex to increase math automaticity. All students will utilize this program to gain automaticity. Additionally, the program will be used for targeted interventions with students who lack fluency skills already developed by peers. This program will provide students with explicit instruction and coaching, a practice environment to maximize understanding, and customized, fast-paced games for retention.	Professional Learning, Technology, Academic Support Program	08/04/2017	12/29/2017	\$2995	Title I Schoolwide	Amanda Ball, 5th Grade Math teacher Melissa Baker, assistant principal Tim Johnson, principal All Math Teachers

Strategy 5:

Professional Learning - Teachers will participate in math specific professional learning in order to implement effective teaching strategies for mathematics.

Category: Stakeholder Engagement

Research Cited: Marzano, Burns

Activity - High Quality Research Based PLE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One primary and one intermediate mathematics teacher and the school MIT will participate in 10 days of high quality research-based Professional Learning Experiences (PLE's). Teachers will participate in the corresponding course for their grade level: Comprehensive Course for Primary Grades Mathematics or Comprehensive Course for Intermediate Grades Mathematics. Additionally, teachers will be available to *Lead monthly Math PLC's • Co-teaching/Collaboration • Model Lessons & Instructional Strategies	Professional Learning	07/03/2017	12/29/2017	\$0	Math Achievement Fund	Kim Hacker Amanda Ball Ashley Judd

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Read to Achieve

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Early Interventions in Reading	The reading interventionist will utilize the Early Interventions Program in Reading to service students scoring in the bottom quartile in reading according to benchmark assessments/universal screeners.	Academic Support Program	08/04/2016	05/31/2017	\$48500	Tim Johnson, Principal Melissa Baker, Assistant Principal Londa Freeman, Reading Interventionist
Total					\$48500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Vertical PLC's (Reading and Math)	Continue vertical PLC's in reading and math. The PLC's will meet monthly to review vertically aligned curriculum, identify curriculum gaps, and identify specific "skill sets" which demonstrate weaknesses or a need for growth.	Academic Support Program	08/04/2016	12/29/2017	\$0	All Teachers Mr. Johnson Mrs. Baker Mrs. Bingham
RTI Monitoring	District Math and Reading Diagnostics (IReady), Math and Reading progress monitoring probes, as well as, classroom assessments will be utilized to monitor effectiveness of interventions of students below instructional level. The results of the progress monitoring will be analyzed and modifications to individualized student instruction will be made. The reading and math RTI team lead by our Reading and Math interventionist will meet in PLC's once monthly to monitor student performance data and determine individual student progress. Additionally, the team will determine what changes to instructional strategies need to be made in order for the student to show growth.	Professional Learning, Academic Support Program	08/04/2016	05/31/2017	\$0	Tim Johnson, Principal Melissa Baker, Assistant Principal All Teachers Math interventionist , Kim Hacker Reading interventionist , Londa Freeman

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ADD + Vantage Math (AVMR)	The math interventionist will identify and service students in the bottom quartile based upon benchmark assessments. The interventionist will individualize instruction and implement researched based strategies based on the ADD + Vantage Math (AVMR) to assess and service tier II and tier III students in Kindergarten and First Grade.	Academic Support Program	08/04/2016	12/29/2017	\$0	Kim Hacker, Math Interventionist Tim Johnson-Principal Melissa Baker-Assistant Principal
Writing Assessments	Teachers will monitor student writing progress through Writing Wednesday activities using rubrics, checklists, and students self assessments, as well as, through School-Wide Writing Scrimmages. (Writing Wednesdays were designed to have all students in the building writing across all grade levels and across all curriculums to assess student writing). Teachers will turn in student samples along with any models, rubrics, etc. that correlates with that writing piece. This allows teachers to monitor and observe student writing over a period of time. They can see student progress or lack thereof each week. . CBMs are also used by teachers to monitor progress in writing throughout the school year.	Academic Support Program	08/04/2016	12/29/2017	\$0	PR Writing Team TES Teachers
Data Analysis	In PLC's teachers will analyze results of K PREP scores in language mechanics and On Demand Writing to identify areas of instructional weakness. Additionally, teachers will analyze classroom assessments (writing prompts) and Writing Scrimmages to identify low achieving students.	Academic Support Program	08/04/2016	12/29/2017	\$0	Tim Johnson, Principal Melissa Baker, Assistant Principal Melony Bingham, Counselor
RTI Professional Learning Communities	PLC's will develop plans to address gaps in instruction or learner needs based on KPREP data, Pearson Benchmark assessments in Reading and Math, IReady, and other summative and formative assessments.	Academic Support Program	08/04/2016	12/29/2017	\$0	Tim Johnson, Principal Melissa Baker, Assistant Principal Melony Bingham Certified Staff
Sharing Safe School Information	Parents will receive Safe Schools Report Data during open house.	Behavioral Support Program	08/04/2016	05/31/2017	\$0	Tim Johnson, Principal Melissa Baker, Assistant Principal Safe Schools Coordinator Clay Dalton

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Tyner Elementary School

Transition Data	TES Family Resource Center will gather any transition data from Early Childcare providers to build connections between families and the school to help provide services for incoming Pre-School-Kindergarten students.	Academic Support Program	08/04/2016	12/29/2017	\$0	Family Resource Center; Lisa Hays Karen Smith Preschool Teachers
V/PAssessments	All formative and summative arts assessments for individual students of Tyner Elementary and performing groups are clearly aligned with the components of the Kentucky Academic Standards; authentically measure a specific concept, understanding and/or skill, and lead to student growth. Examples of formative and summative assessments include teacher feedback, student performances/products, written/verbal reflections, rubrics, report cards, and critiques. These assessments are used to evaluate activities.	Academic Support Program	08/04/2016	12/29/2017	\$0	V/P PR Team TES Teachers
Collaboration and Mentoring (MAF)	The math interventionist will collaborate with primary math teachers to provide assistance such as sharing of best practice strategies, activities, and lessons directly aligned to Kentucky Core Academic Standards. Additionally, the interventionist will co-teach on a as needs basis with primary math teachers.	Professional Learning, Academic Support Program	08/04/2016	12/29/2017	\$0	Kim Hacker- Math Interventionist All primary math teachers
Teacher Mentor/Best Practices	Inexperienced or first year teachers will be provided with a content or grade level mentor and have the opportunity to observe highly effective teachers in their grade level. Teachers will identify best practices/strategies during observations and reflect upon those strategies with their teacher mentor.	Professional Learning, Recruitment and Retention	08/04/2016	12/29/2017	\$0	Tim Johnson, Principal Melissa Baker, Assistant Principal Melony Bingham, Counselor
Parent Communication - Technology	Teachers, students, and parents can access different types of information about classroom/grade activities, curriculum resources, school activities/functions, student progress, and various additional information via school website, district text alerts, and phone messages.	Parent Involvement	08/04/2016	12/29/2017	\$0	TES Teachers K-5
Teacher Orientation	First year, inexperienced, and alternate certification teachers are provided with a series of teacher orientations in which teachers are informed about curriculum, safety, and classroom management.	Professional Learning, Academic Support Program, Recruitment and Retention	08/04/2016	12/29/2017	\$0	Mr. Johnson, Principal Mrs. Baker, Assistant Principal

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Writing Data Analysis	Teachers will analyze data from assessments, as well as, teacher observations to find areas of strengths and weaknesses. CBMs for Writing(Curriculum-Based Measurement is a method teachers use to find out how students are progressing in the area of writing. Teacher uses CBM, to determine how well the students are progressing in writing, and if performance is not meeting expectations, the teacher will change the way of teaching to try to find the type and amount of instruction a student needs to make sufficient progress toward meeting the academic goals.) ,and classroom work, materials are provided to meet our students' individual needs.	Academic Support Program	08/04/2016	12/29/2017	\$0	PR Writing Team: Robbie Tincher, Missy Madden, Jordan Poe TES Teachers
Curriculum Documents Writing	The curriculum at Tyner Elementary is strategically aligned with the Kentucky Core Academic Standards. Teachers will reweiv curriculum documents annually and make necessary changes as needed. Teachers use their Reading Street curriculum/pacing guides, as well as, the Kentucky Core Academic Standards to determine what content is covered in each classroom.	Academic Support Program	08/04/2016	12/29/2017	\$0	PR Writing Team: Robbie Tincher, Jordan Poe, Missy Madden TES Teachers
Assessment - Constructed Response	All teachers will include Constructed Responses that are directly tied to Kentucky Academic Standards with classroom assessments. Response questions will be tied to the core knowledge of vocabulary, skills and strategies. Using various graphic organizers as needed, all students will be taught how to answer short answer and extended response questions, to build confidence and skills. A writing/constructed response will be completed by students on a weekly basis (Writing Wednesday), scored, and turned into the principal.	Academic Support Program	08/31/2016	05/31/2017	\$0	Tim Johnson Melissa Baker Teachers
Instructional Strategies: Professional Learning	During vertically aligned PLC's, teachers will plan and share best practice strategies for teaching low achieving students in reading and math. Administrators will help lead teachers in discussions about implementing best practices in order to increase academic achievement of all students with specific focus on low achieving students.	Professional Learning	08/04/2016	12/29/2017	\$0	Mr. Johnson Mrs. Baker All teachers
V/P & Writing Wednesday	V/P & Writing Wednesdays: TES has set aside times for Writing Wednesday. Students will work through the writing process using V/P prompts or during reflections/critiques of exemplar art, peer reflections, and self reflections when appropriate. Teachers and students work together to conference about writing. Teachers and students will use rubrics and checklists with written feedback to inform about the writing process. Students will share their work with oral presentations, think-pair-share, displays in the hallways, some teachers will publish student writing in the local newspaper. This activity will allow for natural integration of the Arts into the Writing curriculum.	Academic Support Program	08/04/2016	05/04/2017	\$0	V/P PR Teams: Londa Freeman, Tina Huff - WritingTeam: Robbie Tincher, Jordan Poe All TES Teachers

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RTI & Professional Learning Communities	PLC's will develop plans to address gaps in instruction or learner needs based on KPREP, IReady, and other summative and formative assessments.	Academic Support Program	08/04/2016	12/29/2017	\$0	Tim Johnson, Principal; Melissa Baker, Assistant Principal; Certified Staff
RTI Resources	Resources at school level will be used to place and schedule students for RTI services based on data. Example: Tier 1/classroom, Tier 2/ IReady Computer Lab. Tier 3/ Small group Classroom Teacher/Interventionist in addition to IReady. 2 Tier3 students in kindergarten through third grade may receive services provided by Read to Achieve Grant and Mathematics Achievement Fund Grant.	Academic Support Program	08/04/2016	12/29/2017	\$0	Kim Hacker Londa Freeman Melissa Baker Tim Johnson Paraprofessionals/Para-educators
Differentiation	Teachers will use best practices to analyze data and provide differentiated instruction to ALL students based on formative and summative assessments.	Direct Instruction	08/31/2016	12/29/2017	\$0	Tim Johnson Certified Staff
Educational Advocate Training and Updates	The math and reading interventionists will be training parents on how to promote math and reading skills in the home during Family Engagement projects. Additionally the interventionists will be sending out newsletters concerning the following: *Homework Help *Enrichment games *Website reviews *How to encourage learning success on a daily basis	Parent Involvement	08/04/2016	12/29/2017	\$0	Londa Freeman Kim Hacker
KYCID	Use KYCID program to promote and reinforce positive behavior.	Behavioral Support Program	08/04/2016	12/29/2017	\$0	Tim Johnson, principal; Melissa Baker, assistant principal; Melony Bingham, counselor; Certified Teachers
Read to Achieve Collaboration and Mentoring	The reading interventionist will collaborate with primary reading teachers to provide assistance such as sharing of literacy strategies, activities, and lessons directly aligned to Kentucky Core Academic Standards. Additionally, the interventionist will co-teach on a as needs basis with primary reading teachers.	Professional Learning, Academic Support Program	08/04/2016	05/31/2017	\$0	Londa Freeman, Reading Interventionist
Teacher PD Survey	Teachers will take a Professional development survey. PD will be planned based on survey needs.	Professional Learning	08/04/2016	12/29/2017	\$0	Professional Development Coordinator, Shanta Madden

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Program Implementation and Review	The Program Review for Writing will provide a rubric for the implementation of the Writing Program and monitoring of the school-wide writing program. Teachers will meet in horizontal and vertical teams for planning instruction, analyzing writing pieces and determining instructional next steps. The Program Review Writing Team will guide the program review process and lead staff in implementing appropriate strategies for areas of needs improvement.	Academic Support Program	08/04/2016	12/29/2017	\$0	Tim Johnson, Principal Program Review Writing Team: Missy Madden, Robbie Tincher Melissa Baker, Assistant Principal
Collaboration with Local Colleges	Tyner Elementary will collaborate with local colleges such as Eastern Kentucky University and University of the Cumberland's to recruit Highly Qualified Teachers. Specifically TES collaborates with the Teacher Education Program at ECU.	Recruitment and Retention	08/04/2016	12/29/2017	\$0	Tim Johnson, Principal SBDM
PLCS Curriculum	TES teachers in K-5 will review PLCS curriculum documents to ensure the physical education, health, consumerism, and career studies curriculum is rigorous, aligned to state and national standards, and meets the needs of diverse learners and includes the integration of 21st century skills and knowledge. Specifically, consumerism lesson plans document academic expectations that are aligned to state and national standards outlined in the Kentucky Academic Standards document. The Curriculum Committee created a school-wide curriculum map that explicitly meets the needs of diverse learners, integrates 21st century skills, and ensures that teacher-implemented activities are aligned to KCAS.	Academic Support Program	08/04/2016	06/01/2017	\$0	PLCS PR Team: Lindsey Spurlock, Amanda Ball All TES Teachers
21st Century Learning	Teachers will provide students with lessons/activities that incorporate 21st century learning skills.	Technology	08/04/2016	12/29/2017	\$0	Certified staff Rhonda Thompson
Digital Citizenship	Students will receive instruction on digital citizenship via Brainpop	Technology	08/04/2016	12/29/2017	\$0	Tim Johnson Rhonda Thompson Certified Staff
Writing Wednesday	Teachers will integrate and provide availability to literacy opportunities and experiences through school-wide Writing Wednesday which is where students write at varying points during the school week. Teachers turn in examples of exemplar writing every Wednesday with feedback given to students incorporating rubrics. These examples are given to the principal, who in turn, evaluates the types of writing and feedback given. He then conferences with the teachers during PLCs, on an individual basis, or through email to provide next steps, ways to improve classroom writing instruction, or just a pat on the back for a job well done.	Academic Support Program	08/04/2016	12/29/2017	\$0	PR Writing Team: Robbie Tincher, Jordan Poe TES Teachers K-5

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TELL Survey	100% of certified staff will complete the TELL Survey and will review the data based on a two year cycle. Staff will analyze the TELL Survey data to identify strengths and weaknesses.	Other	08/04/2016	12/29/2017	\$0	Tim Johnson, Principal Melissa Baker, Assistant Principal Melony Vickers, Counselor
Technology Equity	Ensure that technology needs at TES are met such as: internet access, IReady (Math and reading), Reflex Math, and Study Island (Social Studies).	Technology	08/04/2016	12/29/2017	\$0	Tim Johnson, Principal Melissa Baker, Assistant Principal Rhonda Thompson, DTC
Recruitment of Highly Qualified Teachers	TES will network with other schools, colleges, and KDE to seek recruit the most Highly Qualified teachers for available positions. Additionally, the district will post vacancies via the KDE job search.	Recruitment and Retention	08/04/2016	12/29/2017	\$0	Tim Johnson, principal DPP Superintendent SBDM
Visual and Performing Arts Cross-curricular lessons	The curriculum at Tyner Elementary provides intentional and natural cross-curricular connections made between Visual and Performing Arts and other content areas. Teachers/staff regularly collaborate during PLCs to discuss ways by which the arts can be incorporated as part of our natural school environment. All Tyner teachers integrate Visual and Performing Arts into their overall daily instruction. Art integration connections occur within daily classroom lessons, especially in the Reading Classroom.	Academic Support Program	08/04/2016	12/29/2017	\$0	V/P PR Team: Londa Freeman, Tina Huff All TES Teachers
Instruction - Rigor	Tyner Elementary's focus will be on differentiated instructional strategies regarding content, product, and/or process, including a focus on academic rigor, high expectations and equitable support for all students. Teachers will utilize data from IReady/profile groups to integrate differentiated and rigor instruction.	Academic Support Program	08/04/2016	12/29/2017	\$0	Tim Johnson, Principal Melissa Baker, Assistant Principal TES Teachers
Para educator PD	Para educators will collaborate with teachers during PLC's and common planning time in order to meet the instructional needs of students.	Professional Learning	08/04/2016	05/31/2017	\$0	Tim Johnson, Principal Melissa Baker, Assistant Principal Certified Teachers

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Data Analysis Cut Point Scores	Teachers and K-PREP Data Analysis Team will meet in the fall to analyze student's test scores and create a cut point data sheet for each assessed content area per grade level. The team will determine the amount of points needed to move students from one performance level to another and develop a plan to help move those students. The team will meet throughout the year to analyze benchmark assessments and student growth.	Academic Support Program	08/04/2016	12/29/2017	\$0	Tim Johnson, Principal Melissa Baker, Assistant Principal Melony Bingham, Counselor
Data Binders	Teachers in grades K-5 will collect data on students and fill out a data spreadsheet three times a year for reading and math. The spread sheet will collect data on the following: classroom assessments, KPREP, iReady, Fluency in Reading, Automaticity in Math (Reflex), STAR, and benchmark assessments. This data will be analyzed during plc's and strategies/interventions will be developed based upon the data.	Academic Support Program	08/04/2016	12/29/2017	\$0	Melissa Baker, Assistant Principal Tim Johnson, Principal Teachers (K-5)
Instruction - Setting Goals/ Self-evaluation	Teachers will provide students with specific and timely feedback about their learning. Students will articulate the targeted goals and know what is required to be proficient ("I CAN" statements, rubrics, and exit slips, self-reflection, and self-evaluation). Teachers will teach students how to analyze and improve their work based on analysis and specific, effective feedback. Learning celebrations will be held and students will set goals for progress in reading/language arts and math.	Academic Support Program	08/04/2016	12/29/2017	\$0	Principal, Tim Johnson Assistant Principal, Melissa Baker Melony Vickers, Counselor All Classroom Teachers Family Resouce Center
Researched Based Instructional Strategies	Teachers will use research based instructional strategies to deliver instruction to ALL students.	Direct Instruction	08/04/2016	12/29/2017	\$0	Tim Johnson Melissa Baker Certified Staff
Arte y Mas	Teachers will implement the Arte Y Mas World Language curriculum in grades K-5. Students will watch the Arte y Mas lessons on Monday, Wednesday, and Fridays. Teachers will implement Global Competency lessons on Tuesday and Thursday of each week.	Professional Learning, Academic Support Program	08/04/2016	12/29/2017	\$0	All Teachers Tim Johnson Melissa Baker Shanta Madden
Kindergarten Transition Tour	Preschool teachers will collaborate with Kindergarten teachers to provide students with a tour of each kindergarten classroom. This will involve students meeting the teacher, exploring activities, and becoming familiar with the daily routine of a kindergarten classroom.	Academic Support Program	08/04/2016	12/29/2017	\$0	Preschool Teachers Kindergarten Teachers

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Spanish Phrase of the Week	The principal will announce the phrase of the week each day over the loud speaker at approximately 8:00 am. The teachers will send home the phrase of the week on their weekly newsletter and post the phrase in their rooms. Staff and students will use the phrase throughout the week.	Direct Instruction	08/04/2016	12/29/2017	\$0	Shanta Madden, World Language Leader Tim Johnson, Principal All staff
Common Assessments	Teachers will revise the district common assessments and use the assessments utilize the assessments before, during, and after instruction. Teacher's will ensure that the assessments are aligned to the common core and contain higher order thinking questions. Data from the assessments will be used to individualize instructional needs of students and identify common areas of weakness.	Direct Instruction	08/04/2016	12/29/2017	\$0	Tim Johnson Melissa Baker Melony Vickers Certified Staff
Survey - CSIP Teachers	Teachers will take the Survey on ADVANCED-ED-ASSIST. The data will be reviewed by the CSIP to determine areas of strenghts and weaknesses.	Other	08/04/2016	12/29/2017	\$0	Robbie Tincher, CSIP Tim Johnson, Principal Melissa Baker, Assistant Principal
Curriculum Review	Teachers will meet each 9 weeks to review the curriculum for Visual and Performing Arts. Teachers will share instructional strategies, as well as, lessons taught.	Professional Learning	09/28/2016	12/29/2017	\$0	TES Teachers Administrator s
RTI Placement	Identify and place students in appropriate RTI tiers and revise Tiers 3 times a year. Teachers will use district and classroom assessments (IREADY, STAR, and various screeners) to determine Tier II and Tier III students in Reading and Math. Small skills groups will be used as interventions (using various curricular tools such as Pearson Resources, IReady,, and Reflex Math). Students may be referred to Special Education for further support and evaluation if needed. The reading and math interventionists will be directly involved with placement of tier III students and will assist teachers in identifying tier II students, as well. The Read to Achieve Grant and the Mathematics Achievement fund will service students in the bottom quartile in reading and math for grades kindergarten through third.	Academic Support Program	08/04/2016	05/31/2017	\$0	Mr. Johnson Mrs. Baker Londa Freeman Kim Hacker All reading and math teachers
Vertical and Horizontal Alignment	Teachers will meet during the course of the school year to specifically discuss the anchor standards and targets for Visual and Performing Arts. The teachers will plan how they will meet the needs of students for gaps that may occur in the curriculum by using the anchor standards as a guide. Teachers will vertically and horizontally align their curriculum as to meet the instructional needs of all students and address learning gaps.	Other	08/04/2016	12/29/2017	\$0	TES Teachers Principal Assistant Principal

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PLC	Teachers will participate in Professional Learning Communities to plan, implement and assess writing instruction. They will analyze student writing to identify areas of weaknesses and strengths. Teacher will determine next instructional steps. Teachers will also meet in vertical and horizontal teams to analyze student writing and identify gaps in learning during staff meetings.	Academic Support Program	08/04/2016	12/29/2017	\$0	Tim Johnson, Principal Melissa Baker, Assistant Principal Principal Writing Team All teachers in grades K-5
Behavior Intervention Plan	Teachers will follow KYCID guidelines for behavior management and create intervention plans as needed.	Behavioral Support Program	08/04/2016	12/29/2017	\$0	Tim Johnson Certified Staff
RTI-Parent Communication	Parents will be systematically notified when students qualify for Tier II or Tier III instruction and will be provided with the data used to make decisions about their child's instructional needs. Parents will be encouraged to help make decisions and be apart of their child's education. Notification will occur every 9 weeks or before if needed via written documentation, phone, email, or text. Teachers will be responsible for documenting parent contact.	Parent Involvement, Academic Support Program	08/04/2016	12/29/2017	\$0	All certified teachers.
Peer Observations	Vertical Team learning communities will discuss and share best practices, as well as, discuss the key components of the core curriculum during PLC's. After gaining knowledge of best practices and the components of the core curriculum, the team with assistance from administration will develop a best practices reference tool to utilize during peer observations which will occur two times each school year. After peer observations occur, peer observation results will be discussed and turned into the principal. The peer observers with focus of the positives, as well as, at least one "think about".	Professional Learning	08/04/2016	12/29/2017	\$0	Mr. Johnson Mrs. Baker All teachers
Celebrating Student Achievement	The school will celebrate student achievement by displaying P/D work on bulletin boards throughout the school and providing models for proficient student work with specific feedback. Student achievement will be celebrated at the end of each grading period to promote academic ownership and a positive, caring environment. Parents will be notified of their child's success.	Academic Support Program	08/04/2016	12/29/2017	\$0	Tim Johnson, Principal Melissa Baker, Assistant Principal Melony Bingham, Counselor All TES Teachers
Writing Wednesday	Students will complete a writing assignment in various content areas to turn into the Principal. The students use the Four Square Method to organize their writing. They use ARMS for editing purposes. The teacher conferences with each student. The Principal reviews various writing samples and makes comments to teachers and students related to their writing.	Academic Support Program	08/04/2016	12/29/2017	\$0	Tim Johnson, Principal Melissa Baker, Assistant Principal All students All Teachers

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Health and Wellness Policy	TES Wellness Committee will review current wellness policy and update the wellness policy as needed in order to promote student wellness and increase attendance.	Policy and Process	08/04/2016	12/29/2017	\$0	Tim Johnson/Principal Ruthie Sizemore/FR C John Johnson
DoJo - Technology- Parental Involvement	Teachers will implement ClassDojo, to help build positive behavior in students. Class DoJo helps manage student behavior and build positive learning habits by providing real-time feedback loops that recognize and reinforce students' specific behaviors, values, and accomplishments. Teachers will use ClassDojo to update behavior instantaneously using a laptop, tablet, or smartphone. Teachers will send home to parents or share with students. Parents can access DoJo via internet to view their child's behavior report.	Behavioral Support Program	08/04/2016	12/29/2017	\$0	Amanda Ball, School Coordinator All TES Staff
ELA Lessons & Program Reviews	Teachers will develop ELA lessons that incorporate quality, purposeful activities/lessons which meet Program Review demonstrators. Lessons will include Kentucky Academic Standards for Visual and Performing Arts; PLCS; Writing; and World Language. Lessons will include various kinds of assessments/rubrics and self & peer reflections.	Academic Support Program	08/04/2015	12/29/2017	\$0	Tim Johnson, Principal Melissa Baker, Assistant Principal Program Review Teams All TES Teachers K-5
Literacy Gaps	The literacy team will work with school leadership to identify strengths and areas for improvement in the school's literacy program, priorities for improvement, resources and strategies to support change. The team will utilize benchmark assessments, school wide writing scrimmages, and KPREP data to identify gaps, as well.	Academic Support Program	08/04/2016	12/29/2017	\$0	Tim Johnson, Principal Melissa Baker, Assistant Principal Literacy Team
PLCS Assessments	Traditional PLCS assessment measures are responsive to a variety of learning styles and abilities including visual, aural, verbal, kinesthetic, logical, social, and solitary. These learning styles are addressed through the usage of pictures/images, music, writing, movement, critical thinking, cooperative learning groups, and independent assessments. PLCS assessments support individual growth of all PLCS students. The data collected from pre and post assessment are used to guide instruction and set individual and attainable goals for students.	Academic Support Program	08/04/2016	12/29/2017	\$0	PLCS Team Teachers

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Literacy Team	The literacy team will continue to meet monthly to monitor/revise the school wide literacy plan, mentor teachers through collaboration, and provide models for effective literacy instruction.	Academic Support Program	08/04/2016	12/29/2017	\$0	Tim Johnson, Principal Melissa Baker, Assistant Principal Literacy Team
Visual and Performing Arts	A) The curriculum at Tyner Elementary is strategically aligned with the Kentucky Academic Standards. Teachers will review Visual and Performing Arts curriculum and make necessary changes as needed. Teachers will utilize the Reading Street/Arts Connections curriculum maps, the school curriculum maps, and the school scope/sequence map as a guide for implementation of VPA. Teachers will review the maps each 9 weeks in PLC's led by the curriculum coach.	Academic Support Program	08/04/2016	12/29/2017	\$0	Visual and Performing Arts PR Team: Londa Freeman, Tina Huff TES Teachers Assistant Principal/Curriculum Coach-Melissa Baker
Technology PD	Teachers will receive training in using and integrating digital resources that align with KCAS standards to improve student achievement.	Technology	08/04/2016	12/29/2017	\$0	Tim Johnson Melissa Baker Rhonda Thompson All TES Staff
Review and Implement Curriculum Documents, Common Core Standards, and Core Programs	Teachers in grades K-5 will meet to review curriculum documents and the district core programs, Reading Street and Envision Math. Instructional staff will follow the Jackson County Public School curriculum maps, pacing guides, and core programs to pace and monitor the implementation of the common core standards for reading and math. Teachers will use the core programs to guide instruction based on research based practices for reading and mathematics. In addition to core programs, teachers will utilize iReady, as well as, best practices for struggling students in order to ensure mastery of common core standards.	Academic Support Program	08/04/2016	12/01/2017	\$0	Tim Johnson, Principal Melissa Baker, Assistant Principal Principal Melony Vickers, Counselor Teachers K-5
Writing Interventions	Identified students will receive writing interventions such as one on one instruction, peer tutors, or RTI strategies for writing. Students will be progressed monitored and instruction will be adjusted to meet thier needs.	Academic Support Program	08/04/2016	12/29/2017	\$0	Tim Johnson, Principal Melissa Baker, Assistant Principal TES Writing Team Teachers K-5

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RTI Monitoring	District Math and Reading Diagnostic (IReady,) and Math and Reading Proficiency Assessments as well as classroom assessments will be used to monitor results of children in the Gap group and results analyzed to modify instruction. The Rtl team will meet in PLC every 9 weeks to monitor performance data and determine individual student progress. The administrator and teachers will also analyze data for gap students in each subgroup 3 times a year through IReady Reading/Math Assessments to identify changes needed to reduce achievement differences.	Academic Support Program	08/04/2016	12/29/2017	\$0	Tim Johnson, Principal Melissa Baker, Assistant Principal Melony Vickers, Counselor All Math Teachers K-5 All Reading Teachers
School-wide Writing Plan	The school-wide writing plan will be reviewed annually and revised to ensure a structure for the implementation and monitoring of the writing program. Students will be instructed in the three areas of writing: writing to learn, writing to demonstrate learning and authentic, published writing. Teachers will integrate all types of genres into the ELA instruction to increase independent student writing. Teachers will implement instruction specific to on-demand writing and students will participate in writing on-demand in content areas, following the KPrep requirements for on-demand writing.	Academic Support Program	08/04/2016	12/29/2017	\$0	Tim Johnson, Principal Robbie Tincher, LA Teacher Missy Madden, LA Teacher Melissa Baker, Assistant Principal
RTI Placement	Identify and place students in appropriate RTI tiers and revise Tiers 3 times a year. Teachers will use district and classroom assessments (IREADY, STAR, and various screeners) to determine Tier II and Tier III students in Reading and Math. Small skills groups will be used as interventions (using various curricular tools such as Pearson Resources, IReady). Students may be referred to Special Education for further support and evaluation if needed. The reading and math interventionists will be directly involved with placement of tier III students and will assist teachers in identifying tier II students, as well.	Academic Support Program	08/04/2016	12/29/2017	\$0	Tim Johnson, Principal; Melissa Baker, Assistant Principal; Melony Bingham, Guidance Counselor; Classroom Teachers K-5; Londa Freeman; Kim Hacker

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Teacher Mentor/Best Practices	Inexperienced or first year teachers will be provided with a content or grade level mentor and have the opportunity to observe highly effective teachers in their grade level. Teachers will identify best practices/strategies during observations and reflect upon those strategies with their teacher mentor.	Professional Learning, Recruitment and Retention	08/04/2016	12/29/2017	\$0	Tim Johnson, Principal Melissa Baker, Assistant Principal Melony Bingham, Counselor
Teacher Orientation	First year and inexperienced teachers are provided with a series of teacher orientations in which the teachers are informed about curriculum, safety, and classroom management.	Professional Learning, Recruitment and Retention	08/04/2016	12/29/2017	\$0	Mr. Johnson, Principal Mrs. Baker, Assistant Principal
V/P PD	Job embedded professional development plays a significant role in the opportunities provided to teachers in the area of V/P. The job embedded professional learning promotes consistent and on-going growth among teachers. The use of professional articles, internet sites and resources, and shared learning through PLCs affords teachers opportunities for continuous growth. Furthermore, TES will collaborate with the district, Southeast Southcentral coop, and Promise Neighborhood in order to find beneficial PD to enhance the Visual and Performing arts instruction and curriculum.	Academic Support Program	08/04/2016	12/29/2017	\$0	V/P Team TES Teachers
District Leadership Team - Common Assessments	The assistant principal will collaborate with the district leadership team as part of the Next Generation Leadership network to analyze common assessments across the district as a means to monitor the effective implementation or fidelity of the Core Curriculum programs being implemented. The data will be utilized at a school level to look for common areas of weakness across the domains in reading and math. Identified weaknesses will be discussed in PLC's and strategies to close the learning gaps will be developed and implemented.	Professional Learning	08/04/2016	12/29/2017	\$0	Melissa Baker District Leadership Team Tim Johnson All teachers
Best Practices	Teachers will use various graphic organizers and rubrics (such as the Four Square Method) to teach all students how to answer short answer and extended response questions, to build confidence and skills. Through analysis, all students will be able to write a proficient/distinguished response. Instruction using the writing process will give students a structure for building writing pieces. Peer and teacher conferencing will support the development of published pieces.	Academic Support Program	08/04/2016	12/29/2017	\$0	Tim Johnson, Principal Melissa Baker, Assistant Principal TES Writing Team Teachers K-5

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Transition Meetings	End of year transition meetings to prepare students, as well as, families for the transition from preschool to Pre-K or Kindergarten will be completed during the last weeks of school. Teachers will discuss students readiness and determine appropriate placement of the students for the following year. Parent questions and concerns will be addressed by teachers and staff in order to alleviate any concerns.	Parent Involvement	04/04/2016	06/01/2017	\$0	Preschool Teachers Special Education Teachers Counselor: Melony Bingham Kindergarten Teachers
RTI - Parent Communication	Parents will be systematically notified when students qualify for Tier II or III instruction and will be provided with the data used to make decisions about their child's instructional needs. Parents will be encouraged to help make decisions and be a part of their child's education. Notification will occur every 9 weeks or before if needed via written documentation, phone, email, or text.	Academic Support Program	08/04/2016	12/29/2017	\$0	All Certified Teachers
Total					\$0	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Collaboration	Administrators, as well as, the Visual and Performing Arts team will collaborate with outside agencies such as Promise Neighborhood, KET, Kentucky Arts Council, and Southeast South Central Coop to provide teachers with professional development to enhance the instruction and curriculum of Visual and Performing Arts. Teachers will share what they learn from attending these PD's with staff. During the 2016-2017 school year, teachers will attend the following Visual and Performing Arts PD: *Regional Arts Specialist Mini Conference *Artful Reading *Media Arts with Catherine Warner *Squallis Puppeteers- Arts and ELA *Job embedded PD with guest artist	Professional Learning	08/04/2016	12/29/2017	\$2600	Administrator s TES Teachers Visual and Performing Arts Team
Born Learning Academy	A 6 parent session comprehensive family involvement program which targets children from birth to age 5. This program uses everyday activities to promote kindergarten readiness.	Parent Involvement	08/04/2016	05/31/2017	\$2800	Promise Neighborhood Ruthie Sizemore/Fa mily Resource Center

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Next Generation Leadership Network	The assistant principal will participate in professional learning through the Next Generation Leadership Network. The network will provide the opportunity to meet regularly throughout the year to develop ways to monitor content and pedagogical competencies, as well as the leadership skills necessary to work with and provide feedback to teachers. The assistant principal will develop relationships with other participants in the network and with skilled facilitators so that they can safely share problems of practice and seek solutions — not just during the time of the network meetings, but on an as-needed and ongoing basis. The results of this activity will impact instructional practices within the school.	Professional Learning	08/04/2016	12/29/2017	\$500	Melissa Baker, Assistant Principal
Total					\$5900	

KETS

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Project Lead the Way	Teachers in grades K-5 will participate in Project Lead the Way which empowers students to discover and explore interests, imagine and design solutions to real-world challenges, and become independent, confident problem solvers. As part of this project, teachers will implement STEM lessons or science, technology, engineering and math lessons.	Technology, Career Preparation/Orientation, Academic Support Program	08/04/2016	12/29/2017	\$500	Rhonda Thompson Science Teachers 2ND-5TH All teachers K-1
Total					\$500	

Safe Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Safe Crisis Management Team	TES staff has been trained on positive behavior techniques and all members of the Safety Crisis Management Team have been trained.	Behavioral Support Program	08/04/2016	12/29/2017	\$0	Tim Johnson Betty Moore Melissa Baker Becky Collett Jody Madden Kendall Coffey Brandon Barrett
Total					\$0	

Other

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Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Progress Monitoring/Writing Scrimmages	During PLC's, teachers will review data from the Writing Scrimmages administered three times during a school year. Teachers will grade scrimmages during PLC's and discuss progress of students or lack there of. Teachers will also use the data from the scrimmages to identify low achieving students. Progress of identified students will be shared during PLC's, as well as, strategies to help low achieving students	Academic Support Program	08/04/2016	12/29/2017	\$0	Tim Johnson, Principal Melissa Baker, Assistant Principal K-5 Certified Teachers
Early Steps - Literacy/Transition	Home visits for ages birth to 3 to promote early literacy and to ensure a successful transition to school.	Parent Involvement	08/04/2016	12/29/2017	\$36300	Ruthie Sizemore/ Family Resource Center Karen Smtih/Early Steps Coordinator
Professional Learning	Teachers will receive PD to increase student learning. Teachers participate in program-specific job-embedded professional development to enhance their ability to deliver effective, appropriate instruction that improves student learning, student growth goals, and supports teachers' individual growth plan.	Professional Learning	08/04/2015	12/29/2017	\$700	Tim Johnson, Principal Melissa Baker, Assistant Principal Shanta Madden, Building PD Coordinator
Health and Wellness School Activities	TES students will participate in a school-wide health and wellness activity on Wellness Wednesday, as well as, embedded classroom activities daily such as Food Labs.	Academic Support Program	08/04/2016	12/29/2017	\$500	Tina Huff John Johnson TES Teachers
Brain Breaks - HOPSports	Each student (school-wide) will participate in research based activities from the HOPSports Curriculum (Brain Breaks) in the classroom daily.	Academic Support Program	08/04/2016	12/29/2017	\$0	All TES Staff
Parental Involvement Activities	Open House, School-wide functions such as Christmas Programs, service learning projects, Early Steps monthly Parent meetings, Save the children activities (Reading Rocks), Home visits through Early Steps to School Success, Part-time Parent Engagement Specialist, Family Reading Night (4 per year), Raising a Reader Program (Parents are encouraged to read to children at home) and All Pro Dads.	Parent Involvement	08/04/2016	12/29/2017	\$500	Tim Johnson, Principal Family Resource Center/Ruthie Sizemore Karen Smith Preschool Staff
Kindergarten Assessment	Assess all Kindergarteners at school entry with (BRIGANCE) screener to establish entry level skills.	Academic Support Program	05/05/2016	05/31/2017	\$5000	Certified Staff; Melony Vickers, Guidance Counselor

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Writing PD	Job embedded professional development plays a significant role in the opportunities provided to teachers in the area of Writing The job embedded professional learning promotes consistent and on-going growth among teachers.The use of professional articles, internet sites and resources, and shared learning through PLCs affords teachers opportunities for continuous growth.	Professional Learning	08/04/2016	12/29/2017	\$700	PR Writing Team: Robbie Tincher, Jordan Poe TES Teachers
Identify Early Childhood Providers	Use Pre-School, Head Start, First Step Hands, Early Steps to School Success, Born Learning, Tyner FRC and other community resources will be used to provide services for children ages birth-6.	Academic Support Program	07/01/2016	12/29/2017	\$39700	Family Resource Center Karen Smith Early Steps Lisa Hays Coreen Brewer
Total					\$83400	

Math Achievement Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
"Do the Math" (Mathematics Achievement Fund Grant)	The math interventionist will identify and service students in the bottom quartile based upon benchmark assessments. The interventionist will individualize instruction and implement researched based strategies based on the Marilyn Burns program, Do the Math, to service tier II and tier III students in second and third grade.	Academic Support Program	08/04/2016	12/29/2017	\$41000	Kim Hacker-Math Interventionist Tim Johnson-Principal Melissa Baker-Assistant Principal
High Quality Research Based PLE	One primary and one intermediate mathematics teacher and the school MIT will participate in 10 days of high quality research-based Professional Learning Experiences (PLE's). Teachers will participate in the corresponding course for their grade level: Comprehensive Course for Primary Grades Mathematics or Comprehensive Course for Intermediate Grades Mathematics. Additionally, teachers will be available to *Lead monthly Math PLC's • Co-teaching/Collaboration • Model Lessons & Instructional Strategies	Professional Learning	07/03/2017	12/29/2017	\$0	Kim Hacker Amanda Ball Ashley Judd
Total					\$41000	

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Literacy Enrichment/Parental Involvement	School-wide enrichment literacy experiences will be promoted with Family Literacy Nights, Scholastic News, National Geographic for Kids, Time for Kids, BrainPop, BrainPop Jr., and Tumblebooks . Literacy recommendations and strategies will be made through TES Family Resource Center and Save the Children Grant, Read to Achieve Grant, parent-teacher conferences, school website, and newsletters.	Parent Involvement	08/04/2016	05/31/2017	\$600	Tim Johnson, Principal Melissa Baker, Assistant Principal Ruthie Sizemore, FRC Director
Total					\$600	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Communication	Homework and attendance in all classrooms will be monitored, frequent, extending student learning, and involving parents/family. Parents will receive attendance reports, homework monitoring reports, behavior reports, assessment reports and report cards on a regular basis. Parents will also receive weekly classroom/grade newsletters in addition to positive notes.	Parent Involvement	08/04/2016	12/29/2017	\$300	All Teachers
Total					\$300	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Class Size Reduction	Teachers will be hired to reduce class size based on student enrollment.	Academic Support Program	07/01/2016	12/29/2017	\$150000	Tim Johnson, Principal SBDM
Reflex Math	Teachers in grades K-5 will implement the research based math program Reflex to increase math automaticity. All students will utilize this program to gain automaticity. Additionally, the program will be used for targeted interventions with students who lack fluency skills already developed by peers. This program will provide students with explicit instruction and coaching, a practice environment to maximize understanding, and customized, fast-paced games for retention.	Professional Learning, Technology, Academic Support Program	08/04/2017	12/29/2017	\$2995	Amanda Ball, 5th Grade Math teacher Melissa Baker, assistant principal Tim Johnson, principal All Math Teachers
Born Learning Academy	A 6 parent session comprehensive family involvement program which targets children from birth to age 5. This program uses everyday activities to promote kindergarten readiness.	Parent Involvement	08/04/2016	05/31/2017	\$400	Promise Neighborhood Ruthie Sizemore/Family Resource Center

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Kindergarten Open House	Before the school year begins, kindergarten will conduct an open house for incoming kindergarteners. Parents and students will meet their child's teacher, receive academic expectations, and become familiar with the routines of kindergarten, as well as, the school.	Parent Involvement	08/04/2016	12/29/2017	\$400	Tim Johnson, Principal Melissa Baker, Assistant Principal Melony Bingham, Counselor Kindergarten Teachers and Paraprofessionals
Professional Learning	Teachers will receive PD to increase student learning. Teachers participate in program-specific job-embedded professional development to enhance their ability to deliver effective, appropriate instruction that improves student learning, student growth goals, and supports teachers' individual growth plan.	Professional Learning	08/04/2015	12/29/2017	\$1000	Tim Johnson, Principal Melissa Baker, Assistant Principal Shanta Madden, Building PD Coordinator
Parental Involvement Activities	Open House, School-wide functions such as Christmas Programs, service learning projects, Early Steps monthly Parent meetings, Save the children activities (Reading Rocks), Home visits through Early Steps to School Success, Part-time Parent Engagement Specialist, Family Reading Night (4 per year), Raising a Reader Program (Parents are encouraged to read to children at home) and All Pro Dads.	Parent Involvement	08/04/2016	12/29/2017	\$500	Tim Johnson, Principal Family Resource Center/Ruthie Sizemore Karen Smith Preschool Staff
RTI Resources	Resources at school level will be used to place and schedule students for RTI services based on data. Example: Tier 1/classroom, Tier 2/ IReady Computer Lab. Tier 3/ Small group Classroom Teacher/Interventionist in addition to IReady. Tier3 students in kindergarten through third grade may receive services provided by Read to Achieve Grant and Mathematics Achievement Fund Grant.	Academic Support Program	08/04/2016	12/29/2017	\$10000	Tim Johnson, Principal; Melissa Baker, Assistant Principal Classroom Teachers Sherrie Judd- RTI Lab Tammy Webb- RTI Lab RTA-Londa Freeman MAF-Kim Hacker

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Professional Development in Writing and Implementation	TES staff will review and implement the Professional Development received in the areas of Language Mechanics and Writing On Demand during the 2015-2016 school year from KVIC (Angela Hilterbrand). New teachers will be trained by grade level teams. Angela Hilterbrand will provide one day of professional development as a follow up during the 2016-2017 school year.	Academic Support Program	08/04/2016	12/29/2017	\$1000	Tim Johnson, Principal Missy Madden, Writing Teacher Shanta Madden, Building PD Coordinator
Identify Early Childhood Providers	Use Pre-School, Head Start, First Step Hands, Early Steps to School Success, Born Learning, Tyner FRC and other community resources will be used to provide services for children ages birth-6.	Academic Support Program	07/01/2016	12/29/2017	\$300	Family Resource Center Karen Smith Early Steps Lisa Hays Coreen Brewer
Family Reading Nights	Family Resource Center and Title I provide Family Engagement Nights 2 Times a year to promote literacy to students and parents.	Parent Involvement	08/04/2016	12/29/2017	\$400	Ruthie Sizemore/ Family Resource Tim Johnson, Principal Melissa Baker, Assistant Principal
Total					\$166995	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	We differentiate instruction in order to meet all learning needs. Each child is treated as an individual and the staff strives to meet each student's individual needs. Staff members continually assess current performance in contrast to best researched-based teaching practices. Test scores are analyzed and areas of weakness are addressed. Students who struggle are offered a variety of intervention programs targeted to address their specific needs.	

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes	TES uses Pearson's Reading Street LA Series in grades K-5 in a 90 minute protected instructional block of time for Reading. Additionally, TES utilizes EnVision Math created by Pearson for grades K-5 in a 60 to 90 minute Math block. Pearson Education uses scientific, evidenced-based methods in the development of its educational curricula. Additional researched based strategies are incorporated into lessons: IReady in which students are required to get in 45 minutes per week in each content area to show improvements. (Marzano, & Stiggins)	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	TES has several planned preschool transition strategies such as: Pre-School, Head Start, First Steps, Hands, Early Steps to School Success, Raise a Reader, and Born Learning Academy. Tyner FRC and other community resources will be used to provide services for children ages birth-6. TES assesses all kindergarteners at school entry with (BRIGANCE) screener to establish entry level skills. In addition, TES Family Resource Center will gather any transition data from Early Childcare providers to get to know incoming Pre-School/Kindergarten students.	

Comprehensive School Improvement Plan

Tyner Elementary School

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes	Teachers identify and place students in appropriate RTI tiers and revise Tiers 3 times a year. Teachers will use universal district screeners and classroom assessments (IReady, STAR, and various screeners) to determine Tier II and Tier III students in Reading. Small skills groups will be used as interventions (using various curricular tools such as Pearson Resources). Students may also be referred to after school tutoring program. Our school also has the Read to Achieve grant and the Mathematics Achievement Fund Grant which is interventions based on research based strategies.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	The school planned strategies to recruit and retain highly qualified teachers.	

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes	All Title I funds are allocated through the Jackson County Board of Education and all funds used from Title I must be coded appropriately and approved through the Board of Education before a Purchase Order is approved for any Title I funding	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes	TES offers a variety of parental involvement activities such as: open house, school-wide functions such as Christmas Programs, service learning projects, Early Steps monthly parent meetings, Save the children activities (Reading Rocks). Home visits through Early Steps to School Success, Part-time Parent Engagement Specialist, Family Reading Night (3 times a year), FAST (families and schools together), Raising a Reader Program (parents are encouraged to read to children at home), and All Pro Dads. Parents are encouraged to take a parental survey linked to the school's web site.	

Comprehensive School Improvement Plan

Tyner Elementary School

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes	Our school uses CSIP tools such as needs assessments, data analysis and evaluates test data to make changes to our curriculum as needed.	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes	On -line PD is used to provide professional development of the areas of curriculum, assessment, and instruction. Teachers have received and will continue to receive job embedded PD in Writing, Visual and Performing ARTs, World Language, and PLCs. Additionally, Math and Reading teachers in K-3 receive job embedded PD through MAF and RTA. All teachers have participated in K-5 vertical alignment professional learning. Furthermore, teachers participated in program specific professional learning to enhance teaching strategies.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes	Our school uses CSIP tools such as needs assessments, data analysis and evaluates test data to make changes to our curriculum as needed.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes	Our school completed the needs assessment through the analysis of various data including KPREP, IReady, and STAR. Additionally our school uses researched based programs such as IReady, RTA (Read to Achieve Grant), Pearson Math, Reading Street series checkpoints and fluency screeners, and MAF (Mathematics Achievement Fund Grant) to support, assist, and identified students.	

Comprehensive School Improvement Plan

Tyner Elementary School

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	RTA and MAF interventions, IReady, Pearson Reading Street and Math series and interventions, Save the Children in school and after school Reading Rocks Program, Promise Neighborhood Tutor, Specialist assists with interventions and collaborates with our 5th grade students and teachers, All Pro Dads is a program open to all dads. All Pro Dads is Family First's innovative and unique program for every father. Their hope is to help fathers become passionate about their role in their family's life. We strive daily to provide them every resource needed to rightly train up their children	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes	TES Targeted Assistance Activities that coordinated with federal and state and local programs: Pearson Reading Street & Envision Math IReady Fluency Screeners Save the Children in school and after school reading interventions RTA Grant MAF Grant Early Steps, HANDS, Raise a Reader	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes	TES planned activities to coordinate with other federal, state, and local programs such as: Title I parental involvement activities, TES Family Resource activities, Save the Children activities.	

Comprehensive School Improvement Plan

Tyner Elementary School

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	TES planned activities that coordinate with and support the regular educational program such as: *Collaboration with Camp A.J. to provide students with lessons pertaining to Character Education. * Collaboration with Kentucky Art's Council to provide visiting artist residencies (Spanish Culture, Dance, and Visual Art; Chinese Culture and Dance; Appalachian Culture and Dance; and Appalachian Music). *Collaboration with Beth's Blessing and Chad's Hope to promote drug awareness. *Collaboration with Lexington Children's Theatre to provide a live performance.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes	We regularly monitor our students three times a year with IReady diagnostic assessments and monthly progress monitoring as well as the STAR assessment which is given twice a year. Teachers also use fluency screeners/checks in reading and math weekly checkpoint with their Pearson reading and math programs. Students who are identified as Tier II and Tier III receive additional support.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	N/A		

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	N/A	We are a Title I program.	

Comprehensive School Improvement Plan

Tyner Elementary School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes	TES is not a targeted assistance school but we do provide parental involvement activities. Parents take a survey to increase parent involvement and parental feedback on all school wide issues. We also have activities/programs throughout the year to promote parent involvement such as: open house, Family Reading Nights, BORN learning academy, and All Pro Dads.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	N/A		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes	The school planned and provided appropriate professional development activities for staff members who serve as identified Title I teachers. Identified staff participated in job embedded professional development in the areas of reading and math through the Mathematics Achievement Fund Grant and the Read to Achieve Fund Grant. Additionally, teachers participated in job embedded professional development concerning vertical alignment across grade levels. Other professional development includes the Kentucky Center of Mathematics training and Artful Reading.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes	The schools follows the district and state guidelines for evaluating the CSIP and student achievement and make informed changes when needed.	

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	http://www.jackson.kyschools.us	

Comprehensive School Improvement Plan

Tyner Elementary School

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes	Our PD Coordinator offers all staff a PD needs assessment survey to check for areas that they feel they need PD in. Our PD coordinator then tallies the results and communicates the results with the principal to plan and schedule the PD activities.	

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes	All para-educators have a schedule on file in the principal's office to make sure they are under the direct supervision of a teacher and providing instruction to students.	

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	Yes		

Comprehensive School Improvement Plan

Tyner Elementary School

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	No	We are mandated to use Title I funds to fund 3 classroom teachers.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		

Phase II - KDE Compliance and Accountability - Schools

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELLKY Survey results.

Goal 1:

KBE K-PREP Proficiency Goal Gaps in CSIP -Tyner Elementary School will increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 44.7% in 2015-2016 to 68.7% by 5/31/2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap from 44.7% to the state target of 56.1% by 12/29/2017 as measured by K-PREP..

Strategy1:

Staff Survey - The surveys will be used to analyze data to identify school needs.

Category:

Research Cited:

Activity - TELL Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
100% of certified staff will complete the TELL Survey and will review the data based on a two year cycle. Staff will analyze the TELL Survey data to identify strengths and weaknesses.	Other	08/04/2016	12/29/2017	\$0 - No Funding Required	Tim Johnson, Principal Melissa Baker, Assistant Principal Melony Vickers, Counselor

Activity - Survey - CSIP Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will take the Survey on ADVANCED-ED-ASSIST. The data will be reviewed by the CSIP to determine areas of strengths and weaknesses.	Other	08/04/2016	12/29/2017	\$0 - No Funding Required	Robbie Tincher, CSIP Tim Johnson, Principal Melissa Baker, Assistant Principal

The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

Goal 1:

KBE- K-Prep Proficiencies Goals in CSIP -Tyner Elementary School will increase its averaged combined reading and math proficiency from 48.4% in 2015-2016 to 73.7% by 5/31/2019

Measurable Objective 1:

Comprehensive School Improvement Plan

Tyner Elementary School

collaborate to increase the averaged math KPREP scores from 47.7% in 2015 -2016 to the state target of 61.2% % by 05/30/2017 as measured by K-PREP.

Strategy1:

Interventions - Various interventions will be used to increase student achievement.

Category: Continuous Improvement

Research Cited: Marzano, Stiggins

Activity - RTI Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Math and Reading Diagnostic (IReady,) and Math and Reading Proficiency Assessments as well as classroom assessments will be used to monitor results of children in the Gap group and results analyzed to modify instruction. The Rtl team will meet in PLC every 9 weeks to monitor performance data and determine individual student progress. The administrator and teachers will also analyze data for gap students in each subgroup 3 times a year through IReady Reading/Math Assessments to identify changes needed to reduce achievement differences.	Academic Support Program	08/04/2016	12/29/2017	\$0 - No Funding Required	Tim Johnson, Principal Melissa Baker, Assistant Principal Melony Vickers, Counselor All Math Teachers K-5 All Reading Teachers

Activity - RTI Placement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify and place students in appropriate RTI tiers and revise Tiers 3 times a year. Teachers will use district and classroom assessments (IREADY, STAR, and various screeners) to determine Tier II and Tier III students in Reading and Math. Small skills groups will be used as interventions (using various curricular tools such as Pearson Resources, IReady). Students may be referred to Special Education for further support and evaluation if needed. The reading and math interventionists will be directly involved with placement of tier III students and will assist teachers in identifying tier II students, as well.	Academic Support Program	08/04/2016	12/29/2017	\$0 - No Funding Required	Tim Johnson, Principal; Melissa Baker, Assistant Principal; Melony Bingham, Guidance Counselor; Classroom Teachers K-5; Londa Freeman; Kim Hacker

Activity - RTI - Parent Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be systematically notified when students qualify for Tier II or III instruction and will be provided with the data used to make decisions about their child's instructional needs. Parents will be encouraged to help make decisions and be a part of their child's education. Notification will occur every 9 weeks or before if needed via written documentation, phone, email, or text.	Academic Support Program	08/04/2016	12/29/2017	\$0 - No Funding Required	All Certified Teachers

Comprehensive School Improvement Plan

Tyner Elementary School

Activity - RTI & Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC's will develop plans to address gaps in instruction or learner needs based on KPREP, IReady, and other summative and formative assessments.	Academic Support Program	08/04/2016	12/29/2017	\$0 - No Funding Required	Tim Johnson, Principal; Melissa Baker, Assistant Principal; Certified Staff

Activity - RTI Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Resources at school level will be used to place and schedule students for RTI services based on data. Example: Tier 1/classroom, Tier 2/ IReady Computer Lab. Tier 3/ Small group Classroom Teacher/Interventionist in addition to IReady. Tier3 students in kindergarten through third grade may receive services provided by Read to Achieve Grant and Mathematics Achievement Fund Grant.	Academic Support Program	08/04/2016	12/29/2017	\$10000 - Title I Schoolwide	Tim Johnson, Principal; Melissa Baker, Assistant Principal Classroom Teachers Sherrie Judd-RTI Lab Tammy Webb- RTI Lab RTA-Londa Freeman MAF-Kim Hacker

Strategy2:

Professional Development - Professional development will be offered to certified staff based on identified areas of need.

Category:

Research Cited:

Activity - Teacher Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
First year, inexperienced, and alternate certification teachers are provided with a series of teacher orientations in which teachers are informed about curriculum, safety, and classroom management.	Recruitment and Retention Professional Learning Academic Support Program	08/04/2016	12/29/2017	\$0 - No Funding Required	Mr. Johnson, Principal Mrs. Baker, Assistant Principal

Activity - Teacher Mentor/Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Inexperienced or first year teachers will be provided with a content or grade level mentor and have the opportunity to observe highly effective teachers in their grade level. Teachers will identify best practices/strategies during observations and reflect upon those strategies with their teacher mentor.	Recruitment and Retention Professional Learning	08/04/2016	12/29/2017	\$0 - No Funding Required	Tim Johnson, Principal Melissa Baker, Assistant Principal Melony Bingham, Counselor

Comprehensive School Improvement Plan

Tyner Elementary School

Activity - Next Generation Leadership Network	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The assistant principal will participate in professional learning through the Next Generation Leadership Network. The network will provide the opportunity to meet regularly throughout the year to develop ways to monitor content and pedagogical competencies, as well as the leadership skills necessary to work with and provide feedback to teachers. The assistant principal will develop relationships with other participants in the network and with skilled facilitators so that they can safely share problems of practice and seek solutions — not just during the time of the network meetings, but on an as-needed and ongoing basis. The results of this activity will impact instructional practices within the school.	Professional Learning	08/04/2016	12/29/2017	\$0 - Other	Melissa Baker, Assistant Principal

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive PD to increase student learning. Teachers participate in program-specific job-embedded professional development to enhance their ability to deliver effective, appropriate instruction that improves student learning, student growth goals, and supports teachers' individual growth plan.	Professional Learning	08/04/2015	12/29/2017	\$1800 - Other \$1000 - Title I Schoolwide	Tim Johnson, Principal Melissa Baker, Assistant Principal Shanta Madden, Building PD Coordinator

Activity - Teacher PD Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will take a Professional development survey. PD will be planned based on survey needs.	Professional Learning	08/04/2016	12/29/2017	\$0 - No Funding Required	Professional Development Coordinator, Shanta Madden

Activity - Para educator PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Para educators will collaborate with teachers during PLC's and common planning time in order to meet the instructional needs of students.	Professional Learning	08/04/2016	05/31/2017	\$0 - No Funding Required	Tim Johnson, Principal Melissa Baker, Assistant Principal Certified Teachers

Activity - Edviate (PD 360)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Edviate will be used to provide Professional development of the areas of curriculum, assessment, and instruction.	Professional Learning	07/01/2016	12/29/2017	\$0 - No Funding Required	Professional Development Coordinator, Shanta Madden

Strategy3:

Curriculum & Instruction - Students will receive researched based instruction in the Kentucky Common Core Academic State Standards in mathematics in grades K-5.

Category: Professional Learning & Support

Research Cited: Marzano

Comprehensive School Improvement Plan

Tyner Elementary School

Activity - Celebrating Student Achievement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will celebrate student achievement by displaying P/D work on bulletin boards throughout the school and providing models for proficient student work with specific feedback. Student achievement will be celebrated at the end of each grading period to promote academic ownership and a positive, caring environment. Parents will be notified of their child's success.	Academic Support Program	08/04/2016	12/29/2017	\$0 - No Funding Required	Tim Johnson, Principal Melissa Baker, Assistant Principal Melony Bingham, Counselor All TES Teachers

Activity - Instruction - Setting Goals/ Self-evaluation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide students with specific and timely feedback about their learning. Students will articulate the targeted goals and know what is required to be proficient ("I CAN" statements, rubrics, and exit slips, self-reflection, and self-evaluation). Teachers will teach students how to analyze and improve their work based on analysis and specific, effective feedback. Learning celebrations will be held and students will set goals for progress in reading/language arts and math.	Academic Support Program	08/04/2016	12/29/2017	\$0 - No Funding Required	Principal, Tim Johnson Assistant Principal, Melissa Baker Melony Vickers, Counselor All Classroom Teachers Family Resource Center

Activity - Instruction - Rigor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tyner Elementary's focus will be on differentiated instructional strategies regarding content, product, and/or process, including a focus on academic rigor, high expectations and equitable support for all students. Teachers will utilize data from IReady/profile groups to integrate differentiated and rigor instruction.	Academic Support Program	08/04/2016	12/29/2017	\$0 - No Funding Required	Tim Johnson, Principal Melissa Baker, Assistant Principal TES Teachers

Activity - Review and Implement Curriculum Documents, Common Core Standards, and Core Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-5 will meet to review curriculum documents and the district core programs, Reading Street and Envision Math. Instructional staff will follow the Jackson County Public School curriculum maps, pacing guides, and core programs to pace and monitor the implementation of the common core standards for reading and math. Teachers will use the core programs to guide instruction based on research based practices for reading and mathematics. In addition to core programs, teachers will utilize iReady, as well as, best practices for struggling students in order to ensure mastery of common core standards.	Academic Support Program	08/04/2016	12/01/2017	\$0 - No Funding Required	Tim Johnson, Principal Melissa Baker, Assistant Principal Melony Vickers, Counselor Teachers K-5

Strategy4:

Assessments - Teachers will use a variety of assessments to determine student performance and growth in reading/LA.

Category: Continuous Improvement

Research Cited: Rick Stiggins

Comprehensive School Improvement Plan

Tyner Elementary School

Activity - Assessment - Constructed Response	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will include Constructed Responses that are directly tied to Kentucky Academic Standards with classroom assessments. Response questions will be tied to the core knowledge of vocabulary, skills and strategies. Using various graphic organizers as needed, all students will be taught how to answer short answer and extended response questions, to build confidence and skills. A writing/constructed response will be completed by students on a weekly basis (Writing Wednesday), scored, and turned into the principal.	Academic Support Program	08/31/2016	05/31/2017	\$0 - No Funding Required	Tim Johnson Melissa Baker Teachers

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will revise the district common assessments and use the assessments utilize the assessments before, during, and after instruction. Teacher's will ensure that the assessments are aligned to the common core and contain higher order thinking questions. Data from the assessments will be used to individualize instructional needs of students and identify common areas of weakness.	Direct Instruction	08/04/2016	12/29/2017	\$0 - No Funding Required	Tim Johnson Melissa Baker Melony Vickers Certified Staff

Strategy5:

Assessment Data - Analyze various assessments to increase student learning.

Category: Integrated Methods for Learning

Research Cited: Stiggins

Activity - District Leadership Team - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The assistant principal will collaborate with the district leadership team as part of the Next Generation Leadership network to analyze common assessments across the district as a means to monitor the effective implementation or fidelity of the Core Curriculum programs being implemented. The data will be utilized at a school level to look for common areas of weakness across the domains in reading and math. Identified weaknesses will be discussed in PLC's and strategies to close the learning gaps will be developed and implemented.	Professional Learning	08/04/2016	12/29/2017	\$0 - No Funding Required	Melissa Baker District Leadership Team Tim Johnson All teachers

Activity - Data Binders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-5 will collect data on students and fill out a data spreadsheet three times a year for reading and math. The spreadsheet will collect data on the following: classroom assessments, KPREP, iReady, Fluency in Reading, Automaticity in Math (Reflex), STAR, and benchmark assessments. This data will be analyzed during plc's and strategies/interventions will be developed based upon the data.	Academic Support Program	08/04/2016	12/29/2017	\$0 - No Funding Required	Melissa Baker, Assistant Principal Tim Johnson, Principal Teachers (K-5)

Comprehensive School Improvement Plan

Tyner Elementary School

Activity - Data Analysis Cut Point Scores	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and K-PREP Data Analysis Team will meet in the fall to analyze student's test scores and create a cut point data sheet for each assessed content area per grade level. The team will determine the amount of points needed to move students from one performance level to another and develop a plan to help move those students. The team will meet throughout the year to analyze benchmark assessments and student growth.	Academic Support Program	08/04/2016	12/29/2017	\$0 - No Funding Required	Tim Johnson, Principal Melissa Baker, Assistant Principal Melony Bingham, Counselor

Strategy6:

Integration of 21st Century Skills - Teachers will implement researched based strategies into mathematics that include 21st Century Skills.

Category: Continuous Improvement

Research Cited: Marzano and Yanoski

Activity - Project Lead the Way	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-5 will participate in Project Lead the Way which empowers students to discover and explore interests, imagine and design solutions to real-world challenges, and become independent, confident problem solvers. As part of this project, teachers will implement STEM lessons or science, technology, engineering and math lessons.	Technology Career Preparation/ Orientation Academic Support Program	08/04/2016	12/29/2017	\$0 - Grant Funds	Rhonda Thompson Science Teachers 2ND-5TH All teachers K-1

Measurable Objective 2:

collaborate to increase the averaged reading K-PREP scores for Tyner Elementary students from 49.1% in 2015-2016 to the state target of 65.1 % by 05/30/2017 as measured by K-PREP.

Strategy1:

Interventions - Various interventions will be used to increase student achievement.

Category: Continuous Improvement

Research Cited: Marzano, Stiggins

Activity - RTI & Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC's will develop plans to address gaps in instruction or learner needs based on KPREP, IReady, and other summative and formative assessments.	Academic Support Program	08/04/2016	12/29/2017	\$0 - No Funding Required	Tim Johnson, Principal; Melissa Baker, Assistant Principal; Certified Staff

Comprehensive School Improvement Plan

Tyner Elementary School

Activity - RTI Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Resources at school level will be used to place and schedule students for RTI services based on data. Example: Tier 1/classroom, Tier 2/ IReady Computer Lab. Tier 3/ Small group Classroom Teacher/Interventionist in addition to IReady. Tier3 students in kindergarten through third grade may receive services provided by Read to Achieve Grant and Mathematics Achievement Fund Grant.	Academic Support Program	08/04/2016	12/29/2017	\$10000 - Title I Schoolwide	Tim Johnson, Principal; Melissa Baker, Assistant Principal Classroom Teachers Sherrie Judd-RTI Lab Tammy Webb- RTI Lab RTA-Londa Freeman MAF-Kim Hacker

Activity - RTI - Parent Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be systematically notified when students qualify for Tier II or III instruction and will be provided with the data used to make decisions about their child's instructional needs. Parents will be encouraged to help make decisions and be a part of their child's education. Notification will occur every 9 weeks or before if needed via written documentation, phone, email, or text.	Academic Support Program	08/04/2016	12/29/2017	\$0 - No Funding Required	All Certified Teachers

Activity - RTI Placement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify and place students in appropriate RTI tiers and revise Tiers 3 times a year. Teachers will use district and classroom assessments (IREADY, STAR, and various screeners) to determine Tier II and Tier III students in Reading and Math. Small skills groups will be used as interventions (using various curricular tools such as Pearson Resources, IReady). Students may be referred to Special Education for further support and evaluation if needed. The reading and math interventionists will be directly involved with placement of tier III students and will assist teachers in identifying tier II students, as well.	Academic Support Program	08/04/2016	12/29/2017	\$0 - No Funding Required	Tim Johnson, Principal; Melissa Baker, Assistant Principal; Melony Bingham, Guidance Counselor; Classroom Teachers K-5; Londa Freeman; Kim Hacker

Activity - RTI Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Math and Reading Diagnostic (IReady,) and Math and Reading Proficiency Assessments as well as classroom assessments will be used to monitor results of children in the Gap group and results analyzed to modify instruction. The Rtl team will meet in PLC every 9 weeks to monitor performance data and determine individual student progress. The administrator and teachers will also analyze data for gap students in each subgroup 3 times a year through IReady Reading/Math Assessments to identify changes needed to reduce achievement differences.	Academic Support Program	08/04/2016	12/29/2017	\$0 - No Funding Required	Tim Johnson, Principal Melissa Baker, Assistant Principal Melony Vickers, Counselor All Math Teachers K-5 All Reading Teachers

Strategy2:

Professional Development - Professional development will be offered to certified staff based on identified areas of need.

Category:

Research Cited:

SY 2016-2017

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Activity - Teacher Mentor/Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Inexperienced or first year teachers will be provided with a content or grade level mentor and have the opportunity to observe highly effective teachers in their grade level. Teachers will identify best practices/strategies during observations and reflect upon those strategies with their teacher mentor.	Recruitment and Retention Professional Learning	08/04/2016	12/29/2017	\$0 - No Funding Required	Tim Johnson, Principal Melissa Baker, Assistant Principal Melony Bingham, Counselor

Activity - Para educator PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Para educators will collaborate with teachers during PLC's and common planning time in order to meet the instructional needs of students.	Professional Learning	08/04/2016	05/31/2017	\$0 - No Funding Required	Tim Johnson, Principal Melissa Baker, Assistant Principal Certified Teachers

Activity - Teacher Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
First year, inexperienced, and alternate certification teachers are provided with a series of teacher orientations in which teachers are informed about curriculum, safety, and classroom management.	Recruitment and Retention Academic Support Program Professional Learning	08/04/2016	12/29/2017	\$0 - No Funding Required	Mr. Johnson, Principal Mrs. Baker, Assistant Principal

Activity - Teacher PD Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will take a Professional development survey. PD will be planned based on survey needs.	Professional Learning	08/04/2016	12/29/2017	\$0 - No Funding Required	Professional Development Coordinator, Shanta Madden

Activity - Next Generation Leadership Network	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The assistant principal will participate in professional learning through the Next Generation Leadership Network. The network will provide the opportunity to meet regularly throughout the year to develop ways to monitor content and pedagogical competencies, as well as the leadership skills necessary to work with and provide feedback to teachers. The assistant principal will develop relationships with other participants in the network and with skilled facilitators so that they can safely share problems of practice and seek solutions — not just during the time of the network meetings, but on an as-needed and ongoing basis. The results of this activity will impact instructional practices within the school.	Professional Learning	08/04/2016	12/29/2017	\$0 - Other	Melissa Baker, Assistant Principal

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Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive PD to increase student learning. Teachers participate in program-specific job-embedded professional development to enhance their ability to deliver effective, appropriate instruction that improves student learning, student growth goals, and supports teachers' individual growth plan.	Professional Learning	08/04/2015	12/29/2017	\$1000 - Title I Schoolwide \$1800 - Other	Tim Johnson, Principal Melissa Baker, Assistant Principal Shanta Madden, Building PD Coordinator

Strategy3:

Literacy Initiative - Disseminate new common core resources to support 21st century literacy planning.

Category: Learning Systems

Research Cited:

Activity - Literacy Enrichment/Parental Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School-wide enrichment literacy experiences will be promoted with Family Literacy Nights, Scholastic News, National Geographic for Kids, Time for Kids, BrainPop, BrainPop Jr., and Tumblebooks. Literacy recommendations and strategies will be made through TES Family Resource Center and Save the Children Grant, Read to Achieve Grant, parent-teacher conferences, school website, and newsletters.	Parent Involvement	08/04/2016	05/31/2017	\$600 - FRYSC	Tim Johnson, Principal Melissa Baker, Assistant Principal Ruthie Sizemore, FRC Director

Activity - Literacy Gaps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The literacy team will work with school leadership to identify strengths and areas for improvement in the school's literacy program, priorities for improvement, resources and strategies to support change. The team will utilize benchmark assessments, school wide writing scrimmages, and KPREP data to identify gaps, as well.	Academic Support Program	08/04/2016	12/29/2017	\$0 - No Funding Required	Tim Johnson, Principal Melissa Baker, Assistant Principal Literacy Team

Activity - Literacy Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The literacy team will continue to meet monthly to monitor/revise the school wide literacy plan, mentor teachers through collaboration, and provide models for effective literacy instruction.	Academic Support Program	08/04/2016	12/29/2017	\$0 - No Funding Required	Tim Johnson, Principal Melissa Baker, Assistant Principal Literacy Team

Strategy4:

Assessments - Teachers will use a variety of assessments to determine student performance and growth in reading/LA.

Category: Continuous Improvement

Research Cited: Rick Stiggins

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Activity - Assessment - Constructed Response	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will include Constructed Responses that are directly tied to Kentucky Academic Standards with classroom assessments. Response questions will be tied to the core knowledge of vocabulary, skills and strategies. Using various graphic organizers as needed, all students will be taught how to answer short answer and extended response questions, to build confidence and skills. A writing/constructed response will be completed by students on a weekly basis (Writing Wednesday), scored, and turned into the principal.	Academic Support Program	08/31/2016	05/31/2017	\$0 - No Funding Required	Tim Johnson Melissa Baker Teachers

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will revise the district common assessments and use the assessments utilize the assessments before, during, and after instruction. Teacher's will ensure that the assessments are aligned to the common core and contain higher order thinking questions. Data from the assessments will be used to individualize instructional needs of students and identify common areas of weakness.	Direct Instruction	08/04/2016	12/29/2017	\$0 - No Funding Required	Tim Johnson Melissa Baker Melony Vickers Certified Staff

Strategy5:

Program Review - ELA - Throughout the school year, PR Teams will collaborate to review demonstrators and indicators for each Program Review. As evidence is collected and programming reviewed, teachers will receive PD to address areas of weakness identified on the reviews. This will be evidenced on the school monthly calendars and in meeting minutes.

Category: Continuous Improvement

Research Cited:

Activity - ELA Lessons & Program Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop ELA lessons that incorporate quality, purposeful activities/lessons which meet Program Review demonstrators. Lessons will include Kentucky Academic Standards for Visual and Performing Arts; PLCS; Writing; and World Language. Lessons will include various kinds of assessments/rubrics and self & peer reflections.	Academic Support Program	08/04/2015	12/29/2017	\$0 - No Funding Required	Tim Johnson, Principal Melissa Baker, Assistant Principal Program Review Teams All TES Teachers K-5

Strategy6:

Curriculum & Instruction - Students will receive researched based instruction in the Kentucky Common Core Academic State Standards in mathematics in grades K-5.

Category: Professional Learning & Support

Research Cited: Marzano

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Activity - Instruction - Rigor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tyner Elementary's focus will be on differentiated instructional strategies regarding content, product, and/or process, including a focus on academic rigor, high expectations and equitable support for all students. Teachers will utilize data from IReady/profile groups to integrate differentiated and rigor instruction.	Academic Support Program	08/04/2016	12/29/2017	\$0 - No Funding Required	Tim Johnson, Principal Melissa Baker, Assistant Principal TES Teachers

Activity - Celebrating Student Achievement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will celebrate student achievement by displaying P/D work on bulletin boards throughout the school and providing models for proficient student work with specific feedback. Student achievement will be celebrated at the end of each grading period to promote academic ownership and a positive, caring environment. Parents will be notified of their child's success.	Academic Support Program	08/04/2016	12/29/2017	\$0 - No Funding Required	Tim Johnson, Principal Melissa Baker, Assistant Principal Melony Bingham, Counselor All TES Teachers

Activity - Instruction - Setting Goals/ Self-evaluation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide students with specific and timely feedback about their learning. Students will articulate the targeted goals and know what is required to be proficient ("I CAN" statements, rubrics, and exit slips, self-reflection, and self-evaluation). Teachers will teach students how to analyze and improve their work based on analysis and specific, effective feedback. Learning celebrations will be held and students will set goals for progress in reading/language arts and math.	Academic Support Program	08/04/2016	12/29/2017	\$0 - No Funding Required	Principal, Tim Johnson Assistant Principal, Melissa Baker Melony Vickers, Counselor All Classroom Teachers Family Resource Center

Activity - Review and Implement Curriculum Documents, Common Core Standards, and Core Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-5 will meet to review curriculum documents and the district core programs, Reading Street and Envision Math. Instructional staff will follow the Jackson County Public School curriculum maps, pacing guides, and core programs to pace and monitor the implementation of the common core standards for reading and math. Teachers will use the core programs to guide instruction based on research based practices for reading and mathematics. In addition to core programs, teachers will utilize iReady, as well as, best practices for struggling students in order to ensure mastery of common core standards.	Academic Support Program	08/04/2016	12/01/2017	\$0 - No Funding Required	Tim Johnson, Principal Melissa Baker, Assistant Principal Melony Vickers, Counselor Teachers K-5

Strategy7:

Early Childhood - Use various resources to provide services for early transitions for students ages 3-6.

Category:

Research Cited:

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Activity - Transition Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TES Family Resource Center will gather any transition data from Early Childcare providers to build connections between families and the school to help provide services for incoming Pre-School-Kindergarten students.	Academic Support Program	08/04/2016	12/29/2017	\$0 - No Funding Required	Family Resource Center; Lisa Hays Karen Smith Preschool Teachers

Activity - Kindergarten Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all Kindergarteners at school entry with (BRIGANCE) screener to establish entry level skills.	Academic Support Program	05/05/2016	05/31/2017	\$5000 - Other	Certified Staff; Melony Vickers, Guidance Counselor

Activity - Transition Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
End of year transition meetings to prepare students, as well as, families for the transition from preschool to Pre-K or Kindergarten will be completed during the last weeks of school. Teachers will discuss students readiness and determine appropriate placement of the students for the following year. Parent questions and concerns will be addressed by teachers and staff in order to alleviate any concerns.	Parent Involvement	04/04/2016	06/01/2017	\$0 - No Funding Required	Preschool Teachers Special Education Teachers Counselor: Melony Bingham Kindergarten Teachers

Activity - Identify Early Childhood Providers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Pre-School, Head Start, First Step Hands, Early Steps to School Success, Born Learning, Tyner FRC and other community resources will be used to provide services for children ages birth-6.	Academic Support Program	07/01/2016	12/29/2017	\$300 - Title I Schoolwide \$39700 - Other	Family Resource Center Karen Smith Early Steps Lisa Hays Coreen Brewer

Activity - Kindergarten Open House	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Before the school year begins, kindergarten will conduct an open house for incoming kindergarteners. Parents and students will meet their child's teacher, receive academic expectations, and become familiar with the routines of kindergarten, as well as, the school.	Parent Involvement	08/04/2016	12/29/2017	\$400 - Title I Schoolwide	Tim Johnson, Principal Melissa Baker, Assistant Principal Melony Bingham, Counselor Kindergarten Teachers and Paraprofessionals

Activity - Kindergarten Transition Tour	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool teachers will collaborate with Kindergarten teachers to provide students with a tour of each kindergarten classroom. This will involve students meeting the teacher, exploring activities, and becoming familiar with the daily routine of a kindergarten classroom.	Academic Support Program	08/04/2016	12/29/2017	\$0 - No Funding Required	Preschool Teachers Kindergarten Teachers

Strategy8:

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Assessment Data - Analyze various assessments to increase student learning.

Category: Integrated Methods for Learning

Research Cited: Stiggins

Activity - Data Binders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-5 will collect data on students and fill out a data spreadsheet three times a year for reading and math. The spreadsheet will collect data on the following: classroom assessments, KPREP, iReady, Fluency in Reading, Automaticity in Math (Reflex), STAR, and benchmark assessments. This data will be analyzed during plc's and strategies/interventions will be developed based upon the data.	Academic Support Program	08/04/2016	12/29/2017	\$0 - No Funding Required	Melissa Baker, Assistant Principal Tim Johnson, Principal Teachers (K-5)

Activity - District Leadership Team - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The assistant principal will collaborate with the district leadership team as part of the Next Generation Leadership network to analyze common assessments across the district as a means to monitor the effective implementation or fidelity of the Core Curriculum programs being implemented. The data will be utilized at a school level to look for common areas of weakness across the domains in reading and math. Identified weaknesses will be discussed in PLC's and strategies to close the learning gaps will be developed and implemented.	Professional Learning	08/04/2016	12/29/2017	\$0 - No Funding Required	Melissa Baker District Leadership Team Tim Johnson All teachers

Activity - Data Analysis Cut Point Scores	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and K-PREP Data Analysis Team will meet in the fall to analyze student's test scores and create a cut point data sheet for each assessed content area per grade level. The team will determine the amount of points needed to move students from one performance level to another and develop a plan to help move those students. The team will meet throughout the year to analyze benchmark assessments and student growth.	Academic Support Program	08/04/2016	12/29/2017	\$0 - No Funding Required	Tim Johnson, Principal Melissa Baker, Assistant Principal Melony Bingham, Counselor

All children-were screened for kindergarten readiness. If yes, name the assessment.

Goal 1:

KBE- K-Prep Proficiencies Goals in CSIP -Tyner Elementary School will increase its averaged combined reading and math proficiency from 48.4% in 2015-2016 to 73.7% by 5/31/2019

Measurable Objective 1:

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collaborate to increase the averaged reading K-PREP scores for Tyner Elementary students from 49.1% in 2015-2016 to the state target of 65.1 % by 05/30/2017 as measured by K-PREP.

Strategy1:

Early Childhood - Use various resources to provide services for early transitions for students ages 3-6.

Category:

Research Cited:

Activity - Kindergarten Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all Kindergarteners at school entry with (BRIGANCE) screener to establish entry level skills.	Academic Support Program	05/05/2016	05/31/2017	\$5000 - Other	Certified Staff; Melony Vickers, Guidance Counselor

Activity - Transition Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TES Family Resource Center will gather any transition data from Early Childcare providers to build connections between families and the school to help provide services for incoming Pre-School-Kindergarten students.	Academic Support Program	08/04/2016	12/29/2017	\$0 - No Funding Required	Family Resource Center; Lisa Hays Karen Smith Preschool Teachers

Activity - Kindergarten Open House	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Before the school year begins, kindergarten will conduct an open house for incoming kindergarteners. Parents and students will meet their child's teacher, receive academic expectations, and become familiar with the routines of kindergarten, as well as, the school.	Parent Involvement	08/04/2016	12/29/2017	\$400 - Title I Schoolwide	Tim Johnson, Principal Melissa Baker, Assistant Principal Melony Bingham, Counselor Kindergarten Teachers and Paraprofessionals

Activity - Kindergarten Transition Tour	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool teachers will collaborate with Kindergarten teachers to provide students with a tour of each kindergarten classroom. This will involve students meeting the teacher, exploring activities, and becoming familiar with the daily routine of a kindergarten classroom.	Academic Support Program	08/04/2016	12/29/2017	\$0 - No Funding Required	Preschool Teachers Kindergarten Teachers

Activity - Identify Early Childhood Providers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Pre-School, Head Start, First Step Hands, Early Steps to School Success, Born Learning, Tyner FRC and other community resources will be used to provide services for children ages birth-6.	Academic Support Program	07/01/2016	12/29/2017	\$39700 - Other \$300 - Title I Schoolwide	Family Resource Center Karen Smith Early Steps Lisa Hays Coreen Brewer

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Activity - Transition Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
End of year transition meetings to prepare students, as well as, families for the transition from preschool to Pre-K or Kindergarten will be completed during the last weeks of school. Teachers will discuss students readiness and determine appropriate placement of the students for the following year. Parent questions and concerns will be addressed by teachers and staff in order to alleviate any concerns.	Parent Involvement	04/04/2016	06/01/2017	\$0 - No Funding Required	Preschool Teachers Special Education Teachers Counselor: Melony Bingham Kindergarten Teachers

The school identified specific strategies to increase the percentage of students who are Kindergarten ready.

Goal 1:

KBE- K-Prep Proficiencies Goals in CSIP -Tyner Elementary School will increase its averaged combined reading and math proficiency from 48.4% in 2015-2016 to 73.7% by 5/31/2019

Measurable Objective 1:

collaborate to increase the averaged reading K-PREP scores for Tyner Elementary students from 49.1% in 2015-2016 to the state target of 65.1 % by 05/30/2017 as measured by K-PREP.

Strategy1:

Early Childhood - Use various resources to provide services for early transitions for students ages 3-6.

Category:

Research Cited:

Activity - Identify Early Childhood Providers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Pre-School, Head Start, First Step Hands, Early Steps to School Success, Born Learning, Tyner FRC and other community resources will be used to provide services for children ages birth-6.	Academic Support Program	07/01/2016	12/29/2017	\$300 - Title I Schoolwide \$39700 - Other	Family Resource Center Karen Smith Early Steps Lisa Hays Coreen Brewer

Activity - Kindergarten Open House	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Before the school year begins, kindergarten will conduct an open house for incoming kindergarteners. Parents and students will meet their child's teacher, receive academic expectations, and become familiar with the routines of kindergarten, as well as, the school.	Parent Involvement	08/04/2016	12/29/2017	\$400 - Title I Schoolwide	Tim Johnson, Principal Melissa Baker, Assistant Principal Melony Bingham, Counselor Kindergarten Teachers and Paraprofessionals

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Activity - Transition Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TES Family Resource Center will gather any transition data from Early Childcare providers to build connections between families and the school to help provide services for incoming Pre-School-Kindergarten students.	Academic Support Program	08/04/2016	12/29/2017	\$0 - No Funding Required	Family Resource Center; Lisa Hays Karen Smith Preschool Teachers

Activity - Transition Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
End of year transition meetings to prepare students, as well as, families for the transition from preschool to Pre-K or Kindergarten will be completed during the last weeks of school. Teachers will discuss students readiness and determine appropriate placement of the students for the following year. Parent questions and concerns will be addressed by teachers and staff in order to alleviate any concerns.	Parent Involvement	04/04/2016	06/01/2017	\$0 - No Funding Required	Preschool Teachers Special Education Teachers Counselor: Melony Bingham Kindergarten Teachers

Activity - Kindergarten Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all Kindergarteners at school entry with (BRIGANCE) screener to establish entry level skills.	Academic Support Program	05/05/2016	05/31/2017	\$5000 - Other	Certified Staff; Melony Vickers, Guidance Counselor

Activity - Kindergarten Transition Tour	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool teachers will collaborate with Kindergarten teachers to provide students with a tour of each kindergarten classroom. This will involve students meeting the teacher, exploring activities, and becoming familiar with the daily routine of a kindergarten classroom.	Academic Support Program	08/04/2016	12/29/2017	\$0 - No Funding Required	Preschool Teachers Kindergarten Teachers

Goal 2:

KBE K-PREP Proficiency Goal Gaps in CSIP -Tyner Elementary School will increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 44.7% in 2015-2016 to 68.7% by 5/31/2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap from 44.7% to the state target of 56.1% by 12/29/2017 as measured by K-PREP..

Strategy1:

Parental Involvement - Activities will be planned to increase parental involvement.

Category: Continuous Improvement

Research Cited:

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Activity - Born Learning Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A 6 parent session comprehensive family involvement program which targets children from birth to age 5. This program uses everyday activities to promote kindergarten readiness.	Parent Involvement	08/04/2016	05/31/2017	\$400 - Title I Schoolwide \$2800 - Grant Funds	Promise Neighborhood Ruthie Sizemore/Family Resource Center

Activity - Early Steps - Literacy/Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Home visits for ages birth to 3 to promote early literacy and to ensure a successful transition to school.	Parent Involvement	08/04/2016	12/29/2017	\$36300 - Other	Ruthie Sizemore/ Family Resource Center Karen Smtih/Early Steps Coordinator

The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.

Goal 1:

Decrease the percent of all students who are scoring novice in Reading and Math by 50% on KPREP from 16% in 2015 to 8% by 2020.

Measurable Objective 1:

collaborate to decrease the percent of students scoring novice from 9.6% in 2016 to 8.0% in math by 05/30/2017 as measured by KPREP.

Strategy1:

Early Interventions. - Interventions will be provided by a Math Interventionist to minimize gaps in student learning and reduce the number of students scoring below instructional level on assessments in Kindergarten through third grade.

Category: Continuous Improvement

Research Cited: Marzano

Marilyn Burns

Activity - ADD + Vantage Math (AVMR)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The math interventionist will identify and service students in the bottom quartile based upon benchmark assessments. The interventionist will individualize instruction and implement researched based strategies based on the ADD + Vantage Math (AVMR) to assess and service tier II and tier III students in Kindergarten and First Grade.	Academic Support Program	08/04/2016	12/29/2017	\$0 - No Funding Required	Kim Hacker, Math Interventionist Tim Johnson-Principal Melissa Baker-Assistant Principal

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Activity - "Do the Math" (Mathematics Achievement Fund Grant)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The math interventionist will identify and service students in the bottom quartile based upon benchmark assessments. The interventionist will individualize instruction and implement researched based strategies based on the Marilyn Burns program, Do the Math, to service tier II and tier III students in second and third grade.	Academic Support Program	08/04/2016	12/29/2017	\$41500 - Math Achievement Fund	Kim Hacker-Math Interventionist Tim Johnson- Principal Melissa Baker- Assistant Principal

Activity - Collaboration and Mentoring (MAF)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The math interventionist will collaborate with primary math teachers to provide assistance such as sharing of best practice strategies, activities, and lessons directly aligned to Kentucky Core Academic Standards. Additionally, the interventionist will co-teach on a as needs basis with primary math teachers.	Academic Support Program Professional Learning	08/04/2016	12/29/2017	\$0 - No Funding Required	Kim Hacker-Math Interventionist All primary math teachers

Measurable Objective 2:

collaborate to decrease the percent of students scoring novice in Reading from 17.0% in 2016 to 14.2% by 05/30/2017 as measured by KPREP.

Strategy1:

Early Interventions - The Reading interventionist will service students in the bottom quartile in kindergarten through third grade based on the benchmark assessments utilizing the EIR program.

Category: Continuous Improvement

Research Cited: Marzano

Barbara Taylor

Activity - Early Interventions in Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The reading interventionist will utilize the Early Interventions Program in Reading to service students scoring in the bottom quartile in reading according to benchmark assessments/universal screeners.	Academic Support Program	08/04/2016	05/31/2017	\$48500 - Read to Achieve	Tim Johnson, Principal Melissa Baker, Assistant Principal Londa Freeman, Reading Interventionist

Activity - Read to Achieve Collaboration and Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The reading interventionist will collaborate with primary reading teachers to provide assistance such as sharing of literacy strategies, activities, and lessons directly aligned to Kentucky Core Academic Standards. Additionally, the interventionist will co-teach on a as needs basis with primary reading teachers.	Academic Support Program Professional Learning	08/04/2016	05/31/2017	\$0 - No Funding Required	Londa Freeman, Reading Interventionist

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The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

KBE K-PREP Proficiency Goal Gaps in CSIP -Tyner Elementary School will increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 44.7% in 2015-2016 to 68.7% by 5/31/2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap from 44.7% to the state target of 56.1% by 12/29/2017 as measured by K-PREP..

Strategy1:

Staff Survey - The surveys will be used to analyze data to identify school needs.

Category:

Research Cited:

Activity - TELL Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
100% of certified staff will complete the TELL Survey and will review the data based on a two year cycle. Staff will analyze the TELL Survey data to identify strengths and weaknesses.	Other	08/04/2016	12/29/2017	\$0 - No Funding Required	Tim Johnson, Principal Melissa Baker, Assistant Principal Melony Vickers, Counselor

Activity - Survey - CSIP Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will take the Survey on ADVANCED-ED-ASSIST. The data will be reviewed by the CSIP to determine areas of strengths and weaknesses.	Other	08/04/2016	12/29/2017	\$0 - No Funding Required	Robbie Tincher, CSIP Tim Johnson, Principal Melissa Baker, Assistant Principal

Strategy2:

Curriculum and Instruction - Teachers will use differentiated instruction and researched based instructional strategies to deliver instruction to ALL students.

Category:

Research Cited:

Activity - Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use best practices to analyze data and provide differentiated instruction to ALL students based on formative and summative assessments.	Direct Instruction	08/31/2016	12/29/2017	\$0 - No Funding Required	Tim Johnson Certified Staff

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Activity - Researched Based Instructional Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use research based instructional strategies to deliver instruction to ALL students.	Direct Instruction	08/04/2016	12/29/2017	\$0 - No Funding Required	Tim Johnson Melissa Baker Certified Staff

Strategy3:

Digital Learning Staff - Teachers will incorporate technology in lessons and units to enhance student learning.

Category:

Research Cited:

Activity - Technology PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training in using and integrating digital resources that align with KCAS standards to improve student achievement.	Technology	08/04/2016	12/29/2017	\$0 - No Funding Required	Tim Johnson Melissa Baker Rhonda Thompson All TES Staff

Activity - Technology Equity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that technology needs at TES are met such as: internet access, IReady (Math and reading), Reflex Math, and Study Island (Social Studies).	Technology	08/04/2016	12/29/2017	\$0 - No Funding Required	Tim Johnson, Principal Melissa Baker, Assistant Principal Rhonda Thompson, DTC

Activity - Digital Citizenship	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive instruction on digital citizenship via Brainpop	Technology	08/04/2016	12/29/2017	\$0 - No Funding Required	Tim Johnson Rhonda Thompson Certified Staff

Activity - 21st Century Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide students with lessons/activities that incorporate 21st century learning skills.	Technology	08/04/2016	12/29/2017	\$0 - No Funding Required	Certified staff Rhonda Thompson

Strategy4:

Class Size Reduction - Class size will be reduced through Teacher Quality and Title I funds.

Category: Continuous Improvement

Research Cited: Use of Title II Funds for Class Size Reduction

The Class Size Reduction program came into being during the last term of President Clinton. With the passage of No Child Left Behind the Class Size Reduction (CSR). The new program is Title II, Part A, Improving Teacher Quality State Grants.

The research indicates that if a child has a lower class size for EACH grade K through three the child learns more and scores higher on assessments. In fact, the higher achievement continues past the third grade (one study says to the 8th grade) even when class size goes back to larger classes after the 3rd grade.

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Activity - Class Size Reduction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be hired to reduce class size based on student enrollment.	Academic Support Program	07/01/2016	12/29/2017	\$150000 - Title I Schoolwide	Tim Johnson, Principal SBDM

Strategy5:

Safe Schools - Tyner Elementary School will implement strategies from PBIS/KYCID to increase positive behavior and decrease office referrals.

Category: Continuous Improvement

Research Cited:

Activity - Safe Crisis Management Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TES staff has been trained on positive behavior techniques and all members of the Safety Crisis Management Team have been trained.	Behavioral Support Program	08/04/2016	12/29/2017	\$0 - Safe Schools	Tim Johnson Betty Moore Melissa Baker Becky Collett Jody Madden Kendall Coffey Brandon Barrett

Activity - Sharing Safe School Information	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will receive Safe Schools Report Data during open house.	Behavioral Support Program	08/04/2016	05/31/2017	\$0 - No Funding Required	Tim Johnson, Principal Melissa Baker, Assistant Principal Safe Schools Coordinator Clay Dalton

Activity - KYCID	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use KYCID program to promote and reinforce positive behavior.	Behavioral Support Program	08/04/2016	12/29/2017	\$0 - No Funding Required	Tim Johnson, principal; Melissa Baker, assistant principal; Melony Bingham, counselor; Certified Teachers

Strategy6:

Parental Involvement - Activities will be planned to increase parental involvement.

Category: Continuous Improvement

Research Cited:

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Activity - Parent Communication - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, students, and parents can access different types of information about classroom/grade activities, curriculum resources, school activities/functions, student progress, and various additional information via school website, district text alerts, and phone messages.	Parent Involvement	08/04/2016	12/29/2017	\$0 - No Funding Required	TES Teachers K-5

Activity - Educational Advocate Training and Updates	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The math and reading interventionists will be training parents on how to promote math and reading skills in the home during Family Engagement projects. Additionally the interventionists will be sending out newsletters concerning the following: *Homework Help *Enrichment games *Website reviews *How to encourage learning success on a daily basis	Parent Involvement	08/04/2016	12/29/2017	\$0 - No Funding Required	Londa Freeman Kim Hacker

Activity - Parent Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Homework and attendance in all classrooms will be monitored, frequent, extending student learning, and involving parents/family. Parents will receive attendance reports, homework monitoring reports, behavior reports, assessment reports and report cards on a regular basis. Parents will also receive weekly classroom/grade newsletters in addition to positive notes.	Parent Involvement	08/04/2016	12/29/2017	\$300 - General Fund	All Teachers

Activity - Born Learning Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A 6 parent session comprehensive family involvement program which targets children from birth to age 5. This program uses everyday activities to promote kindergarten readiness.	Parent Involvement	08/04/2016	05/31/2017	\$400 - Title I Schoolwide \$2800 - Grant Funds	Promise Neighborhood Ruthie Sizemore/Family Resource Center

Activity - Early Steps - Literacy/Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Home visits for ages birth to 3 to promote early literacy and to ensure a successful transition to school.	Parent Involvement	08/04/2016	12/29/2017	\$36300 - Other	Ruthie Sizemore/ Family Resource Center Karen Smith/Early Steps Coordinator

Activity - Family Reading Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Family Resource Center and Title I provide Family Engagement Nights 2 Times a year to promote literacy to students and parents.	Parent Involvement	08/04/2016	12/29/2017	\$400 - Title I Schoolwide	Ruthie Sizemore/ Family Resource Tim Johnson, Principal Melissa Baker, Assistant Principal

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Activity - Parental Involvement Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Open House, School-wide functions such as Christmas Programs. service learning projects, Early Steps monthly Parent meetings, Save the children activities (Reading Rocks), Home visits through Early Steps to School Success, Part - time Parent Engagement Specialist, Family Reading Night (4 per year), Raising a Reader Program (Parents are encouraged to read to children at home) and All Pro Dads.	Parent Involvement	08/04/2016	12/29/2017	\$500 - Other \$500 - Title I Schoolwide	Tim Johnson, Principal Family Resource Center/Ruthie Sizemore Karen Smith Preschool Staff

Strategy7:

Health and Wellness - The school has a health and wellness committee that analyzes the school data through the school health index recommended by the Center for Disease Control.

Category: Continuous Improvement

Research Cited:

Activity - Health and Wellness School Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TES students will participate in a school-wide health and wellness activity on Wellness Wednesday, as well as, embedded classroom activities daily such as Food Labs.	Academic Support Program	08/04/2016	12/29/2017	\$500 - Other	Tina Huff John Johnson TES Teachers

Activity - Health and Wellness Policy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TES Wellness Committee will review current wellness policy and update the wellness policy as needed in order to promote student wellness and increase attendance.	Policy and Process	08/04/2016	12/29/2017	\$0 - No Funding Required	Tim Johnson/Principal Ruthie Sizemore/FRC John Johnson

Activity - Brain Breaks - HOPSports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each student (school-wide) will participate in research based activities from the HOPSports Curriculum (Brain Breaks) in the classroom daily.	Academic Support Program	08/04/2016	12/29/2017	\$0 - Other	All TES Staff

Strategy8:

Behavior Interventions - Teachers will provide students with a behavior intervention plan when needed.

Category:

Research Cited:

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Activity - DoJo - Technology- Parental Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement ClassDojo, to help build positive behavior in students. Class DoJo helps manage student behavior and build positive learning habits by providing real-time feedback loops that recognize and reinforce students' specific behaviors, values, and accomplishments. Teachers will use ClassDojo to update behavior instantaneously using a laptop, tablet, or smartphone. Teachers will send home to parents or share with students. Parents can access DoJo via internet to view their child's behavior report.	Behavioral Support Program	08/04/2016	12/29/2017	\$0 - No Funding Required	Amanda Ball, School Coordinator All TES Staff

Activity - Behavior Intervention Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will follow KYCID guidelines for behavior management and create intervention plans as needed.	Behavioral Support Program	08/04/2016	12/29/2017	\$0 - No Funding Required	Tim Johnson Certified Staff

The school identified specific strategies to increase the average freshman graduation rate.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are college and career ready.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

Goal 1:

Tyner Elementary School will demonstrate proficiency in all Program Review areas by 2018 as measured by the Program Review scoring process.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in Program Reviews in Practical Living by 05/31/2017 as measured by K-PREP.

Strategy1:

PL/CS /Instruction - Students will receive PLCS Studies lessons aligned to the Kentucky Core Academic Standards.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

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Activity - PLCS Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TES teachers in K-5 will review PLCS curriculum documents to ensure the physical education, health, consumerism, and career studies curriculum is rigorous, aligned to state and national standards, and meets the needs of diverse learners and includes the integration of 21st century skills and knowledge. Specifically, consumerism lesson plans document academic expectations that are aligned to state and national standards outlined in the Kentucky Academic Standards document. The Curriculum Committee created a school-wide curriculum map that explicitly meets the needs of diverse learners, integrates 21st century skills, and ensures that teacher-implemented activities are aligned to KCAS.	Academic Support Program	08/04/2016	06/01/2017	\$0 - No Funding Required	PLCS PR Team: Lindsey Spurlock, Amanda Ball All TES Teachers

Strategy2:

PLCS Assessments - Students will be given a variety of assessments to determine instructional needs.

Category: Continuous Improvement

Research Cited:

Activity - PLCS Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Traditional PLCS assessment measures are responsive to a variety of learning styles and abilities including visual, aural, verbal, kinesthetic, logical, social, and solitary. These learning styles are addressed through the usage of pictures/images, music, writing, movement, critical thinking, cooperative learning groups, and independent assessments. PLCS assessments support individual growth of all PLCS students. The data collected from pre and post assessment are used to guide instruction and set individual and attainable goals for students.	Academic Support Program	08/04/2016	12/29/2017	\$0 - No Funding Required	PLCS Team Teachers

Measurable Objective 2:

100% of All Students will demonstrate a proficiency in Program Reviews in Writing by 05/31/2017 as measured by K-PREP.

Strategy1:

Writing Curriculum/Instruction - TES students will receive researched based writing lessons and PR standards and indicators.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Tyner Elementary School

Activity - Writing Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze data from assessments, as well as, teacher observations to find areas of strengths and weaknesses. CBMs for Writing (Curriculum-Based Measurement is a method teachers use to find out how students are progressing in the area of writing. Teacher uses CBM, to determine how well the students are progressing in writing, and if performance is not meeting expectations, the teacher will change the way of teaching to try to find the type and amount of instruction a student needs to make sufficient progress toward meeting the academic goals.) ,and classroom work, materials are provided to meet our students' individual needs.	Academic Support Program	08/04/2016	12/29/2017	\$0 - No Funding Required	PR Writing Team: Robbie Tincher, Missy Madden, Jordan Poe TES Teachers

Activity - Writing Wednesday	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will integrate and provide availability to literacy opportunities and experiences through school-wide Writing Wednesday which is where students write at varying points during the school week, Teachers turn in examples of exemplar writing every Wednesday with feedback given to students incorporating rubrics. These examples are given to the principal, who in turn, evaluates the types of writing and feedback given. He then conferences with the teachers during PLCs, on an individual basis, or through email to provide next steps, ways to improve classroom writing instruction, or just a pat on the back for a job well done.	Academic Support Program	08/04/2016	12/29/2017	\$0 - No Funding Required	PR Writing Team: Robbie Tincher, Jordan Poe TES Teachers K-5

Activity - Curriculum Documents Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The curriculum at Tyner Elementary is strategically aligned with the Kentucky Core Academic Standards. Teachers will review curriculum documents annually and make necessary changes as needed. Teachers use their Reading Street curriculum/pacing guides, as well as, the Kentucky Core Academic Standards to determine what content is covered in each classroom.	Academic Support Program	08/04/2016	12/29/2017	\$0 - No Funding Required	PR Writing Team: Robbie Tincher, Jordan Poe, Missy Madden TES Teachers

Strategy2:

Writing Assessments - Teachers will assess students by using a variety of formative and summative assessments.

Category: Continuous Improvement

Research Cited: Stiggins

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Activity - Writing Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor student writing progress through Writing Wednesday activities using rubrics, checklists, and students self assessments, as well as, through School-Wide Writing Scrimmages. (Writing Wednesdays were designed to have all students in the building writing across all grade levels and across all curriculums to assess student writing). Teachers will turn in student samples along with any models, rubrics, etc. that correlates with that writing piece. This allows teachers to monitor and observe student writing over a period of time. They can see student progress or lack thereof each week. . CBMs are also used by teachers to monitor progress in writing throughout the school year.	Academic Support Program	08/04/2016	12/29/2017	\$0 - No Funding Required	PR Writing Team TES Teachers

Strategy3:

Writing PD - Teachers will receive PD in the area of writing.

Category: Professional Learning & Support

Research Cited:

Activity - Writing PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Job embedded professional development plays a significant role in the opportunities provided to teachers in the area of Writing The job embedded professional learning promotes consistent and on-going growth among teachers.The use of professional articles, internet sites and resources, and shared learning through PLCs affords teachers opportunities for continuous growth.	Professional Learning	08/04/2016	12/29/2017	\$0 - No Funding Required	PR Writing Team: Robbie Tincher, Jordan Poe TES Teachers

Measurable Objective 3:

100% of All Students will demonstrate a proficiency in Program Reviews in Art & Humanities by 05/31/2017 as measured by K-PREP.

Strategy1:

V/P PD - Teachers will receive Professional Development based in order to enhance instruction in Visual and Performing Arts.

Category: Professional Learning & Support

Research Cited:

Comprehensive School Improvement Plan

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Activity - V/P PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Job embedded professional development plays a significant role in the opportunities provided to teachers in the area of V/P. The job embedded professional learning promotes consistent and on-going growth among teachers. The use of professional articles, internet sites and resources, and shared learning through PLCs affords teachers opportunities for continuous growth. Furthermore, TES will collaborate with the district, Southeast Southcentral coop, and Promise Neighborhood in order to find beneficial PD to enhance the Visual and Performing arts instruction and curriculum.	Academic Support Program	08/04/2016	12/29/2017	\$0 - No Funding Required	V/P Team TES Teachers

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators, as well as, the Visual and Performing Arts team will collaborate with outside agencies such as Promise Neighborhood, KET, Kentucky Arts Council, and Southeast South Central Coop to provide teachers with professional development to enhance the instruction and curriculum of Visual and Performing Arts. Teachers will share what they learn from attending these PD's with staff. During the 2016-2017 school year, teachers will attend the following Visual and Performing Arts PD: *Regional Arts Specialist Mini Conference *Artful Reading *Media Arts with Catherine Warner *Squallis Puppeteers- Arts and ELA *Job embedded PD with guest artist	Professional Learning	08/04/2016	12/29/2017	\$0 - Other	Administrators TES Teachers Visual and Performing Arts Team

Strategy2:

Visual and Performing Arts/Instruction - TES students will receive Visual and Performing Arts lessons vertically and horizontally aligned to the Kentucky Academic Standards.

Category: Continuous Improvement

Research Cited:

Activity - Vertical and Horizontal Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet during the course of the school year to specifically discuss the anchor standards and targets for Visual and Performing Arts. The teachers will plan how they will meet the needs of students for gaps that may occur in the curriculum by using the anchor standards as a guide. Teachers will vertically and horizontally align their curriculum as to meet the instructional needs of all students and address learning gaps.	Other	08/04/2016	12/29/2017	\$0 - No Funding Required	TES Teachers Principal Assistant Principal

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Activity - Visual and Performing Arts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A) The curriculum at Tyner Elementary is strategically aligned with the Kentucky Academic Standards. Teachers will review Visual and Performing Arts curriculum and make necessary changes as needed. Teachers will utilize the Reading Street/Arts Connections curriculum maps, the school curriculum maps, and the school scope/sequence map as a guide for implementation of VPA. Teachers will review the maps each 9 weeks in PLC's led by the curriculum coach.	Academic Support Program	08/04/2016	12/29/2017	\$0 - No Funding Required	Visual and Performing Arts PR Team: Londa Freeman, Tina Huff TES Teachers Assistant Principal/Curriculum Coach-Melissa Baker

Activity - V/P & Writing Wednesday	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
V/P & Writing Wednesdays: TES has set aside times for Writing Wednesday. Students will work through the writing process using V/P prompts or during reflections/critiques of exemplar art, peer reflections, and self reflections when appropriate. Teachers and students work together to conference about writing. Teachers and students will use rubrics and checklists with written feedback to inform about the writing process. Students will share their work with oral presentations, think-pair-share, displays in the hallways, some teachers will publish student writing in the local newspaper. This activity will allow for natural integration of the Arts into the Writing curriculum.	Academic Support Program	08/04/2016	05/04/2017	\$0 - No Funding Required	V/P PR Teams: Londa Freeman, Tina Huff - Writing Team: Robbie Tincher, Jordan Poe All TES Teachers

Activity - Curriculum Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet each 9 weeks to review the curriculum for Visual and Performing Arts. Teachers will share instructional strategies, as well as, lessons taught.	Professional Learning	09/28/2016	12/29/2017	\$0 - No Funding Required	TES Teachers Administrators

Activity - Visual and Performing Arts Cross-curricular lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The curriculum at Tyner Elementary provides intentional and natural cross-curricular connections made between Visual and Performing Arts and other content areas. Teachers/staff regularly collaborate during PLCs to discuss ways by which the arts can be incorporated as part of our natural school environment. All Tyner teachers integrate Visual and Performing Arts into their overall daily instruction. Art integration connections occur within daily classroom lessons, especially in the Reading Classroom.	Academic Support Program	08/04/2016	12/29/2017	\$0 - No Funding Required	V/P PR Team: Londa Freeman, Tina Huff All TES Teachers

Strategy3:

V/P Assessments - Students will take a variety of different types of performance based assessment (beyond paper pencil) in Visual and Performing Arts.

Category: Continuous Improvement

Research Cited:

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Activity - V/P Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All formative and summative arts assessments for individual students of Tyner Elementary and performing groups are clearly aligned with the components of the Kentucky Academic Standards; authentically measure a specific concept, understanding and/or skill, and lead to student growth. Examples of formative and summative assessments include teacher feedback, student performances/products, written/verbal reflections, rubrics, report cards, and critiques. These assessments are used to evaluate activities.	Academic Support Program	08/04/2016	12/29/2017	\$0 - No Funding Required	V/P PR Team TES Teachers

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Tyner Elementary is one of three elementary schools in Jackson County and is located in a rural setting in southeastern Kentucky. Our district serves approximately 2,200 students in grade K-12. Our district is located among nature's most beautiful scenery and surrounded by The Daniel Boone National Forest. In fact, over 60% of our county is forest land owned by the Federal Government creating many challenges for our school. Since our county is largely occupied by the federal government there is a lack of industry resulting in high unemployment rate in our community. In fact, our county has a population of approximately 13,300 and over 27% is living below the poverty line. Tyner Elementary serves a high population of "generational poverty" students. As a result, approximately 72% of students qualify for free/reduced lunch. We educate students from preschool through fifth grade. During the last 3 years the enrollment at Tyner Elementary has fluctuated between 500-530 students including preschool. TES (Tyner Elementary School) has approximately 509 students enrolled this year being the largest elementary school in our district. TES serves 102 students with learning disabilities in reading, math, or language arts. Tyner has a total staff of 87 to serve all students. We have 40 certified teachers and 47 classified staff supporting both general education and special education teachers in the building. There are 3 administrators, 1 principal, 1 assistant principal and 1 counselor to serve our school population. In addition, TES has one secretary, attendance clerk, Family Resources Center Director, and one full time nurse. TES also has 5 classified staff working in various Family Resource grants positions, 3 certified staff and one classified working part time in the after school program. Our school also has 5 foster grandparents who work with students in small groups during reading. Tyner Elementary does not have a diverse student body or staff. Tyner Elementary staff is 100% Caucasian and 96% female. TES student population is 97.7 Caucasian, 0.4 % African American, 1.5% Hispanic, and .2% Asian. Our faculty strives to guide each child to his or her highest level of achievement in order to be lifelong learners and successful citizens. Emphasis is placed on developing basic academic and higher order thinking skills to ensure meaningful application of learning in authentic settings. Through partnership with our parents and community members, we intend to provide a safe and welcoming environment where children can grow and develop to their fullest potential.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Tyner Elementary developed our mission/vision statements with the help of the stakeholders in our school which included: students, teacher, community leaders, school counselor, and principal. The team used various resources from the Kentucky Department of Education and websites as a tool to help write our mission/vision statements. The stakeholders wanted the mission statement to be a focal point for learning and guiding all school activities. As a result, the Mission/Vision Team developed the following statement:

Mission Statement: We the stakeholders of Tyner Elementary School, accept the responsibility of educating all students to their fullest potential, while fostering growth in their social/emotional behaviors and attitudes.

Vision Statement: Tyner Elementary is a place where everybody is welcomed and you are not alone; we work, learn, achieve together; we respect and care for everyone and everything around us.

Our vision is that children leave school with:

A set of moral values -- honesty, integrity and good judgement.

A complement of basic skills -- linguistic, mathematical, scientific, artistic, physical and social.

An enquiring and discriminating mind and a desire for knowledge.

Strong self-esteem and high personal expectation.

Tolerance and respect for others.

We value the partnership which exists between school, parents and community and the part it plays in realizing this vision.

The stakeholders at Tyner Elementary believe that there is one purpose for an educational institution and that is to foster student learning.

As a result, TES (Tyner Elementary School) stakeholders believe:

1. We believe that each child is unique and deserves the attention of the entire school/district staff to foster his/her learning.
2. We believe that children need a safe, happy learning environment to learn.
3. We believe that children must be challenged to reach their highest potential.
4. We believe that children learn at different rates and by using a variety of teaching strategies.

In order to support these belief statements, TES uses the following programs:

1. IReady (enrichment and supplemental digital learning program)
2. RTI (Response to Intervention)
3. KCID (Kentucky Center Instruction Discipline)
4. Standards Based Units (Reading Street and Envision Math Common Core/Realize Edition)
5. Display of student work
6. PLC (Professional Learning Communities)
7. Parental/Community Involvement Activities 4 times a year such as Family Literacy Night, Open House,
8. Read to Achieve Grant
9. Community Resources: Promise Neighborhood & SAVE THE CHILDREN

10. Mathematics Achievement Fund Grant

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Our school's notable achievements and areas of improvement over the past three years include:

*Distinguished for the two consecutive years (2014-15 and 2015-16)

* Our Archery Team placed 1st in the county tournament

*Our Academic Team placed first in the District.

*During the 2015-2016 school year, Tyner Elementary was classified as a Distinguished School. Our school also earned the status of a High Performing School.

In order to allow students to further develop their skills and interests, the following activities are offered:

Boys' and Girls' Basketball Teams,

Cheerleading, Dance Teams, Cardinal Craze, Student Technology Leadership Program (STLP),

Girl Scouts, Academic Team, 4-H, and Archery. The Family Resource Center, Save the Children, and Promise Neighborhood also provide for after-school services and activities.

*We strive to provide a safe learning environment for our students and staff at Tyner Elementary. We are happy to report 0 incidents on our safe schools report. Our school and Family Resource Center is very fortunate to be awarded the following grants:

*Save the Children

*Mathematics Achievement Fund

*Read to Achieve

*Recipient of Delta Dental Grant (2015-2016)

Early Steps to School Success

Healthy Choices

In-School Literacy Program

After-School Literacy Program

Family Engagement - All Pro Dad Group

VISTA- Volunteer and Service to America Parent Engagement Group

Big Smile Dental Program - Over 100 students served

TES was awarded Arts/Humanities grant through Teaching Art Together

Born Learning

Enrichment Activities

Improvement-

In the next three years, Tyner Elementary will strive to increase academic achievement in all content areas, close achievement gaps among subgroups, and continue successful implementation of program reviews in order provide students with a well-rounded education.

Additionally, we will strive to reduce the percentage of students scoring novice by implementing research based strategies and interventions in reading and mathematics.

*At TES we are striving to increase student learning and achievement in all content areas and t

to continue to increase student's learning and achievement in all content areas with an emphasis in math and reading: increase student's learning achievement in reading and math; English Language Arts: and maintain TES Program Review Score of 100%. Also, we plan to

increase proficiency in all students in the area of writing as reported on our KPREP. To increase parental involvement in the area of parental
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decision making regarding their child's education.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

ALL students at Tyner Elementary receive a high quality education regardless of gender, race, socioeconomic status, or present academic level. Our goal is to remove all barriers to learning, enabling all children to have the same advantages. The Family Resource Center works with us to help reduce these barriers. Instructional materials are examined to ensure the addressing of diversity in gender, ethnicity, and culture before purchased. Teachers and staff are focused on making sure all students receive the tools necessary to learn, and to become proficient in all areas of education. Through our progress monitoring and using our universal screeners three times a year we are able to better track a students overall progress. We feel that we are better able to monitor and intervene as soon as possible and get the help or provide enrichments/differentiated instruction as needed for the individual student. We have a Response to Intervention Committee (RTI) that looks at any student who is lacking in an area that would prevent them from attaining their highest level of achievement. Professional development is planned and provided to make sure staff members understand and address equity issues within their instructional and support roles.