

# Comprehensive School Improvement Plan (CSIP)

## Rationale

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

## Operational Definitions

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

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

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

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

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

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

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

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

**Funding:** Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

## Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
  - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
  - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Explanations/Directions

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky’s six (6) Key Core Work Processes listed above or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that shows the impact of the work. The <b>measures</b> may be quantitative or qualitative, but are observable in some way.</p>	<p>Discuss the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.</p>	<p>List the funding source(s) used to support (or needed to support) the improvement initiative.</p>

1: Proficiency Goal

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

Content Areas	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Reading	51.5%	53.7%	55.9%	58.1%
Math	38.5%	41.3%	44.1%	46.9%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 <b>Tyner Elementary will increase the percentage of Proficient and Distinguished students in reading and math as measured by the state assessment.</b> Content (2019 to 2020) Reading 51.5% to Math 38.5% to	<a href="#">KCWP 4: Review, Analyze and Apply Data</a>	<b>Data Professional Learning Communities:</b> Once monthly grade level PLC's will meet with administration to track students' progress and address weaknesses based on data. Data will be used to drive classroom instruction and improve student achievement.	Progress monitoring data. Simple Solution Quizzes (grades 3-5) Common assessment data Benchmark Data School Wide Data Wall	Progress monitoring will be conducted through PLC minutes. Benchmark data will play an important role in measuring the effectiveness of the activity. *Monitored through 30-60-90 Day Plan, as well (attached). *Responsible individuals include: all teachers and administration *Timeline: Dec 2019-December 2020	0
		<b>Data Review Team Meetings:</b> Teachers, Special Education Teachers, and administration will meet twice monthly to review, analyze, and plan for students who are receiving Tier II and Tier III instruction.	Data Review Team Summaries  iReady Data	Progress monitoring will be conducted through PLC minutes. Benchmark data will play an important role in measuring the effectiveness of the activity. *Monitored through 30-60-90 Day Plan, as well. *Responsible individuals include: all teachers and administration *Timeline: Dec 2019-December 2020	
		<b>Data Binders:</b> Teachers in grades K-5 will collect data on students and fill out spreadsheets three times a year for reading and math. The spreadsheet will collect data on the following: classroom assessments, KPREP, iReady, Fluency in Reading, Automaticity in Math (Reflex), STAR, and benchmark assessments. This	*Measures of success will include school and state assessment characterized by student growth.	Progress monitoring will be conducted through PLC minutes. Benchmark data will play an important role in measuring the effectiveness of the activity. *Responsible individuals include: all teachers and administration *Timeline: Dec 2019-December 2020	

		data will be analyzed prior to and during PLC's and strategies/interventions will be developed and implemented based upon data.			
	<a href="#">KCWP 1: Design and Deploy Standards</a>	<b>Weekly Walkthroughs:</b> The principal and assistant principal will conduct weekly walkthroughs in order to collect data pertaining to classroom instruction and the implementation of standards. This data will be shared with staff in order to ensure high quality instruction and enhance student achievement.	Walk-Through Data PLC minutes Lesson Plans	*Monitored through 30-60-90 Day Plan. Responsible: Administration Timeline: December 2019-December 2020	0
	<a href="#">KCWP 2: Design and Deliver Instruction</a>	<b>Early Interventions in Reading:</b> The reading interventionist will utilize the Early Interventions Program in Reading to service students scoring in the bottom quartile in reading according to the benchmark assessments. This activity is provided through the Read to Achieve Grant.	iReady Data Star Data	Progress Monitoring through benchmark assessments and RTI data.  Responsible: Londa Freeman  Timeline: December 2019-December 2020	50,000 RTA Grant
<b>ADD+ Vantage Math</b> (Mathematics Achievement Fund). The math interventionist will identify and service students in the bottom quartile based upon benchmark assessments. The interventionist will individualize instruction and implement research based instruction strategies based on the ADD+ Vantage Math (AVMR) to assess and service Tier II and Tier III students in Kindergarten and First Grade.		iReady Data RTI Data	Progress Monitoring through benchmark assessments and RTI data.  Responsible: Kim Gabbard  Timeline: December 2019-December 2020	Funded through MAF Grant-listed under the Do the Math activity	
<b>“Do the Math” (Mathematics Achievement Fund)</b> The math interventionist will identify and service students in the bottom quartile based upon benchmark assessments. The		iReady Data RTI Data	Progress Monitoring through benchmark assessments and RTI data.  Responsible: Kim Gabbard	MAF Grant 41,000	

		interventionist will individualize instruction and implement research based strategies based on the Marilyn Burns program, Do the Math, to service Tier II and Tier III students in second and third grade.		Timeline: December 2019-December 2020	
		<p><b>Interventions K-5:</b> Resources at the school level will be used to place and schedule students for intervention services based on data. Example Tier 1 classroom, Tier II/ iReady, Save the Children, and core program interventions, Tier III small group teacher interventions utilizing iReady, Envision Math, and Reading Street interventions (K-3 Tier II and Tier III students may receive services provided by the Read to Achieve Grant or Mathematics Achievement Fund)</p>	iReady Data RTI Data Online Programs Usage Reports	<p>Progress Monitoring through DRT meetings and usage reports.</p> <p>Responsible: All teachers, lab attendants, and administration.</p> <p>Timeline: December 2019-December 2020</p>	Title 1 13,700 (online support programs)
		<p><b>Implementation of Tier 3 PBIS/Behavior Interventions:</b> Tyner Elementary will follow the Tier 3 PBIS intervention plan. The intervention plan consists of three tiers and each tier in the PBIS framework is comprised of core practices and systems. Students will be placed in tiers based on school wide behavioral data around key indicators (number of office referrals, in school suspensions, attendance, tardiness, failing grades, and detentions). All teachers will submit office referrals on the district wide office referral sheet and submit those to the school principal. The</p>	School Wide Behavioral Data Behavior Intervention data	<p>Progress monitoring through behavior data</p> <p>Responsible: Behavior/Safety Team, administration, and teachers.</p> <p>Timeline: Ongoing</p>	0

		principal and the Behavior Team will analyze data in order to make decisions about tier placement. Progress monitoring will take place within the tiers following the PBIS guidelines. Interventions will be researched based and must ensure positive reinforcement.			
		<b>Reflex Math:</b> Teachers in grades K-5 will implement the research based math program Reflex to increase math automaticity. All students will utilize this program to gain automaticity. Additionally, the program will be used for targeted interventions with students who lack fluency skills already developed by peers. This program will provide students with the explicit instruction and coaching, a practice environment to maximize understanding, and customized fast paced games for retention.	Program Usage Reflex Data Board	Progress Monitoring through program usage.  Responsible: All teachers, lab attendants, and administration.  Timeline: December 2019-December 2020	Title 1 2,500
		<b>Kentucky Reading Project Professional Development:</b> Reading Teachers will be trained in the Kentucky Reading Project. Please see attached Literacy Plan.	I and I checks of Literacy Plan	Progress Monitored through I and I checks and monitoring of fidelity data.  Responsible: All teachers and administration  Timeline: December 2019-2020	Striving Readers Grant With support from Title I
		<b>Simple Solutions: Simple Solutions:</b> 3-5th grade math classes will implement Simple Solutions for math, which is a daily spiral review with weekly formative assessments. <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a>	Common Assessment Data State Assessment Data	Progress monitor will occur through analysis of Simple Solutions weekly quizzes. Responsible: 3rd - 5th grade math teachers Timeline: December 2019-2020 Monthly monitoring	

		<a href="#">KCWP 2: Design and Deliver Instructio</a>			
		<b>Class Size Reduction:</b> Teachers will be hired to reduce class size based on student enrollment. Research indicates that if a child has a lower class size for EACH grade K through 3, the child learns more and scores higher on assessments.	Success will be measured through school and state assessment data.	All our class allotments are based on attendance and are provided from the district.	Title 1 150,000
	<a href="#">KCWP 5: Design, Align and Deliver Support</a>	<b>Observing High Quality/Rigor Instruction:</b> 4 <sup>th</sup> and 5 <sup>th</sup> grade math and reading teachers will observe math and reading classes in 5 star rated schools with high scores in reading and math. The school principal will contact other school principals to set up observation times.	Benchmark Data Common Assessments	Progress Monitored through data and teacher reflections. *Part of the 30-60-90 Day Plan (attached) Responsible: All teachers and administration  Timeline: December 2019-2020	0

2: Separate Academic Indicator

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

Content Areas	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Science	37.9 %	40.7%	43.5%	46.4%
Social Studies	65.6%	67.2%	68.7%	70.3%
Writing	45.3%	47.8%	50.3%	52.8%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Tyner Elementary School will increase the percentage of Proficient and Distinguished students in Science from 37.9% in 2019 to 40.7% in 2020.	<a href="#">KCWP 2: Design and Deliver Instruction</a>	<b>Study Island:</b> 4 <sup>th</sup> grade students will utilize a web based program that combines content in Science with an interactive feature to engage students and reinforce and reward learning achievement.	Common Assessment Data State Data	Progress monitor will occur through analysis of program usage Responsible: 4 <sup>th</sup> grade Science Teacher Timeline: December 2019-2020 Monthly monitoring	General Fund and Title 1 \$600.00
		<b>Observe High Quality/Rigor Instruction:</b> The 5 <sup>th</sup> grade Social Studies will observe Science classes in 5 star rated schools with high scores. The school principal will contact other school principals to set up observation times.	Common Assessment Data State data	Progress Monitored through data and teacher reflections.  Responsible: 4 <sup>th</sup> Grade Science Teacher and administration Timeline: December 2019-2020	0
Objective 2 Tyner Elementary will increase the percentage of Proficient and Distinguished students in Social Studies from 65.6% in 2019 to 67.2% in 2020.	<a href="#">KCWP 2: Design and Deliver Instruction</a>	<b>Study Island:</b> 5 <sup>th</sup> grade students will utilize a web-based program that combines content in Social Studies with an interactive feature to engage students, reinforce, and reward learning achievement.	Common Assessment Data State Assessment Data	Progress monitor will occur through analysis of program usage Responsible: 5 <sup>th</sup> grade Science Teacher Timeline: December 2019-2020 Monthly monitoring	General Fund and Title 1 \$600.00
		<b>Simple Solutions:</b> 5 <sup>th</sup> grade Social Studies will implement Simple Solutions, which is a daily spiral review with weekly formative assessments. <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a> <a href="#">KCWP 2: Design and Deliver Instruction</a>	Common Assessment Data State Assessment Data	Progress monitor will occur through analysis of Simple Solutions weekly quizzes. Responsible: 5 <sup>th</sup> grade Social Studies Teacher Timeline: December 2019-2020 Monthly monitoring	



	<a href="#">KCWP 5: Design, Align and Deliver Support</a>	<b>Observe High Quality/Rigor</b> <b>Instruction:</b> The 5 <sup>th</sup> grade Social Studies will observe Social Studies classes in 5 star rated schools with high scores. The school principal will contact other school principals to set up observation times.	Common Assessment Data State Assessment Data	Progress Monitored through data and teacher reflections.  Responsible: 5 <sup>th</sup> Grade Social Studies Teacher and administration Timeline: December 2019-2020	0
Objective 3 Tyner Elementary will increase the percentage of Proficient and Distinguished students in Writing from 45.3% in 2019 to 47.8% in 2020.	<a href="#">KCWP 2: Design and Deliver Instruction</a>	<b>Kentucky Writing Project Professional Development:</b> Reading Teachers will be trained in the Kentucky Reading Project. Please see attached Literacy Plan.	I and I checks of Literacy Plan	Progress Monitored through I and I checks and monitoring of fidelity data.  Responsible: Administration, Teachers, and Reading Interventionist.	Funded by Striving Readers
		<b>Writing Structures Continuum K-5</b> Teachers will implement the Writing Structures Continuum. Teachers will provide writing samples to the Principal weekly and quarterly. Key components include writing across different content areas, as well as, the writing process.	Weekly Evidence Observations State Assessment Data Benchmark Data	Progress monitoring through assessment data and weekly pieces. Monitored monthly.  Responsible: ALL teachers and administration. Timeline: December 2019-2020	Funded by Section 6/ School monies  \$600
	KCWP 5: Design, Align and Deliver Support	<b>Observe High Quality/Rigor</b> <b>Instruction:</b> The Cohort 1 and Cohort 2 writing teachers will have the opportunity to observe writing classes in 5 star rated schools with high scores. The school principal will contact other school principals to set up observation times.	Common Assessment Data State Assessment Data	Progress Monitored through data and teacher reflections.  Responsible: Cohort 1 and Cohort 2 Writing teachers and administration Timeline: December 2019-2020	0

### 3: Achievement Gap

Goal 3 (State your achievement gap goal.):  
 Tyner Elementary will increase reading and math proficiency for students with disabilities.  
 Tyner Elementary will increase reading and math proficiency for students who are economically disadvantaged.

	Spring 2019	Spring 2020	Spring 2021	Spring 2022
Students with Disabilities Reading	40.7%	42.7%	46.1%	48.8%
Students with Disabilities Math	20.4%	22.4%	27.6%	31.3%
Economically Disadvantaged Reading	43.5%	45.5%	48.6%	51.2%
Economically Disadvantaged Math	33.6%	36.6%	39.6%	42.7%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Tyner Elementary will increase the average combined reading and math proficiency for students with disabilities from 30.55% in 2019 to 32.55% in 2020.  Reading 40.7% to 42.7% Math 20.4% to 22.4%	<a href="#">KCWP 1: Design and Deploy Standards</a>  Create, monitor, and refine systems to ensure IEP goals are relevant, rigorous, aligned with standards, and monitored.	<b>IEP Goals:</b> Collaborate with the Special Education Director to provide support through professional learning to assist teachers in ensuring IEP goals are written with the appropriate level of rigor and in developing monitoring systems to ensure curriculum is taught at a high level of fidelity so that the intent of the standard is preserved.	Professional learning will show an emphasis on how to write IEP's that are aligned to the standards.  IEP's should demonstrate that a student's grade level curriculum is used to develop goals.	Progress monitoring data of SWD. Benchmark data of SWD Classroom performance of SWD IEP goals of SWD  Responsible: Administration, Special Education Teachers, and General Education teachers.	0
	<a href="#">KCWP 5: Design, Align and Deliver Support</a>	<b>Observing High Quality/Rigor Instruction:</b> Special Education teachers will observe special education teachers in 5 star rated schools with high scores in reading and math. The school principal will contact other school principals to set up observation times.	Benchmark Data Common Assessments	Progress Monitored through data and teacher reflections.  Responsible: Special Education Teachers and administration  Timeline: December 2019-2020	0
	<a href="#">KCWP 2: Design and Deliver Instruction</a>	<b>Kentucky Reading Project Professional Development:</b> Reading Teachers including special education teachers will be trained in	I and I checks of Literacy Plan	Progress Monitored through I and I checks and monitoring of fidelity data.  Responsible: All teachers and administration	Striving Readers Grant With support from Title I

		the Kentucky Reading Project. Please see attached Literacy Plan.		Timeline: December 2019-2020	
	<a href="#">KCWP 4: Review, Analyze and Apply Data</a>	<b>Data Professional Learning Communities:</b> Once monthly grade level PLC's and special education teachers will meet with administration to track students' progress and address weaknesses based on data. Data will be used to drive classroom instruction and improve student achievement.	Progress monitoring data. Simple Solution Quizzes (grades 3-5) Common assessment data Benchmark Data School Wide Data Wall	Progress monitoring will be conducted through PLC minutes. Benchmark data will play an important role in measuring the effectiveness of the activity. *Responsible individuals include: all teachers and administration *Timeline: Dec 2019-December 2020	0
<p>Objective 2 Tyner Elementary will increase reading and math proficiency for students who are economically disadvantaged as measured by the state assessment (2019 to 2020).</p> <p>Reading 2019 43.5% to 45.5% Math 33.6% to 36.6%</p>	Design and Deliver Instruction in Collaboration with the S.A.V.E. the children and 21st Century	<b>Tier II Services:</b> TES will collaborate with the S.A.V.E the Children coordinator to provide Tier II services for students in Reading.	Benchmark Assessment Data  RTI Data	Progress monitoring through assessment data.  Responsible: SAVE Coordinator  Timeline: Ongoing	STC
		<b>Morning Tutoring:</b> TES will collaborate with the SAVE the Children/21st Century coordinator to provide math tutoring in the mornings for struggling students.	Benchmark Assessment Data  Progress monitoring	Progress monitoring through assessment data.  Responsible: SAVE Coordinator  Timeline: Ongoing	STC
		<b>Summer Boost Program:</b> Students will have the opportunity to participate in the Summer Boost Program: This program is a 6 week literacy program that ensures students do not regress during the summer in reading, math, science, and technology (STEM).	STAR Data iReady Data	Success will be monitored through beginning of the year iReady data and STAR data..  Responsible: SAVE/21st Century Coordinator Timeline: Summer 2020	STC
	Design and Deliver Instruction	<b>Family Resource Summer Camp:</b> Tyner Elementary FRC coordinates a week long summer camp. Students are involved in arts enrichments, STEM, physical activity, and an educational field trip.	Benchmark Data	Progress monitoring will include pre and post assessment.  Responsible: Family Resource Director Timeline: Summer 2020	ASAP and FRC Funds ASAP-3,000 FRC-1,000

		<b>Vroom Learning:</b> Tyner Elementary Schools Early Steps to Success Coordinator utilizes Vroom learning to encourage parents to use everyday activities as a learning experience.	Brigance Data Kindergarten Readiness Data	Success will be measured through Kindergarten readiness data.  Responsible: Karen Smith Timeline: Ongoing	Vroom Funds
KCWP 6: Establishing Learning Culture and Environment		<b>Activity: Early Steps-Literacy/Transition:</b> Home visits for ages birth to three to promote literacy and to ensure successful transition to school. This program will occur throughout the year and help to get parents/guardians involved in their child's education at an early age.	Brigance Data Kindergarten Readiness Data	Success will be measured through Kindergarten readiness data.  Responsible: Karen Smith Timeline: Ongoing	Other, \$36,300 .
		<b>Transition Meetings/Kindergarten Readiness:</b> At the end of each school year transition meetings will occur to prepare students, as well as, families from preschool to Pre-K or Kindergarten. These meetings will occur during the last 9 weeks of school. Teachers will discuss student readiness and determine appropriate placement of the students for the following school year. Parent questions and concerns will be addressed by teachers and staff in order to alleviate any concerns. Students will also receive a transition tour,	Data from parent surveys Data from sign in sheets	Progress monitoring through sign in sheets  Responsible: Preschool and Kindergarten teachers  Timeline: May 2020	0
		<b>Parent Involvement Activities:</b> Tyner Elementary School will collaborate with the Tyner Family Resource Director to ensure Parent Involvement activities including 2 Family Engagement Nights, Open House, Parent Teacher Conferences, Early Steps monthly parent meetings, Vroom Family	Measures of success will include data measuring parent attendance and involvement.  *Data from sign in sheets *Data from parent surveys	Progress monitoring through sign in sheets and surveys.  Responsible: Administration and Family Resource Coordinator.	Title I \$3,600

		Engagement activities, School Wide Programs, and Raising a Reader activities.			
		<p><b>Educational Advocate Training and Updates:</b> The Math and Reading interventionists will be training parents on how to promote math and reading skills in the home during Family Engagement projects. Additionally interventionists will be sending out newsletters concerning the following: homework help, enrichment games, website reviews, and how to encourage learning success on a daily basis.</p>	Benchmark Data State Assessment Data	<p>Progress monitoring will include sign in sheets.</p> <p>Responsible: Math and Reading interventionist.</p> <p>Timeline: Ongoing</p>	0
		<p><b>Mentoring Parent Leadership Groups:</b> The Family Resource Director will collaborate with parent leaders who serve on committees or advisory councils to mentor other parents. The mentoring will occur through surveys, meetings, and/or other informational means such as Literacy Nights.</p>	Parent Surveys	<p>Progress monitoring will occur through parent sign in sheets and surveys.</p> <p>Responsible: Family Resource Center</p> <p>Timeline: December 2019-December 2020</p>	0

4: Growth

Goal 4 (State your growth goal.):  
Tyner Elementary School will increase the combined averaged percentage of students showing growth in reading and math from 68% in 2019 to 76% in 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Tyner Elementary School will increase the combined averaged percentage of students showing growth in reading and math from 68% in 2019 to 76% in 2022.</p>	<p>See above intervention strategies listed under the proficiency goal.</p>				
	<p>See above Morning Tutoring, After School Activities, and Summer Boost Camp listed under the gap goals.</p>				
	<p>See above professional development list under the proficiency goal and gap goals.</p>				
	<ul style="list-style-type: none"> <li>• <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p><b>Celebrating Student Achievement:</b> The school will celebrate students achievement by displaying P/D work on bulletin boards throughout the school and providing models for proficient student work with specific feedback. Student achievement will be celebrated at the end of each 9 weeks as students attain learning targets. Celebrations will occur to promote academic ownership and a positive, caring environment. Parents will be notified of their child’s success.</p>	<p>KPREP Data Benchmark Data Walkthrough Data</p>	<p>Monitored through walkthrough/observation data  Responsible: Teachers and Administrations  Timeline: Ongoing/monthly</p>	<p>0</p>
<ul style="list-style-type: none"> <li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> </ul>	<p><b>Setting Goals/ Self Evaluation:</b> Teachers will provide students with specific and timely feedback about their learning. Students will articulate the targeted goals and what is required to be proficient (" I CAN" statements, rubrics, exit slips, self reflection, and self evaluation). Teachers will teach students how to analyze and improve their work based on analysis and</p>	<p>Student Data (Benchmark Data) Goal Setting Sheets Data</p>	<p>Progress will be monitored through student goal setting, observations, and student assessment data. Teachers will also display learning targets in their rooms daily.  Responsible: All teachers and administration.  Timeline: Ongoing/monthly</p>	<p>0</p>	

		specific, effective feedback. Students will set their own goals for growth on the benchmark assessment, iReady. Learning celebrations will be held as students reach their goals.			
	<a href="#">KCWP 2: Design and Deliver Instruction</a>	<b>Additional iReady Time:</b> 4th and 5th grade students who are struggling in reading and math will receive additional iReady time in the mornings in order to promote growth.	Growth monitoring checks	Progress will be monitored through student usage and growth monitoring checks. *Part of the 30-60-90 Day Plan Responsible: Lab attendants and teachers. Timeline: Ongoing/monthly	Title 1-please see specific money listed under interventions.
		<b>21st Century Grant:</b> Tyner Elementary School will be implementing the 21st Century after school programming in collaboration with Save the Children	Assessment Data	Responsible: Administration and Jennifer Morgan (STC Coordinator) Timeline:	STC







**7: Other (Optional)**

Goal 7 (State your separate goal.):

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

### Special Considerations for Targeted Support and Improvement (TSI) Schools

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

**Components Of Turnaround Leadership Development And Support:**

**Consider:** How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?

**Response:**

**Identification Of Critical Resources Inequities:**

**Consider:** Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.

**Response:**

**Targeted Subgroups and Evidence-Based Interventions:**

**Consider:** Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

**Response:**

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

**Additional Actions That Address The Causes Of Consistently Underperforming Subgroups Of Students**

**Consider:** Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

**Response:**

## Special Considerations for Comprehensive Support and Improvement (CSI) Schools

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

### Evidence-based Practices

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

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

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
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