



KDE Comprehensive School Improvement Plan

Tyner Elementary School
Jackson County

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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.

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 2,300 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 13,400 and over 35% is living below the poverty line. Tyner Elementary serves a high population of "generational poverty" students. As a result, approximately 78% of students qualify for free/reduced lunch.

We educate students from preschool through fifth grade. Over the past three years our student population has grown approximately 25 students resulting in the need of additional staff. Currently, TES (Tyner Elementary School) has approximately 530 students enrolled being the largest elementary school in our district. TES serves 78 students with learning disabilities in reading, math, or language arts. Tyner has a total staff of 85 to serve all students. We have 38 certified teachers and 47 classified staff supporting both general education and special education teachers in the building. There are 2 administrators, 1 principal and 1 counselor to serve our school population. In addition, TES has one secretary, attendance clerk, Family Resources Center Director and secretary and one part time nurse. TES also has 6 classified staff working in various Family Resource grants positions and 3 certified staff working part time. Tyner Elementary does not have a diverse student body or staff. Tyner Elementary staff is 100% Caucasian and 96% female. TES student population is 97.5% Caucasian, 1% African American, 1% Hispanic, and .5% 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
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. Thinklink Assessments

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: Our Archery Team placed 3rd in the region and participated in state competition. Our Academic Team placed 1st in the District to advance in Regional Competition. We also had students win individual academic honors in these competitions.

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

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

Day of Hope Celebration - 200 students and families were served a Thanksgiving meal and received \$100 in food and clothing.

TES was awarded Arts/Humanities grant through Teaching Art Together

Enrichment Activities

Improvement-

Our goals for improvement for the next three years are to: 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 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.

Tyner Elementary CSIP 2014-15

Overview

Plan Name

Tyner Elementary CSIP 2014-15

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 -Increase the averaged combined reading and math K-Prep scores for elementary students from 44% to 72% by 5/31/2017	Objectives: 2 Strategies: 8 Activities: 22	Organizational	\$97100
2	KBE K-PREP Proficiency Goal Gaps in CSIP - Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 45.7% in 2014 to 66.5% in 2017.	Objectives: 1 Strategies: 8 Activities: 23	Organizational	\$203800
3	Increase Principal capacity for implementation of PPGES to 100% by July 31, 2015.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
4	Increase Teacher capacity for implementation of TPGES to 100% by July 31, 2015.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
5	Increase the percent of students scoring Proficient/Distinguished in Writing to 70 by 2017.	Objectives: 2 Strategies: 6 Activities: 8	Academic	\$1000
6	Maintain our Program Review score of 100% for the 2015 school year.	Objectives: 3 Strategies: 8 Activities: 14	Academic	\$4500

Goal 1: KBE- K-Prep Proficiencies Goals in CSIP -Increase the averaged combined reading and math K-Prep scores for elementary students from 44% to 72% by 5/31/2017

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to increase the averaged reading K-PREP scores for Tyner Elementary students from 47.5% to 52.5 % by 05/29/2015 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.	Academic Support Program	11/10/2014	05/29/2015	\$0	No Funding Required	Tim Johnson, Principal Melony Bingham, Counselor

(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 Curriculum Documents and CCST	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading teachers in grades K-5 will meet to review curriculum documents and make necessary changes based on student assessment data. Instructional staff will follow the Jackson County Public School curriculum map to pace and monitor the implementation of the Kentucky Common Core Standards for reading. Teachers will use maps to guide instruction based on research based best practices for language arts(reading). In addition to other resources such as: CIITS, Smart technologies, IReady and Pearson. Students will be engaged in hands-on, best practice activities and instruction to ensure mastery of common core standards.	Academic Support Program	07/01/2014	12/31/2015	\$0	No Funding Required	Tim Johnson, Principal Melony Vickers, Counselor Reading 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/LA.	Academic Support Program	08/10/2015	12/31/2015	\$0	No Funding Required	Principal, Tim Johnson Melony Vickers, Counselor All Classroom Teachers Family Resouce 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.	Academic Support Program	08/04/2014	12/31/2015	\$0	No Funding Required	Tim Johnson, Principal TES Teachers

Activity - Celebrations/Recognition -Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
P/D student work will be displayed on bulletin boards throughout the school and will provide 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	08/04/2014	12/31/2015	\$500	Other	Tim Johnson, Principal Melony Vickers, 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	11/03/2014	12/31/2015	\$0	No Funding Required	Professional Development Coordinator, Shanta Madden

Activity - PD 360	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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PD 360 will be used to provide Professional development of the areas of curriculum, assessment, and instruction.	Professional Learning	07/01/2014	12/31/2015	\$0	No Funding Required	Professional Development Coordinator, Shanta Madden
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Activity - Professional Learning - Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive PD in IReady, Pearson Reading Street, Read to Achieve and various reading professional development to increase student learning. Teachers participate in program-specific job-embedded professional development to enhance their ability to delivery effective, appropriate instruction that improves student learning, student growth goals, and supports teachers' individual growth plan. Teachers will participate in program-specific job-embedded professional learning to enhance their ability to delever effective, appropriate ininstruction that improves student learning, student growth goals, and supports teachers' individual growth plan.	Professional Learning	08/04/2014	12/31/2015	\$1000	Title I Schoolwide	Tim Johnson, Principal Shanta Madden, Building PD Coordinator

(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, Thinklink, STAR, and various screeners) to determine Tier II and Tier III students in Reading. Small skillsgroups will be used as interventions (using various curricular tools such as Pearson Resources, COACH). Students may be referred to Special Education for further support and evaluation if needed.	Academic Support Program	08/11/2014	12/31/2015	\$0	No Funding Required	Tim Johnson, Principal; Melony Vickers, Guidance Counselor; Classroom Reading Teachers K-5

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 CCST and Thinklink Scores, IReady, and other summative and formative assessments.	Academic Support Program	08/11/2014	12/31/2015	\$0	No Funding Required	Tim Johnson, Principal; Certified Staff

Activity - RTI Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Resources at school level will be used to place and schedule students for RTI services. Example: Tier 1/classroom, Tier 2/ IReady Computer Lab. Tier 3/ Small group Classroom Teacher.	Academic Support Program	08/11/2014	12/31/2015	\$40000	Other	Tim Johnson, Principal; Classroom Teachers Tammy Webb- RTI Lab
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Activity - RTI Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Reading Diagnostic (ThinkLink and IReady) 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 Assessments to identify changes needed to reduce achievement differences.	Academic Support Program	08/11/2014	12/31/2015	\$0	No Funding Required	Melony Vickers, Conselor All Math Teachers K-5

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	08/04/2014	12/31/2015	\$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, Tyner FRC and other community resources will be used to provide services for children ages birth-6.	Academic Support Program	07/01/2014	12/31/2015	\$50000	Other	Family Resource Center Karen Smith Early Steps Paulette Vaughn Coreen Brewer

Activity - Transition Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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TES Family Resource Center will gather any transition data from Early Childcare providers to get to know incoming Pre-School-Kindergarten students.	Academic Support Program	08/05/2013	12/31/2015	\$0	No Funding Required	Family Resource Center; Paulette Vaughn Karen Smith Preschool Teachers
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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	08/05/2013	12/31/2015	\$5000	Other	Certified Staff; Melony Vickers, Guidance Counselor

Strategy 6:

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

Category: Learning Systems

Activity - Develop literacy team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The literacy team will analyze, and implement writing policies, writing for program reviews, and literacy plans.	Academic Support Program	08/04/2014	12/31/2015	\$0	No Funding Required	Tim Johnson, Principal Writing Team

Activity - Literacy Gaps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy Team will analyze and identify performance gaps in K-PREP to determine professional development needed for instructional improvements.	Academic Support Program	08/04/2014	12/31/2014	\$0	No Funding Required	Tim Johnson, 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., Tumblebooks and/or Starfall. 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	08/04/2014	12/31/2015	\$600	FRYSC	Tim Johnson, 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

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Research Cited: Rick Stiggins

Activity - Develop Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop different types of assessments to use before, during, and after instruction.	Direct Instruction	08/04/2014	12/31/2015	\$0	No Funding Required	Tim Johnson 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 KCCAS 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	08/04/2014	12/31/2015	\$0	No Funding Required	Tim Johnson, Principal TES ELA 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 PR demonstrators for A/H; VPL/Career Studies; Writing: & K-3. Lessons will include various kinds of assessments/rubrics and self & peer reflections.	Academic Support Program	08/04/2014	12/31/2015	\$0	No Funding Required	Tim Johnson, Principal Program Review Teams All TES Teachers K-5

Measurable Objective 2:

demonstrate a proficiency in Third, Fourth, and Fifth grade students on the Common Core State Standards in Math from 42.2 percent to 47.5 percent by 05/29/2015 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

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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.	Academic Support Program	11/10/2014	05/29/2015	\$0	No Funding Required	Tim Johnson, Principal Melony Bingham, Counselor

(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 Curriculum Documents and CCST	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading teachers in grades K-5 will meet to review curriculum documents and make necessary changes based on student assessment data. Instructional staff will follow the Jackson County Public School curriculum map to pace and monitor the implementation of the Kentucky Common Core Standards for reading. Teachers will use maps to guide instruction based on research based best practices for language arts(reading). In addition to other resources such as: CIITS, Smart technologies, IReady and Pearson. Students will be engaged in hands-on, best practice activities and instruction to ensure mastery of common core standards.	Academic Support Program	07/01/2014	12/31/2015	\$0	No Funding Required	Tim Johnson, Principal Melony Vickers, Counselor Reading Teachers K-5

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/LA.	Academic Support Program	08/10/2015	12/31/2015	\$0	No Funding Required	Principal, Tim Johnson Melony Vickers, Counselor All Classroom Teachers Family Resouce 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.	Academic Support Program	08/04/2014	12/31/2015	\$0	No Funding Required	Tim Johnson, Principal TES Teachers

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Activity - Celebrations/Recognition -Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
P/D student work will be displayed on bulletin boards throughout the school and will provide 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	08/04/2014	12/31/2015	\$500	Other	Tim Johnson, Principal Melony Vickers, 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	11/03/2014	12/31/2015	\$0	No Funding Required	Professional Development Coordinator, Shanta Madden

Activity - PD 360	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PD 360 will be used to provide Professional development of the areas of curriculum, assessment, and instruction.	Professional Learning	07/01/2014	12/31/2015	\$0	No Funding Required	Professional Development Coordinator, Shanta Madden

Activity - Professional Learning - Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive PD in IReady, Pearson Reading Street, Read to Achieve and various reading professional development 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. Teachers will participate in program-specific job-embedded professional learning to enhance their ability to deliver effective, appropriate instruction that improves student learning, student growth goals, and supports teachers' individual growth plan.	Professional Learning	08/04/2014	12/31/2015	\$1000	Title I Schoolwide	Tim Johnson, Principal Shanta Madden, Building PD Coordinator

(shared) Strategy 4:

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

Category: Continuous Improvement

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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, Thinklink, STAR, and various screeners) to determine Tier II and Tier III students in Reading. Small skillsgroups will be used as interventions (using various curricular tools such as Pearson Resources, COACH). Students may be referred to Special Education for further support and evaluation if needed.	Academic Support Program	08/11/2014	12/31/2015	\$0	No Funding Required	Tim Johnson, Principal; Melony Vickers, Guidance Counselor; Classroom Reading Teachers K-5
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 CCST and Thinklink Scores, IReady, and other summative and formative assessments.	Academic Support Program	08/11/2014	12/31/2015	\$0	No Funding Required	Tim Johnson, 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. Example: Tier 1/classroom, Tier 2/ IReady Computer Lab. Tier 3/ Small group Classroom Teacher.	Academic Support Program	08/11/2014	12/31/2015	\$40000	Other	Tim Johnson, Principal; Classroom Teachers Tammy Webb- RTI Lab
Activity - RTI Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Reading Diagnostic (ThinkLink and IReady) 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 Assessments to identify changes needed to reduce achievement differences.	Academic Support Program	08/11/2014	12/31/2015	\$0	No Funding Required	Melony Vickers, Conselor All Math Teachers K-5
Activity - RTI - Parent Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

KDE Comprehensive School Improvement Plan

Tyner Elementary School

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	08/04/2014	12/31/2015	\$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 - Develop Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop different types of assessments to use before, during, and after instruction.	Direct Instruction	08/04/2014	12/31/2015	\$0	No Funding Required	Tim Johnson 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 KCCAS 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	08/04/2014	12/31/2015	\$0	No Funding Required	Tim Johnson, Principal TES ELA Teachers

Goal 2: KBE K-PREP Proficiency Goal Gaps in CSIP -Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 45.7% in 2014 to 66.5% in 2017.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap from 39.2% to 46.9% by 05/29/2015 as measured by K-PREP..

Strategy 1:

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

Category: Continuous Improvement

SY 2014-2015

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Activity - Parental Involvement Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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), FAST (families and schools together), Raising a Reader Program (Parents are encouraged to read to children at home) and All Pro Dads.	Parent Involvement	08/04/2014	12/31/2015	\$1000	Title I Schoolwide, Other	Tim Johnson, Principal Family Resource Center/Ruthie Sizemore Karen Smith Preschool Staff
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 transition to school.	Parent Involvement	08/04/2014	12/31/2015	\$40000	FRYSC	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 provided Family Reading Night 4 Times a year to promote literacy to students and parents.	Parent Involvement	08/04/2014	12/31/2015	\$1000	Title I Schoolwide	Ruthie Sizemore/ Family Resource Tim Johnson, Principal
Activity - FAST (Families and Schools together)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An eight week comprehensive family involvement program which targets students individually and subsequently support the parents to build the family unit.	Parent Involvement	08/04/2014	12/31/2015	\$10000	Other	Promise Neighborhood Ruthie Sizemore/Fa mily Resource Center
Activity - Parent Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Tyner Elementary School

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	08/04/2014	12/31/2015	\$300	General Fund	All Teachers
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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	08/04/2014	12/31/2015	\$0	No Funding Required	TES Teachers K-5

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. Staff will analyze the TELL Survey data to identify strengths and weaknesses.	Other	08/05/2013	12/31/2015	\$0	No Funding Required	Tim Johnson, Principal Melony Vickers, Counselor

Activity - Survey - CISP 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	10/03/2014	12/31/2015	\$0	No Funding Required	Robbie Tincher, CISP Tim Johnson, Principal

Strategy 3:

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

Category:

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 KCCAS standards to improve student achievement.	Technology	08/04/2014	12/31/2015	\$0	No Funding Required	Tim Johnson; Rhonda Thompson All TES Staff

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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, Success Maker, Reading Eggs, and Study Island, IReady for all students.	Technology	08/04/2014	12/31/2015	\$0	No Funding Required	Tim Johnson, 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	08/05/2013	12/31/2015	\$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	08/05/2013	12/31/2015	\$0	No Funding Required	Certified staff Rhonda Thompson

Strategy 4:

Safe Schools - All discipline referrals will be entered in CIITS.

Category: Continuous Improvement

Activity - KCID	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use KCID program to promote and reinforce positive behavior.	Behavioral Support Program	12/31/2013	12/31/2015	\$0	No Funding Required	Tim Johnson; Melony Vickers; 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.	Behavioral Support Program	08/05/2013	12/31/2015	\$0	Safe Schools	Tim Johnson Clay Dalton Betty Moore John Johnson Sandra Smith

Activity - Sharing Safe School Information	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan

Tyner Elementary School

Parents will receive Safe Schools Report Data during open house.	Behavioral Support Program	10/01/2014	12/31/2015	\$0	No Funding Required	Tim Johnson, Principal Safe Schools Coordinator
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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	08/05/2013	12/31/2015	\$150000	Title I Schoolwide	Tim Johnson, Principal

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 Disease Control.

Category: Continuous Improvement

Activity - Develop 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.	Policy and Process	08/05/2013	12/31/2015	\$1000	FRYSC	Tim Johnson/Principal Ruthie Sizemore/FR C John Johnson

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Activity - Wellness Wednesday	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.	Academic Support Program	12/18/2013	12/31/2015	\$500	Other	Tina Huff

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	12/18/2013	12/31/2015	\$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:

Activity - Differentiation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use differentiation to deliver instruction to ALL students.	Direct Instruction	08/05/2013	12/31/2015	\$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 researched based instructional strategies to deliver instruction to ALL students.	Direct Instruction	08/01/2013	12/31/2015	\$0	No Funding Required	Tim Johnson 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	08/05/2013	12/31/2015	\$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
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KDE Comprehensive School Improvement Plan

Tyner Elementary School

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	08/15/2014	12/31/2015	\$0	No Funding Required	Amanda Ball, School Coordinator All TES Staff
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Goal 3: Increase Principal capacity for implementation of PPGES to 100% by July 31, 2015.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to provide professional learning opportunities to all principals regarding the multiple measure of PPGES by 07/31/2015 as measured by the number of principals who have engaged in PPGES professional learning opportunities and demonstrated successful completion of the Teachscape proficiency system during the 2014-15 school year..

Strategy 1:

Teachscape Modules - Principals recalibrated by watching, analyzing, and scoring two teachscape modules to learn about PPGES.

Category: Professional Learning & Support

Activity - District Principal Professional Learning Community	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will participate in PLC administration training on the PPGES system and will apply strategies learned.	Professional Learning	07/01/2014	12/31/2015	\$0	District Funding	Elizabeth Norris Tim Johnson
Activity - KLA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal Participates in KLA activities focusing on PPGES.	Professional Learning	07/01/2014	12/31/2015	\$0	District Funding	Elizabeth Norris Tim Johnson

Goal 4: Increase Teacher capacity for implementation of TPGES to 100% by July 31, 2015.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to provide professional learning opportunities to all teachers regarding the multiple measures of TPGES by 12/31/2015 as measured by the number of teachers who have engaged in TPGES professional learning opportunities during the 2014-2015 school year.

Strategy 1:

PGES School Team - The team will be trained on the PGES and will help train other teachers. The Team will conduct peer observations as indicated on the PGES.

Category: Professional Learning & Support

Activity - PGES Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PD on the PGES	Professional Learning	08/04/2014	08/28/2015	\$0	Title I Schoolwide	Tim Johnson, Principal Shanta Madden, PD Coordinator

Activity - TPGES Guide Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will follow the TPGES timeline for orientation and implementation.	Professional Learning	01/01/2014	12/31/2015	\$0	District Funding	Tim Johnson/Principal

Goal 5: Increase the percent of students scoring Proficient/Distinguished in Writing to 70 by 2017.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

A 45% increase of Fifth grade students will demonstrate a proficiency on the Common Core Standards in English Language Arts in Writing by 05/29/2015 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 Cut Points	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze results of K PREP scores in language mechanics to identify students in each performance level based upon cut points.	Academic Support Program	12/01/2014	12/31/2015	\$0	No Funding Required	Tim Johnson, Principal Melony Vickers, Counselor

KDE Comprehensive School Improvement Plan

Tyner Elementary School

(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
A school-wide writing plan will be reviewed and revised to provide 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	08/04/2014	12/31/2015	\$0	No Funding Required	Tim Johnson, Principal Robbie Tinchler, LA Teacher Missy Madden, LA Teacher

Activity - Best Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use various graphic organizers and rubrics (such as the Four Column 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	08/11/2014	12/31/2015	\$0	No Funding Required	Tim Johnson, Principal TES Writing Team Teachers K-5

(shared) Strategy 3:

Writing - Program Review - The Program Review for Writing 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 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 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	09/01/2014	12/31/2015	\$0	No Funding Required	Tim Johnson, Principal Program Review Writing Team: Missy Madden, Robbie Tinchler

KDE Comprehensive School Improvement Plan

Tyner Elementary School

(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	08/04/2014	12/31/2015	\$0	No Funding Required	Tim Johnson, Principal Writing Team All teachers in grades K-5

Activity - PD Writing Mechanics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TES staff will receive Professional Development in the area of writing mechanics by Angela Hilterbrand from KVIC. The PD focused on writing on demand and language mechanics.	Academic Support Program	08/04/2014	10/31/2014	\$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
Students will complete a writing assignment in various content areas to turn into the Principal. The students use the Four Column 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	08/13/2014	12/31/2015	\$0	No Funding Required	Tim Johnson, Principal All students All Teachers

Strategy 6:

Interventions- Writing - Students will receive interventions in writing.

Category: Continuous Improvement

KDE Comprehensive School Improvement Plan

Tyner Elementary School

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	08/11/2014	12/31/2015	\$0	No Funding Required	Tim Johnson, Principal TES Writing Team Teachers K-5

Measurable Objective 2:

A 45% increase of Fourth and Fifth grade students will demonstrate a proficiency on the Common core Standards in language mechanics in English Language Arts by 05/29/2015 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 Cut Points	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze results of K PREP scores in language mechanics to identify students in each performance level based upon cut points.	Academic Support Program	12/01/2014	12/31/2015	\$0	No Funding Required	Tim Johnson, Principal Melony Vickers, 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
A school-wide writing plan will be reviewed and revised to provide 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	08/04/2014	12/31/2015	\$0	No Funding Required	Tim Johnson, Principal Robbie Tincher, LA Teacher Missy Madden, LA Teacher

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

Teachers will use various graphic organizers and rubrics (such as the Four Column 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	08/11/2014	12/31/2015	\$0	No Funding Required	Tim Johnson, Principal TES Writing Team Teachers K-5
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(shared) Strategy 3:

Writing - Program Review - The Program Review for Writing 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 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 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	09/01/2014	12/31/2015	\$0	No Funding Required	Tim Johnson, Principal Program Review Writing Team: Missy Madden, Robbie Tincher

(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	08/04/2014	12/31/2015	\$0	No Funding Required	Tim Johnson, Principal Writing Team All teachers in grades K-5

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

Tyner Elementary School

TES staff will receive Professional Development in the area of writing mechanics by Angela Hilterbrand from KVIC. The PD focused on writing on demand and language mechanics.	Academic Support Program	08/04/2014	10/31/2014	\$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 Column 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	08/13/2014	12/31/2015	\$0	No Funding Required	Tim Johnson, Principal All students All Teachers

Goal 6: Maintain our Program Review score of 100% for the 2015 school year.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in Program Reviews in Art & Humanities by 05/29/2015 as measured by K-PREP.

Strategy 1:

A/H Curriculum/Instruction - TES students will receive researched based A/H lessons.

Category: Continuous Improvement

Activity - Curriculum Documents A/H	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan

Tyner Elementary School

A) The curriculum at Tyner Elementary is strategically aligned with the Kentucky Core Academic Standards. Teachers will review curriculum documents 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. We work as a district to assure that the curriculum is covered by creating curriculum maps that plan our instruction for the year.	Academic Support Program	07/01/2014	12/31/2015	\$0	No Funding Required	A/H PR Team: Londa Freeman, Tina Huff TES Teachers
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Activity - A/H 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 A/H 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 A/H into their overall daily instruction. A/H integration connections occur within daily classroom lessons.	Academic Support Program	08/04/2014	12/31/2015	\$0	No Funding Required	A/H PR Team: Londa Freeman, Tina Huff All TES Teachers

Activity - A/H & Writing Wednesday	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A/H & Writing Wednesdays, TES has set aside times for writing. Students will work through the writing process using A/H prompts 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.	Academic Support Program	08/04/2014	12/31/2015	\$0	No Funding Required	A/H PR Teams: Londa Freeman, Tina Huff - Writing Team: Robbie Tincher, Missey Madden All TES Teachers

Activity - PR Evidence Collection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All grade levels will provide evidence of all program review content connections in specific lessons and activities. The evidence will be collected and saved on a common drive. The evidence will be collected and monitored three times per year using a checklist. Checklists will be submitted by grade level.	Other	08/04/2014	12/31/2015	\$500	Other	Tim Johnson, Principal Program Review Teams

Strategy 2:

A/H Assessments - Students will take a variety of different types of assessments.

Category: Continuous Improvement

Activity - A/H Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan

Tyner Elementary School

All formative and summative arts assessments for individual students of Tyner Elementary and performing groups are clearly aligned with the components of the Program of Studies, and thereby the Kentucky Core 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	08/04/2014	12/31/2015	\$0	No Funding Required	A/H PR Team TES Teachers
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Strategy 3:

A/H PD - Teachers will receive Professional Development based on students needs in PR demonstrators.

Category: Professional Learning & Support

Activity - A/H 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 A/H. 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.	Academic Support Program	08/04/2014	12/31/2015	\$0	No Funding Required	A/H Team TES Teachers

Measurable Objective 2:

100% of All Students will demonstrate a proficiency in Program Reviews in Practical Living by 05/29/2015 as measured by K-PREP.

Strategy 1:

PL/VO Studies Curriculum/Instruction - Students will receive PL/VO Studies lessons based on the KY POS and standards and indicators for the PR document.

Category: Continuous Improvement

Activity - PL/VO Studies Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TES teachers in K-5 will review PL/VO curriculum documents to ensure the consumerism 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	08/04/2014	12/31/2015	\$0	No Funding Required	PL/VO PR Team: Lindsey Spurlock, Millissa Baker All TES Teachers

Activity - PL/VO - Promise Neighborhood	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>K-5 Partnering with Promise Neighborhoods: During the course of the school year, Tyner Elementary collaborated with Promise Neighborhoods to bring in professionals from various careers such as a blacksmith (Bob Montgomery), a dancer (Yolantha Pace) and a musician. Before each visitor came to our school, the teachers utilized a Power Point that discussed each particular career, as well as, the education involved for the career. To ensure that the curriculum during this unit linked to KCAS teachers integrated writing pieces, as well as, speaking and listening opportunities for students.</p>	Academic Support Program	08/04/2014	12/31/2015	\$4000	Other	PL/VO PR Team: Melissa Baker, Lindsey Spurlock Tonya Huff, Promise Neighborhood Coordinator
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Strategy 2:

PL/VO Assessments - Students will be given a variety of assessments to determine instructional needs.

Category: Continuous Improvement

Activity - PL/VO Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>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.</p>	Academic Support Program	08/04/2014	12/31/2015	\$0	No Funding Required	PL/VO PR Team

Measurable Objective 3:

100% of All Students will demonstrate a proficiency in Program Reviews in Writing by 12/31/2015 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
<p>The curriculum at Tyner Elementary is strategically aligned with the Kentucky Core Academic Standards. Teachers will review curriculum documents 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. We work as a district to assure that the curriculum is covered by creating curriculum maps that plan our instruction for the year.</p>	Academic Support Program	08/04/2014	12/31/2015	\$0	No Funding Required	PR Writing Team: Robbie Tinchler, Miskey Madden TES Teachers

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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	08/04/2014	12/31/2015	\$0	No Funding Required	PR Writing Team: Robbie Tincher, Missey Madden 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 provided through ThinkLink assessment, Study Island Diagnostic Assessment for ELA, 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	08/04/2014	12/31/2015	\$0	No Funding Required	PR Writing Team: Robbie Tincher, Missy Madden 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
Job embedded professional development plays a significant role in the opportunities provided to teachers in the area of A/H. 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	08/04/2014	12/31/2015	\$0	No Funding Required	PR Writing Team: Robbie Tincher, Missy Madden TES Teachers

Strategy 3:

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	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will develop and implement a plan to monitor student progress in writing and communication skills consistent with grade-level writing standards and formative assessments. Teachers will monitor student writing progress through Writing Wednesday activities using rubrics, checklists, and students self assessments. (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. ThinkLink (a schoolwide progress monitoring assessment) which is given in the fall, winter, and spring will be used to assess students in the areas of writing and language. CBMs are also used by teachers to monitor progress in writing throughout the school year. CBM's are Curriculum-Based Measurement Written Expression probes that are brief, timed (4-minute) assessments that look at a student's mastery of writing mechanics and conventions</p>	Academic Support Program	08/04/2014	12/31/2015	\$0	No Funding Required	PR Writing Team TES Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
KLA	Principal Participates in KLA activities focusing on PPGES.	Professional Learning	07/01/2014	12/31/2015	\$0	Elizabeth Norris Tim Johnson
TPGES Guide Implementation	Principals will follow the TPGES timeline for orientation and implementation.	Professional Learning	01/01/2014	12/31/2015	\$0	Tim Johnson/Principal
District Principal Professional Learning Community	The principal will participate in PLC administration training on the PPGES system and will apply strategies learned.	Professional Learning	07/01/2014	12/31/2015	\$0	Elizabeth Norris Tim Johnson
Total					\$0	

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.	Behavioral Support Program	08/05/2013	12/31/2015	\$0	Tim Johnson Clay Dalton Betty Moore John Johnson Sandra Smith
Total					\$0	

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	08/04/2014	12/31/2015	\$300	All Teachers
Total					\$300	

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Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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), FAST (families and schools together), Raising a Reader Program (Parents are encouraged to read to children at home) and All Pro Dads.	Parent Involvement	08/04/2014	12/31/2015	\$500	Tim Johnson, Principal Family Resource Center/Ruthie Sizemore Karen Smith Preschool Staff
Class Size Reduction	Teachers will be hired to reduce class size based on student enrollment.	Academic Support Program	08/05/2013	12/31/2015	\$150000	Tim Johnson, Principal
Family Reading Nights	Family Resource Center and Title I provided Family Reading Night 4 Times a year to promote literacy to students and parents.	Parent Involvement	08/04/2014	12/31/2015	\$1000	Ruthie Sizemore/ Family Resource Tim Johnson, Principal
PD Writing Mechanics	TES staff will receive Professional Development in the area of writing mechanics by Angela Hilterbrand from KVIC. The PD focused on writing on demand and language mechanics.	Academic Support Program	08/04/2014	10/31/2014	\$1000	Tim Johnson, Principal Missy Madden, Writing Teacher Shanta Madden, Building PD Coordinator
PGES Training	PD on the PGES	Professional Learning	08/04/2014	08/28/2015	\$0	Tim Johnson, Principal Shanta Madden, PD Coordinator
Professional Learning - Reading	Teachers will receive PD in IReady, Pearson Reading Street, Read to Achieve and various reading professional development to increase student learning. Teachers participate in program-specific job-embedded professional development to enhance their ability to delivery effective, appropriate instruction that improves student learning, student growth goals, and supports teachers' individual growth plan. Teachers will participate in program-specific job-embedded professional learning to enhance their ability to deliver effective, appropriate instruction that improves student learning, student growth goals, and supports teachers' individual growth plan.	Professional Learning	08/04/2014	12/31/2015	\$1000	Tim Johnson, Principal Shanta Madden, Building PD Coordinator

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Total \$153500

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	08/11/2014	12/31/2015	\$0	Tim Johnson, Principal TES Writing Team Teachers K-5
Curriculum Documents A/H	A) The curriculum at Tyner Elementary is strategically aligned with the Kentucky Core Academic Standards. Teachers will reveiw curriculum documents 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. We work as a district to assure that the curriculum is covered by creating curriculum maps that plan our instruction for the year.	Academic Support Program	07/01/2014	12/31/2015	\$0	A/H PR Team: Londa Freeman, Tina Huff TES Teachers
TELL Survey	100% of certified staff will complete theTELL Survey and will review the data. Staff will analyze the TELL Survey data to identify strengths and weaknesses.	Other	08/05/2013	12/31/2015	\$0	Tim Johnson, Principal Melony Vickers, Counselor
Writing Data Analysis	Teachers will analyze data provided through ThinkLink assessment, Study Island Diagnostic Assessment for ELA, 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' indivudual needs.	Academic Support Program	08/04/2014	12/31/2015	\$0	PR Writing Team: Robbie Tincher, Missy Madden TES Teachers
PD 360	PD 360 will be used to provide Professional development of the areas of curriculum, assessment, and instruction.	Professional Learning	07/01/2014	12/31/2015	\$0	Professional Development Coordinator, Shanta Madden

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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	08/15/2014	12/31/2015	\$0	Amanda Ball, School Coordinator All TES Staff
Develop literacy team	The literacy team will analyze, and implement writing policies, writing for program reviews, and literacy plans.	Academic Support Program	08/04/2014	12/31/2015	\$0	Tim Johnson, Principal Writing Team
Curriculum Documents Writing	The curriculum at Tyner Elementary is strategically aligned with the Kentucky Core Academic Standards. Teachers will review curriculum documents 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. We work as a district to assure that the curriculum is covered by creating curriculum maps that plan our instruction for the year.	Academic Support Program	08/04/2014	12/31/2015	\$0	PR Writing Team: Robbie Tincher, Missey Madden TES Teachers
School-wide Writing Plan	A school-wide writing plan will be reviewed and revised to provide 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	08/04/2014	12/31/2015	\$0	Tim Johnson, Principal Robbie Tincher, LA Teacher Missy Madden, LA Teacher
Best Practices	Teachers will use various graphic organizers and rubrics (such as the Four Column 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	08/11/2014	12/31/2015	\$0	Tim Johnson, Principal TES Writing Team Teachers K-5

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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	08/04/2014	12/31/2015	\$0	Tim Johnson, Principal Writing Team All teachers in grades K-5
RTI & Professional Learning Communities	PLC's will develop plans to address gaps in instruction or learner needs based on CCST and Thinklink Scores, IReady, and other summative and formative assessments.	Academic Support Program	08/11/2014	12/31/2015	\$0	Tim Johnson, Principal; Certified Staff
21st Century Learning	Teachers will provide students with lessons/activities that incorporate 21st century learning skills.	Technology	08/05/2013	12/31/2015	\$0	Certified staff Rhonda Thompson
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	08/04/2014	12/31/2015	\$0	TES Teachers K-5
Writing Assessments	Teachers will develop and implement a plan to monitor student progress in writing and communication skills consistent with grade-level writing standards and formative assessments. Teachers will monitor student writing progress through Writing Wednesday activities using rubrics, checklists, and students self assessments. (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. ThinkLink (a schoolwide progress monitoring assessment) which is given in the fall, winter, and spring will be used to assess students in the areas of writing and language. CBMs are also used by teachers to monitor progress in writing throughout the school year. CBM's are Curriculum-Based Measurement Written Expression probes that are brief, timed (4-minute) assessments that look at a student's mastery of writing mechanics and conventions	Academic Support Program	08/04/2014	12/31/2015	\$0	PR Writing Team TES Teachers
Sharing Safe School Information	Parents will receive Safe Schools Report Data during open house.	Behavioral Support Program	10/01/2014	12/31/2015	\$0	Tim Johnson, Principal Safe Schools Coordinator

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Program Review	The Program Review for Writing will provide a rubric for the implementation 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	09/01/2014	12/31/2015	\$0	Tim Johnson, Principal Program Review Writing Team: Missy Madden, Robbie Tincer
Transition Data	TES Family Resource Center will gather any transition data from Early Childcare providers to get to know incoming Pre-School-Kindergarten students.	Academic Support Program	08/05/2013	12/31/2015	\$0	Family Resource Center; Paulette Vaughn Karen Smith Preschool Teachers
A/H Cross-curricular lessons	The curriculum at Tyner Elementary provides intentional and natural cross-curricular connections made between A/H 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 A/H into their overall daily instruction. A/H integration connections occur within daily classroom lessons.	Academic Support Program	08/04/2014	12/31/2015	\$0	A/H PR Team: Londa Freeman, Tina Huff All TES Teachers
Literacy Gaps	Literacy Team will analyze and identify performance gaps in K-PREP to determine professional development needed for instructional improvements.	Academic Support Program	08/04/2014	12/31/2014	\$0	Tim Johnson, Principal Literacy Team
Digital Citizenship	Students will receive instruction on digital citizenship via Brainpop	Technology	08/05/2013	12/31/2015	\$0	Tim Johnson Rhonda Thompson Certified Staff
A/H PD	Job embedded professional development plays a significant role in the opportunities provided to teachers in the area of A/H. 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.	Academic Support Program	08/04/2014	12/31/2015	\$0	A/H Team TES Teachers

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RTI Monitoring	District Reading Diagnostic (ThinkLink and IReady) 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 Assessments to identify changes needed to reduce achievement differences.	Academic Support Program	08/11/2014	12/31/2015	\$0	Melony Vickers, Counselor All Math Teachers K-5
Data Analysis Cut Points	Analyze results of K PREP scores in language mechanics to identify students in each performance level based upon cut points.	Academic Support Program	12/01/2014	12/31/2015	\$0	Tim Johnson, Principal Melony Vickers, Counselor
PL/VO 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	08/04/2014	12/31/2015	\$0	PL/VO PR Team
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.	Academic Support Program	08/04/2014	12/31/2015	\$0	Tim Johnson, Principal TES Teachers
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/LA.	Academic Support Program	08/10/2015	12/31/2015	\$0	Principal, Tim Johnson Melony Vickers, Counselor All Classroom Teachers Family Resouce Center

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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	08/04/2014	12/31/2015	\$0	PR Writing Team: Robbie Tincher, Missey Madden TES Teachers K-5
KCID	Use KCID program to promote and reinforce positive behavior.	Behavioral Support Program	12/31/2013	12/31/2015	\$0	Tim Johnson; Melony Vickers; Certified Teachers
PL/VO Studies Curriculum	TES teachers in K-5 will review PL/VO curriculum documents to ensure the consumerism 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	08/04/2014	12/31/2015	\$0	PL/VO PR Team: Lindsey Spurlock, Millissa Baker All TES Teachers
ELA Lessons & Program Reviews	Teachers will develop ELA lessons that incorporate quality, purposeful activities/lessons which meet Program Review demonstrators. Lessons will include PR demonstrators for A/H; VPL/Career Studies; Writing; & K-3. Lessons will include various kinds of assessments/rubrics and self & peer reflections.	Academic Support Program	08/04/2014	12/31/2015	\$0	Tim Johnson, Principal Program Review Teams All TES Teachers K-5
Writing PD	Job embedded professional development plays a significant role in the opportunities provided to teachers in the area of A/H. 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	08/04/2014	12/31/2015	\$0	PR Writing Team: Robbie Tincher, Missy Madden TES Teachers
Differentiation	Teachers will use differentiation to deliver instruction to ALL students.	Direct Instruction	08/05/2013	12/31/2015	\$0	Tim Johnson Certified Staff

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A/H & Writing Wednesday	A/H & Writing Wednesdays, TES has set aside times for writing. Students will work through the writing process using A/H prompts 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.	Academic Support Program	08/04/2014	12/31/2015	\$0	A/H PR Teams: Londa Freeman, Tina Huff - Writing Team: Robbie Tincher, Missey Madden All TES Teachers
Survey - CISP Teachers	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	10/03/2014	12/31/2015	\$0	Robbie Tincher, CISP Tim Johnson, Principal
Develop Assessments	Teachers will develop different types of assessments to use before, during, and after instruction.	Direct Instruction	08/04/2014	12/31/2015	\$0	Tim Johnson Melony Vickers Certified Staff
Review Curriculum Documents and CCST	Reading teachers in grades K-5 will meet to review curriculum documents and make necessary changes based on student assessment data. Instructional staff will follow the Jackson County Public School curriculum map to pace and monitor the implementation of the Kentucky Common Core Standards for reading. Teachers will use maps to guide instruction based on research based best practices for language arts(reading). In addition to other resources such as: CIITS, Smart technologies, IReady and Pearson. Students will be engaged in hands-on, best practice activities and instruction to ensure mastery of common core standards.	Academic Support Program	07/01/2014	12/31/2015	\$0	Tim Johnson, Principal Melony Vickers, Counselor Reading Teachers K-5
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	08/04/2014	12/31/2015	\$0	All Certified Teachers
Technology Equity	Ensure that technology needs at TES are met such as: internet access, Success Maker, Reading Eggs, and Study Island, IReady for all students.	Technology	08/04/2014	12/31/2015	\$0	Tim Johnson, Principal Rhonda Thompson, DTC

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Writing Wednesday	Students will complete a writing assignment in various content areas to turn into the Principal. The students use the Four Column 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	08/13/2014	12/31/2015	\$0	Tim Johnson, Principal All students All Teachers
A/H Assessments	All formative and summative arts assessments for individual students of Tyner Elementary and performing groups are clearly aligned with the components of the Program of Studies, and thereby the Kentucky Core 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	08/04/2014	12/31/2015	\$0	A/H PR Team TES Teachers
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, Thinklink, STAR, and various screeners) to determine Tier II and Tier III students in Reading. Small skillsgroups will be used as interventions (using various curricular tools such as Pearson Resources, COACH). Students may be referred to Special Education for further support and evaluation if needed.	Academic Support Program	08/11/2014	12/31/2015	\$0	Tim Johnson, Principal; Melony Vickers, Guidance Counselor; Classroom Reading Teachers K-5
Behavior Intervention Plan	Teachers will follow KYCID guidelines for behavior management and create intervention plans as needed.	Behavioral Support Program	08/05/2013	12/31/2015	\$0	Tim Johnson Certified Staff
Assessment - Constructed Response	All teachers will include Constructed Responses that are directly tied to KCCAS 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	08/04/2014	12/31/2015	\$0	Tim Johnson, Principal TES ELA Teachers
Researched Based Instructional Strategies	Teachers will use researched based instructional strategies to deliver instruction to ALL students.	Direct Instruction	08/01/2013	12/31/2015	\$0	Tim Johnson Certified Staff
Technology PD	Teachers will receive training in using and integrating digital resources that align with KCCAS standards to improve student achievement.	Technology	08/04/2014	12/31/2015	\$0	Tim Johnson; Rhonda Thompson All TES Staff

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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.	Academic Support Program	11/10/2014	05/29/2015	\$0	Tim Johnson, Principal Melony Bingham, Counselor
Teacher PD Survey	Teachers will take a Professional development survey. PD will be planned based on survey needs.	Professional Learning	11/03/2014	12/31/2015	\$0	Professional Development Coordinator, Shanta Madden
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Wellness Wednesday	TES students will participate in a school-wide health and wellness activity on Wellness Wednesday.	Academic Support Program	12/18/2013	12/31/2015	\$500	Tina Huff
Kindergarten Assessment	Assess all Kindergarteners at school entry with (BRIGANCE) screener to establish entry level skills.	Academic Support Program	08/05/2013	12/31/2015	\$5000	Certified Staff; Melony Vickers, Guidance Counselor
Identify Early Childhood Providers	Use Pre-School, Head Start, First Step, Hands, Early Steps to School Success, Tyner FRC and other community resources will be used to provide services for children ages birth-6.	Academic Support Program	07/01/2014	12/31/2015	\$50000	Family Resource Center Karen Smith Early Steps Paulette Vaughn Coreen Brewer
FAST (Families and Schools together)	An eight week comprehensive family involvement program which targets students individually and subsequently support the parents to build the family unit.	Parent Involvement	08/04/2014	12/31/2015	\$10000	Promise Neighborhood Ruthie Sizemore/Family Resource Center
PR Evidence Collection	All grade levels will provide evidence of all program review content connections in specific lessons and activities. The evidence will be collected and saved on a common drive. The evidence will be collected and monitored three times per year using a checklist. Checklists will be submitted by grade level.	Other	08/04/2014	12/31/2015	\$500	Tim Johnson, Principal Program Review Teams

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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	12/18/2013	12/31/2015	\$0	All TES Staff
PL/VO - Promise Neighborhood	K-5 Partnering with Promise Neighborhoods: During the course of the school year, Tyner Elementary collaborated with Promise Neighborhoods to bring in professionals from various careers such as a blacksmith (Bob Montgomery), a dancer (Yolantha Pace) and a musician. Before each visitor came to our school, the teachers utilized a Power Point that discussed each particular career, as well as, the education involved for the career. To ensure that the curriculum during this unit linked to KCAS teachers integrated writing pieces, as well as, speaking and listening opportunities for students.	Academic Support Program	08/04/2014	12/31/2015	\$4000	PL/VO PR Team: Melissa Baker, Lindsey Spurlock, Tonya Huff, Promise Neighborhood Coordinator
Celebrations/Recognition - Students	P/D student work will be displayed on bulletin boards throughout the school and will provide 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	08/04/2014	12/31/2015	\$500	Tim Johnson, Principal Melony Vickers, Counselor All TES Teachers
RTI Resources	Resources at school level will be used to place and schedule students for RTI services. Example: Tier 1/classroom, Tier 2/ IReady Computer Lab. Tier 3/ Small group Classroom Teacher.	Academic Support Program	08/11/2014	12/31/2015	\$40000	Tim Johnson, Principal; Classroom Teachers Tammy Webb- RTI Lab
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), FAST (families and schools together), Raising a Reader Program (Parents are encouraged to read to children at home) and All Pro Dads.	Parent Involvement	08/04/2014	12/31/2015	\$500	Tim Johnson, Principal Family Resource Center/Ruthie Sizemore Karen Smith Preschool Staff
Total					\$111000	

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Develop Health and Wellness Policy	TES Wellness Committee will review current wellness policy and update the wellness policy as needed.	Policy and Process	08/05/2013	12/31/2015	\$1000	Tim Johnson/Principal Ruthie Sizemore/FRC John Johnson
Early Steps - Literacy/Transition	Home visits for ages birth to 3 to promote early literacy and to ensure a transition to school.	Parent Involvement	08/04/2014	12/31/2015	\$40000	Ruthie Sizemore/ Family Resource Center Karen Smith/Early Steps Coordinator
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., Tumblebooks and/or Starfall. 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	08/04/2014	12/31/2015	\$600	Tim Johnson, Principal Ruthie Sizemore, FRC Director
Total					\$41600	

Progress Notes

Type	Name	Status	Comments	Created On	Created By
Objective	collaborate to increase the averaged reading K-PREP scores for Tyner Elementary students from 47.5% to 52.5 % by 05/29/2015 as measured by K-PREP.	Not Met	We have not taken the K-PREP 2013 at this time.	April 05, 2013	Cathie Moore
Strategy	Curriculum & Instruction		Teams are still being formed.	April 12, 2013	Cathie Moore
Strategy	Literacy Initiative		We are continually working on the literacy initiative. We are attending the Collaborative Network Leadership trainings,	April 05, 2013	Cathie Moore
Strategy	Early Childhood		Various resources are being used to transition students ages 3-6.	April 12, 2013	Cathie Moore
Strategy	Early Childhood		Various resources are being used to transitions for students 3-6.	April 12, 2013	Cathie Moore
Strategy	Early Childhood		Various resources are being used to transitions for students 3-6.	April 12, 2013	Cathie Moore
Strategy	Professional Development		Staff has attended a variety of PD activities based on school and individual needs.	April 05, 2013	Cathie Moore
Strategy	Assessment Data		Not take assessment at this time.	April 05, 2013	Cathie Moore
Strategy	Interventions		Various interventions are being used to used to supplement classroom instruction for those students who have been identified.	April 12, 2013	Cathie Moore
Activity	PD 360	In Progress	PD 360 is being used to provide PD opportunities for all staff at Tyner Elementary.	April 05, 2013	Cathie Moore
Activity	Teacher PD Survey	In Progress	Teachers will be taking a PD survey.	April 05, 2013	Cathie Moore
Activity	Literacy Gaps	In Progress	Literacy Team has met and identified performance gaps in KPREP and will continue to attend professional development in literacy.	April 05, 2013	Cathie Moore
Activity	Transition Data	In Progress	Data is being collected from EC providers. Thinklink was used for K and sent home to parents. Brigrance was give to K. Preschool was give Dial 4 at the Preschool screening. Preschool does progress notes through out the year and is give to parents.	April 12, 2013	Cathie Moore
Activity	Review Curriculum Documents and CCST	In Progress	Curriculum teams are in the process of reviewing curriculum maps.	April 12, 2013	Cathie Moore
Activity	RTI & Professional Learning Communities	In Progress		April 12, 2013	Cathie Moore
Activity	RTI & Professional Learning Communities	Completed	PLC have been used to analyze test data.	April 12, 2013	Cathie Moore
Activity	Kindergarten Assessment	Not Completed	The BRIGANCE screener will be give in mid August to all Kindergarten students. The teachers will analyze data to determine areas of need.	April 12, 2013	Cathie Moore
Activity	Identify Early Childhood Providers	In Progress	Various early childhood providers have been identified.	April 12, 2013	Cathie Moore

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Activity	RTI Resources	In Progress	RTI resources are being used to meet the needs of students.	April 12, 2013	Cathie Moore
Activity	RTI Placement	Completed	Students are continuously being placed in the appropriate RTI tiers.	April 12, 2013	Cathie Moore
Activity	Develop literacy team	In Progress	We are in the progress of developing a new writing policy and we have implemented Writing Wednesday.	April 05, 2013	Cathie Moore
Goal	KBE K-PREP Proficiency Goal Gaps in CSIP -Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 45.7% in 2014 to 66.5% in 2017.		Delivery Targets for 2013-2014: Reading Achievement Gap Targets: F/R Lunch 45.2; SWD 45 Math Achievement Gap Targets: F/R Lunch 34; SWD 34.6 Science Achievement Gap Targets: F/R Lunch 62.5; SWD 62.5 Social Studies Achievement Gap Targets: F/R Lunch 47.2; SWD 42.2 Writing Achievement Gap Targets: F/R Lunch 20; SWD 20	October 01, 2013	Elizabeth Norris
Goal	KBE K-PREP Proficiency Goal Gaps in CSIP -Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 45.7% in 2014 to 66.5% in 2017.		Delivery Targets for 2013-2014: Reading Achievement Gap Targets: F/R Lunch 45.2; SWD 45 Math Achievement Gap Targets: F/R Lunch 34; SWD 34.6 Science Achievement Gap Targets: F/R Lunch 62.5; SWD 62.5 Social Studies Achievement Gap Targets: F/R Lunch 47.2; SWD 42.2 Writing Achievement Gap Targets: F/R Lunch 20; SWD 20	October 01, 2013	Elizabeth Norris
Goal	KBE K-PREP Proficiency Goal Gaps in CSIP -Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 45.7% in 2014 to 66.5% in 2017.		K-PREP 2012-2013 has not been taken yet.	April 12, 2013	Cathie Moore
Objective	collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap from 39.2% to 46.9% by 05/29/2015 as measured by K-PREP..	Not Met	We are still actively meeting on this during PLC's.	April 12, 2013	Cathie Moore
Strategy	Parental Involvement		Parental Involvement is on-going and encouraged.	April 12, 2013	Cathie Moore
Strategy	Safe Schools		New strategies for Safe Schools have been administered.	April 12, 2013	Cathie Moore
Strategy	Digital Learning Staff		Teachers are continuously using technology in their lessons and activities.	April 12, 2013	Cathie Moore
Strategy	Staff Survey		TELL Survey has been completed.	April 12, 2013	Cathie Moore
Strategy	Class Size Reduction		Title I and Title II teachers are above the state allotments.	April 12, 2013	Cathie Moore
Activity	Digital Citizenship	Completed	All student's received a lesson on digital citizenship. See teacher lesson plans for evidence.	April 12, 2013	Cathie Moore
Activity	Parental Involvement Activities	Not Completed	We will be discussing these trainings with our District Technology Coordinator.	April 12, 2013	Cathie Moore
Activity	Technology PD	In Progress	Teachers have received trainings on CIITS and various programs.	April 12, 2013	Cathie Moore

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Activity	TELL Survey	Completed	TELL Survey was completed with 100% participation.	April 12, 2013	Cathie Moore
Activity	Technology Equity	In Progress	Updates on computers and programs are checked regularly by staff and District Technology Coordinator.	April 12, 2013	Cathie Moore
Activity	Class Size Reduction	In Progress	Title I and Title II teachers are above state allotments.	April 12, 2013	Cathie Moore
Activity	KCID	In Progress	KCID goals are reviewed and practiced with staff and students.	April 12, 2013	Cathie Moore

KDE 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?**

Tyner's Assessment Review Team comprised of third, fourth, and fifth grade teachers, special education teachers, school counselor, and principal analyzed three or more academic and nonacademic performance data to determine strengths and weaknesses. The team analyzed various data sources such as: KPREP, Thinklink, IReady, KCID, and the Vanderbilt 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 Thinklink, and IReady reports to determine student's strengths and weaknesses and identified target areas for improvement. An individual 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?

Tyner Elementary 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 was learned:

KPREP Data Analysis

*One hundred percent of our students participated in all district wide assessments in 2013-14.

*Tyner Elementary exceeded our Measurable Objective 1: to collaborate to increase the averaged combined reading and math K-PREP scores for Tyner Elementary students from 41.5 percent in 2012-13 to 45.7 for 2013-14 by a combined score of 46.3 an increase of .6 points.

*The combined reading and math K-PREP scores have steadily increased over the past three years.

Reading

3rd Grade: The number of Novice increased from 16.1 in 2012-13 to 25.7 in 2013-14 an increase of 9.6

However, 3rd grade reading Pro./Dis. increased from 51.6 in 2012-13 to 55.4 in 2013-14; an increase of 3.8

3rd P/D scored above the District 6.3 points but fell behind the state 1.3 points

4th Grade: No significant difference from 2012-13 to 2013-14 in each performance level

4th grade reading Pro/Dis increased from 38.9 in 2012-13 to 39.3 in 2013-14 an increase of .4

4th grade P/D scored below the district 2.2 points and below the state 14.7

5th Grade: No significant difference from 2012-13 to 2013-14 in each performance level

5th grade reading P/D increased from 44.6 in 2012-13 to 49.3 in 2013-14, an increase of 4.7

5th grade P/D scored below the district .1point and fell below the state 6.6 points

Math

3rd Grade: No significant difference from 2012-13 to 2013-14 in each performance level

3rd grade math Pro/Dis decrease from 41.9 in 2012-13 to 35.1 in 2013-14 an decrease of 6.8

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3rd grade math P/D scored below the district .1% and below the state 10.7 points

4th Grade: Increase in P/D students in 2012-13 from 6.5 to 11.5 in 2013-14; an increase of 5 points

4th grade math P/D increased from 29.2 in 2012-13 to 41.0 in 2013-14 an increase of 11.8 points

4th grade P/D scored above the district 3.6 points and fell below the state 8 points

5th Grade: There was an increase in the number of Proficient students from 2012-13 to 2013-14 of 3.4 points

5th grade math P/D increased from 46.4 in 2012-13 to 48.0 in 2013-14 an increase of 2.4 points

5th grade P/D scored below the district 2.0 points and fell below the state 4.7 points

Science:

*Tyner Elementary's K-PREP science scores have steadily decreased over the past three years. Science P/D scored below the district 10.3 points and fell below the state 23.8 points. The school did not meet the science academic target for 2013-14.

There was an increase in the number of Novice and Proficient students in 2013-14 from 2012-13

The number of P/D students decreased in 2013-14 from 2012-13 by 10.8 points

Social Studies:

*Tyner Elementary's K-PREP social studies scores jumped from 46.2 in 2011-12 to 75.0 in 2012-13, an increase of 28.8 points. However, the 2013-14 decreased from 13.7 points from the previous year. The school met its academic target for 2013-14.

There was an increase in the number of Novice and Apprentice students in 2013-14 from 2012-13

The number of P/D students decreased in 2013-14 from 2012-13 by 13.7 points

Social Studies P/D scored above the district 10.1 points and above the state by 3.1 points

Writing:

Tyner Elementary's K-PREP writing scores have made significant gains over the past three years. There has been an increase in scores of 17.5. The school did not meet the writing academic target for 2013-2014.

There was an decrease in the number of Novice in 2013-14 by 17.6 points and an increase in Proficiency 19.9 points

The number of P/D students increased in 2013-14 from 2012-13 by 19.6 points

Writing P/D scored below the district 5.8 points and below the state by 12 points

Language Mechanics:

Tyner Elementary's K-PREP language mechanic scores have fluxuated over the past three years in a range of 4 points. There has been an increase in scores of 17.5. The school did not meet the writing academic target for 2013-2014.

There was an decrease in the number of Novice in 2013-14 by 17.6 points and an increase in Proficiency 19.9 points

The number of P/D students decreased in 2013-14 from 2012-13 by .8 points

Language Mechanics P/D students scored below the district by 5.points and below the state by 20.8 points

Thinklink Scores for Primary Grades

What Does the Data Tell Us- Behavior and Attendance

Attendance: Student attendance records for the 2013 - 2014 school year indicate that our students have an average daily attendance rate of 93.4%. We have a total of 1,717 days of unexcused student absence, which translates into an unexcused absence rate of 64%.

Discipline:

Analysis of our student KCID discipline data indicates that our discipline referral rate for the 2013-14 school year of 3.5 per day. Significant discipline, as measured by suspension from school, either in-school or out of school, was indicated by 8 suspensions throughout the 2013 - 2014 school year. Our school-wide data suggests that only 1.3% of our students were referred to the office as many as 5 times and 93% of students having 1 or fewer referrals.

What Does the Data Not Tell Us:

The data does not show barriers to learning such as: a students health, home situation, personal problems, and students basic. needs. These are non-academic factors that directly related to students learning and achievement.

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 one hundred percent of our students participated in all district wide assessments in 2013-14.

Tyner Elementary exceeded our CSIP Measurable Objective 1: to collaborate to increase the averaged combined reading and math K-PREP scores for Tyner Elementary students from 41.5 percent in 2012-13 to 45.7 for 2013-14 by a combined score of 46.3 an increase of .6 points. In addition, the combined reading and math K-PREP scores have steadily increased over the past three years.

A final KPREP goal was to increase achievement for all student groups in school so that the combined reading and math gap decreased from 33% to 46.3%.

Areas of strengths are 5th grade social studies and math.

Our social studies test score exceeded the district by 10.1 points and the state by 3.1. In math, our school exceeded the district by .4 but fell below the state 8.2 points.

We are analyzing current Thinklink, and IReady assessment data, in addition to student work to determine areas that might need to be retaught. Based on progress monitoring and other data, we are currently on target for the 2014-15 KPREP assessments.

Opportunities for Improvement

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

After analyzing various assessments, teachers differentiate instruction in order to meet all learning needs. Students who struggle are offered a variety of intervention programs targeted to address their specific needs.

Focus area of improvement is language mechanics and on demand writing. TES teachers have identified student's who are close to meeting cut off points for proficient and distinguished in addition to novice students. We have made a plan to target those students to move them to the next level while maintaining those students who are at a P/D level.

TES teachers received PD in writing over the summer. Teachers will implement strategies and activities from the training to help increase students growth in writing school wide. In addition, we are looking at different writing tools to help students become more organized in their thought processes such as Four Blocks. We are implementing this Four Square method K-5, so that students can build on this graphic organizer and be able to use it as 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.

Conclusion

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

WHAT ARE OUR PLANS TO ADDRESS OUR CONCERNS - All Students

Our school-wide instructional focus continues to hold the goals of increasing 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 invariably 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.

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. Our data clearly shows that there is significant variance in student performance from grade level to grade level. 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 methods.

We will also be focusing our staff development best practices, not only globally, but also within our building through PLC and peer observations building on those successes demonstrated within our own population and peer group.

ELA: Next Steps are to provide trainings for the different types of writing and implement writing across grade levels.

Teachers will conference with students in a timely fashion giving both oral and written feedback.

The Missing Piece

Introduction

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

Stakeholders

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

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

Tim Johnson, Principal

Melony Vickers, Counselor

Robbie Tincher, Teacher

Ruth Sizemore, FRC Director

Karen Smith, Save the Children

Tonya Huff, Promise Neighborhood Director

Stephanie Thomas, Parent SBDM

Angel Hornsby, Parent SBDM

Melissa Baker, Teacher

Elizabeth Norris, DAC, District Curriculum Coordinator

Relationship Building

School staff builds productive, personal relationships with parents of all their students.

Overall Rating: 2.57

	Statement or Question	Response	Rating
1.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

	Statement or Question	Response	Rating
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
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
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
5.	School staff involves parents in personal communication about their students' progress at least once a month.	Administrators and school staff are available to parents by appointment only to discuss their student's progress.	Apprentice

	Statement or Question	Response	Rating
6.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	Statement or Question	Response	Rating
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

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

Overall Rating: 2.71

	Statement or Question	Response	Rating
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
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 that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, and making home visits.)	Proficient

	Statement or Question	Response	Rating
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 results.	Proficient

	Statement or Question	Response	Rating
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
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).	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, opportunities for student-led conferences.)	Proficient

	Statement or Question	Response	Rating
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
7.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan.	Apprentice

Decision Making

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating: 1.71

	Statement or Question	Response	Rating
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.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

	Statement or Question	Response	Rating
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
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 sends council minutes to largest parent organization with no follow-up.	Novice

	Statement or Question	Response	Rating
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 action items imbedded in a few components. They are usually not measurable, have little to no funding, and consistent implementation and impact checking is not done.	Novice

	Statement or Question	Response	Rating
5.	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council encourages parents to serve only on SBDM committees that deal with parent involvement and/or school climate.	Apprentice

	Statement or Question	Response	Rating
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
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.	Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents.	Novice

Advocacy

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 2.0

	Statement or Question	Response	Rating
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
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
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
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.	Teachers handle parent complaints but outcomes are not tracked or reported.	Novice

	Statement or Question	Response	Rating
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 makes minimal effort to encourage parents to advocate for their child's academic success.	Apprentice

	Statement or Question	Response	Rating
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.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

Learning Opportunities

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

Overall Rating: 2.33

	Statement or Question	Response	Rating
1.	<p>Parents have multiple opportunities to learn about and discuss the following:</p> <ul style="list-style-type: none"> - 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 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 	<p>School provides open house and family nights for some parents to learn about:</p> <ul style="list-style-type: none"> • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM 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. 	Apprentice

	Statement or Question	Response	Rating
2.	<p>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.</p>	<p>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.</p>	Proficient

	Statement or Question	Response	Rating
3.	<p>School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.</p>	<p>School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.</p>	Proficient

	Statement or Question	Response	Rating
4.	<p>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.</p>	<p>School staff offers targeted parent workshops and meetings to help parents develop skills to support their child's learning.</p>	Apprentice

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

KDE Comprehensive School Improvement Plan

Tyner Elementary School

	Statement or Question	Response	Rating
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

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

Overall Rating: 1.33

	Statement or Question	Response	Rating
1.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership periodically meets with some business leaders to discuss information on student achievement.	Apprentice

	Statement or Question	Response	Rating
2.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

	Statement or Question	Response	Rating
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
4.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Staff sometimes collaborates with community agencies to address general student academic needs.	Novice

	Statement or Question	Response	Rating
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 are given information about community resources from school program coordinators or school staff.	Novice

	Statement or Question	Response	Rating
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 rarely updates or communicates with local agencies or programs that provide learning services.	Novice

Reflection

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

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

Some strengths that we noted from our surveys were:

- *Parents and other stakeholders are actively welcomed when they visit the school.
- *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 recently created 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. (This was the first year that we offered the parents surveys for input and we look forward to continuing the surveys to make improvements from year to year).
- *School staff ensures systematic ways to notify parents of students 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
- *Parents report that they are actively required and participate in students individual learning plans.
- *School staff makes systematic use of written communication to help parents understand their child's progress.
- *School staff displays proficient work samples regularly

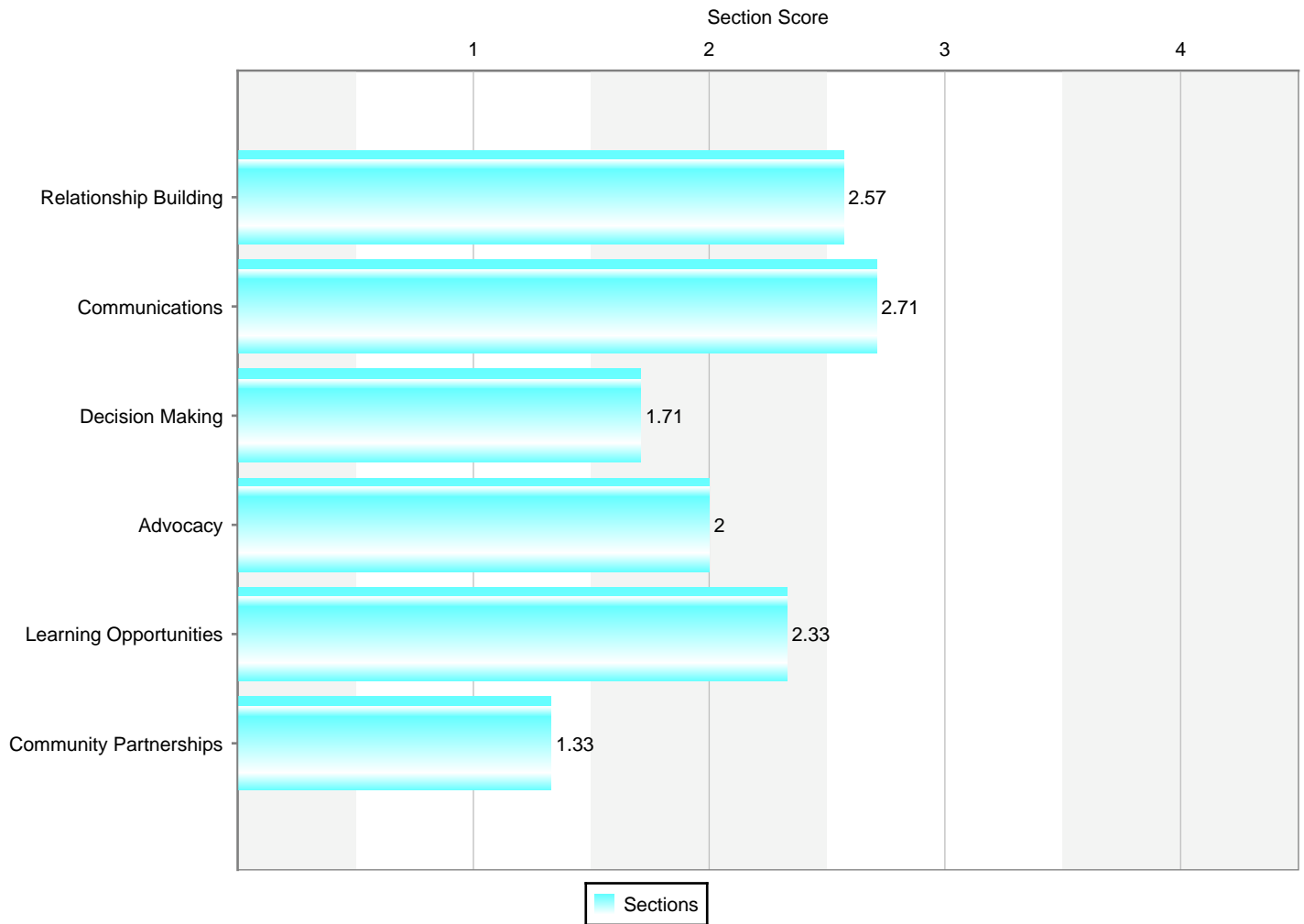
After reviewing the Advanced-Ed Parent survey, TES recognizes the need to improve our partnerships with community members. While parents and community members report that they feel welcome at TES to participate in activities in the school, we recognize we are not doing enough to publicize needs and resources. Our SBDM will be addressing the need in monthly meetings. In the mean-time, our school will work to maintain the positive, welcoming culture by continuous training of front office staff, teachers, and support staff. TES will focus on parents serving on selected committees and offering training for parents on different aspects of their child's education. Based on survey results we scored an Apprentice level on Parents reporting that the school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning. We feel that our school does offer many opportunities for parents and teachers to discuss a student's education, but there is always room for growth. Teachers are encouraged to keep in close contact with parents reporting not only the negative behaviors and academic statuses, but the positive as well. Ways to do this can be discussed through regular grade level PLC's. Although we do not have personal communication meeting set up monthly like a scheduled open house, all teachers are available daily on their grade level planning time to meet with parents. This information is relayed to parents at the beginning of the school year that if they need to discuss their student at anytime then they are available at those given times. Parents are always welcomed to schedule an appointment with the teacher at this time. Another area of weakness was the area that the school staff completes a needs assessments with all parents to determine resources necessary for their child's academic success. Our Family Resource Center is always open to help students with academic success with teacher referrals and family self referrals. They also work with community partners such as social services, local churches, etc. Our resource center also sends out a needs assessment survey each January to determine if they need after school tutoring, child care, etc. So we feel like we are addressing and working to determine resources for our students. Another aspect that was a weakness according to our survey results was the fact that our parents on SBDM engage and mentor other parents and seek their input through surveys, meetings, etc. Although this may not happen through a pencil/paper process, all SBDM meetings are open for parents to sit in on and offer their input to other SBDM parent leaders. Our SBDM meeting are regularly scheduled and time is posted in newspaper of when those regular meeting will be for participation. Another area of weakness was that school staff gives parents a clear, complete information of how to resolve concerns. Teachers are always there to handle parent complaints and are often taken care of with the principal

getting involved as well. The principal keeps all parent contacts documented in his office, but could work on looking at this information to see how we could improve as a school. He will look at trends of what the parent complaints are, if there are any trends, and work on/discuss with the individual(s) involved to try to fix the problem.

At TES we are always looking for ways to improve and to sustain the efforts that we are already doing to keep up the positive, safe, and learning environment for our students. We plan to use these survey results each year to make changes and improve what we can control to make our school a positive place for our staff, students, parents, and community partners.

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.

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. Various stakeholders are involved in TES improvement process to ensure that the needs of all students are addressed. 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.

Representatives from 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. Their responsibilities to develop 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. 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.

KDE Assurances - School

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 research-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 an 90 minute protected instructional block of time. Pearson Education uses scientific, evidence-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 one hour 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 Step, Hands, Early Steps to School Success, Raise a Reader. 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.	

KDE 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, Thinklink, 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 RTA (Read to Achieve grant) that allows students in the lowest 25th quartile of each grade level to receive extra interventions.	

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

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes		

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 1 funds are allocated through the Board of Education and all funds used from title 1 must be coded appropriately and approved through the Board of Education before a PO is approved for any title 1 funds that are used.	

KDE 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, 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 (4 per 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.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

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	PD 360 will be used to provide Professional development of the areas of curriculum, assessment, and instruction. Teachers will receive PD in I Ready, Pearson Reading Street, Read to Achieve, and various reading professional development to increase student learning. Teachers participate in program-specific job-embedded professional development to enhance their ability to delivery effective, appropriate instruction that improves student learning, student growth goals, and supports teachers' individual growth plan. Teachers will participate in program-specific job-embedded professional learning	

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 looks at our CSIP 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		

KDE 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	Our school uses researched based programs such Iready, RTA (read to achieve), Reading Eggs, Pearson Math and Reading series checkpoints and fluency screeners.	

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	RTA grant and interventions I ready Pearson Reading Street and Math series and interventions Save the Children In school and after school Reading Rocks Program Promise Neighborhood Academic Specialist assists with Math 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 coordinate with and support the regular educational program so identified students have access to both.	Yes	Pearson Reading Street and Envision Math I Ready Reading Eggs Fluency Screeners Save the Children in school and after school reading interventions	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes	We plan everything around the common core state standards and program review standards. We have visiting guests artists/programs that correlate with our Program Review standards in Arts/humanities, writing, and Practical Living.	

KDE Comprehensive School Improvement Plan

Tyner Elementary School

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 Think link (our district universal screener), IReady diagnostic assessments, and IReady 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.	

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.	Yes		

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.	Yes		

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	This year we implemented a parent 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, All Pro Dads, and FAST.	

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

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	All PD is based on a teacher needs assessment survey given to all staff by our PD coordinator.	

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		

KDE Comprehensive School Improvement Plan

Tyner Elementary School

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 and linked to our district website. (provide the website link below)	Yes	http://www.jackson.kyschools.us/userfiles/7/my%20files/csipytyner20132014.pdf?id=320	

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 specialist 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 principals office to make sure that they are under the direct supervision of a teacher	

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 paraeducators demonstrating that the duties are on a limited basis only	Yes		

KDE Comprehensive School Improvement PlanTyner Elementary School

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		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	No	We have to use Title 1 funds for 3 teachers.	

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

Compliance and Accountability - Elementary 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 TELL KY Survey results.

Goal 1:

KBE K-Prep Proficiency Goal Gaps in CSIP -Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 37% in 2013 to 62.1 n 2017

Measurable Objective 1:

collaborate to to increase student achievement performance for all student groups at Tyner Elementary by decreasing the achievement gap from 62% 2012 to 37% by 05/31/2017 as measured by K-Prep..

Strategy1:

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

Category:

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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be hired to reduce class size.	Academic Support Program			08/05/2013	12/19/2014	\$150000 - Title I Schoolwide	Tim Johnson, Principal

Narrative:

According to the TELL survey, 65% of teachers believe that class sizes are not reasonable such that teachers have the time available to meet the needs of all students. Due to budget cuts, there is currently not an option to hire more teachers to decrease class size.

According to the TELL survey, 63% of teachers believe that little to no efforts are made to minimize the amount of routine paperwork teachers are required to do.

KDE Comprehensive School Improvement Plan

Tyner Elementary School

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 -Increase the averaged combined reading and math K-Prep scores for elementary students from 37% to 62% in 2017

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-prep scores for Tyner Elementary students from 37.1 percent to 62.1 percent by 05/31/2017 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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Pre-School, Head Start, First Step, Hands, Early Steps to School Success, Tyner FRC and other community resources will be used to provide services for children ages birth-6.	Academic Support Program			08/05/2013	12/19/2014	\$50000 - Other	Family Resource Center Karen Smith Early Steps Paulette Vaughn Coreen Brewer

Activity - Transition Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Gather any transition data from EC providers to get to know incoming Pre-School-Kindergarten students.	Academic Support Program			08/05/2013	12/19/2014	\$0 - No Funding Required	Family Resource Center; Paulette Vaughn Karen Smith Preschool Teachers

Activity - Kindergarten Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all Kindergarteners at school entry with (BRIGANCE) screener to establish entry level.	Academic Support Program			08/05/2013	09/30/2014	\$5000 - Other	Certified Staff; Melony Vickers, Guidance Counselor

Strategy2:

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

Category:

Research Cited:

KDE Comprehensive School Improvement Plan

Tyner Elementary School

Activity - PD 360	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PD 360 will be used to provide Professional development of the areas of curriculum, assessment, and instruction.	Professional Learning			08/05/2013	12/19/2014	\$0 - No Funding Required	Professional Development Coordinator, Shanta Madden

Activity - Teacher PD Survey	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will take a Professional development survey. PD will be planned based on survey.	Professional Learning			12/16/2013	05/30/2014	\$0 - No Funding Required	Professional Development Coordinator, Shanta Madden

Strategy3:

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

Category:

Research Cited:

Activity - PLC	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC's will develop plans to address gaps in instruction or learner needs based on CCST and Thinklink Scores, STAR, and other summative and formative assessments.	Academic Support Program			08/05/2013	12/19/2014	\$0 - No Funding Required	Tim Johnson, Principal; Certified Staff

Activity - RTI Placement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify and place students in appropriate RTI tiers and revise Tiers 3 times a year	Academic Support Program			08/05/2013	12/19/2014	\$0 - No Funding Required	Tim Johnson, Principal; Melony Vickers, Guidance Counselor; Certified Staff

Activity - RTI Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Resources at school level will be used to place and schedule students for RTI services. Example: Tier 1/classroom, Tier 2/ Save the Children, Tier 3/ Small group Classroom	Academic Support Program			08/05/2013	12/19/2014	\$40000 - Other	Tim Johnson, Principal; Jennifer Morgan, Ruthie Sizemore

Activity - School Intervention Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish a school intervention team who looks at academic and behavioral data for the school.	Academic Support Program			08/05/2013	12/19/2014	\$0 - No Funding Required	Tim Johnson, Principal Angie Carroll Melanie Vickers Tina Huff

KDE Comprehensive School Improvement Plan

Tyner Elementary School

Strategy4:

Curriculum, Assessment, & Alignment Teams - Curriculum and Assessment teams will be established to monitor curriculum and assessments

for grades K-5.

Category:

Research Cited:

Activity - SMART Goals	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn to write SMART Goals cross-curricular.	Professional Learning			01/01/2014	12/19/2014	\$200 - Title I Schoolwide	Tim Johnson

Activity - Review Curriculum maps and CCST	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
*The team will meet with teachers to review curriculum maps and make necessary adjustments.	Academic Support Program			01/15/2013	12/19/2014	\$0 - No Funding Required	Tim Johnson, Principal Melony Vickers, Counselor Teachers

Activity - Program Reviews	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop curriculum maps and integrate lessons for arts and humanities, vocational, and practical living that meet the program review proficient standards across the curriculum.	Academic Support Program			08/05/2013	12/19/2014	\$0 - No Funding Required	Tim Johnson, Principal Program Review Team All teachers

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will meet to analyze assessments such as KPREP, Thinklink, STAR, and unit assessments to determine areas of weaknesses, identify curriculum gaps, and create next steps in order for students to master ccss.	Other			08/04/2013	12/19/2014	\$0 - No Funding Required	Tim Johnson Melony Vickers Staff

Activity - Program Review PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide information to teachers on how to develop high quality instructional activities, examine rubric used in program review, and analyze program review data.	Academic Support Program			08/04/2013	12/19/2014	\$5000 - Other	Keith Lakes/ Rhonda Thompson Catherine Rubin/ Artful Reading/ Lauren Binghamn/ Promise Neighborhood

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Activity - Unit Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop academic units in reading and math aligned with new reading and Math series.	Academic Support Program			08/22/2013	06/30/2014	\$0 - No Funding Required	Teachers Tim Johnson

Activity - Program Review Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school program review team reviews evidence team to inform, review, and monitor program review lessons.	Academic Support Program			08/05/2013	12/19/2014	\$0 - No Funding Required	Tim Johnson, Principal Program Review Team

Activity - Program Review Curriculum Documents	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review Team will create curriculum documents for Arts/Humanities and Practical Living.	Policy and Process			01/01/2014	12/19/2014	\$0 - No Funding Required	Program Review Team Tim Johnson

Strategy5:

K-Prep - Review results of the K-Prep reading & math to identify areas of strengths and weaknesses.

Category:

Research Cited:

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze results of the K-Prep in combined reading and math to identify the percent of proficiency.	Academic Support Program			09/30/2013	09/30/2014	\$0 - Title I Schoolwide	Tim Johnson, Principal Melony Vickers, Counselor

Strategy6:

Math Initiative - Assess and disseminate new common core resources to support math planning.

Category:

Research Cited:

Activity - Math Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop and analyze student learning based on a variety of assessments and make necessary adjustments to instruction and curriculum as needed.	Academic Support Program			08/05/2013	11/29/2013	\$0 - No Funding Required	Tim Johnson, Principal Math Team

Strategy7:

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

Category:

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Research Cited:

Activity - Literacy Gaps	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Literacy Team will analyze and identify performance gaps in KPREP to determine professional development needed for instructional improvements.	Academic Support Program			09/30/2013	11/29/2013	\$0 - No Funding Required	Tim Johnson, Principal Literacy Team

Activity - Develop literacy team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The literacy team will analyze, and implement writing policies, writing for program reviews, and literacy plans.	Academic Support Program			08/05/2013	12/19/2014	\$0 - No Funding Required	Tim Johnson, Principal Writing Team

Strategy8:

Best Practices - Ensure that teachers implement the curriculum using best practices for instruction and assessment.

Category:

Research Cited:

Activity - Classroom Observations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be observed to ensure that best practices are being used in grades K-5.	Academic Support Program			08/05/2013	12/19/2014	\$0 - No Funding Required	Tim Johnson, Principal District Walkthrough Team PGES Peer Observations

Strategy9:

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

Category:

Research Cited:

Activity - Develop Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop different types of assessments to use before, during, and after instruction.	Direct Instruction			08/04/2013	12/19/2014	\$0 - No Funding Required	Tim Johnson Melony Vickers Certified Staff

All children were screened for kindergarten readiness.

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Goal 1:

KBE- K-Prep Proficiencies Goals in CSIP -Increase the averaged combined reading and math K-Prep scores for elementary students from 37% to 62% in 2017

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-prep scores for Tyner Elementary students from 37.1 percent to 62.1 percent by 05/31/2017 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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Pre-School, Head Start, First Step, Hands, Early Steps to School Success, Tyner FRC and other community resources will be used to provide services for children ages birth-6.	Academic Support Program			08/05/2013	12/19/2014	\$50000 - Other	Family Resource Center Karen Smith Early Steps Paulette Vaughn Coreen Brewer

Activity - Transition Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Gather any transition data from EC providers to get to know incoming Pre-School-Kindergarten students.	Academic Support Program			08/05/2013	12/19/2014	\$0 - No Funding Required	Family Resource Center; Paulette Vaughn Karen Smith Preschool Teachers

Activity - Kindergarten Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all Kindergarteners at school entry with (BRIGANCE) screener to establish entry level.	Academic Support Program			08/05/2013	09/30/2014	\$5000 - Other	Certified Staff; Melony Vickers, Guidance Counselor

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

Goal 1:

KBE- K-Prep Proficiencies Goals in CSIP -Increase the averaged combined reading and math K-Prep scores for elementary students from 37% to 62% in 2017

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Tyner Elementary School

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-prep scores for Tyner Elementary students from 37.1 percent to 62.1 percent by 05/31/2017 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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all Kindergarteners at school entry with (BRIGANCE) screener to establish entry level.	Academic Support Program			08/05/2013	09/30/2014	\$5000 - Other	Certified Staff; Melony Vickers, Guidance Counselor

Activity - Identify Early Childhood Providers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Pre-School, Head Start, First Step, Hands, Early Steps to School Success, Tyner FRC and other community resources will be used to provide services for children ages birth-6.	Academic Support Program			08/05/2013	12/19/2014	\$50000 - Other	Family Resource Center Karen Smith Early Steps Paulette Vaughn Coreen Brewer

Activity - Transition Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Gather any transition data from EC providers to get to know incoming Pre-School-Kindergarten students.	Academic Support Program			08/05/2013	12/19/2014	\$0 - No Funding Required	Family Resource Center; Paulette Vaughn Karen Smith Preschool Teachers

Goal 2:

KBE K-Prep Proficiency Goal Gaps in CSIP -Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 37% in 2013 to 62.1 n 2017

Measurable Objective 1:

collaborate to to increase student achievement performance for all student groups at Tyner Elementary by decreasing the achievement gap from 62% 2012 to 37% by 05/31/2017 as measured by K-Prep..

Strategy1:

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

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Category:

Research Cited:

Activity - Early Steps	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Home visits for ages birth to 3 to promote early literacy and to ensure a transition to school.	Parent Involvement			08/05/2013	12/19/2014	\$40000 - FRYSC	Ruthie Sizemore/ Family Resource Center Karen Smtih/Early Steps Coordinator

Activity - FAST (Families and Schools together)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An eight week comprehensive family involvement program which targets students individually and subsequently support the parents to build the family unit.	Parent Involvement			08/05/2013	12/19/2014	\$10000 - Other	Promise Neighborhood Ruthie Sizemore/Family Resource Center Mary Ann Keck Adam Sowder

Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Open House, School-wide functions such as Christmas Programs. service learning projects, Backpack clud fundraiser, 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), FAST (families and schools together), Raising a Reader Program (Parents are encouraged to read to children at home)	Parent Involvement			08/05/2013	12/19/2014	\$0 - No Funding Required	Tim Johnson, Principal Family Resource Center/Ruthie Sizemore Karen Smith Preschool Staff Andea Martin (Parent Engagement Specialist) /VISTA volunteer

Activity - Family Reading Nights	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Family Resource provided Family Reading Night 4 Times a year to promote literacy to students and parents.	Parent Involvement			08/05/2013	12/19/2014	\$1000 - Title I Schoolwide	Ruthie Sizemore/ Family Resource

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

Goal 1:

KBE- K-Prep Proficiencies Goals in CSIP -Increase the averaged combined reading and math K-Prep scores for elementary students from

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37% to 62% in 2017

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-prep scores for Tyner Elementary students from 37.1 percent to 62.1 percent by 05/31/2017 as measured by K-Prep.

Strategy1:

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

Category:

Research Cited:

Activity - Develop Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop different types of assessments to use before, during, and after instruction.	Direct Instruction			08/04/2013	12/19/2014	\$0 - No Funding Required	Tim Johnson Melony Vickers Certified Staff

Strategy2:

K-Prep - Review results of the K-Prep reading & math to identify areas of strengths and weaknesses.

Category:

Research Cited:

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze results of the K-Prep in combined reading and math to identify the percent of proficiency.	Academic Support Program			09/30/2013	09/30/2014	\$0 - Title I Schoolwide	Tim Johnson, Principal Melony Vickers, Counselor

Strategy3:

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

Category:

Research Cited:

Activity - Literacy Gaps	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Literacy Team will analyze and identify performance gaps in KPREP to determine professional development needed for instructional improvements.	Academic Support Program			09/30/2013	11/29/2013	\$0 - No Funding Required	Tim Johnson, Principal Literacy Team

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Activity - Develop literacy team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The literacy team will analyze, and implement writing policies, writing for program reviews, and literacy plans.	Academic Support Program			08/05/2013	12/19/2014	\$0 - No Funding Required	Tim Johnson, Principal Writing Team

Strategy4:

Math Initiative - Assess and disseminate new common core resources to support math planning.

Category:

Research Cited:

Activity - Math Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop and analyze student learning based on a variety of assessments and make necessary adjustments to instruction and curriculum as needed.	Academic Support Program			08/05/2013	11/29/2013	\$0 - No Funding Required	Tim Johnson, Principal Math Team

Strategy5:

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

Category:

Research Cited:

Activity - Teacher PD Survey	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will take a Professional development survey. PD will be planned based on survey.	Professional Learning			12/16/2013	05/30/2014	\$0 - No Funding Required	Professional Development Coordinator, Shanta Madden

Activity - PD 360	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PD 360 will be used to provide Professional development of the areas of curriculum, assessment, and instruction.	Professional Learning			08/05/2013	12/19/2014	\$0 - No Funding Required	Professional Development Coordinator, Shanta Madden

Strategy6:

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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Gather any transition data from EC providers to get to know incoming Pre-School-Kindergarten students.	Academic Support Program			08/05/2013	12/19/2014	\$0 - No Funding Required	Family Resource Center; Paulette Vaughn Karen Smith Preschool Teachers

Activity - Identify Early Childhood Providers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Pre-School, Head Start, First Step, Hands, Early Steps to School Success, Tyner FRC and other community resources will be used to provide services for children ages birth-6.	Academic Support Program			08/05/2013	12/19/2014	\$50000 - Other	Family Resource Center Karen Smith Early Steps Paulette Vaughn Coreen Brewer

Activity - Kindergarten Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all Kindergarteners at school entry with (BRIGANCE) screener to establish entry level.	Academic Support Program			08/05/2013	09/30/2014	\$5000 - Other	Certified Staff; Melony Vickers, Guidance Counselor

Strategy7:

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

Category:

Research Cited:

Activity - RTI Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Resources at school level will be used to place and schedule students for RTI services. Example: Tier 1/classroom, Tier 2/ Save the Children, Tier 3/ Small group Classroom	Academic Support Program			08/05/2013	12/19/2014	\$40000 - Other	Tim Johnson, Principal; Jennifer Morgan, Ruthie Sizemore

Activity - RTI Placement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify and place students in appropriate RTI tiers and revise Tiers 3 times a year	Academic Support Program			08/05/2013	12/19/2014	\$0 - No Funding Required	Tim Johnson, Principal; Melony Vickers, Guidance Counselor; Certified Staff

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Activity - PLC	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC's will develop plans to address gaps in instruction or learner needs based on CCST and Thinklink Scores, STAR, and other summative and formative assessments.	Academic Support Program			08/05/2013	12/19/2014	\$0 - No Funding Required	Tim Johnson, Principal; Certified Staff

Activity - School Intervention Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish a school intervention team who looks at academic and behavioral data for the school.	Academic Support Program			08/05/2013	12/19/2014	\$0 - No Funding Required	Tim Johnson, Principal Angie Carroll Melanie Vickers Tina Huff

Strategy8:

Curriculum, Assessment, & Alignment Teams - Curriculum and Assessment teams will be established to monitor curriculum and assessments

for grades K-5.

Category:

Research Cited:

Activity - Review Curriculum maps and CCST	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
*The team will meet with teachers to review curriculum maps and make necessary adjustments.	Academic Support Program			01/15/2013	12/19/2014	\$0 - No Funding Required	Tim Johnson, Principal Melony Vickers, Counselor Teachers

Activity - Program Reviews	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop curriculum maps and integrate lessons for arts and humanities, vocational, and practical living that meet the program review proficient standards across the curriculum.	Academic Support Program			08/05/2013	12/19/2014	\$0 - No Funding Required	Tim Johnson, Principal Program Review Team All teachers

Activity - Program Review PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide information to teachers on how to develop high quality instructional activities, examine rubric used in program review, and analyze program review data.	Academic Support Program			08/04/2013	12/19/2014	\$5000 - Other	Keith Lakes/ Rhonda Thompson Catherine Rubin/ Artful Reading/ Lauren Bingham/ Promise Neighborhood

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Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will meet to analyze assessments such as KPREP, Thinklink, STAR, and unit assessments to determine areas of weaknesses, identify curriculum gaps, and create next steps in order for students to master ccss.	Other			08/04/2013	12/19/2014	\$0 - No Funding Required	Tim Johnson Melony Vickers Staff

Activity - Program Review Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school program review team reviews evidence team to inform, review, and monitor program review lessons.	Academic Support Program			08/05/2013	12/19/2014	\$0 - No Funding Required	Tim Johnson, Principal Program Reveiw Team

Activity - SMART Goals	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn to write SMART Goals cross-curricular.	Professional Learning			01/01/2014	12/19/2014	\$200 - Title I Schoolwide	Tim Johnson

Activity - Program Review Curriculum Documents	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review Team will create curriculum docuements for Arts/Humanities and Practical Living.	Policy and Process			01/01/2014	12/19/2014	\$0 - No Funding Required	Program Review Team Tim Johnson

Activity - Unit Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop academic units in reading and math aligned with new reading and Math series.	Academic Support Program			08/22/2013	06/30/2014	\$0 - No Funding Required	Teachers Tim Johnson

Strategy9:

Best Practices - Ensure that teachers implement the curriculum using best practices for instruction and assessment.

Category:

Research Cited:

Activity - Classroom Observations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be observed to ensure that best practices are being used in grades K-5.	Academic Support Program			08/05/2013	12/19/2014	\$0 - No Funding Required	Tim Johnson, Principal District Walkthrough Team PGES Peer Observations

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The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

KBE- K-Prep Proficiencies Goals in CSIP -Increase the averaged combined reading and math K-Prep scores for elementary students from 37% to 62% in 2017

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-prep scores for Tyner Elementary students from 37.1 percent to 62.1 percent by 05/31/2017 as measured by K-Prep.

Strategy1:

Best Practices - Ensure that teachers implement the curriculum using best practices for instruction and assessment.

Category:

Research Cited:

Activity - Classroom Observations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be observed to ensure that best practices are being used in grades K-5.	Academic Support Program			08/05/2013	12/19/2014	\$0 - No Funding Required	Tim Johnson, Principal District Walkthrough Team PGES Peer Observations

Strategy2:

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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Pre-School, Head Start, First Step, Hands, Early Steps to School Success, Tyner FRC and other community resources will be used to provide services for children ages birth-6.	Academic Support Program			08/05/2013	12/19/2014	\$50000 - Other	Family Resource Center Karen Smith Early Steps Paulette Vaughn Coreen Brewer

Activity - Transition Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Gather any transition data from EC providers to get to know incoming Pre-School-Kindergarten students.	Academic Support Program			08/05/2013	12/19/2014	\$0 - No Funding Required	Family Resource Center; Paulette Vaughn Karen Smith Preschool Teachers

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Activity - Kindergarten Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all Kindergarteners at school entry with (BRIGANCE) screener to establish entry level.	Academic Support Program			08/05/2013	09/30/2014	\$5000 - Other	Certified Staff; Melony Vickers, Guidance Counselor

Strategy3:

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

Category:

Research Cited:

Activity - PD 360	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PD 360 will be used to provide Professional development of the areas of curriculum, assessment, and instruction.	Professional Learning			08/05/2013	12/19/2014	\$0 - No Funding Required	Professional Development Coordinator, Shanta Madden

Activity - Teacher PD Survey	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will take a Professional development survey. PD will be planned based on survey.	Professional Learning			12/16/2013	05/30/2014	\$0 - No Funding Required	Professional Development Coordinator, Shanta Madden

Strategy4:

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

Category:

Research Cited:

Activity - School Intervention Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish a school intervention team who looks at academic and behavioral data for the school.	Academic Support Program			08/05/2013	12/19/2014	\$0 - No Funding Required	Tim Johnson, Principal Angie Carroll Melanie Vickers Tina Huff

Activity - RTI Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Resources at school level will be used to place and schedule students for RTI services. Example: Tier 1/classroom, Tier 2/ Save the Children, Tier 3/ Small group Classroom	Academic Support Program			08/05/2013	12/19/2014	\$40000 - Other	Tim Johnson, Principal; Jennifer Morgan, Ruthie Sizemore

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Activity - PLC	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC's will develop plans to address gaps in instruction or learner needs based on CCST and Thinklink Scores, STAR, and other summative and formative assessments.	Academic Support Program			08/05/2013	12/19/2014	\$0 - No Funding Required	Tim Johnson, Principal; Certified Staff

Activity - RTI Placement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify and place students in appropriate RTI tiers and revise Tiers 3 times a year	Academic Support Program			08/05/2013	12/19/2014	\$0 - No Funding Required	Tim Johnson, Principal; Melony Vickers, Guidance Counselor; Certified Staff

Goal 2:

KBE K-Prep Proficiency Goal Gaps in CSIP -Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 37% in 2013 to 62.1 n 2017

Measurable Objective 1:

collaborate to to increase student achievement performance for all student groups at Tyner Elementary by decreasing the achievement gap from 62% 2012 to 37% by 05/31/2017 as measured by K-Prep..

Strategy1:

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

Category:

Research Cited:

Activity - Behavior Intervention Plan	Activity Type	Tier	Phase	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			08/05/2013	12/19/2014	\$0 - No Funding Required	Tim Johnson Certified Staff

Strategy2:

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

Category:

Research Cited:

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Activity - Differentiation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use differentiation to deliver instruction to ALL students.	Direct Instruction			08/05/2013	12/19/2014	\$0 - No Funding Required	Tim Johnson Certified Staff

Activity - Researched Based Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use researched based instructional strategies to deliver instruction to ALL students.	Direct Instruction			08/01/2013	12/19/2014	\$0 - No Funding Required	Tim Johnson Certified Staff

Strategy3:

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

Category:

Research Cited:

Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Open House, School-wide functions such as Christmas Programs. service learning projects, Backpack clud fundraiser, 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), FAST (families and schools together), Raising a Reader Program (Parents are encouraged to read to children at home)	Parent Involvement			08/05/2013	12/19/2014	\$0 - No Funding Required	Tim Johnson, Principal Family Resource Center/Ruthie Sizemore Karen Smith Preschool Staff Andea Martin (Parent Engagement Specialist) /VISTA volunteer

Activity - Family Reading Nights	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Family Resource provided Family Reading Night 4 Times a year to promote literacy to students and parents.	Parent Involvement			08/05/2013	12/19/2014	\$1000 - Title I Schoolwide	Ruthie Sizemore/ Family Resource

Activity - Early Steps	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Home visits for ages birth to 3 to promote early literacy and to ensure a transition to school.	Parent Involvement			08/05/2013	12/19/2014	\$40000 - FRYSC	Ruthie Sizemore/ Family Resource Center Karen Smtih/Early Steps Coordinator

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Activity - FAST (Families and Schools together)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An eight week comprehensive family involvement program which targets students individually and subsequently support the parents to build the family unit.	Parent Involvement			08/05/2013	12/19/2014	\$10000 - Other	Promise Neighborhood Ruthie Sizemore/Family Resource Center Mary Ann Keck Adam Sowder

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

Goal 1:

KBE- K-Prep Proficiencies Goals in CSIP -Increase the averaged combined reading and math K-Prep scores for elementary students from 37% to 62% in 2017

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-prep scores for Tyner Elementary students from 37.1 percent to 62.1 percent by 05/31/2017 as measured by K-Prep.

Strategy1:

Curriculum, Assessment, & Alignment Teams - Curriculum and Assessment teams will be established to monitor curriculum and assessments

for grades K-5.

Category:

Research Cited:

Activity - Program Review Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school program review team reviews evidence team to inform, review, and monitor program review lessons.	Academic Support Program			08/05/2013	12/19/2014	\$0 - No Funding Required	Tim Johnson, Principal Program Review Team

Activity - Review Curriculum maps and CCST	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
*The team will meet with teachers to review curriculum maps and make necessary adjustments.	Academic Support Program			01/15/2013	12/19/2014	\$0 - No Funding Required	Tim Johnson, Principal Melony Vickers, Counselor Teachers

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Activity - Program Review PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide information to teachers on how to develop high quality instructional activities, examine rubric used in program review, and analyze program review data.	Academic Support Program			08/04/2013	12/19/2014	\$5000 - Other	Keith Lakes/ Rhonda Thompson Catherine Rubin/ Artful Reading/ Lauren Bingham/ Promise Neighborhood

Activity - Unit Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop academic units in reading and math aligned with new reading and Math series.	Academic Support Program			08/22/2013	06/30/2014	\$0 - No Funding Required	Teachers Tim Johnson

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will meet to analyze assessments such as KPREP, Thinklink, STAR, and unit assessments to determine areas of weaknesses, identify curriculum gaps, and create next steps in order for students to master ccss.	Other			08/04/2013	12/19/2014	\$0 - No Funding Required	Tim Johnson Melony Vickers Staff

Activity - Program Reviews	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop curriculum maps and integrate lessons for arts and humanities, vocational, and practical living that meet the program review proficient standards across the curriculum.	Academic Support Program			08/05/2013	12/19/2014	\$0 - No Funding Required	Tim Johnson, Principal Program Review Team All teachers

Activity - Program Review Curriculum Documents	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review Team will create curriculum documents for Arts/Humanities and Practical Living.	Policy and Process			01/01/2014	12/19/2014	\$0 - No Funding Required	Program Review Team Tim Johnson

Activity - SMART Goals	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn to write SMART Goals cross-curricular.	Professional Learning			01/01/2014	12/19/2014	\$200 - Title I Schoolwide	Tim Johnson