

# **Tyner Elementary CSIP 2014-15**

Tyner Elementary School

Jackson County

Timothy Johnson, Principal  
1340 Hwy 30 W  
Tyner, KY 40486

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## Overview

### Plan Name

Tyner Elementary CSIP 2014-15

### Plan Description

## Goals Summary

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

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

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

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

### Measurable Objective 1:

collaborate to increase the averaged reading K-PREP scores for Tyner Elementary students from 47.5% to 52.5 % by 05/29/2015 as measured by K-PREP.

### (shared) Strategy 1:

Assessment Data - Analyze various assessments to increase student learning.

Category: Integrated Methods for Learning

Research Cited: Stiggins

Activity - Data Analysis Cut Point Scores	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and K-PREP Data Analysis Team will meet in the fall to analyze student's test scores and create a cut point data sheet for each assessed content area per grade level. The team will determine the amount of points needed to move students from one performance level to another and develop a plan to help move those students.	Academic Support Program	11/10/2014	05/29/2015	\$0	No Funding Required	Tim Johnson, Principal Melony Bingham, Counselor

### (shared) Strategy 2:

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

Category: Professional Learning & Support

Research Cited: Marzano

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

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Activity - Instruction - Setting Goals/ Self-evaluation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with specific and timely feedback about their learning. Students will articulate the targeted goals and know what is required to be proficient ("I CAN" statements, rubrics, and exit slips, self-reflection, and self-evaluation). Teachers will teach students how to analyze and improve their work based on analysis and specific, effective feedback. Learning celebrations will be held and students will set goals for progress in reading/LA.	Academic Support Program	08/10/2015	12/31/2015	\$0	No Funding Required	Principal, Tim Johnson Melony Vickers, Counselor All Classroom Teachers Family Resouce Center

Activity - Instruction - Rigor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tyner Elementary's focus will be on differentiated instructional strategies regarding content, product, and/or process, including a focus on academic rigor, high expectations and equitable support for all students.	Academic Support Program	08/04/2014	12/31/2015	\$0	No Funding Required	Tim Johnson, Principal TES Teachers

Activity - Celebrations/Recognition -Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
P/D student work will be displayed on bulletin boards throughout the school and will provide models for proficient student work with specific feedback. Student achievement will be celebrated at the end of each grading period to promote academic ownership and a positive, caring environment. Parents will be notified of their child's success.	Academic Support Program	08/04/2014	12/31/2015	\$500	Other	Tim Johnson, Principal Melony Vickers, Counselor All TES Teachers

**(shared) Strategy 3:**

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

Category:

Activity - Teacher PD Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will take a Professional development survey. PD will be planned based on survey needs.	Professional Learning	11/03/2014	12/31/2015	\$0	No Funding Required	Professional Development Coordinator, Shanta Madden

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

**(shared) Strategy 4:**

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

Category: Continuous Improvement

Research Cited: Marzano, Stiggins

Activity - RTI Placement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify and place students in appropriate RTI tiers and revise Tiers 3 times a year. Teachers will use district and classroom assessments (IREADY, Thinklink, STAR, and various screeners) to determine Tier II and Tier III students in Reading. Small skillsgroups will be used as interventions (using various curricular tools such as Pearson Resources, COACH). Students may be referred to Special Education for further support and evaluation if needed.	Academic Support Program	08/11/2014	12/31/2015	\$0	No Funding Required	Tim Johnson, Principal; Melony Vickers, Guidance Counselor; Classroom Reading Teachers K-5

Activity - RTI & Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC's will develop plans to address gaps in instruction or learner needs based on CCST and Thinklink Scores, IReady, and other summative and formative assessments.	Academic Support Program	08/11/2014	12/31/2015	\$0	No Funding Required	Tim Johnson, Principal; Certified Staff

Activity - RTI Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Resources at school level will be used to place and schedule students for RTI services. Example: Tier 1/classroom, Tier 2/ IReady Computer Lab. Tier 3/ Small group Classroom Teacher.	Academic Support Program	08/11/2014	12/31/2015	\$40000	Other	Tim Johnson, Principal; Classroom Teachers Tammy Webb- RTI Lab
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Activity - RTI Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Reading Diagnostic (ThinkLink and IReady) and Reading Proficiency Assessments as well as classroom assessments will be used to monitor results of children in the Gap group and results analyzed to modify instruction. The Rtl team will meet in PLC every 9 weeks to monitor performance data and determine individual student progress. The administrator and teachers will also analyze data for gap students in each subgroup 3 times a year through IReady Reading Assessments to identify changes needed to reduce achievement differences.	Academic Support Program	08/11/2014	12/31/2015	\$0	No Funding Required	Melony Vickers, Conselor All Math Teachers K-5

Activity - RTI - Parent Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be systematically notified when students qualify for Tier II or III instruction and will be provided with the data used to make decisions about their child's instructional needs. Parents will be encouraged to help make decisions and be a part of their child's education. Notification will occur every 9 weeks or before if needed via written documentation, phone, email, or text.	Academic Support Program	08/04/2014	12/31/2015	\$0	No Funding Required	All Certified Teachers

**Strategy 5:**

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

Category:

Activity - Identify Early Childhood Providers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use Pre-School, Head Start, First Step, Hands, Early Steps to School Success, Tyner FRC and other community resources will be used to provide services for children ages birth-6.	Academic Support Program	07/01/2014	12/31/2015	\$50000	Other	Family Resource Center Karen Smith Early Steps Paulette Vaughn Coreen Brewer

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

**Strategy 6:**

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

Category: Learning Systems

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

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

Activity - Literacy Enrichment/Parental Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School-wide enrichment literacy experiences will be promoted with Family Literacy Nights, Scholastic News, National Geographic for Kids, Time for Kids, BrainPop, BrainPop Jr., Tumblebooks and/or Starfall. Literacy recommendations and strategies will be made through TES Family Resource Center and Save the Children Grant, Read to Achieve Grant, parent-teacher conferences, school website, and newsletters.	Parent Involvement	08/04/2014	12/31/2015	\$600	FRYSC	Tim Johnson, Principal Ruthie Sizemore, FRC Director

**(shared) Strategy 7:**

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

Category: Continuous Improvement

Research Cited: Rick Stiggins

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

Activity - Assessment - Constructed Response	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will include Constructed Responses that are directly tied to KCCAS with classroom assessments. Response questions will be tied to the core knowledge of vocabulary, skills and strategies. Using various graphic organizers as needed, all students will be taught how to answer short answer and extended response questions, to build confidence and skills. A writing/constructed response will be completed by students on a weekly basis (Writing Wednesday), scored, and turned into the principal.	Academic Support Program	08/04/2014	12/31/2015	\$0	No Funding Required	Tim Johnson, Principal TES ELA Teachers

**Strategy 8:**

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

Category: Continuous Improvement

Activity - ELA Lessons & Program Reviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop ELA lessons that incorporate quality, purposeful activities/lessons which meet Program Review demonstrators. Lessons will include PR demonstrators for A/H; VPL/Career Studies; Writing: & K-3. Lessons will include various kinds of assessments/rubrics and self & peer reflections.	Academic Support Program	08/04/2014	12/31/2015	\$0	No Funding Required	Tim Johnson, Principal Program Review Teams All TES Teachers K-5

**Measurable Objective 2:**

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

**(shared) Strategy 1:**

Assessment Data - Analyze various assessments to increase student learning.

Category: Integrated Methods for Learning

Research Cited: Stiggins

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Activity - Data Analysis Cut Point Scores	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and K-PREP Data Analysis Team will meet in the fall to analyze student's test scores and create a cut point data sheet for each assessed content area per grade level. The team will determine the amount of points needed to move students from one performance level to another and develop a plan to help move those students.	Academic Support Program	11/10/2014	05/29/2015	\$0	No Funding Required	Tim Johnson, Principal Melony Bingham, Counselor

**(shared) Strategy 2:**

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

Category: Professional Learning & Support

Research Cited: Marzano

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

Activity - Instruction - Setting Goals/ Self-evaluation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with specific and timely feedback about their learning. Students will articulate the targeted goals and know what is required to be proficient ("I CAN" statements, rubrics, and exit slips, self-reflection, and self-evaluation). Teachers will teach students how to analyze and improve their work based on analysis and specific, effective feedback. Learning celebrations will be held and students will set goals for progress in reading/LA.	Academic Support Program	08/10/2015	12/31/2015	\$0	No Funding Required	Principal, Tim Johnson Melony Vickers, Counselor All Classroom Teachers Family Resouce Center

Activity - Instruction - Rigor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tyner Elementary's focus will be on differentiated instructional strategies regarding content, product, and/or process, including a focus on academic rigor, high expectations and equitable support for all students.	Academic Support Program	08/04/2014	12/31/2015	\$0	No Funding Required	Tim Johnson, Principal TES Teachers

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Activity - Celebrations/Recognition -Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
P/D student work will be displayed on bulletin boards throughout the school and will provide models for proficient student work with specific feedback. Student achievement will be celebrated at the end of each grading period to promote academic ownership and a positive, caring environment. Parents will be notified of their child's success.	Academic Support Program	08/04/2014	12/31/2015	\$500	Other	Tim Johnson, Principal Melony Vickers, Counselor All TES Teachers

**(shared) Strategy 3:**

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

Category:

Activity - Teacher PD Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will take a Professional development survey. PD will be planned based on survey needs.	Professional Learning	11/03/2014	12/31/2015	\$0	No Funding Required	Professional Development Coordinator, Shanta Madden

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

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

**(shared) Strategy 4:**

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

Category: Continuous Improvement

Research Cited: Marzano, Stiggins

Activity - RTI Placement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify and place students in appropriate RTI tiers and revise Tiers 3 times a year. Teachers will use district and classroom assessments (IREADY, Thinklink, STAR, and various screeners) to determine Tier II and Tier III students in Reading. Small skillsgroups will be used as interventions (using various curricular tools such as Pearson Resources, COACH). Students may be referred to Special Education for further support and evaluation if needed.	Academic Support Program	08/11/2014	12/31/2015	\$0	No Funding Required	Tim Johnson, Principal; Melony Vickers, Guidance Counselor; Classroom Reading Teachers K-5

Activity - RTI & Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC's will develop plans to address gaps in instruction or learner needs based on CCST and Thinklink Scores, IReady, and other summative and formative assessments.	Academic Support Program	08/11/2014	12/31/2015	\$0	No Funding Required	Tim Johnson, Principal; Certified Staff

Activity - RTI Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Resources at school level will be used to place and schedule students for RTI services. Example: Tier 1/classroom, Tier 2/ IReady Computer Lab. Tier 3/ Small group Classroom Teacher.	Academic Support Program	08/11/2014	12/31/2015	\$40000	Other	Tim Johnson, Principal; Classroom Teachers Tammy Webb- RTI Lab

Activity - RTI Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Reading Diagnostic (ThinkLink and IReady) and Reading Proficiency Assessments as well as classroom assessments will be used to monitor results of children in the Gap group and results analyzed to modify instruction. The Rti team will meet in PLC every 9 weeks to monitor performance data and determine individual student progress. The administrator and teachers will also analyze data for gap students in each subgroup 3 times a year through IReady Reading Assessments to identify changes needed to reduce achievement differences.	Academic Support Program	08/11/2014	12/31/2015	\$0	No Funding Required	Melony Vickers, Conselor All Math Teachers K-5

Activity - RTI - Parent Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Parents will be systematically notified when students qualify for Tier II or III instruction and will be provided with the data used to make decisions about their child's instructional needs. Parents will be encouraged to help make decisions and be a part of their child's education. Notification will occur every 9 weeks or before if needed via written documentation, phone, email, or text.	Academic Support Program	08/04/2014	12/31/2015	\$0	No Funding Required	All Certified Teachers
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**(shared) Strategy 5:**

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

Category: Continuous Improvement

Research Cited: Rick Stiggins

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

Activity - Assessment - Constructed Response	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will include Constructed Responses that are directly tied to KCCAS with classroom assessments. Response questions will be tied to the core knowledge of vocabulary, skills and strategies. Using various graphic organizers as needed, all students will be taught how to answer short answer and extended response questions, to build confidence and skills. A writing/constructed response will be completed by students on a weekly basis (Writing Wednesday), scored, and turned into the principal.	Academic Support Program	08/04/2014	12/31/2015	\$0	No Funding Required	Tim Johnson, Principal TES ELA Teachers

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

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

**Measurable Objective 1:**

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

**Strategy 1:**

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

Category: Continuous Improvement

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Activity - Parental Involvement Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Open House, School-wide functions such as Christmas Programs. service learning projects, Early Steps monthly Parent meetings, Save the children activities (Reading Rocks), Home visits through Early Steps to School Success, Part -time Parent Engagement Specialist, Family Reading Night (4 per year), FAST (families and schools together), Raising a Reader Program (Parents are encouraged to read to children at home) and All Pro Dads.	Parent Involvement	08/04/2014	12/31/2015	\$1000	Title I Schoolwide, Other	Tim Johnson, Principal Family Resource Center/Ruthie Sizemore Karen Smith Preschool Staff
Activity - Early Steps - Literacy/Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Home visits for ages birth to 3 to promote early literacy and to ensure a transition to school.	Parent Involvement	08/04/2014	12/31/2015	\$40000	FRYSC	Ruthie Sizemore/ Family Resource Center Karen Smtih/Early Steps Coordinator
Activity - Family Reading Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Family Resource Center and Title I provided Family Reading Night 4 Times a year to promote literacy to students and parents.	Parent Involvement	08/04/2014	12/31/2015	\$1000	Title I Schoolwide	Ruthie Sizemore/ Family Resource Tim Johnson, Principal
Activity - FAST (Families and Schools together)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An eight week comprehensive family involvement program which targets students individually and subsequently support the parents to build the family unit.	Parent Involvement	08/04/2014	12/31/2015	\$10000	Other	Promise Neighborhood Ruthie Sizemore/Fa mily Resource Center
Activity - Parent Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Homework and attendance in all classrooms will be monitored, frequent, extending student learning, and involving parents/family. Parents will receive attendance reports, homework monitoring reports, behavior reports, assessment reports and report cards on a regular basis. Parents will also receive weekly classroom/grade newsletters in addition to positive notes.	Parent Involvement	08/04/2014	12/31/2015	\$300	General Fund	All Teachers
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Activity - Parent Communication -Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, students, and parents can access different types of information about classroom/grade activities, curriculum resources, school activities/functions, student progress, and various additional information via school website, district text alerts, and phone messages.	Parent Involvement	08/04/2014	12/31/2015	\$0	No Funding Required	TES Teachers K-5

**Strategy 2:**

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

Category:

Activity - TELL Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
100% of certified staff will complete the TELL Survey and will review the data. Staff will analyze the TELL Survey data to identify strengths and weaknesses.	Other	08/05/2013	12/31/2015	\$0	No Funding Required	Tim Johnson, Principal Melony Vickers, Counselor

Activity - Survey - CISP Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will take the Survey on ADVANCED-ED-ASSIST. The data will be reviewed by the CSIP to determine areas of strengths and weaknesses.	Other	10/03/2014	12/31/2015	\$0	No Funding Required	Robbie Tincher, CISP Tim Johnson, Principal

**Strategy 3:**

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

Category:

Activity - Technology PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training in using and integrating digital resources that align with KCCAS standards to improve student achievement.	Technology	08/04/2014	12/31/2015	\$0	No Funding Required	Tim Johnson; Rhonda Thompson All TES Staff



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Activity - Technology Equity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure that technology needs at TES are met such as: internet access, Success Maker, Reading Eggs, and Study Island, IReady for all students.	Technology	08/04/2014	12/31/2015	\$0	No Funding Required	Tim Johnson, Principal Rhonda Thompson, DTC

Activity - Digital Citizenship	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive instruction on digital citizenship via Brainpop	Technology	08/05/2013	12/31/2015	\$0	No Funding Required	Tim Johnson Rhonda Thompson Certified Staff

Activity - 21st Century Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with lessons/activities that incoportate 21st century learning skills.	Technology	08/05/2013	12/31/2015	\$0	No Funding Required	Certified staff Rhonda Thompson

**Strategy 4:**

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

Category: Continuous Improvement

Activity - KCID	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use KCID program to promote and reinforce positive behavior.	Behavioral Support Program	12/31/2013	12/31/2015	\$0	No Funding Required	Tim Johnson; Melony Vickers; Certified Teachers

Activity - Safe Crisis Management Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TES staff has been trained on positive behavior techniques.	Behavioral Support Program	08/05/2013	12/31/2015	\$0	Safe Schools	Tim Johnson Clay Dalton Betty Moore John Johnson Sandra Smith

Activity - Sharing Safe School Information	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Parents will receive Safe Schools Report Data during open house.	Behavioral Support Program	10/01/2014	12/31/2015	\$0	No Funding Required	Tim Johnson, Principal Safe Schools Coordinator
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**Strategy 5:**

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

Category: Continuous Improvement

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

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

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

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

Activity - Class Size Reduction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be hired to reduce class size based on student enrollment.	Academic Support Program	08/05/2013	12/31/2015	\$150000	Title I Schoolwide	Tim Johnson, Principal

**Strategy 6:**

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

Category: Continuous Improvement

Activity - Develop Health and Wellness Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TES Wellness Committee will review current wellness policy and update the wellness policy as needed.	Policy and Process	08/05/2013	12/31/2015	\$1000	FRYSC	Tim Johnson/Principal Ruthie Sizemore/FR C John Johnson

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Activity - Wellness Wednesday	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TES students will participate in a school-wide health and wellness activity on Wellness Wednesday.	Academic Support Program	12/18/2013	12/31/2015	\$500	Other	Tina Huff

Activity - Brain Breaks - HOPSports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each student (school-wide) will participate in research based activities from the HOPSports Curriculum (Brain Breaks) in the classroom daily.	Academic Support Program	12/18/2013	12/31/2015	\$0	Other	All TES Staff

**Strategy 7:**

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

Category:

Activity - Differentiation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use differentiation to deliver instruction to ALL students.	Direct Instruction	08/05/2013	12/31/2015	\$0	No Funding Required	Tim Johnson Certified Staff

Activity - Researched Based Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use researched based instructional strategies to deliver instruction to ALL students.	Direct Instruction	08/01/2013	12/31/2015	\$0	No Funding Required	Tim Johnson Certified Staff

**Strategy 8:**

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

Category:

Activity - Behavior Intervention Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will follow KYCID guidelines for behavior management and create intervention plans as needed.	Behavioral Support Program	08/05/2013	12/31/2015	\$0	No Funding Required	Tim Johnson Certified Staff

Activity - DoJo - Technology- Parental Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Teachers will implement ClassDojo, to help build positive behavior in students. Class DoJo helps manage student behavior and build positive learning habits by providing real-time feedback loops that recognize and reinforce students' specific behaviors, values, and accomplishments. Teachers will use ClassDojo to update behavior instantaneously using a laptop, tablet, or smartphone. Teachers will send home to parents or share with students. Parents can access DoJo via internet to view their child's behavior report.</p>	<p>Behavioral Support Program</p>	<p>08/15/2014</p>	<p>12/31/2015</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Amanda Ball, School Coordinator All TES Staff</p>
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**Goal 3: Increase Principal capacity for implementation of PPGES to 100% by July 31, 2015.**

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

**Measurable Objective 1:**

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

**Strategy 1:**

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

Category: Professional Learning & Support

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

Activity - KLA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal Participates in KLA activities focusing on PPGES.	Professional Learning	07/01/2014	12/31/2015	\$0	District Funding	Elizabeth Norris Tim Johnson

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

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

**Measurable Objective 1:**

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

**Strategy 1:**

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

Category: Professional Learning & Support

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

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

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

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

**Measurable Objective 1:**

A 45% increase of Fifth grade students will demonstrate a proficiency on the Common Core Standards in English Language Arts in Writing by 05/29/2015 as measured by K-PREP..

**(shared) Strategy 1:**

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

Category: Integrated Methods for Learning

Activity - Data Analysis Cut Points	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze results of K PREP scores in language mechanics to identify students in each performance level based upon cut points.	Academic Support Program	12/01/2014	12/31/2015	\$0	No Funding Required	Tim Johnson, Principal Melony Vickers, Counselor

**(shared) Strategy 2:**

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

Category: Continuous Improvement

Research Cited: Jacobs, Marzano

Activity - School-wide Writing Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A school-wide writing plan will be reviewed and revised to provide a structure for the implementation and monitoring of the writing program. Students will be instructed in the three areas of writing: writing to learn, writing to demonstrate learning and authentic, published writing. Teachers will integrate all types of genres into the ELA instruction to increase independent student writing. Teachers will implement instruction specific to on-demand writing and students will participate in writing on-demand in content areas, following the KPrep requirements for on-demand writing.	Academic Support Program	08/04/2014	12/31/2015	\$0	No Funding Required	Tim Johnson, Principal Robbie Tincer, LA Teacher Missy Madden, LA Teacher

Activity - Best Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use various graphic organizers and rubrics (such as the Four Column Method) to teach all students how to answer short answer and extended response questions, to build confidence and skills. Through analysis, all students will be able to write a proficient/distinguished response. Instruction using the writing process will give students a structure for building writing pieces. Peer and teacher conferencing will support the development of published pieces.	Academic Support Program	08/11/2014	12/31/2015	\$0	No Funding Required	Tim Johnson, Principal TES Writing Team Teachers K-5

**(shared) Strategy 3:**

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

Category: Continuous Improvement

Activity - Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Program Review for Writing will provide a rubric for the implementation and monitoring of the school-wide writing program. Teachers will meet in horizontal and vertical teams for planning instruction, analyzing writing pieces and determining instructional next steps. The Program Review Writing Team will guide the program review process and lead staff in implementing appropriate strategies for areas of needs improvement.	Academic Support Program	09/01/2014	12/31/2015	\$0	No Funding Required	Tim Johnson, Principal Program Review Writing Team: Missy Madden, Robbie Tincer

**(shared) Strategy 4:**

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

Category: Continuous Improvement

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in Professional Learning Communities to plan, implement and assess writing instruction. They will analyze student writing to identify areas of weaknesses and strengths. Teacher will determine next instructional steps. Teachers will also meet in vertical and horizontal teams to analyze student writing and identify gaps in learning during staff meetings.	Academic Support Program	08/04/2014	12/31/2015	\$0	No Funding Required	Tim Johnson, Principal Writing Team All teachers in grades K-5

Activity - PD Writing Mechanics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TES staff will receive Professional Development in the area of writing mechanics by Angela Hilterbrand from KVIC. The PD focused on writing on demand and language mechanics.	Academic Support Program	08/04/2014	10/31/2014	\$1000	Title I Schoolwide	Tim Johnson, Principal Missy Madden, Writing Teacher Shanta Madden, Building PD Coordinator

**(shared) Strategy 5:**

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

Category: Continuous Improvement

Activity - Writing Wednesday	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete a writing assignment in various content areas to turn into the Principal. The students use the Four Column Method to organize their writing. They use ARMS for editing purposes. The teacher conferences with each student. The Principal reviews various writing samples and makes comments to teachers and students related to their writing.	Academic Support Program	08/13/2014	12/31/2015	\$0	No Funding Required	Tim Johnson, Principal All students All Teachers

**Strategy 6:**

Interventions- Writing - Students will receive interventions in writing.

Category: Continuous Improvement

Activity - Writing Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will receive writing interventions such as one on one instruction, peer tutors, or RTI strategies for writing. Students will be progressed monitored and instruction will be adjusted to meet thier needs.	Academic Support Program	08/11/2014	12/31/2015	\$0	No Funding Required	Tim Johnson, Principal TES Writing Team Teachers K-5

**Measurable Objective 2:**

A 45% increase of Fourth and Fifth grade students will demonstrate a proficiency on the Common core Standards in language mechanics in English Language Arts by 05/29/2015 as measured by K-PREP.

**(shared) Strategy 1:**

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

Category: Integrated Methods for Learning

Activity - Data Analysis Cut Points	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze results of K PREP scores in language mechanics to identify students in each performance level based upon cut points.	Academic Support Program	12/01/2014	12/31/2015	\$0	No Funding Required	Tim Johnson, Principal Melony Vickers, Counselor

**(shared) Strategy 2:**

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

Category: Continuous Improvement

Research Cited: Jacobs, Marzano

Activity - School-wide Writing Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A school-wide writing plan will be reviewed and revised to provide a structure for the implementation and monitoring of the writing program. Students will be instructed in the three areas of writing: writing to learn, writing to demonstrate learning and authentic, published writing. Teachers will integrate all types of genres into the ELA instruction to increase independent student writing. Teachers will implement instruction specific to on-demand writing and students will participate in writing on-demand in content areas, following the KPrep requirements for on-demand writing.	Academic Support Program	08/04/2014	12/31/2015	\$0	No Funding Required	Tim Johnson, Principal Robbie Tincher, LA Teacher Missy Madden, LA Teacher

Activity - Best Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will use various graphic organizers and rubrics (such as the Four Column Method) to teach all students how to answer short answer and extended response questions, to build confidence and skills. Through analysis, all students will be able to write a proficient/distinguished response. Instruction using the writing process will give students a structure for building writing pieces. Peer and teacher conferencing will support the development of published pieces.	Academic Support Program	08/11/2014	12/31/2015	\$0	No Funding Required	Tim Johnson, Principal TES Writing Team Teachers K-5
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**(shared) Strategy 3:**

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

Category: Continuous Improvement

Activity - Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Program Review for Writing will provide a rubric for the implementation and monitoring of the school-wide writing program. Teachers will meet in horizontal and vertical teams for planning instruction, analyzing writing pieces and determining instructional next steps. The Program Review Writing Team will guide the program review process and lead staff in implementing appropriate strategies for areas of needs improvement.	Academic Support Program	09/01/2014	12/31/2015	\$0	No Funding Required	Tim Johnson, Principal Program Review Writing Team: Missy Madden, Robbie Tincher

**(shared) Strategy 4:**

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

Category: Continuous Improvement

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in Professional Learning Communities to plan, implement and assess writing instruction. They will analyze student writing to identify areas of weaknesses and strengths. Teacher will determine next instructional steps. Teachers will also meet in vertical and horizontal teams to analyze student writing and identify gaps in learning during staff meetings.	Academic Support Program	08/04/2014	12/31/2015	\$0	No Funding Required	Tim Johnson, Principal Writing Team All teachers in grades K-5

Activity - PD Writing Mechanics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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TES staff will receive Professional Development in the area of writing mechanics by Angela Hilterbrand from KVIC. The PD focused on writing on demand and language mechanics.	Academic Support Program	08/04/2014	10/31/2014	\$1000	Title I Schoolwide	Tim Johnson, Principal Missy Madden, Writing Teacher Shanta Madden, Building PD Coordinator
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**(shared) Strategy 5:**

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

Category: Continuous Improvement

Activity - Writing Wednesday	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete a writing assignment in various content areas to turn into the Principal. The students use the Four Column Method to organize their writing. They use ARMS for editing purposes. The teacher conferences with each student. The Principal reviews various writing samples and makes comments to teachers and students related to their writing.	Academic Support Program	08/13/2014	12/31/2015	\$0	No Funding Required	Tim Johnson, Principal All students All Teachers

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

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

**Measurable Objective 1:**

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

**Strategy 1:**

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

Category: Continuous Improvement

Activity - Curriculum Documents A/H	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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A) The curriculum at Tyner Elementary is strategically aligned with the Kentucky Core Academic Standards. Teachers will review curriculum documents and make necessary changes as needed. Teachers use their Reading Street curriculum/pacing guides, as well as, the Kentucky Core Academic Standards to determine what content is covered in each classroom. We work as a district to assure that the curriculum is covered by creating curriculum maps that plan our instruction for the year.	Academic Support Program	07/01/2014	12/31/2015	\$0	No Funding Required	A/H PR Team: Londa Freeman, Tina Huff TES Teachers
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Activity - A/H Cross-curricular lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The curriculum at Tyner Elementary provides intentional and natural cross-curricular connections made between A/H and other content areas. Teachers/staff regularly collaborate during PLCs to discuss ways by which the arts can be incorporated as part of our natural school environment. All Tyner teachers integrate A/H into their overall daily instruction. A/H integration connections occur within daily classroom lessons.	Academic Support Program	08/04/2014	12/31/2015	\$0	No Funding Required	A/H PR Team: Londa Freeman, Tina Huff All TES Teachers

Activity - A/H & Writing Wednesday	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A/H & Writing Wednesdays, TES has set aside times for writing. Students will work through the writing process using A/H prompts when appropriate, teachers and students work together to conference about writing. Teachers and students will use rubrics and checklists with written feedback to inform about the writing process. Students will share their work with oral presentations, think-pair-share, displays in the hallways, some teachers will publish student writing in the local newspaper.	Academic Support Program	08/04/2014	12/31/2015	\$0	No Funding Required	A/H PR Teams: Londa Freeman, Tina Huff - Writing Team: Robbie Tincher, Missey Madden  All TES Teachers

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

**Strategy 2:**

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

Category: Continuous Improvement

Activity - A/H Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All formative and summative arts assessments for individual students of Tyner Elementary and performing groups are clearly aligned with the components of the Program of Studies, and thereby the Kentucky Core Academic Standards; authentically measure a specific concept, understanding and/or skill, and lead to student growth. Examples of formative and summative assessments include teacher feedback, student performances/products, written/verbal reflections, rubrics, report cards, and critiques. These assessments are used to evaluate activities.	Academic Support Program	08/04/2014	12/31/2015	\$0	No Funding Required	A/H PR Team TES Teachers
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**Strategy 3:**

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

Category: Professional Learning & Support

Activity - A/H PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Job embedded professional development plays a significant role in the opportunities provided to teachers in the area of A/H. The job embedded professional learning promotes consistent and on-going growth among teachers. The use of professional articles, internet sites and resources, and shared learning through PLCs affords teachers opportunities for continuous growth.	Academic Support Program	08/04/2014	12/31/2015	\$0	No Funding Required	A/H Team TES Teachers

**Measurable Objective 2:**

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

**Strategy 1:**

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

Category: Continuous Improvement

Activity - PL/VO Studies Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TES teachers in K-5 will review PL/VO curriculum documents to ensure the consumerism curriculum is rigorous, aligned to state and national standards, and meets the needs of diverse learners and includes the integration of 21st century skills and knowledge. Specifically, consumerism lesson plans document academic expectations that are aligned to state and national standards outlined in the Kentucky Academic Standards document. The Curriculum Committee created a school-wide curriculum map that explicitly meets the needs of diverse learners, integrates 21st century skills, and ensures that teacher-implemented activities are aligned to KCAS.	Academic Support Program	08/04/2014	12/31/2015	\$0	No Funding Required	PL/VO PR Team: Lindsey Spurlock, Millissa Baker All TES Teachers

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

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

Category: Continuous Improvement

Activity - PL/VO Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Traditional PLCS assessment measures are responsive to a variety of learning styles and abilities including visual, aural, verbal, kinesthetic, logical, social, and solitary. These learning styles are addressed through the usage of pictures/images, music, writing, movement, critical thinking, cooperative learning groups, and independent assessments. PLCS assessments support individual growth of all PLCS students. The data collected from pre and post assessment are used to guide instruction and set individual and attainable goals for students.</p>	<p>Academic Support Program</p>	<p>08/04/2014</p>	<p>12/31/2015</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>PL/VO PR Team</p>

**Measurable Objective 3:**

100% of All Students will demonstrate a proficiency in Program Reviews in Writing by 12/31/2015 as measured by K-PREP.

**Strategy 1:**

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

Category: Continuous Improvement

Activity - Curriculum Documents Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The curriculum at Tyner Elementary is strategically aligned with the Kentucky Core Academic Standards. Teachers will review curriculum documents and make necessary changes as needed. Teachers use their Reading Street curriculum/pacing guides, as well as, the Kentucky Core Academic Standards to determine what content is covered in each classroom. We work as a district to assure that the curriculum is covered by creating curriculum maps that plan our instruction for the year.</p>	<p>Academic Support Program</p>	<p>08/04/2014</p>	<p>12/31/2015</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>PR Writing Team:                  Robbie Tincher,                  Missey Madden                  TES Teachers</p>

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Activity - Writing Wednesday	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will integrate and provide availability to literacy opportunities and experiences through school-wide Writing Wednesday which is where students write at varying points during the school week, Teachers turn in examples of exemplar writing every Wednesday with feedback given to students incorporating rubrics. These examples are given to the principal, who in turn, evaluates the types of writing and feedback given. He then conferences with the teachers during PLCs, on an individual basis, or through email to provide next steps, ways to improve classroom writing instruction, or just a pat on the back for a job well done.	Academic Support Program	08/04/2014	12/31/2015	\$0	No Funding Required	PR Writing Team: Robbie Tincher, Missey Madden TES Teachers K-5

Activity - Writing Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze data provided through ThinkLink assessment, Study Island Diagnostic Assessment for ELA, teacher observations to find areas of strengths and weaknesses. CBMs for Writing(Curriculum-Based Measurement is a method teachers use to find out how students are progressing in the area of writing. Teacher uses CBM, to determine how well the students are progressing in writing, and if performance is not meeting expectations, the teacher will change the way of teaching to try to find the type and amount of instruction a student needs to make sufficient progress toward meeting the academic goals.) ,and classroom work, materials are provided to meet our students' individual needs.	Academic Support Program	08/04/2014	12/31/2015	\$0	No Funding Required	PR Writing Team: Robbie Tincher, Missy Madden TES Teachers

**Strategy 2:**

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

Category: Professional Learning & Support

Activity - Writing PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Job embedded professional development plays a significant role in the opportunities provided to teachers in the area of A/H. The job embedded professional learning promotes consistent and on-going growth among teachers. The use of professional articles, internet sites and resources, and shared learning through PLCs affords teachers opportunities for continuous growth.	Professional Learning	08/04/2014	12/31/2015	\$0	No Funding Required	PR Writing Team: Robbie Tincher, Missy Madden TES Teachers

**Strategy 3:**

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

Category: Continuous Improvement

Research Cited: Stiggins

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Activity - Writing Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will develop and implement a plan to monitor student progress in writing and communication skills consistent with grade-level writing standards and formative assessments. Teachers will monitor student writing progress through Writing Wednesday activities using rubrics, checklists, and students self assessments. (Writing Wednesdays were designed to have all students in the building writing across all grade levels and across all curriculums to assess student writing). Teachers will turn in student samples along with any models, rubrics, etc. that correlates with that writing piece. This allows teachers to monitor and observe student writing over a period of time. They can see student progress or lack thereof each week. ThinkLink (a schoolwide progress monitoring assessment) which is given in the fall, winter, and spring will be used to assess students in the areas of writing and language. CBMs are also used by teachers to monitor progress in writing throughout the school year. CBM's are Curriculum-Based Measurement Written Expression probes that are brief, timed (4-minute) assessments that look at a student's mastery of writing mechanics and conventions</p>	<p>Academic Support Program</p>	<p>08/04/2014</p>	<p>12/31/2015</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>PR Writing Team TES Teachers</p>

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Communication	Homework and attendance in all classrooms will be monitored, frequent, extending student learning, and involving parents/family. Parents will receive attendance reports, homework monitoring reports, behavior reports, assessment reports and report cards on a regular basis. Parents will also receive weekly classroom/grade newsletters in addition to positive notes.	Parent Involvement	08/04/2014	12/31/2015	\$300	All Teachers
<b>Total</b>					\$300	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Writing Wednesday	Students will complete a writing assignment in various content areas to turn into the Principal. The students use the Four Column Method to organize their writing. They use ARMS for editing purposes. The teacher conferences with each student. The Principal reviews various writing samples and makes comments to teachers and students related to their writing.	Academic Support Program	08/13/2014	12/31/2015	\$0	Tim Johnson, Principal All students All Teachers
RTI - Parent Communication	Parents will be systematically notified when students qualify for Tier II or III instruction and will be provided with the data used to make decisions about their child's instructional needs. Parents will be encouraged to help make decisions and be a part of their child's education. Notification will occur every 9 weeks or before if needed via written documentation, phone, email, or text.	Academic Support Program	08/04/2014	12/31/2015	\$0	All Certified Teachers



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A/H & Writing Wednesday	A/H & Writing Wednesdays, TES has set aside times for writing. Students will work through the writing process using A/H prompts when appropriate, teachers and students work together to conference about writing. Teachers and students will use rubrics and checklists with written feedback to inform about the writing process. Students will share their work with oral presentations, think-pair-share, displays in the hallways, some teachers will publish student writing in the local newspaper.	Academic Support Program	08/04/2014	12/31/2015	\$0	A/H PR Teams: Londa Freeman, Tina Huff - Writing Team: Robbie Tincher, Miskey Madden  All TES Teachers
A/H Cross-curricular lessons	The curriculum at Tyner Elementary provides intentional and natural cross-curricular connections made between A/H and other content areas. Teachers/staff regularly collaborate during PLCs to discuss ways by which the arts can be incorporated as part of our natural school environment. All Tyner teachers integrate A/H into their overall daily instruction. A/H integration connections occur within daily classroom lessons.	Academic Support Program	08/04/2014	12/31/2015	\$0	A/H PR Team: Londa Freeman, Tina Huff All TES Teachers
Develop Assessments	Teachers will develop different types of assessments to use before, during, and after instruction.	Direct Instruction	08/04/2014	12/31/2015	\$0	Tim Johnson Melony Vickers Certified Staff
Review Curriculum Documents and CCST	Reading teachers in grades K-5 will meet to review curriculum documents and make necessary changes based on student assessment data. Instructional staff will follow the Jackson County Public School curriculum map to pace and monitor the implementation of the Kentucky Common Core Standards for reading. Teachers will use maps to guide instruction based on research based best practices for language arts(reading). In addition to other resources such as: CIITS, Smart technologies, IReady and Pearson. Students will be engaged in hands-on, best practice activities and instruction to ensure mastery of common core standards.	Academic Support Program	07/01/2014	12/31/2015	\$0	Tim Johnson, Principal Melony Vickers, Counselor Reading Teachers K-5
Parent Communication - Technology	Teachers, students, and parents can access different types of information about classroom/grade activities, curriculum resources, school activities/functions, student progress, and various additional information via school website, district text alerts, and phone messages.	Parent Involvement	08/04/2014	12/31/2015	\$0	TES Teachers K-5
Develop literacy team	The literacy team will analyze, and implement writing policies, writing for program reviews, and literacy plans.	Academic Support Program	08/04/2014	12/31/2015	\$0	Tim Johnson, Principal Writing Team

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Writing Wednesday	Teachers will integrate and provide availability to literacy opportunities and experiences through school-wide Writing Wednesday which is where students write at varying points during the school week, Teachers turn in examples of exemplar writing every Wednesday with feedback given to students incorporating rubrics. These examples are given to the principal, who in turn, evaluates the types of writing and feedback given. He then conferences with the teachers during PLCs, on an individual basis, or through email to provide next steps, ways to improve classroom writing instruction, or just a pat on the back for a job well done.	Academic Support Program	08/04/2014	12/31/2015	\$0	PR Writing Team: Robbie Tincher, Missey Madden TES Teachers K-5
Researched Based Instructional Strategies	Teachers will use researched based instructional strategies to deliver instruction to ALL students.	Direct Instruction	08/01/2013	12/31/2015	\$0	Tim Johnson Certified Staff
Behavior Intervention Plan	Teachers will follow KYCID guidelines for behavior management and create intervention plans as needed.	Behavioral Support Program	08/05/2013	12/31/2015	\$0	Tim Johnson Certified Staff
Technology Equity	Ensure that technology needs at TES are met such as: internet access, Success Maker, Reading Eggs, and Study Island, IReady for all students.	Technology	08/04/2014	12/31/2015	\$0	Tim Johnson, Principal Rhonda Thompson, DTC
Assessment - Constructed Response	All teachers will include Constructed Responses that are directly tied to KCCAS with classroom assessments. Response questions will be tied to the core knowledge of vocabulary, skills and strategies. Using various graphic organizers as needed, all students will be taught how to answer short answer and extended response questions, to build confidence and skills. A writing/constructed response will be completed by students on a weekly basis (Writing Wednesday), scored, and turned into the principal.	Academic Support Program	08/04/2014	12/31/2015	\$0	Tim Johnson, Principal TES ELA Teachers
TELL Survey	100% of certified staff will complete the TELL Survey and will review the data. Staff will analyze the TELL Survey data to identify strengths and weaknesses.	Other	08/05/2013	12/31/2015	\$0	Tim Johnson, Principal Melony Vickers, Counselor
Best Practices	Teachers will use various graphic organizers and rubrics (such as the Four Column Method) to teach all students how to answer short answer and extended response questions, to build confidence and skills. Through analysis, all students will be able to write a proficient/distinguished response. Instruction using the writing process will give students a structure for building writing pieces. Peer and teacher conferencing will support the development of published pieces.	Academic Support Program	08/11/2014	12/31/2015	\$0	Tim Johnson, Principal TES Writing Team Teachers K-5
Sharing Safe School Information	Parents will receive Safe Schools Report Data during open house.	Behavioral Support Program	10/01/2014	12/31/2015	\$0	Tim Johnson, Principal Safe Schools Coordinator

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Survey - CISP Teachers	Teachers will take the Survey on ADVANCED-ED-ASSIST. The data will be reviewed by the CSIP to determine areas of strenghts and weaknesses.	Other	10/03/2014	12/31/2015	\$0	Robbie Tincher, CISP Tim Johnson, Principal
Instruction - Setting Goals/ Self-evaluation	Teachers will provide students with specific and timely feedback about their learning. Students will articulate the targeted goals and know what is required to be proficient ("I CAN" statements, rubrics, and exit slips, self-reflection, and self-evaluation). Teachers will teach students how to analyze and improve their work based on analysis and specific, effective feedback. Learning celebrations will be held and students will set goals for progress in reading/LA.	Academic Support Program	08/10/2015	12/31/2015	\$0	Principal, Tim Johnson Melony Vickers, Counselor All Classroom Teachers Family Resouce Center
Literacy Gaps	Literacy Team will analyze and identify performance gaps in K-PREP to determine professional development needed for instructional improvements.	Academic Support Program	08/04/2014	12/31/2014	\$0	Tim Johnson, Principal Literacy Team
A/H PD	Job embedded professional development plays a significant role in the opportunities provided to teachers in the area of A/H. The job embedded professional learning promotes consistent and on-going growth among teachers.The use of professional articles, internet sites and resources, and shared learning through PLCs affords teachers opportunities for continuous growth.	Academic Support Program	08/04/2014	12/31/2015	\$0	A/H Team TES Teachers
PLC	Teachers will participate in Professional Learning Communities to plan, implement and assess writing instruction. They will analyze student writing to identify areas of weaknesses and strenghts. Teacher will determine next instructional steps. Teachers will also meet in vertical and horizontal teams to analyze student writing and identify gaps in learning during staff meetings.	Academic Support Program	08/04/2014	12/31/2015	\$0	Tim Johnson, Principal Writing Team All teachers in grades K-5
Program Review	The Program Review for Writing will provide a rubric for the implementation and monitoring of the school-wide writing program. Teachers will meet in horizontal and vertical teams for planning instruction, analyzing writing pieces and determining instructional next steps. The Program Review Writing Team will guide the program review process and lead staff in implementing appropriate strategies for areas of needs improvement.	Academic Support Program	09/01/2014	12/31/2015	\$0	Tim Johnson, Principal Program Review Writing Team: Missy Madden, Robbie Tincher
Data Analysis Cut Point Scores	Teachers and K-PREP Data Analysis Team will meet in the fall to analyze student's test scores and create a cut point data sheet for each assessed content area per grade level. The team will determine the amount of points needed to move students from one performance level to another and develop a plan to help move those students.	Academic Support Program	11/10/2014	05/29/2015	\$0	Tim Johnson, Principal Melony Bingham, Counselor

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RTI Placement	Identify and place students in appropriate RTI tiers and revise Tiers 3 times a year. Teachers will use district and classroom assessments (IREADY, Thinklink, STAR, and various screeners) to determine Tier II and Tier III students in Reading. Small skillsgroups will be used as interventions (using various curricular tools such as Pearson Resources, COACH). Students may be referred to Special Education for further support and evaluation if needed.	Academic Support Program	08/11/2014	12/31/2015	\$0	Tim Johnson, Principal; Melony Vickers, Guidance Counselor; Classroom Reading Teachers K-5
Technology PD	Teachers will receive training in using and integrating digital resources that align with KCCAS standards to improve student achievement.	Technology	08/04/2014	12/31/2015	\$0	Tim Johnson; Rhonda Thompson All TES Staff
21st Century Learning	Teachers will provide students with lessons/activities that incoportate 21st century learning skills.	Technology	08/05/2013	12/31/2015	\$0	Certified staff Rhonda Thompson
Data Analysis Cut Points	Analyze results of K PREP scores in language mechanics to identify students in each performance level based upon cut points.	Academic Support Program	12/01/2014	12/31/2015	\$0	Tim Johnson, Principal Melony Vickers, Counselor
Instruction - Rigor	Tyner Elementary's focus will be on differentiated instructional strategies regarding content, product, and/or process, including a focus on academic rigor, high expectations and equitable support for all students.	Academic Support Program	08/04/2014	12/31/2015	\$0	Tim Johnson, Principal TES Teachers
Teacher PD Survey	Teachers will take a Professional development survey. PD will be planned based on survey needs.	Professional Learning	11/03/2014	12/31/2015	\$0	Professional Development Coordinator, Shanta Madden
Differentiation	Teachers will use differentiation to deliver instruction to ALL students.	Direct Instruction	08/05/2013	12/31/2015	\$0	Tim Johnson Certifed Staff
RTI & Professional Learning Communities	PLC's will develop plans to address gaps in instruction or learner needs based on CCST and Thinklink Scores, IReady, and other summative and formative assessments.	Academic Support Program	08/11/2014	12/31/2015	\$0	Tim Johnson, Principal; Certified Staff
A/H Assessments	All formative and summative arts assessments for individual students of Tyner Elementary and performing groups are clearly aligned with the components of the Program of Studies, and thereby the Kentucky Core Academic Standards; authentically measure a specific concept, understanding and/or skill, and lead to student growth. Examples of formative and summative assessments include teacher feedback, student performances/products, written/verbal reflections, rubrics, report cards, and critiques. These assessments are used to evaluate activities.	Academic Support Program	08/04/2014	12/31/2015	\$0	A/H PR Team TES Teachers

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Writing Interventions	Identified students will receive writing interventions such as one on one instruction, peer tutors, or RTI strategies for writing. Students will be progressed monitored and instruction will be adjusted to meet thier needs.	Academic Support Program	08/11/2014	12/31/2015	\$0	Tim Johnson, Principal TES Writing Team Teachers K-5
Digital Citizenship	Students will receive instruction on digital citizenship via Brainpop	Technology	08/05/2013	12/31/2015	\$0	Tim Johnson Rhonda Thompson Certified Staff
Writing Assessments	Teachers will develop and implement a plan to monitor student progress in writing and communication skills consistent with grade-level writing standards and formative assessments. Teachers will monitor student writing progress through Writing Wednesday activities using rubrics, checklists, and students self assessments. (Writing Wednesdays were designed to have all students in the building writing across all grade levels and across all curriculums to assess student writing). Teachers will turn in student samples along with any models, rubrics, etc. that correlates with that writing piece. This allows teachers to monitor and observe student writing over a period of time. They can see student progress or lack thereof each week. ThinkLink (a schoolwide progress monitoring assessment) which is given in the fall, winter, and spring will be used to assess students in the areas of writing and language. CBMs are also used by teachers to monitor progress in writing throughout the school year. CBM's are Curriculum-Based Measurement Written Expression probes that are brief, timed (4-minute) assessments that look ata student's mastery of writing mechanics and conventions	Academic Support Program	08/04/2014	12/31/2015	\$0	PR Writing Team TES Teachers
School-wide Writing Plan	A school-wide writing plan will be reviewed and revised to provide a structure for the implementation and monitoring of the writing program. Students will be instructed in the three areas of writing: writing to learn, writing to demonstrate learning and authentic, published writing. Teachers will integrate all types of genres into the ELA instruction to increase independent student writing. Teachers will implement instruction specific to on-demand writing and students will participate in writing on-demand in content areas, following the KPrep requirements for on-demand writing.	Academic Support Program	08/04/2014	12/31/2015	\$0	Tim Johnson, Principal Robbie Tincher, LA Teacher Missy Madden, LA Teacher

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Writing Data Analysis	Teachers will analyze data provided through ThinkLink assessment, Study Island Diagnostic Assessment for ELA, teacher observations to find areas of strengths and weaknesses. CBMs for Writing(Curriculum-Based Measurement is a method teachers use to find out how students are progressing in the area of writing. Teacher uses CBM, to determine how well the students are progressing in writing, and if performance is not meeting expectations, the teacher will change the way of teaching to try to find the type and amount of instruction a student needs to make sufficient progress toward meeting the academic goals.) ,and classroom work, materials are provided to meet our students' individual needs.	Academic Support Program	08/04/2014	12/31/2015	\$0	PR Writing Team: Robbie Tincher, Missy Madden TES Teachers
RTI Monitoring	District Reading Diagnostic (ThinkLink and IReady) and Reading Proficiency Assessments as well as classroom assessments will be used to monitor results of children in the Gap group and results analyzed to modify instruction. The Rtl team will meet in PLC every 9 weeks to monitor performance data and determine individual student progress. The administrator and teachers will also analyze data for gap students in each subgroup 3 times a year through IReady Reading Assessments to identify changes needed to reduce achievement differences.	Academic Support Program	08/11/2014	12/31/2015	\$0	Melony Vickers, Conselor All Math Teachers K-5
KCID	Use KCID program to promote and reinforce positive behavior.	Behavioral Support Program	12/31/2013	12/31/2015	\$0	Tim Johnson; Melony Vickers; Certified Teachers
Writing PD	Job embedded professional development plays a significant role in the opportunities provided to teachers in the area of A/H. The job embedded professional learning promotes consistent and on-going growth among teachers.The use of professional articles, internet sites and resources, and shared learning through PLCs affords teachers opportunities for continuous growth.	Professional Learning	08/04/2014	12/31/2015	\$0	PR Writing Team: Robbie Tincher, Missy Madden TES Teachers
DoJo - Technology- Parental Involvement	Teachers will implement ClassDojo, to help build positive behavior in students. Class DoJo helps manage student behavior and build positive learning habits by providing real-time feedback loops that recognize and reinforce students' specific behaviors, values, and accomplishments. Teachers will use ClassDojo to update behavior instantaneously using a laptop, tablet, or smartphone. Teachers will send home to parents or share with students. Parents can access DoJo via internet to view their child's behavior report.	Behavioral Support Program	08/15/2014	12/31/2015	\$0	Amanda Ball, School Coordinator All TES Staff

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ELA Lessons & Program Reviews	Teachers will develop ELA lessons that incorporate quality, purposeful activities/lessons which meet Program Review demonstrators. Lessons will include PR demonstrators for A/H; VPL/Career Studies; Writing: & K-3. Lessons will include various kinds of assessments/rubrics and self & peer reflections.	Academic Support Program	08/04/2014	12/31/2015	\$0	Tim Johnson, Principal Program Review Teams All TES Teachers K-5
PL/VO Assessments	Traditional PLCS assessment measures are responsive to a variety of learning styles and abilities including visual, aural, verbal, kinesthetic, logical, social, and solitary. These learning styles are addressed through the usage of pictures/images, music, writing, movement, critical thinking, cooperative learning groups, and independent assessments. PLCS assessments support individual growth of all PLCS students. The data collected from pre and post assessment are used to guide instruction and set individual and attainable goals for students.	Academic Support Program	08/04/2014	12/31/2015	\$0	PL/VO PR Team
Curriculum Documents A/H	A) The curriculum at Tyner Elementary is strategically aligned with the Kentucky Core Academic Standards. Teachers will review curriculum documents and make necessary changes as needed. Teachers use their Reading Street curriculum/pacing guides, as well as, the Kentucky Core Academic Standards to determine what content is covered in each classroom. We work as a district to assure that the curriculum is covered by creating curriculum maps that plan our instruction for the year.	Academic Support Program	07/01/2014	12/31/2015	\$0	A/H PR Team: Londa Freeman, Tina Huff TES Teachers
Curriculum Documents Writing	The curriculum at Tyner Elementary is strategically aligned with the Kentucky Core Academic Standards. Teachers will review curriculum documents and make necessary changes as needed. Teachers use their Reading Street curriculum/pacing guides, as well as, the Kentucky Core Academic Standards to determine what content is covered in each classroom. We work as a district to assure that the curriculum is covered by creating curriculum maps that plan our instruction for the year.	Academic Support Program	08/04/2014	12/31/2015	\$0	PR Writing Team: Robbie Tincer, Missey Madden TES Teachers
PD 360	PD 360 will be used to provide Professional development of the areas of curriculum, assessment, and instruction.	Professional Learning	07/01/2014	12/31/2015	\$0	Professional Development Coordinator, Shanta Madden

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Transition Data	TES Family Resource Center will gather any transition data from Early Childcare providers to get to know incoming Pre-School-Kindergarten students.	Academic Support Program	08/05/2013	12/31/2015	\$0	Family Resource Center; Paulette Vaughn Karen Smith Preschool Teachers
PL/VO Studies Curriculum	TES teachers in K-5 will review PL/VO curriculum documents to ensure the consumerism curriculum is rigorous, aligned to state and national standards, and meets the needs of diverse learners and includes the integration of 21st century skills and knowledge. Specifically, consumerism lesson plans document academic expectations that are aligned to state and national standards outlined in the Kentucky Academic Standards document. The Curriculum Committee created a school-wide curriculum map that explicitly meets the needs of diverse learners, integrates 21st century skills, and ensures that teacher-implemented activities are aligned to KCAS.	Academic Support Program	08/04/2014	12/31/2015	\$0	PL/VO PR Team: Lindsey Spurlock, Millissa Baker All TES Teachers
<b>Total</b>					<b>\$0</b>	

**Title I Schoolwide**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Class Size Reduction	Teachers will be hired to reduce class size based on student enrollment.	Academic Support Program	08/05/2013	12/31/2015	\$150000	Tim Johnson, Principal
Parental Involvement Activities	Open House, School-wide functions such as Christmas Programs. service learning projects, Early Steps monthly Parent meetings, Save the children activities (Reading Rocks), Home visits through Early Steps to School Success, Part -time Parent Engagement Specialist, Family Reading Night (4 per year), FAST (families and schools together), Raising a Reader Program (Parents are encouraged to read to children at home) and All Pro Dads.	Parent Involvement	08/04/2014	12/31/2015	\$500	Tim Johnson, Principal Family Resource Center/Ruthie Sizemore Karen Smith Preschool Staff
PD Writing Mechanics	TES staff will receive Professional Development in the area of writing mechanics by Angela Hilterbrand from KVIC. The PD focused on writing on demand and language mechanics.	Academic Support Program	08/04/2014	10/31/2014	\$1000	Tim Johnson, Principal Missy Madden, Writing Teacher Shanta Madden, Building PD Coordinator



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Professional Learning - Reading	Teachers will receive PD in IReady, Pearson Reading Street, Read to Achieve and various reading professional development to increase student learning. Teachers participate in program-specific job-embedded professional development to enhance their ability to deliver effective, appropriate instruction that improves student learning, student growth goals, and supports teachers' individual growth plan. Teachers will participate in program-specific job-embedded professional learning to enhance their ability to deliver effective, appropriate instruction that improves student learning, student growth goals, and supports teachers' individual growth plan.	Professional Learning	08/04/2014	12/31/2015	\$1000	Tim Johnson, Principal Shanta Madden, Building PD Coordinator
PGES Training	PD on the PGES	Professional Learning	08/04/2014	08/28/2015	\$0	Tim Johnson, Principal Shanta Madden, PD Coordinator
Family Reading Nights	Family Resource Center and Title I provided Family Reading Night 4 Times a year to promote literacy to students and parents.	Parent Involvement	08/04/2014	12/31/2015	\$1000	Ruthie Sizemore/ Family Resource Tim Johnson, Principal
<b>Total</b>					<b>\$153500</b>	

**District Funding**

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

**Other**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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FAST (Families and Schools together)	An eight week comprehensive family involvement program which targets students individually and subsequently support the parents to build the family unit.	Parent Involvement	08/04/2014	12/31/2015	\$10000	Promise Neighborhood Ruthie Sizemore/Family Resource Center
Wellness Wednesday	TES students will participate in a school-wide health and wellness activity on Wellness Wednesday.	Academic Support Program	12/18/2013	12/31/2015	\$500	Tina Huff
PR Evidence Collection	All grade levels will provide evidence of all program review content connections in specific lessons and activities. The evidence will be collected and saved on a common drive. The evidence will be collected and monitored three times per year using a checklist. Checklists will be submitted by grade level.	Other	08/04/2014	12/31/2015	\$500	Tim Johnson, Principal Program Review Teams
Kindergarten Assessment	Assess all Kindergarteners at school entry with (BRIGANCE) screener to establish entry level skills.	Academic Support Program	08/05/2013	12/31/2015	\$5000	Certified Staff; Melony Vickers, Guidance Counselor
PL/VO - Promise Neighborhood	K-5 Partnering with Promise Neighborhoods: During the course of the school year, Tyner Elementary collaborated with Promise Neighborhoods to bring in professionals from various careers such as a blacksmith (Bob Montgomery), a dancer (Yolantha Pace) and a musician. Before each visitor came to our school, the teachers utilized a Power Point that discussed each particular career, as well as, the education involved for the career. To ensure that the curriculum during this unit linked to KCAS teachers integrated writing pieces, as well as, speaking and listening opportunities for students.	Academic Support Program	08/04/2014	12/31/2015	\$4000	PL/VO PR Team: Melissa Baker, Lindsey Spurlock Tonya Huff, Promise Neighborhood Coordinator
RTI Resources	Resources at school level will be used to place and schedule students for RTI services. Example: Tier 1/classroom, Tier 2/ IReady Computer Lab. Tier 3/ Small group Classroom Teacher.	Academic Support Program	08/11/2014	12/31/2015	\$40000	Tim Johnson, Principal; Classroom Teachers Tammy Webb- RTI Lab
Parental Involvement Activities	Open House, School-wide functions such as Christmas Programs. service learning projects, Early Steps monthly Parent meetings, Save the children activities (Reading Rocks), Home visits through Early Steps to School Success, Part -time Parent Engagement Specialist, Family Reading Night (4 per year), FAST (families and schools together), Raising a Reader Program (Parents are encouraged to read to children at home) and All Pro Dads.	Parent Involvement	08/04/2014	12/31/2015	\$500	Tim Johnson, Principal Family Resource Center/Ruthie Sizemore Karen Smith Preschool Staff
Brain Breaks - HOPSports	Each student (school-wide) will participate in research based activities from the HOPSports Curriculum (Brain Breaks) in the classroom daily.	Academic Support Program	12/18/2013	12/31/2015	\$0	All TES Staff

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Identify Early Childhood Providers	Use Pre-School, Head Start, First Step, Hands, Early Steps to School Success, Tyner FRC and other community resources will be used to provide services for children ages birth-6.	Academic Support Program	07/01/2014	12/31/2015	\$50000	Family Resource Center Karen Smith Early Steps Paulette Vaughn Coreen Brewer
Celebrations/Recognition - Students	P/D student work will be displayed on bulletin boards throughout the school and will provide models for proficient student work with specific feedback. Student achievement will be celebrated at the end of each grading period to promote academic ownership and a positive, caring environment. Parents will be notified of their child's success.	Academic Support Program	08/04/2014	12/31/2015	\$500	Tim Johnson, Principal Melony Vickers, Counselor All TES Teachers
<b>Total</b>					<b>\$111000</b>	

**FRYSC**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Develop Health and Wellness Policy	TES Wellness Committee will review current wellness policy and update the wellness policy as needed.	Policy and Process	08/05/2013	12/31/2015	\$1000	Tim Johnson/Principal Ruthie Sizemore/FRC John Johnson
Literacy Enrichment/Parental Involvement	School-wide enrichment literacy experiences will be promoted with Family Literacy Nights, Scholastic News, National Geographic for Kids, Time for Kids, BrainPop, BrainPop Jr., Tumblebooks and/or Starfall. Literacy recommendations and strategies will be made through TES Family Resource Center and Save the Children Grant, Read to Achieve Grant, parent-teacher conferences, school website, and newsletters.	Parent Involvement	08/04/2014	12/31/2015	\$600	Tim Johnson, Principal Ruthie Sizemore, FRC Director
Early Steps - Literacy/Transition	Home visits for ages birth to 3 to promote early literacy and to ensure a transition to school.	Parent Involvement	08/04/2014	12/31/2015	\$40000	Ruthie Sizemore/ Family Resource Center Karen Smith/Early Steps Coordinator
<b>Total</b>					<b>\$41600</b>	

**Safe Schools**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Safe Crisis Management Team	TES staff has been trained on positive behavior techniques.	Behavioral Support Program	08/05/2013	12/31/2015	\$0	Tim Johnson Clay Dalton Betty Moore John Johnson Sandra Smith
<b>Total</b>					\$0	

## Progress Notes

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

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

**Tyner Elementary CSIP 2014-15**

Tyner Elementary School

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