TES 2022-23 Phase Three: Comprehensive School Improvement Plan_11102022_13:56

2022-23 Phase Three: Comprehensive School Improvement Plan

Tyner Elementary School
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2022-23 Phase Three: Comprehensive School Improvement Plan

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

a. Develop your Strategic Goals using the Comprehensive School Improvement Plan Template.
b. Upload your completed Comprehensive School Improvement Plan in the attachment area below.

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

In regards to the Comprehensive School Improvement Plan, Tyner Elementary School will maintain or continue strategies that are related to the Strategic Key Core Work Processes including KCWP 1: Design and Deploy Standards, KCWP 2: Design and Deliver Instruction, KCWP 3: Design and Deliver Assessment Literacy, KCWP 4: Review, Analyze and Apply Data, KCWP 5: Design, Align and Deliver Support, and KCWP 6: Establishing Learning Culture and Environment. Although TES will continue to implement the above strategies, we have modified the activities within the strategies to address our areas of need which include math proficiency, novice reduction, and a need to increase attendance. Activities added include the following: Deeper Learning initiative, Recipe for Reading Coaching, Blended Learning, PBIS activities, and attendance activities. In regards to achievement gap groups we have modified activities as needed to better meet the needs of these students including professional development that focuses on high yield strategies that promotes deeper learning, IEP goal support through professional development for special education teachers, Co-teaching, continued summer programs, in school tiered interventions, parent involvement activities, and morning math tutoring.

ATTACHMENTS

Attachment Name

📄 Revised Copy of the Comprehensive School Improvement Plan pending SBDM approval

📄 SBDM Approved TES KDE Comprehensive School Improvement Plan

Operational Definitions

Goal: Long-term three- to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by the Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

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

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible

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individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

Requirements for Building an Improvement Plan

The required goals for elementary/middle schools include the following:
• State Assessment Results in reading and mathematics
• State Assessment Results in science, social studies and writing
• English Learner Progress
• Quality of School Climate and Safety
• Achievement Gap

The required goals for high schools include the following:
• State Assessment Results in reading and mathematics
• State Assessment Results in science, social studies and writing
• English Learner Progress
• Quality of School Climate and Safety
• Postsecondary Readiness (high school only)
• Graduation Rate (high school only)
• Achievement Gap

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Attachment Summary

Attachment Name	Description	Associated Item(s)
[PDF] Revised Copy of the Comprehensive School Improvement Plan pending SBDM approval	This file contains the revised Comprehensive School Improvement Plan pending SBDM approval.	•
[PDF] SBDM Approved TES KDE Comprehensive School Improvement Plan	This file contains the Comprehensive School Improvement Plan approved by the SBDM.	•

Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Requirements for Building an Improvement Plan

- The required goals for elementary/middle schools include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety

- The required goals for high schools include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress

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- ○ Quality of School Climate and Safety
- ○ Postsecondary Readiness
- ○ Graduation Rate

Explanations/Directions

Goal: Schools should determine long-term goals that are three to five year targets for each required school level indicator. Elementary/middle schools must address proficiency, separate academic indicator, achievement gap, and growth. High schools must address proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).	Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

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1: State Assessment Results in reading and mathematics

Goal 1 (State your reading and math goal.):
Tyner Elementary will increase the percentage of Proficient and Distinguished students in reading and math as measured by the state assessment.

Content Areas	Current 2022	Spring 2023	Spring 2024	Spring 2025
Reading	55.0%	55.9%	58.1%	60.3%
Math	45.0%	44.1%	46.9%	49.7%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Tyner Elementary will increase the percentage of Proficient and Distinguished students in reading and math as measured by the state assessment. Annual Objective Reading 2022-2023-55.9% Math 2022-2023-44.1%	KCWP 4: Review, Analyze and Apply Data	**Data Professional Learning Communities:** Once monthly grade level PLC's will meet with administration to track students' progress and address weaknesses based on data. Data will be used to drive classroom instruction and improve student achievement.	*Progress monitoring data. *Simple Solution Quizzes *Common assessment data *Benchmark Data *School Wide ELGN Data Template	Progress monitoring will be conducted through PLC minutes. Benchmark data will play an important role in measuring the effectiveness of the activity. *Responsible individuals include: all teachers and administration *Timeline: Jan. 2022-December 2023	0
		Data Review Team Meetings: Teachers, Special Education Teachers, and administration will meet twice monthly to review, analyze, and plan for students who are receiving Tier II and Tier III instruction and/or behavior intervention. The Data Review team will also analyze attendance data in order to ensure that we are making attempts to identify any areas that need intervention or improvement in order to meet the needs of the whole child (MTSS).	Data Review Team Summaries iReady Data	Progress monitoring will be conducted through PLC minutes. Benchmark data will play an important role in measuring the effectiveness of the activity. *Responsible individuals include: all teachers and administration *Timeline: Current-December 2023	0

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KCWP 3: Design and Deliver Assessment Literacy KCWP 1: Design and Deploy Standards	**Monthly Standards PLC's:** Teachers and administration will meet monthly to focus on standards, learning targets, and assessment data. These meetings will ensure that instruction is standards based. Administration will be able to monitor and evaluate achievement related to the learning targets and standards.	iReady Data Simple Solutions Data Standards check off sheet	Progress monitoring will be conducted through observations and discussions during PLC's. Sign-in sheets Walk-through data January 2023-January 2024	0
KCWP 1: Design and Deploy Standards	**Weekly Walkthroughs:** The principal and assistant principal will conduct weekly walkthroughs in order to collect data pertaining to classroom instruction and the implementation of standards. This data will be shared with staff in order to ensure high quality instruction and enhance student achievement. KCWP 5: Design, Align and Deliver Support (This activity will also help administration deliver support and monitor fidelity of programs).	Walk-Through Data PLC minutes Lesson Plans	*Monitored through Walkthrough data. Responsible: Administration Timeline: December 2022-December 2023	0

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KCWP 2: Design and Deliver Instruction			
KCWP 5: Classroom Design, Align and Deliver Support Processes	**Interventions K-5:** Resources at the school level will be used to place and schedule students for intervention services based on data. Example Tier 1 classroom, Tier II/ iReady, Save the Children, Recipe for Reading, CCEIS, and core program interventions, Tier III small group teacher interventions utilizing iReady, Envision Math, Recipe for Reading, and HMH interventions (K-3 Tier III students may receive services provided by the Read to Achieve Grant).	iReady Data RTI Data Online Programs Usage Reports	Progress Monitoring through DRT meetings and usage reports. Responsible: All teachers, lab attendants, and administration. Timeline: Current-December 2023	Title 1
	Read to Achieve: The reading interventionist will utilize the Read to Achieve Program to service students scoring in the bottom quartile in reading according to the benchmark assessments. This activity is provided through the Read to Achieve Grant.	iReady Data Star Data	Progress Monitoring through benchmark assessments and RTI data. Responsible: Candice York Timeline: Current-December 2023	RTA Grant

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		Title 1
Professional Development 2022-2023: Teachers will participate in professional development that will enhance their instructional practices including professional development with specific focus on high yield strategies to promote deeper learning.	State Assessment Data iReady Data RTI Data Benchmark Data	Progress monitored through sign in sheets and assessment Data Responsible: Administration Timeline: December 2022-2023
Recipe for Reading: K-3 teachers will continue to implement Recipe for Reading as a supplemental curriculum with special focus on implementation during Tier II and Tier III instruction. Special Education teachers have also been trained on this program and will continue to implement strategies to help students reach their goals. This is a research-based, comprehensive, multisensory, phonics-based reading program that is designed for beginning readers in grades K–3 or at-risk and struggling readers in grades 1–6. Recipe for Reading incorporates visual, auditory, and kinesthetic techniques to teach and reinforce phonetic concepts. The Recipe for Reading curriculum is ideal for differentiated instruction in a variety of settings—inclusion, one-on-one, or whole class.	*Phonics-iReady data	Progress monitoring will include: *Walkthrough observation data *PLC's Persons Responsible: Teachers, Administration Current-December 2023	Training provided by SESC.

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KCWP 2: Design and Deliver Instruction	**Teacher Mentor:** New teachers will be assigned a teacher mentor. The teacher mentor will collaborate with the new teacher, observe, and offer suggestions. Additionally new teachers will participate in the New Teacher mentoring program offered through SESC.	Lesson Plans Observations	Progress will be monitored through observation data, planning data, and lesson plans. Responsible: Administration Timeline: December 2022-23	0
	Reflex Math: Teachers in grades K-5 will implement the research based math program Reflex to increase math automaticity. All students will utilize this program to gain automaticity. Additionally, the program will be used for targeted interventions with students who lack fluency skills already developed by peers. This program will provide students with the explicit instruction and coaching, a practice environment to maximize understanding, and customized fast paced games for retention.	Program Usage Reflex Data Board	Progress Monitoring through program usage (Kendall Coffey). Responsible: All teachers, lab attendants, and administration. Timeline: Current-December 2023	Title 1
KCWP 5: Classroom Design, Align and Deliver Support Process	**Implementation of Tier 3 PBIS/Behavior Interventions:** Tyner Elementary will follow the Tier 3 PBIS intervention plan. The intervention plan consists of three tiers and each tier in the PBIS framework is comprised of core practices and systems. Students will be placed in tiers based on school wide behavioral data around key indicators (number of office referrals, in school suspensions, attendance, tardiness, failing grades, persistence to graduation data, and	School Wide Behavioral Data Behavior Intervention data	Progress monitoring through behavior data Responsible: Behavior/Safety Team, administration, and teachers. Timeline: January 2022-January 2023	0

detentions). All teachers will submit office referrals on the district wide office referral sheet and submit those to the school principal. The principal and the Behavior Team will analyze data in order to make decisions about tier placement. The principal and/or assistant principal will enter data into Infinite Campus. Progress monitoring will take place within the tiers following the PBIS guidelines. Interventions will be researched based and must ensure positive reinforcement.				
Recipe for Reading Coaching: Teachers in grades K-3 will receive coaching from the SESC Recipe for Reading Coach. Mrs. Stuber will complete walkthroughs, follow-ups, and model structured literacy lessons in the classroom. She will also meet with teachers during PLC's as needed. This activity will ensure that all students are receiving high quality research based instruction in reading.	Success will be measured through teacher reflections and implementation of new strategies.	Progress monitoring through walkthrough data. Responsible: Administration, SESC, K-3 teachers. Timeline: Current- December 2023	0	
Class Size Reduction: Teachers will be hired to reduce class size based on student enrollment. Research indicates that a child has a lower class size for EACH grade K-3, the child will likely learn more.	Success will be measured through school and state assessment data	All of our allotments are based on attendance and are provided by the district. January-May 30, 2023 We have not received our new allotments at this time.	Title II	

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KCWP 2: Design and Deliver Instruction	**Math Simple Solutions:** Math Simple Solutions will continue to be implemented as a supplemental curriculum in grades K-5. Simple Solutions provides students with a daily spiral review. .	State Assessment Data iReady Data RTI Data Benchmark Data	The principal will conduct progress monitoring by collection of the Simple Solutions quizzes, Teachers will bring evidence to PLC's. Responsible: All math teachers Timeline: December 2022-23	Section 6 and Title I
	Reading Simple Solutions: Reading Simple Solutions in grades 3-5 will continue to be implemented along with Phonics in grades K-1. Simple Solutions provides students with a daily spiral review.	State Assessment Data iReady Data RTI Data Benchmark Data	The principal will conduct progress monitoring by collection of the Simple Solutions quizzes, Teachers will bring evidence to PLC's. Responsible: All reading teachers Timeline: December 2022-23	Section 6 and Title I
KCWP 3: Classroom Design and Deliver Assessment Literacy	**District Curriculum:** Teachers will continue to implement the district Reading(HMH) and Math (SAVVAS) curriculum purchased by the district in the Summer of 2021. Administrators will monitor fidelity through observations, PLC's, and assessment data.	Success will be measured through school and state assessment data.	Progress will be monitored by walkthroughs, PLC's, and assessment data. Timeline: Ongoing	ESSER

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KCWP 2: Design and Deliver Instruction				0 KDE Pilot	
	Blended Learning: The Blended learning initiative involves teachers at Tyner Elementary School piloting the Blended Learning Model into classrooms each year with guidance from the district, as well as, Marcia Kish. Administration will work with the district and choose teachers to pilot the program each year. Teachers will serve as mentors within the school as new teachers learn and implement the blended learning model. The Three Phases of Blended Learning explores ten key elements. The ten components that teachers will implement include the use of data and assessment, allowing students to work at their own pace, place, and path, the use of digital content, student engagement, and the role of the teacher. The teacher can move through the continuum at her own pace and flow between Phase One, Phase Two, and Phase Three depending on the nature of the lesson provided to the students.	Success will be measured through school and state assessment data, as well as, through observations.	Progress will be monitored by walkthroughs, PLC's, and assessment data.

Timeline: December 2022-December 2023 | | |
| • KCWP 1: Classroom Design and Deploy Standards
• KCWP 2: Classroom Design and Deliver Instruction
• KCWP 3: Classroom Design and Deliver Instruction
• KCWP 4: Classroom Assessment Literacy
• KCWP 4: Classroom Review, Analyze and Apply Data
• KCWP 5: Classroom Design, Align and | **Deeper Learning:** The Deeper Learning initiative involves the Deeper Learning Coach coaching all teachers on research based high yield strategies as determined by the district Deeper Learning Team to promote deeper learning in the classroom. The Deeper Learning coach will coach teachers on 3 strategies per year for 3 years for a total of 9 high yield strategies being implemented by the | Success will be measured through school and state assessment data. | Progress will be monitored through walk through data and teacher reflections during coaching. Responsible: Melissa Baker

Timeline: December 2022-December 2023 | | Deeper Learning Initiative Funds |

	third year. The 2022-2023 strategies to implement are as follows: *Goal Setting *Collaborative Learning *Structuring Lessons			
• Deliver Support Processes KCWP 6: Classroom Establishing Learning Culture and Environment				

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

Goal 2 (State your science, social studies, and writing goal.):
Tyner Elementary School will increase the percentage of Proficient and Distinguished students in Science, Social Studies, and Combined Writing as measured by the state assessment.

Content Areas	Current 2022	Spring 2023	Spring 2024	Spring 2025
Science	51%	52%	53%	54%
Social Studies	49%	50%	51%	52%
Writing	47%	48%	49%	50%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Tyner Elementary School will increase the percentage of Proficient and Distinguished in Science from to 51% in the 2021-22 state assessment to 52% on the 2022-2023 state assessment.	KCWP 2: Design and Deliver Instruction KCWP 5: Design, Align and Deliver Support Classroom Activities	Studies Weekly Science: 4th grade science classes implement Studies Weekly Science. The curriculum is fully aligned to the Next Generation Science Standards, has Hands-on with open and go lessons, and is driven by guiding questions that push students to explore.	Common Assessment Data State Assessment Data	Progress monitor will occur through walkthrough data and lesson plans. Responsible: 4th grade Science Teacher Timeline: Current- December 2023 Monthly monitoring	Section 6
		Simple Solutions: 4th grade Science classes will implement Simple Solutions, which is a daily spiral review with weekly formative assessments. KCWP 3: Design and Deliver Assessment Literacy KCWP 2: Design and Deliver Instruction	Common Assessment Data State Assessment Data	Progress monitor will occur through analysis of Simple Solutions weekly quizzes. Responsible: 4th grade Science Teacher Timeline: Current-December 2023 Monthly monitoring	Section 6 and Title 1
		Professional Development 2022-2023: Teachers will participate in professional development that will enhance their instructional practices including professional development with specific focus on high yield strategies to promote deeper learning.	State Assessment Data iReady Data RTI Data Benchmark Data	Progress monitored through sign in sheets and assessment Data Responsible: Administration Timeline: December 2022-2023	Title 1 RTA

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Objective 2 Tyner Elementary School will increase the percentage of Proficient and Distinguished in Social Studies from to 49% on the 2021-22 state assessment to 50% on the 2022-2023 state assessment.	KCWP 5: Design, Align and Deliver Support Classroom Activities	**Peer Observations:** Our 4th grade Science teacher will observe in a high performing school with high achievement scores specific to science. She will complete an observation once per year.	Lesson Plans Teacher Reflections *Increase in student achievement as measured by unit assessments. January-March 30, 2023	Progress monitoring will occur through teacher reflections, lesson plans, and observations.	0
	KCWP 2: Design and Deliver Instruction	**Study Island:** 5th grade students will utilize a web-based program that combines content in Social Studies with an interactive feature to engage students, reinforce, and reward learning achievement.	Common Assessment Data State Assessment Data	Progress monitor will occur through analysis of program usage Responsible: 5th grade Science Teacher Timeline: Current-2023 Monthly monitoring	General Fund and Title 1
	KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 2: Design and Deliver Instruction	**Simple Solutions:** 4th and 5th grade Social Studies classes will implement Simple Solutions, which is a daily spiral review with weekly formative assessments.	Common Assessment Data State Assessment Data	Progress monitor will occur through analysis of Simple Solutions weekly quizzes. Responsible: 5th grade Social Studies Teacher Timeline: Current 2022-2023 Monthly monitoring	Section 6 and Title 1
	KCWP 2: Design and Deliver Instruction KCWP 5: Design, Align and Deliver Support Classroom Activities	**Professional Development 2022-2023:** Teachers will participate in professional development that will enhance their instructional practices including professional development with specific focus on high yield strategies to promote deeper learning.	State Assessment Data iReady Data RTI Data Benchmark Data	Progress monitored through sign in sheets and assessment Data Responsible: Administration Timeline: December 2022-2023	Title 1

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		District Social Studies Curriculum Program: Social Studies teachers K-5 will implement the McGraw Hill Social Studies curriculum. The social studies program is designed to draw students into rigorous learning experiences and help them connect to the world around them. The curriculum is aligned to the new Social Studies Standards.	State Assessment Data Common Assessment Data	Progress monitoring will be monitored through lesson plans and walkthrough data. Responsible: Teachers and Administration Timeline: January 2022-December 2023	
Objective 3 Tyner Elementary School will increase the percentage of Proficient and Distinguished in Combined Writing from to 47% on the 2021-22 state assessment to 48% on the 2022-2023 state assessment.	KCWP 2: Design and Deliver Instruction	**Writing Structures Continuum** K-5 Teachers will continue to implement the Writing Structures Continuum. Teachers will provide writing samples to the Principal quarterly. Key components include writing across different content areas, as well as, the writing process.	Weekly Evidence Observations State Assessment Data Benchmark Data	Progress monitoring through assessment data . Monitored quarterly. Responsible: ALL teachers and administration. Timeline: Current-December2023	Funded by Section 6/ School monies
		Simple Solutions: 5th Grade Writing Classes will implement Simple Solutions Grammar and Mechanics, which is a daily spiral review with weekly formative assessments. KCWP 3: Design and Deliver Assessment Literacy KCWP 2: Design and Deliver Instruction	Common Assessment Data State Assessment Data	Progress monitor will occur through analysis of Simple Solutions weekly quizzes. Responsible: 5th Grade Writing Teacher Timeline: December 2022-2023 Monthly monitoring	Section 6 and Title 1

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3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Tyner Elementary will have at least 27.6% of students with disabilities scoring at proficiency on the 2023 spring assessment in mathematics.	KCWP 1: Design and Deploy Standards Create, monitor, and refine systems to ensure IEP goals are relevant, rigorous, aligned with standards, and monitored.	IEP Goals and Monitoring: Continue to Collaborate with the Special Education Director and SESC coop to provide support through professional learning to assist teachers in ensuring IEP goals are written with the appropriate level of rigor and in developing monitoring systems to ensure curriculum is taught at a high level of fidelity so that the intent of the standard is preserved.	Professional learning will show an emphasis on how to write IEP's that are aligned to the standards.	Progress monitoring data Benchmark data Classroom performance IEP goals Responsible: Administration, Special Education Teachers, and General Education teachers. Timeline: December 2022-Dec. 2023	0
		Activity: Collaboration between Special Education Teachers and General Education Teachers: Special education teachers will collaborate with the general education teacher during PLC's in order to review learning targets, formative assessment data, curriculum, and progress monitoring of students. The general education teacher and the special education teacher will collaborate to ensure the success of special education students	iReady Data Classroom Data	Progress monitoring data Benchmark data Classroom performance Responsible: Administration, Special Education Teachers, and General Education teachers. Timeline: December 2022-Dec. 2023	0

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	and develop a plan to help students who are not progressing.			
Offer continued training in data collection and data-based decision making to support staff in setting up and monitoring IEP goals and objectives.	Goal Monitoring in Infinite Campus. *Have at least two teachers at TES to utilize the Goal Monitoring Tool during the 22-23 school year.	Completion of training log. Use of the Goal Monitoring Tool with at least 5 students.	Training participation logs that evidence training to the targeted training group at a rate of at least 80%. IC evidence of 5 students during the 21-22 school year. January-May, 2023	CCEIS funding
KCWP 2: Design and Deliver Instruction KCWP 5: Design, Align and Deliver Support Classroom Activities	Professional Learning: Co-teaching Tyner Elementary will work with the Kentucky Abri, as well as, our special education director to provide our teachers and special education teachers with job embedded professional learning that focuses on strategies for Co-teaching. This will include training on Content Enhancement Routines and Co-teaching Modules through Kentucky Abri. All teachers involved in this initiative will implement the strategies in order to enhance instruction in the classroom and improve student learning. -Content Enhancement Routines -Co Teaching Modules through Kentucky Abri -Observations through Kentucky Abri and CCEIS	Success will be measured through student data such as iReady, classroom data, and the state assessment.	Progress Monitoring will occur through teacher reflections of professional learning, lesson planning, and walk-through data. Responsible: Administration, CCEIS Consultant, and Kentucky Abri Consultant.	CCEIS

Objective 2 Tyner Elementary will increase reading proficiency for students who are economically disadvantaged to 48% as measured by the 2023 spring state assessment.	KCWP 5: Design, Align and Deliver Support Classroom Activities		
	Tier II Services: TES will collaborate with the S.A.V.E the Children coordinator to provide Tier II services for students in Reading in order to improve reading proficiency and close the achievement gap among students.	Benchmark Assessment Data RTI Data	Progress monitoring through assessment data. Responsible: SAVE Coordinator Timeline: Ongoing	STC
Objective 3 Tyner Elementary will increase math proficiency for students who are economically disadvantaged to 38% as measured by the 2023 spring state assessment.	**Interventions K-5:** Resources at the school level will be used to place and schedule students for intervention services based on data. Example Tier 1 classroom, Tier II/ iReady, Save the Children, Recipe for Reading, CCEIS, and core program interventions. Tier III small group teacher interventions utilizing iReady, Envision Math, Recipe for Reading, and HMH interventions (K-3 Tier III students may receive services provided by the Read to Achieve Grant). KCWP 2: Design and Deliver Instruction	iReady Data RTI Data Online Programs Usage Reports	Progress Monitoring through DRT meetings and usage reports. Responsible: All teachers, lab attendants, and administration. Timeline: Current-December 2023	Title 1
	Read to Achieve: The reading interventionist will utilize the Read to Achieve Program to service students scoring in the bottom quartile in reading according to the benchmark	iReady Data Star Data	Progress Monitoring through benchmark assessments and RTI data. Responsible: Candice York	RTA Grant

	assessments. This activity is provided through the Read to Achieve Grant.	Timeline: Current-December 2023	
KCWP 2: Design and Deliver Instruction	**Summer Boost Program:** Students will have the opportunity to participate in the Summer Boost Program: This program is a 6 week literacy program that ensures students do not regress during the summer in reading, math, science, and technology (STEM).	STAR Data iReady Data	STC/21st Century
		Success will be monitored through beginning of the year iReady data and STAR data. Responsible: SAVE/21st Century Coordinator Timeline: Summer 2023	
	Vroom Learning Activities: Tyner Elementary Schools Early Steps to Success Coordinator utilizes Vroom learning activities to encourage parents to use everyday activities as a learning experience.	Brigance Data Kindergarten Readiness Data	No funds Needed to continue program
		Success will be measured through Kindergarten readiness data. Responsible: Karen Smith Timeline: Ongoing	
KCWP 5: Design, Align and Deliver Support Classroom Activities KCWP 2: Design and Deliver Instruction	**Professional Development 2022-2023:** Teachers will participate in professional development that will enhance their instructional practices including professional development with specific focus on high yield strategies to promote deeper learning.	State Assessment Data iReady Data RTI Data Benchmark Data	Title 1 RTA
		Progress monitored through sign in sheets and assessment Data Responsible: Administration Timeline: December 2022-2023	
KCWP 4: Review, Analyze and Apply Data	**Data Review Team Meetings:** Teachers, Special Education Teachers, and administration will meet twice monthly to review, analyze, and plan for students who are receiving Tier II	Data Review Team Summaries iReady Data	0
		Progress monitoring will be conducted through PLC minutes. Benchmark data will play an important role in measuring the effectiveness of the activity.	

	and Tier III instruction and/or behavior interventions.		*Responsible individuals include: all teachers and administration *Timeline: Current-December 2023
KCWP 6: Establishing Learning Culture and Environment	**Activity: Early Steps-Literacy/Transition:** Home visits for ages birth to three to promote literacy and to ensure successful transition to school. This program will occur throughout the year and help to get parents/guardians involved in their child's education at an early age.	Brigance Data Kindergarten Readiness Data	Success will be measured through Kindergarten readiness data. Responsible: Karen Smith Timeline: Ongoing December 2022-December 2023	Other
KCWP 6: Establishing Learning Culture and Environment	**Parent Involvement Activities:** Tyner Elementary School will collaborate with the Tyner Family Resource Director to ensure Parent Involvement activities including 2 Family Engagement Activities (Math and Reading), Open House, Parent Teacher Conferences, Early Steps monthly parent meetings, School Wide Programs, Support Groups, Skill Building Activities for parents, and Raising a Reader activities.	Measures of success will include data measuring parent attendance and involvement. *Data from sign in sheets *Data from parent surveys	Progress monitoring through sign in sheets and surveys. Responsible: Administration and Family Resource Coordinator. December 2022-December 2023	Title I
	Parent Skill Building Groups: 21st Century in collaboration with STC will provide 6 parent skill building activities per year.	*Sign in Sheets *Parent Surveys	Attendance Records of Meetings Responsible: 21st Century/STC Coordinator Timeline: December 2022-December 2023	STC

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| KCWP 6: Establishing Learning Culture and Environment | **Educational Advocate Training and Updates:** The Reading interventionist will be training parents on how to promote reading skills in the home during Family Engagement projects. Additionally the interventionist will be sending out newsletters concerning the following: homework help, enrichment games, website reviews, and how to encourage learning success on a daily basis. | Benchmark Data State Assessment Data | Progress monitoring will include sign in sheets.

Responsible: Math and Reading interventionist.

Timeline: Present-December 2023 | 0 |
| | **Mentoring Parent Leadership Groups:** The Family Resource Director will collaborate with parent leaders who serve on committees or advisory councils to mentor other parents. The mentoring will occur through surveys, meetings, and/or other informational means such as Literacy Nights. | Parent Surveys | Progress monitoring will occur through parent sign in sheets and surveys.

Responsible: Family Resource Center

Timeline: December 2021-2022 | 0 |

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4: English Learner Progress

Goal 4 (State your English Learner goal,):

N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.):

Tyner Elementary will increase the school climate index score and the safety index score as measured by the Quality of School Climate and Safety Survey.

	Spring 2023	Spring 2024	Spring 2025
School Climate	82.7%	83.2%	83.7%
Safety Index	74.9%	75.4%	75.9%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Tyner Elementary School will increase the school climate index score from 82.2% in 2022 to 82.7% in 2023.	• <u>KCWP 6: Establishing Learning Culture and Environment</u>	**SOAR to Success Ticket System:** Tyner Elementary will continue to implement the PBIS initiative SOAR to Success which teaches students respectful behavior such as Speaking Kindly, Offering Help, Accepting Responsibility, and Respecting Others. Students will earn tickets as a means of positive reinforcement for good behavior. This initiative focuses on respectful and responsible behavior including attendance and academics. Student tickets are rewarded during a school wide drawing and through High Flyer Tickets. Students are able to obtain prizes from the Cardinal Store.	Positive Behavior	Progress monitoring will occur through Kentucky Abri walkthrough data and Behavior data (office referrals). Responsible: All Staff Timeline: Current-December 2023	CCEIS
		Setting Goals/ Self Evaluation: Teachers will provide students with specific and timely feedback about their learning. Students will articulate the targeted goals and what is required to be proficient ("I CAN" statements, rubrics, 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. Students will set their own goals for growth on	Student Data (Benchmark Data) Goal Setting Sheets Data	Progress will be monitored through student goal setting, observations, and student assessment data. Teachers will also display learning targets in their rooms daily. Responsible: All teachers and administration. Timeline: Ongoing/monthly	0

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Objective 1 Tyner Elementary School will increase the school climate index score from 82.2% in 2022 to 82.7% in 2023.		the benchmark assessment; iReady. Learning celebrations will be held as students reach their goals. **Attendance Initiative:** During the 2022-2023 school year TES will implement a new attendance initiative with hopes of increasing student attendance. All stakeholders will work together to improve attendance through home visits, parent conferences, phone conferences, counseling, and other instructional strategies to meet the needs of students. Additionally, TES is implementing a school wide incentive program to encourage student attendance.	Increase in student attendance	Progress monitoring will occur through monitoring of Average Daily Attendance. Responsible: Administration, teachers, FRY SC, and school attendance clerk. Timeline: Current-December 2023	0
Objective 2 Tyner Elementary will increase the Safety index survey score from 74.4% in 2022 to 74.9% in 2023.	• KCWP 6: Establishing Learning Culture and Environment	**SOAR to Success Ticket System:** Tyner Elementary will continue to implement the PBIS initiative SOAR to Success which teaches students respectful behavior such as Speaking Kindly, Offering Help, Accepting Responsibility, and Respecting Others. Students will earn tickets as a means of positive reinforcement for good behavior. This initiative focuses on respectful and responsible behavior including attendance and academics. Student tickets are rewarded during a school wide drawing and through High Flyer Tickets. Students are able to obtain prizes from the Cardinal Store.	Positive Behavior	Progress monitoring will occur through Kentucky Abri walkthrough data and Behavior data (office referrals). Responsible: All Staff Timeline: Current-December 2023	CCEIS
	KCWP 4: Review, Analyze, and Apply Data Results	**Safety and Trauma Team:** The school Safety and Trauma team will meet monthly to discuss school wide behavior data including but not limited to office referrals, attendance, and	Decrease in school wide behavior incidents.	Behavior and Attendance data analysis. Persons Responsible: Safety and Trauma Team. Team Lead: Kendall Coffey	0

suspensions. The team will monitor data and share with the staff as needed.		Timeline: January 2023-December 2023
Data Review Team Meetings: Teachers, Special Education Teachers, and administration will meet twice monthly to review, analyze, and plan for students who are receiving Tier II and Tier III instruction and/or behavior intervention. The Data Review team will also analyze attendance data in order to ensure that we are making attempts to identify any areas that need intervention or improvement in order to meet the needs of the whole child (MTSS).	Data Review Team Summaries iReady Data	Progress monitoring will be conducted through PLC minutes. Benchmark data will play an important role in measuring the effectiveness of the activity. *Responsible individuals include: all teachers and administration *Timeline: Current-December 2023

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6: Postsecondary Readiness (high school only)

Goal 6 (State your postsecondary goal.):

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

Updated May 2022

7: Graduation Rate (high school only)

Goal 7 (State your graduation goal.):

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

Updated May 2022

8: Other (Optional)

Goal 8 (State your separate goal,):

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

Updated May 2022

Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components of Turnaround Leadership Development and Support:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?
Response:
Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.
Response:
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.
Response:
Targeted Subgroups and Evidence-Based Interventions:
Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?
Response:
Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

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TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education's Evidence-based Practices website. While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the "Compliance Requirements" resource available on KDE's Evidence-based Practices website.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	☒
		☐
		☐
		☐

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Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

Turnaround Team:	
Consider: Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process **Response:**	
Identification of Critical Resources Inequities:	
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. **Response:**	

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Evidence-based Practices

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