TES 2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024_02272023_09:43

2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024

Tyner Elementary School
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2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to 704 KAR 3:035, which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of High-Quality Professional Learning.

1. What is the school's mission?

Tyner Elementary developed our mission/vision statements with the help of the stakeholders in our school which included: students, teachers, community leaders, school counselor, assistant principal, 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 statements: 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 inquiring and discriminating mind and a desire for knowledge, strong self-esteem, high personal expectations, tolerance and respect for others. We value the partnership which exists between school, parents and community and the part it plays in attaining this vision. The stakeholders at Tyner Elementary believe that ALL children can learn and at high levels. We believe that we must ensure that all students show academic growth through rigor, instruction, and interventions. There is one purpose for an educational institution and that is to foster student learning. In order to accomplish our school's purpose and mission, we have implemented various programs such as Houghton Mifflin Harcourt Reading, Savvas Realize Math, Read to Achieve (interventions K-3), Save the Children/21st Century (in school and after school program/interventions), Recipe for Reading, and iReady reading and math interventions. We also collaborate with our Family Resource Center Director to provide family engagement and community activities. Additionally, we implement school readiness programs to prepare students from birth to 5 years of age such as the Early Steps to Success program and Raising a Reader. Furthermore, we strive to implement core curriculum aligned to the standards thus providing our students with high quality/ rigorous instruction.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per 703 KAR 5:225 (3), what are the school's **top two focus areas** requiring professional development that support continuous improvement? The critical areas should focus on the needs assessment findings.

Based on the most critical areas for improvement identified in the 2022-2023 Needs assessment, the top two priorities for professional development and continuous improvement includes professional development that focuses on increasing student proficiency in mathematics and lowering the percentage of students scoring novice on state and benchmark assessments in all content areas. This includes ALL students such as students with disabilities or economically disadvantaged students.

3. How do the identified **top two focus areas** requiring professional development relate to school goals?

The top two priorities of professional development identified above directly relate to our Comprehensive School Improvement Plan. When completing the Needs assessment, the SBDM council identified the priority needs based upon multiple

sources of data. The SBDM councils finding demonstrated a need to focus on increasing student proficiency in mathematics and reducing the percentage of students scoring at a novice level on benchmark and state assessments. The findings relate specifically to the following CSIP Goals.

Goal 1

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%

Goal 2

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%

ATTACHMENTS

Attachment Name

22-23 Needs Assessment

Professional Development 2023-2024 TES Plan

4a. For the first focus area, what are the **specific** objectives for the professional development aligned to the school goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

The first priority need for professional development is professional learning that focuses on increasing student proficiency in mathematics. The specific objectives for the professional development aligned to the schools Proficiency Goal of increasing the percentage of students scoring proficient and distinguished in math and reading includes the following: Objective 1. During the 2023-24 school year, TES teachers will enhance their instruction in the classroom by participating in professional development focused on curriculum alignment. Teachers will implement vertically and horizontally aligned curriculum. Success of the professional development will be measured or evidenced by assessment data including but not limited to iReady, benchmark, state, and common assessment data. Objective 2. During the 2023-24 school year, ALL TES teachers will enhance teacher instruction in the classroom by participating in professional development focused on researched based strategies/best practices that promote deeper learning. The professional development will enhance delivery of Tier I instruction, as well as, provide strategies for struggling students, as well. Teachers will implement the the professional development throughout the course of 3 years and receive ongoing professional development. Success will be measured through walk through data, PLC's, assessment data, and lessons developed.

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Professional Development 2023-2024 TES Plan

4b. What are the intended results of the professional development as related to the **specific** objectives in (a)? (student outcomes; educator beliefs, practices, etc.)

Through these professional development learning experiences educators will have support and concise perception of how to implement the standards effectively using best practices and research based strategies. Our intended results will be high quality instruction that promotes deeper learning as evidenced by an increase in proficiency in the area of mathematics.

4c. How will professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

Professional development will be monitored for evidence of implementation by the collection of classroom observation data, benchmark assessment data, and classroom assessment data. The data will be gathered and analyzed quarterly by teachers and administrators.

4d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved. **Please describe in detail.**

Indicators of success will include the following:

*A 10% increase of students scoring at a proficient level at each benchmark assessment during the 23-24 school year in mathematics.

*80% of students scoring at an instructional level on grade level assessments during the 23-24 school year.

*80% of teachers implementing the learned high quality instructional strategies at a phase 3 level according to the practice profile given during training. Evidence will be gathered and measured through classroom observation data by utilizing our school walkthrough tool.

4e. Who is the **specific** targeted audience for the professional development? (i.e., elementary mathematics teachers)

Elementary Math Teachers

4f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional development support from vendors, release time for professional learning, etc.)

To support the planned professional development we will need continued funding for trainers, staff participation, planning and preparation time for PD, release time for professional development, and time to implement and monitor for fidelity.

4g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, release time for groups of teachers to plan together using specific instructional resources, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

On going support will be provided by the TES Deeper Learning coach and the Principal. The Deeper Learning coach will meet with teachers monthly to review data and provide ongoing training and resources to teachers on high quality instructional strategies. The Data Review Team led by the principal will meet

monthly to review Tier data, as well as, classroom data. Additionally, K-5 math teachers will meet quarterly to ensure curriculum alignment.

5a. For the second focus area, what are the **specific** objectives for the professional development aligned to the school goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

The second priority need for professional development is professional learning that focuses on novice reduction as measured by benchmark and state assessments. The specific objectives for the professional development are aligned to the Proficiency goals and Achievement Gap targets contained within the Comprehensive School Improvement Plan. Objective 1. During the 2023-24 school year, TES teachers will enhance their instruction and therefore reduce novice in the classroom by participating in professional development focused on curriculum alignment. Teachers will implement vertically and horizontally aligned curriculum. Success of the professional development will be measured or evidenced by assessment data including but not limited to iReady, benchmark, state, and common assessment data. Objective 2. During the 2023-24 school year, ALL TES teachers will enhance teacher instruction in the classroom by participating in professional development focused on researched based strategies/best practices that promote deeper learning. The professional development will enhance delivery of Tier I instruction, as well as, provide strategies for struggling students, as well. Teachers will implement the the professional development throughout the course of 3 years and receive ongoing professional development. Success will be measured through walk through data, PLC's, assessment data, and lessons developed.

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Attachment Name

Professional Development 2023-2024 TES Plan

5b. What are the intended results of the professional development as related to the specific objectives in (a)?

Through these professional development learning experiences educators will have support and concise perception of how to implement the standards effectively using best practices and research based strategies. Our intended results will be high quality instruction that promotes deeper learning as evidenced by an increase in proficiency in the area of mathematics.

5c. How will the professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

Professional development will be monitored for evidence of implementation by the collection of classroom observation data, benchmark assessment data, and classroom assessment data. The data will be gathered and analyzed quarterly by teachers and administrators.

5d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved. **Please describe in detail.**

Indicators of success will include the following:

*A 5% decrease of students scoring at a novice level on the 2023-2024 state assessment.

*80% of students scoring at an instructional level on grade level assessments during the 23-24 school year.

*80% of teachers implementing the learned high quality instructional strategies at a phase 3 level according to the practice profile given during training. Evidence will be gathered and measured through classroom observation data.

5e. Who is the **specific** targeted audience for the professional development impacted by this component of professional development? (i.e., elementary mathematics teachers)

ALL teachers.

5f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional learning support from a vendor, release time for professional learning, etc.)

To support the planned professional development we will need continued funding for trainers, staff participation, planning and preparation time for PD, release time for professional development, and time to implement and monitor for fidelity.

5g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing

supports should be connected to the specific professional development identified as the priority.

On going support will be provided by the TES Deeper Learning coach and the Principal. The Deeper Learning coach will meet with teachers monthly to review data and provide ongoing training and resources to teachers on high quality instructional strategies. The Data Review Team led by the principal will meet monthly to review Tier data, as well as, classroom data. Additionally, K-5 teachers will meet quarterly to ensure curriculum alignment.

6. Optional Extension: If your school has identified additional professional development priorities you would like to include, you may upload an attachment with the answers to question 3 and a-g as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
22-23 Needs Assessment		• 3
Professional Development 2023-2024 TES Plan		• 3 • 4a • 5a

Jackson County Public Schools PD Plan for 2023-2024
Tyner Elementary PD Plan (24 hours required)

Mandatory for All Teachers

Approved for Specified Teachers

Date/Location	Name of Professional Learning	Presenter	Hours	Participants
June 7, 2023 / Elizabethtown	*Blended Learning*	*Marcia Kish*	*6*	*Principal Kindergarten Teacher 1st Grade Math Teacher*
July 25, 2023	Level Up	Various	6	All Teachers
TBA-Last week of July	½ day Deeper Learning Module 3	Melissa Baker	3	All Teachers
TBA-Last week of July	½ day of Blended Learning Training	Heather Truett	3	All Teachers
TBA	Curriculum Alignment	SESC	12 hours	All Teachers
	Teacher Coaching Training			*Assistant Principal*
	Deeper Learning Training			*Assistant Principal*
Required Training for RTA				
iReady Training			*3*	*2nd Grade RTI Teacher Kindergarten Teacher*

				2nd Grade Math Teacher *1st Grade Math Teacher* *1st Grade RTI Teacher* *Kindergarten Teacher* *FMD Teacher*
Recipe for Reading			12	Kindergarten Teacher 2nd Grade Sped Teacher 1st Grade Reading Teacher-6 hours needed Kindergarten Assistant (Newly Hired)
Big Dippers				FMD Teacher
IMSE			12.5	K-3 Reading and Reading Interventionist Teachers RTA Interventionist Special Education Teachers K-3 Library Media Specialist STC Staff who assist with struggling readers Administrators

TES 2022-23 Phase Two: The Needs Assessment for Schools_10102022_11:59

2022-23 Phase Two: The Needs Assessment for Schools

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2022-23 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

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).

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

Tyner Elementary School's data/planning team (comprised of 2 administrators, 1 counselor, 1 primary teacher, 1 intermediate teacher, 1 interventionist, and 1 special education teacher), as well as, the school's SBDM members reviewed and analyzed academic and non academic performance data to determine the priorities from this year's needs assessment. The team analyzed various sources of data such as the Kentucky State Assessment, iReady data, behavior data, student attendance data, teacher attendance data, and school surveys. The school data team/planning team meets quarterly to review data, plan for improvement, and assess current conditions. Sign in sheets and meeting notes are used to document the meetings.

ATTACHMENTS

Attachment Name

2022-2023 BOY iReady Data (Math and Reading)

2022-2023 Current Conditions Data

TES Testing Trend Data 2022-2023

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

When reflecting on the 2021-2022 implementation of the goals, objectives, strategies, and activities from the Comprehensive School Improvement Plan, Tyner Elementary School feels that we were successful in making growth toward our goals of proficiency. We increased reading proficiency by 11.5%, math proficiency by 20.8%, and met our annual measurable objective in proficiency in the area of Science. Additionally, we were successful in narrowing the achievement gap among students with disabilities. We met our annual measurable objectives for students with disabilities and economically disadvantaged students in Reading and Math. Activities that we feel directly impacted our ability to make progress toward our goals and objectives include: Data Review Team Meetings, Response to Interventions, Professional Development, and parent involvement activities. This progress helps us to inform this years plan as we will continue to implement activities that are making a positive impact in our school.

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2022-2023 BOY iReady Data (Math and Reading)

2022-2023 Current Conditions Data

TES Testing Trend Data 2022-2023

Trends

3. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Example of Trends

• The number of behavior referrals increased from 204 in 2020-21 to 288 in 2021-22.

• From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

When analyzing past state testing data, current state testing data, BOY Benchmark data, and non-academic data, it is evident that Tyner Elementary school has made significant gains in several areas. Nonetheless, there are still data trends that demonstrate significant areas for improvement. These areas include math proficiency, novice reduction, and attendance.

Although Tyner Elementary School has made substantial gains in the area of mathematics, this is still an area that demonstrates a need for improvement. In 2018-2019, 38.5% of all students were scoring at proficiency on the state assessment. In 2020-2021, proficiency in mathematics decreased by 14.3% with 24.2% of students scoring at a proficient/distinguished level on the state assessment. On the 2021-2022, state assessment proficiency increased to 45% of all students scoring at a proficient/distinguished level in mathematics. Although this was a 20.8% increase in proficiency, we still feel that this area continues to be an area of focus as 45% proficiency is still low. Furthermore, proficiency was below state average in 5th grade mathematics.

In addition to focusing on proficiency in the area of mathematics, TES feels that it is important to focus on Novice Reduction in core academic areas. Although, the number of students scoring at a novice level has decreased in several areas, we still feel that this is an area for improvement as the number of students scoring novice is still relatively high and we have high expectations for ALL students. For example, in 2018-2019 , 13% of all students were scoring at a novice level in reading. This number increased in 2020-2021 to 30% of all students scoring at novice level in reading. In 2021-2022, this number decreased to 16% which demonstrated novice reduction; however, there is still significant room for growth in this area. The same trend is evident in mathematics. In 2018-2019, 21.5% of all students were scoring at a novice level in math. This increased in 2020-2021 to 34.3%, and, decreased in 2021-2022 to 24.0%. Again this demonstrates growth towards novice reduction but we are still not where we want to be moving forward. Please see the attached trend data.

Another area that demonstrates a need for improvement based on data is student attendance. Since COVID, TES has struggled with maintaining an ADA higher than 90%. We know that attendance increases a child's academic success and is essential to meeting the needs of students. With our current trend data of average daily attendance being below 90% for the last three years, this will be an area of focus during the 2022-2023 school year. Please see the attached Current Conditions document.

In sum, during the 2022-2023 school year, TES will focus our efforts on increasing mathematics proficiency, novice reduction in mathematics and reading, and increasing student attendance.

ATTACHMENTS

Attachment Name

- 2022-2023 BOY iReady Data (Math and Reading)
- 2022-2023 Current Conditions Data
- TES Testing Trend Data 2022-2023

Current State

4. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

• Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.

• Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

• Teacher attendance rate was 84% for the 2021-22 academic year.

• Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

The current academic and non-academic conditions of Tyner Elementary School are at follows:

Reading:

- The percentage of students scoring proficient/distinguished in reading on the state assessment increased from 43.5% in 2020-2021 to 55% in 2021-2022 (11.5% increase).
- 47% of students who were economically disadvantaged scored proficient/ distinguished on the 20-21 state assessment while 74% of non-economically disadvantaged students scored at a proficient/distinguished level (27% Gap).
- 57% of students with IEP's scored at a proficient/distinguished level in reading while 55% of students without an IEP scored at a proficient/distinguished level on the 2021-2022 state assessment (2% Gap).

- The percentage of students scoring novice in reading decreased from 30% to 16% on the 2020-2021 state assessment (14% decrease)
- Third grade reading proficiency increased from 39.2% on the state assessment in 2020-21 to 54% in 2021-22.
- There was a 2.5% decrease in the percentage of students scoring novice in third grade reading on the state assessment from 2020-21 to 2021-2022.
- Fourth grade reading proficiency increased by 15.5% on the state assessment from 2020-2021 (43.5%) to 2021-2022 (59.0) on the state assessment.
- There was a 11.1 % decrease in the percentage of students scoring novice in fourth grade reading on the state assessment from 2020-2021 to 2021-2022.
- Fifth grade reading proficiency increased by 2.4% on the state assessment from 2020-2021 (46.6) to 2021-2022 (49.0).
- There was a 19.6% decrease in the percentage of students scoring novice on the 2021-22 state assessment in 5th grade reading.

Math:

- The percentage of students scoring proficient/distinguished in math increased from 24.2% in 2020-2021 to 45.0% in 2021-2022 on the state assessment.
- 34.3% of all students scored a novice in mathematics on the 2020-2021 state assessment, whereas, 24.0% of all students scored at a novice level on the 2021-2022 state assessment.
- 75.7 % of all students scored a novice or apprentice in mathematics on the 2020-2021 assessment, whereas 55% of students scored a novice or apprentice on the 2021-22 state assessment (20.7% decrease).
- The percentage of students scoring Distinguished in mathematics on the state assessment increased from 5.3% in 2020-2021 to 12% in 2021-2022.
- In the past, there has been a gap in mathematics among students with an IEP and without an IEP scoring at a proficient and distinguished level in mathematics. Although that gap has been significant in the past, it narrowed significantly during the 2021-22 school year. On the 21-22 state assessment 37% of students with an IEP scored at P/D level and 48% of students without an IEP scored at a P/D level.
- 37% of students who are economically disadvantaged scored at a proficient/ distinguished level on the 2021-2022 state assessment, while 64% of students who are non economically disadvantaged scored at a proficient/distinguished level. This is a 27%gap. Between the 2018-2019 school year and the 2020-2021 school year there was only a 1.9% gap.
- During the 2018-2019 and 2020-2021 state assessment, the percentage of students scoring proficient and distinguished was below 30%.Fortunately, during the 2021-2022 school year, TES had 45.0% of students scoring at a P/D level and a 63.7% content index in mathematics.

Writing

- The percentage of students scoring a novice in On Demand Writing decreased from 21.9% during the 2018-2019 state assessment to 12.3% during the 2020-2021 state assessment, to 11% in 2021-2022.
- The percentage of students scoring at Proficient/Distinguished level on the state assessment decreased from 50.7% in 2020-21 to 47% in 21-22.
- TES has 47% of students scoring at proficient/distinguished level in Writing, whereas, the state only has 33% of students scoring at a proficient/ distinguished level in writing.
- 44% of students with an IEP scored at a P/D level in writing and 44% of students without an IEP scored at a P/D level in writing on the 2021-2022 state assessment.
- 67% of female students scored at a p/d level in On Demand Writing on the state assessment, while only 35% of male students scored at a p/d level on the state assessment in writing.

Science

- The percentage of students scoring proficient/distinguished in Science decreased and the percentage of students scoring novice increased from 2018-2019 to 2020-21(precise percentages can not be displayed publicly). During the 2021-22 state assessment the percentage of students scoring at proficient/distinguished level in science was 48%. This is a 10.1% increase from the 2018-2019 state assessment and an even higher increase from the 2020-21 state assessment (precise numbers can not be disclosed).

Social Studies

- 49% of all students scored at a proficient/distinguished level on the 2021-2022 state assessment in social studies. This is higher than the state average of 37%.
- 16% of all students scored at a novice level in Social Studies on the 2021-2022 state assessment. 16% of all students in the district scored at a novice level and 34% of all students in the state scored at novice level in Social Studies.
- 64% of non economically disadvantaged students scored at a proficient/ distinguished level in Social Studies on the 2021-2022 state assessment, while only 39% on non economically disadvantaged students scored at a p/d level.

Editing and Mechanics

- 44% of all 5th grade TES students scored at a proficient/distinguished level in Editing and Mechanics on the 2021-2022 state assessment. 47% of all 5th grade students in the state scored at a proficient/distinguished level in Editing and Mechanics.

- 22% of 5th grade TES students scored at a novice level, while 23% of 5th grade students in the state scored at a p/d level on the 2021-2022 state assessment in Editing and Mechanics.
- 62% of 5th grade female students scored at a proficient/distinguished level on the 2021-2022 state assessment, while only 32% of male students scored at a p/d level.

iReady Data:

Reading:

- 17% of Kindergarten students are scoring at a proficient/distinguished level on the BOY reading iReady diagnostic.
- 8% of First Grade students are scoring at a proficient/distinguished level on the BOY reading iReady diagnostic.
- 10% of Second Grade students are scoring at a proficient/distinguished level on the BOY reading iReady diagnostic.
- 34% of Third grade students are scoring at a proficient/distinguished level on the BOY reading iReady diagnostic.
- 23% of Fourth grade students are scoring at a proficient/distinguished level on the BOY reading iReady assessment.
- 21% of 5th grade students are scoring at a proficient/distinguished level on the BOY reading iReady diagnostic.

Math:

- 11% of Kindergarten students are scoring at a proficient/distinguished level on the BOY math iReady diagnostic.
- 7% of First Grade students are scoring at a proficient/distinguished level on the BOY math iReady diagnostic.
- 5% of Second grade students are scoring at a proficient/distinguished level on the BOY math iReady diagnostic.
- 4% of third grade students are scoring at a proficient/distinguished level on the BOY math iReady diagnostic.
- 15% of fourth grade students are scoring at a proficient/distinguished level on the BOY math iReady assessment.
- 21% of 5th grade students are scoring at a proficient/distinguished level on the BOY math iReady diagnostic.

Observation Data

During 2021-22, administrations observed the following during walk-throughs.

- Small Group observation data-5%
- Teaching Whole group-63.2%
- Worksheets-45.1

- Partners -1.5%
- Discussion -6.%
- Teachers using Technology 52.6%
- Students using Technology-22.6%
- Differentiation 25.6%
- Questioning
- I CAN-11.3%
- Remember-29.3%
- Understanding-45.9
- Intentional-45.1%
- Analyze-3%
- Create-16.5%
- Apply-34.6%
- Evaluate-6.8%

*Data demonstrates a continued need for more small group instruction, higher order questioning, more discourse between students, higher expectations, and more critical thinking/constructive modeling opportunities.

Non-Academic Data:

Enrollment has continued to decrease during the last few years. In 2018 the average enrollment was 446; in 2019, the average enrollment was 421 In 2020; the average enrollment was 413; in 2020-21 school year the enrollment was 370; and in 2021-2022 the average enrollment was 379.

- Suspension incidents have remained 0 for the last 3 years.
- The Average Daily Attendance for the last 3 school years has been below 90% each year.

ATTACHMENTS

Attachment Name

2022-2023 BOY iReady Data (Math and Reading)

2022-2023 Current Conditions Data

TES Testing Trend Data 2022-2023

Priorities/Concerns

5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Sixty-eight percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

After analysis of academic and non academic data, the greatest areas of weakness based on precise numbers and percentages include: achievement gap among economically disadvantaged students, math proficiency, and low student attendance. Evidence to support these claims are listed below using precise numbers and percentages.

Economically Disadvantaged Student Gaps

- 47% of students who were economically disadvantaged scored at a proficient/distinguished level on the 2021-22 state assessment in reading while 74% of non-economically disadvantaged students scored at a proficient/distinguished level (27% Gap).
- 37% of students who are economically disadvantaged scored at a proficient/distinguished level on the 2021-2022 state assessment in mathematics, while 64% of students who are non economically disadvantaged scored at a proficient/distinguished level. This is a 27% gap. Between the 2018-2019 school year and the 2020-2021 school year there was only a 1.9% gap.
- 64% of non economically disadvantaged students scored at a proficient/distinguished level in Social Studies on the 2021-2022 state assessment, while only 39% of economically disadvantaged students scored at a p/d level.
- 55% of non economically disadvantaged students scored at a proficient/distinguished level in On Demand Writing on the 2021-2022 state assessment, while only 42% of economically disadvantaged students scored at a p/d level.
- 50% of non economically disadvantaged students scored at a proficient/distinguished level in on Editing and Mechanics on the 2021-2022 state assessment, while only 39% of economically disadvantaged students scored at a p/d level.

Math Proficiency:

- 45.0% of all students scored at a proficient/distinguished level in mathematics on the 2021-2022 state assessment.
- In 2018-2019, 38.5% of all students were scoring at proficiency on the state assessment. In 2020-2021, proficiency in mathematics decreased by 14.3% to 24.2% of students scoring at a proficient/distinguished level on the state

assessment. On the 2021-2022, state assessment proficiency increased to 45% of all students scoring at a proficient/distinguished level in mathematics. Although this was a 20.8% increase in proficiency, we still feel that this area continues to be an area of focus as 45% proficiency is still low.

- 11% of Kindergarten students are scoring at a proficient/distinguished level on the BOY math iReady diagnostic.
- 7% of First Grade students are scoring at a proficient/distinguished level on the BOY math iReady diagnostic.
- 5% of Second grade students are scoring at a proficient/distinguished level on the BOY math iReady diagnostic.
- 4% of third grade students are scoring at a proficient/distinguished level on the BOY math iReady diagnostic.
- 15% of fourth grade students are scoring at a proficient/distinguished level on the BOY math iReady assessment.
- 21% of 5th grade students are scoring at a proficient/distinguished level on the BOY math iReady diagnostic.

Low Attendance:

- 2019-2020, 2020-2021, and 2021-2022 Average Daily Attendance data is below 90% for all three years.

ATTACHMENTS

Attachment Name

2022-2023 BOY iReady Data (Math and Reading)

2022-2023 Current Conditions Data

TES Testing Trend Data 2022-2023

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

Based upon current data, Tyner Elementary School has made significant gains in Reading thus making Reading an area of strength. Evidence to support this claim is listed below:

- The percentage of students scoring proficient/distinguished in reading on the state assessment increased from 43.5% in 2020-2021 to 55% in 2021-2022 (11.5% increase).
- The percentage of students scoring novice in reading decreased from 30% to 16% on the 2020-2021 state assessment (14% decrease).
- Third grade reading proficiency increased from 39.2% on the state assessment in 2020-21 to 54% in 2021-22.
- There was a 2.5% decrease in the percentage of students scoring novice in third grade reading on the state assessment from 2020-21 to 2021-2022.
- Fourth grade reading proficiency increased by 15.5% on the state assessment from 2020-2021 (43.5%) to 2021-2022 (59.0) on the state assessment.
- There was a 11.1 % decrease in the percentage of students scoring novice in fourth grade reading on the state assessment from 2020-2021 to 2021-2022.
- Fifth grade reading proficiency increased by 2.4% on the state assessment from 2020-2021 (46.6) to 2021-2022 (49.0).
- There was a 19.6% decrease in the percentage of students scoring novice on the 2021-22 state assessment in 5th grade reading.

Tyner Elementary School has been involved in several grant initiatives over the last few years which have focused on best practices in reading and have directly impacted reading proficiency such as Read to Achieve, Kentucky Reading and Writing Project, and Recipe for Reading. We feel that providing mathematics teachers with more professional development focused on best practices will directly impact academic achievement in math.

ATTACHMENTS

Attachment Name

- 2022-2023 BOY iReady Data (Math and Reading)
- 2022-2023 Current Conditions Data
- TES Testing Trend Data 2022-2023

Evaluate the Teaching and Learning Environment

7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

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

Utilizing implementation data, perception data, and current policies and practices:
a. Complete the Key Elements Template.
b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

NOTE: These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Tyner Elementary will focus our resources on KCWP4: Review, Analyze, and Apply Data, KCWP: 6 Establishing a learning Culture and Environment, and KCWP 5: Design, Align, and Deliver Support. TES feels that focusing on these areas will help us promote the desired change in math proficiency, novice reduction, and low attendance.

ATTACHMENTS

Attachment Name

- 2022-2023 BOY iReady Data (Math and Reading)
- 2022-2023 Current Conditions Data
- School Key Elements Template 2022-2023
- TES Testing Trend Data 2022-2023

Attachment Summary

Attachment Name	Description	Associated Item(s)
2022-2023 BOY iReady Data (Math and Reading)	This file contains the beginning of the year 2022-2023 iReady data.	• 1 • 2 • 3 • 4 • 5 • 6 • 7
2022-2023 Current Conditions Data	This file contains the 2022-2023 Current Conditions Data utilized by the planning team.	• 1 • 2 • 3 • 4 • 5 • 6 • 7
School Key Elements Template 2022-2023		• 7
TES Testing Trend Data 2022-2023		• 1 • 2 • 3 • 4 • 5 • 6 • 7