



2023-2024 Phase One: Continuous Improvement Diagnostic for Schools_09142023_10:13

2023-2024 Phase One: Continuous Improvement Diagnostic for Schools

Piner Elementary School
Emily Thompson
2845 Piner Ridge Rd
Morning View, Kentucky, 41063
United States of America

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The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2023-24 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

- Professional Development Plan for Schools (Due May 1)
- Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

Please enter your name and date below to certify.

Tiffany Burris 9/14/2023



2023-2024 Phase One: Executive Summary for Schools_09142023_10:12

2023-2024 Phase One: Executive Summary for Schools

Piner Elementary School
Emily Thompson
2845 Piner Ridge Rd
Morning View, Kentucky, 41063
United States of America

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2023-2024 Phase One: Executive Summary for Schools

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Piner Elementary School is a small, rural school with 343 students in grades preschool through 5th grade, covering the largest geographical area in the Kenton County School District. We now offer a full day preschool program that serves approximately 20 students. There are approximately 45 employees including certified and classified staff. We continue to have around 40% of our students receive free or reduced lunch, and we are a school wide Title 1 school. The Piner School has been in existence since 1849 and retains its strong community roots.

Piner Elementary is truly the center of the community, with multi-generational family connections. In fact, several of our current teachers were Piner students themselves. Piner Elementary also maintains a strong alumni group which meets annually. Our school motto is "Piner Elementary - Where Character Counts and Attitude Matters." We promote values such as trust, courage, and honor through our Core Essentials character program. We also provide social emotional lessons through our Second Step program. Our district goal is to have 100 percent of students engaged in at least one extra-curricular activity. Piner students are strongly encouraged to be involved in extracurricular activities such as Archery, Basketball, Academic Team, STLP, Art Club, Kindness Club, and Running Club. We are also continuing to implement our Club Days for the 2023-2024 school year, in order to provide students with opportunities to get involved during the school day. This past year we maintained a 99% student engagement rate. Piner teachers provide students with high quality tier one instruction through the utilization of the Kenton County School District's Cycle of Quality Instruction. We utilize numeracy, literacy, instructional technology, and MTSS lead teachers, who meet regularly, to carry out the school's action plan. Discussions around instructional technology, curriculum resources, and best practices for instruction, including the shift from balanced literacy to the science of reading are taken back to the primary and intermediate teams in order to implement strong programs and ensure fidelity. This school year Piner teachers K-5 are implementing the CKLA Amplify Reading program to ensure all students are receiving solid foundational reading instruction based on the science of reading. Additionally, K-5 teachers are utilizing the Envisions math program to ensure strong math instruction and consistency from one grade level to the next. Feedback provided to stakeholders is transparent and ongoing in order to best serve our students and our community. At Piner we value shared decision making, which is accomplished through our SBDM council and our teacher leadership teams in the building who meet regularly to discuss assessment data and instruction. We annually review our CSIP and work together to identify critical needs based on triangulated data as well as strategies for improvement. We name and claim every individual student through our MTSS process in which we review intervention data to determine student needs and next steps for instruction while continually reviewing our intervention programming through a recursive process. We have now fully implemented 1:1 technology K-5 due to the collaboration with our

district to provide funding for Chromebooks for each student. The district has also provided a supplemental position for an Instructional Technology Coach to provide on-going professional learning for our teachers in our new Learning Management Systems including Schoology and Performance Matters.

School Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

We greatly value parent and community member involvement and appreciate the many contributions they make to enrich our students' learning experiences. We continue to seek ways to involve our parents and community members through programs such as College and Career Day, Club Day, the Family Resource Advisory Council, PTA, SBDM, the Durr Branch of the Kenton County Public Library, many volunteer opportunities, and our BEST business partner with Celanese. We utilize numeracy, literacy, instructional technology, and MTSS lead teachers, who meet regularly, to carry out the school's action plan. Discussions around instructional technology, curriculum resources, and best practices for instruction, including the shift from balanced literacy to the science of reading are taken back to the primary and intermediate teams to implement and ensure fidelity. Feedback is transparent and ongoing in order to best serve our students and our community. Our SBDM council meets at least monthly to review assessment data and utilize policies to ensure fiscal responsibility as well as to ensure academic achievement. In addition, our PTA Board meets monthly to plan and implement engagement activities as well as fundraisers to raise money for resources/programs identified as needs for students and families. Our FRC coordinator also meets with teachers and community members at least every other month to discuss the needs of families, students and staff and to provide two-way communication from home to school.

Surveys are sent out to parents twice a year to help determine areas of growth and set goals for increasing family engagement. We use the Classroom Dojo app as well as regular classroom and monthly school newsletters to inform our stakeholders of current events taking place at our school in addition to the use of Bright Arrow automated call system. We post important school information on our marquee and on our website, as well as archiving copies of our school newsletters on the school website.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

The Piner Elementary community shares a strong belief that our entire school and community of Piner will work together to ensure that all students obtain a strong

academic foundation, success in life, and character education based on the traits of trust, courage, honor, and determination. Piner Elementary staff believes in:

P.A.W. - Practicing character, Acting safety, and Working hard

P.R.I.D.E. - Productive/Positive attitudes, Rigorous teaching and learning opportunities, Independent, self-motivated students, Development of life skills, instruction in the arts, and Excellence in academics.

At Piner Elementary School our mission each day is to provide a world class education for ALL students and to ensure all families and stakeholders are engaged and actively participating in the education of each child who attends Piner. Piner teachers provide students with high quality tier one instruction through the utilization of the Kenton County School District's Cycle of Quality Instruction.

Teachers regularly engage in weekly data reviews to determine student learning needs. This information allows teachers to better plan for daily instruction and it is also used to plan for intentional needs based instructional groupings. At Piner we utilize numeracy, literacy, instructional technology, and MTSS lead teachers, to carry out the school's action plan. Discussions around instructional technology, curriculum resources, and best practices for instruction, including the shift from balanced literacy to the science of reading are taken back to the primary and intermediate teams in order to implement strong programs and ensure fidelity.

This school year Piner elementary is implementing the CKLA Amplify Reading program in grades K-5 to ensure all students are receiving solid foundational reading instruction based on the science of reading. Additionally, K-5 teachers are utilizing the Envisions math program to ensure strong math instruction and consistency from one grade level to the next. We name and claim every individual student at Piner through our comprehensive MTSS process in which we regularly review classroom and intervention data to determine each student's academic and SEB needs as well as next steps for instruction. We continually review our intervention programming through a similar recursive process. Each student is provided quality Tier 1 SEB and academic instruction and also receives intervention or enrichment in those areas depending on triangulated data and student need.

We utilize our Title I teacher, classroom teachers, KTP social worker, and school counselor to provide the instruction for Tier II and Tier III SEB and academic interventions. Additionally, the staff of Piner Elementary School participates with the continuing progress and implementation of a positive behavior program through our Multi-Tiered Systems of Support (MTSS) and Class Dojo. We promote explicit teaching of school wide expectations, a common vocabulary, and character-based instruction drawing from the Second Step social emotional program and the Core Essentials program. Additional efforts include the individual student goal setting, continuous influential professional development of staff, and the development of life skills.

Piner Elementary School also embraces its mission to be a community based school that values shared decision making. This is achieved through our SBDM Council, FRC Advisory Council, and our teacher leadership teams. Again, at Piner we value shared decision making. Our SBDM council and teacher leadership teams meet regularly to discuss assessment data and instruction. Feedback shared with stakeholders is transparent and ongoing in order to best serve our students and

our community. We annually review our CSIP and work together to identify critical needs based on triangulated data as well as strategies for improvement.

Collaboration with our district has also allowed Piner to fully implement 1:1 technology in grades K-5 where every student is provided a district Chromebook.

The district has also provided a supplemental position for an Instructional Technology Coach who provides on-going professional learning for our teachers in our new Learning Management Systems including Schoology and Performance Matters. Piner Elementary also offers multiple activities outside of school, with the help of the PTA and the FRC. Some of these activities that support our families/ students and encourage family engagement are our Open House, Student of the Month, Family Reading and Math Night, Fall Festival, Food for Thought Bags sent home with low-income students each Friday, monthly attendance incentives for grade levels; Veteran's Day Program and Red Ribbon Week. Piner Elementary has also implemented a volunteer calendar that enables volunteer opportunities every school day throughout the school year.

Piner students are also strongly encouraged to be involved in extracurricular activities, as our district goal is to have 100 percent of students engaged in at least one extra-curricular activity. Archery, Basketball, Academic Team, STLP, Art Club, Kindness Club, and Running Club are just some of the opportunities provided to Piner students. We are also continuing to implement our Club Days for the 2023-2024 school year, in order to provide students with opportunities to get involved during the school day. This past year we maintained a 99% student engagement rate.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Some of Piner Elementary's notable achievements are as follows: The 22-23 Quality School Climate and Safety Survey results indicated that 99% of Piner students felt that Piner adults/staff worked hard to keep them safe and 98% of students felt their school was a caring place to learn. In addition, 97% of students felt cared about and welcomed by their teachers and adults. Other notable achievements, according to state assessment data (KSA) in the Spring of 2023, 63% of our students scored proficient/distinguished in the area of math, which is an increase of 10% from the previous school year. Additionally, based on preliminary KSA data for the Spring of 2023, Piner students also scored above the district average for students scoring proficient/distinguished in Math. The implementation of the Cycle of Quality instruction in daily lessons and weekly data reviews to determine student learning needs in weekly PLC meetings and the implementation of the MTSS timeline, interventions, and meetings - along with intentionally planned needs based instructional groupings were added to address our overall performance in math for ALL students. In the area of Science the percentage of students scoring proficient/ distinguished increased by 18% from 0% proficient/distinguished in 2022 to 18% proficient/distinguished in 2023 according to the state assessment (KSA). In the area of combined writing the percentage of students scoring proficient/

distinguished increased by 29% from 0% proficient/distinguished in 2022 to 29% proficient/distinguished in 2023 according to the state assessment (KSA). The percentage of students on free and reduced lunch scoring proficient/distinguished increased 5% in Math from 43% in 2022 to 48% in 2023 on the state assessment. Another notable achievement for Piner, based on the 2022 Impact Survey results, is that 89% of Piner staff perceive the overall social and learning climate of the school is positive which was 19% above the state average and 33% above the district average. We also showed great growth in this area, an 11% increase compared to the 2021-22 Impact Survey results! We will continue to focus on celebrating student achievements and growth weekly on both formative and district common assessments as we strive for 80% proficiency. Additionally, Piner Elementary is focused on our district goal of 100% transition readiness and is communicating those criteria and goals by grade level to parents in alignment with 5th grade transition-ready criteria. Last year 78% of Piner 5th graders achieved this. We are committed to having a growth mindset with a forward facing view towards meeting and reaching our transition ready goals. We value and prioritize teacher time, and intentionally provide differentiated learning opportunities to support individual and collective teacher growth. Other notable achievements include the implementation of 1:1 technology for all students in grades K-5. Piner also has a Smart Panel and document camera in every classroom. The use of these instructional technologies provides our students with the 21st Century learning skills they will need to become college and/or career ready. We also now have an instructional technology coach that provides job-embedded professional learning for teachers to enhance instruction utilizing Schoology and our Performance Matters Learning Management System. As access to technology and professional learning increases for teachers, we are able to make real time instructional adjustments using formative student data. Over the last three years we have also added the Project Lead the Way curriculum to our special areas in order to provide students with high quality Science, Technology, Engineering, Art and Math education. Our special areas also provide instruction on digital safety and citizenship.

Our focus areas for improvement over the next three years are to increase proficiency in Reading and Math for ALL students and students with disabilities. According to state assessment data in the Spring of 2022, 61% of all students scored proficient/distinguished in reading as compared to 55.8% in 2020-21, for an increase of 5.2%. However, preliminary KSA data from the Spring of 2023 indicates a 5% decline from 2022 with 56% of students scoring proficient/distinguished in Reading. Over the past 3 years, our students with disabilities have had varying rates of performance in the area of Reading with 23.5% of students scoring proficient/distinguished in 2020-21, increasing 16.5% in 2021-22 to 40% proficient/distinguished, and then decreasing 21% in 2022-23 to 19% proficient/distinguished based on preliminary data results. Similarly, our students with disabilities have also had varying rates of performance in Math. In 2020-2021, 29.4% of students with disabilities scored proficient or distinguished, this increased to 30% in 2021-2022, but then decreased to 19% in 2022-23 based on preliminary data. Closing gaps for our students with disabilities will be an additional intentional area of focus for our school during the 23-24 school year. Another area of improvement over the next three years is to increase proficiency in Science (38% P/D), Social Studies (43% P/D)

and Writing (52% P/D) for ALL students. Additionally, over the next three years, Piner will also be focused on increasing foundational literacy skills and ensuring that ALL students are reading on grade level at each transition point. Our district has adopted a new comprehensive literacy curriculum, Amplify CKLA, and all teachers are receiving extensive on-going professional development to support this shift from balanced literacy to the Science of Reading. We will continue our strong focus on reviewing weekly and common assessment data weekly during PLC's to make adjustments in instruction to ensure mastery of standards for ALL students and SWD in the areas of Reading and Math. In addition, we will continue our work using the learning management system, Performance Matters, to analyze district common assessment results and dig deeper into standards growth for students.

This data will allow us to make on-going instructional adjustments which will improve student achievement. We will also continue our intentional work to provide high quality instruction for all students by providing feedback on the elements of the quality cycle of instruction for all teachers monthly. We will utilize school wide learning walk trends and assessment data to provide differentiated professional development for teachers at monthly faculty meetings led by teacher leaders who demonstrate exemplary performance in targeted elements of instruction.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Piner is also committed to reducing barriers to learning for all students. Bi-weekly our Administrative team including, principal, assistant principal, FRC Coordinator, guidance counselor, and District RBTL coordinator meet to review attendance data and provide resources to families, as well as to conduct home visits in order to get to the root of the problem. Our Counselor and KTP social worker lead Tier II and Tier III intervention groups for students that focus on behavior and mental health utilizing research-based programs that target specific skill deficits. We also work with agencies outside of the school to provide school-based therapy for students who demonstrate need beyond what the school is able to provide in terms of mental health and supporting families outside the school setting. Finally, we are committed to our district goal of ensuring that each child is engaged in at least one extra-curricular activity. Our mission each day is to provide a world class education for ALL students and to ensure that all families and stakeholders are engaged and actively participating in the education of each child who attends Piner. In summary points of pride for Piner Elementary School include: 5th grade transition readiness, 100% student engagement in clubs or extra-curricular clubs/activities, awarded the Arts in Mind Grant two years in a row, reading and math MAP assessments, growth for EL students on the ACCESS test, and Kindergarten Brigance. Piner Elementary offers a multitude of extracurricular activities for students such as Archery, Basketball, Academic Team, STLP, E-Wise Club, Kindness Club, Running Club and more. We have continued to work on closing gaps for our students through learning walks, data analysis of ongoing assessment and professional development. Teacher use of ongoing formative assessments in grades K-5 allow teachers to

assess and monitor student mastery of academic standards, and then provide re-teaching or enrichment as needed.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2023-2024 Phase One: School Safety Report_09272023_17:15

2023-2024 Phase One: School Safety Report

Piner Elementary School
Emily Thompson
2845 Piner Ridge Rd
Morning View, Kentucky, 41063
United States of America

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2023-2024 Phase One: School Safety Report

School Safety Report

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, shall be reported for the 2022-2023 school year and each year thereafter.

Yes

2. Has the school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

If the answer is "no", please explain in the comment box.

Yes

3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

If the answer is "no", please explain in the comment box.

Yes

4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

If the answer is "no", please explain in the comment box.

Yes

5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box.

Yes

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

If the answer is "no", please explain in the comment box.

Yes

7. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required

by KRS 158.162(2)(c) and is a copy maintained in the school office?

Please provide the most recent date of review/revision of the school's emergency plan in the comment box. If the answer is "no", please explain in the comment box.

Yes; 8/28

8. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

Please provide the date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.

Yes; 8/10/23

9. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and are the drills maintained in the appropriate drill log for the given school year?

If the answer is "no", please explain in the comment box.

Yes

10. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box.

Yes

11. Over the immediately preceding twelve months, did the principal conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

If the school did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2023-2024 Phase Two: The Needs Assessment for Schools_10112023_08:53

2023-2024 Phase Two: The Needs Assessment for Schools

Piner Elementary School
Emily Thompson
2845 Piner Ridge Rd
Morning View, Kentucky, 41063
United States of America

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2023-24 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

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

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

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

Protocol

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

At Piner our school's data analysis is a recursive process and is not defined by one event. Data is continually reviewed throughout the year in a variety of settings. Reading and math MAP assessment data along with Reading Inventory (RI) assessment data is reviewed following each assessment administration. Additional data analysis is completed in PLCs throughout the year using weekly assessment and common assessment data. Each week in grade level PLCs teachers (both general and special education teachers) meet with the school administrators to review weekly formative assessment and/or common assessment data. This data is also triangulated with MAP and RI assessment data. This year, we have developed a new school level data dashboard that captures each grade level's proficiency data by content area (Reading and Math) and by GAP group including Special Education and EL students. Utilizing this dashboard and the Performance Matters platform allows for a quick glance analysis of where we are as a school in each content area at each grade level and how our GAP group populations are performing comparatively. At our monthly district leadership meetings, data is reviewed in context from the

district data dashboard and other sources as it relates to MAP, KSA, CAs, social emotional learning and behavior. The data from this larger context is shared with our Administrative team, teachers at PLC meetings, as well as at our regular monthly SBDM meetings. Our MTSS team (including administrators, classroom teachers, interventionists, school counselor, KTP social worker, and special education teachers) meets in PLCs to review MTSS data for academic areas and SEB. MTSS meetings are held to provide support and make a plan for next steps when students are in intensive interventions and there are still concerns of lack of growth. Progress data is analyzed by this MTSS team. Recommendations are made during these meetings regarding the progress or lack of progress of the interventions implemented. Each student's data is reviewed at least every eight weeks; at times, the MTSS team members may refer students for a special education referral. Letters are sent to parents when Tier II or Tier III interventions are started or discontinued based on progress data. Our special education team also meets weekly to analyze proficiency data and IEP data to monitor those students who receive specially designed instruction. Meeting minutes and decisions are documented and are housed in a specific Special Ed Team Google drive and shared with district special education consultants. Parent stakeholders receive individualized reports on their child's progress data as it relates to academics through KSA, MAP, mid-terms, report cards and specific progress monitoring reports regarding intervention or special education data.

Additionally, each year administrators host a school-wide KSA Data Analysis PD. It includes all teachers and staff, and the FRC Coordinator. Additionally, the Piner SBDM Council members are invited to attend. We use the KSA Score and Gap Analyzer Tool kit, and identify areas of strength and need. From this, and other data sources reviewed throughout the year, we develop school wide goals for our CSIP.

Review of Previous Plan

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

Proficiency: To increase reading and math proficiency, teachers established a rich learning culture through designing and delivering instruction and assessment literacy while continually reviewing, analyzing and applying data.

Reading common assessment data indicates that as a school we obtained a running average of 77.59% for all students K-5. Reading proficiency, as measured by KSA, increased from 55.8% proficient/distinguished in 2021 to 61% in 2022, and then declined to 56% in 2023. We did not meet our objective of obtaining 65% proficient/distinguished on the KSA Assessment.

Math common assessment data indicates that as a school we obtained a running average of 78.93% for all students K-5. Math proficiency, as measured by KSA, decreased from 54.3% proficient/distinguished in 2021 to 53% in 2022, but then increased to 63% proficient/distinguished in 2023. We exceeded our objective of obtaining 58% proficient/distinguished on the KSA assessment. We will continue in

the 2023-2024 school year to focus on increasing reading and math proficiency, specifically reading proficiency.

Separate Academic Indicator: To increase writing proficiency, teachers established a rich learning culture through designing and delivering instruction and assessment literacy while continually reviewing, analyzing and applying data. Writing proficiency decreased from 72% proficient/distinguished in 2021 to 55% in 2022 to 52% in 2023. We did not meet our objective of 60% proficient/distinguished on the KSA assessment. We will continue in the 2023-2024 school year to focus on increasing writing proficiency.

Achievement Gap: To increase reading and math proficiency of students with disabilities, teachers established a rich learning culture through designing and delivering instruction and assessment literacy while continually reviewing, analyzing and applying data. Reading common assessment data indicates that as a school we obtained a running average of 50.88% for students with a disability. Reading proficiency for students with disabilities, as measured by KSA, increased from 23.5% proficient/distinguished in 2021 to 40% in 2022, but then decreased to 19% in 2023. We did not meet our objective of obtaining 45% proficiency for students with disabilities on the KSA assessment. Math common assessment data indicates that as a school we obtained a running average of 52.63% for students with a disability. Math proficiency for students with disabilities, as measured by KSA, increased from 29.4% proficient/distinguished in 2021 to 30% in 2022, but then dropped to 19% in 2023. We did not meet our objective of obtaining 40% proficiency for students with disabilities on the KSA assessment. We will continue in the 2023-2024 school year to focus on increasing reading and math proficiency of students with disabilities.

English Learner Progress: To increase the number of students exiting the EL program from 0 in 2022 to 1 in 2023 as measured by the ACCESS assessment, PSP's and individual student plans were developed and implemented throughout the school year. Teachers also meet with district staff to ensure students meet their academic goals utilizing the EL Handbook. Differentiated PD/PLCs sessions on the EL Handbook and KCSD Guidelines and Curriculum for ELD Program Service Type resources were held with teachers of ELL students and progress was continually monitored in order to identify next steps in real time for instructional adjustments. Based on 2022-23 ACCESS data 100% of our EL students made growth. This was an increase from 66% the year prior. Additionally, 33% of our EL students were able to exit the EL program during the 2022-23 school year which was also an increase from 0% the year prior.

Trends

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

Example of Trends

- The number of behavior referrals increased from 204 in 2021-22 to 288 in 2022-23.

• From 2021 to 2023, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Trends from the previous academic years, as measured by KSA, show that the percentage of students with disabilities scoring proficient or distinguished is consistently lower than overall proficiency scores by double digits in both Reading and Math.

Reading proficiency data for students with disabilities (SWD), as measured by KSA, for the past three years is as follows:

- 2021 - 23.5% of SWD were proficient/distinguished in 2021 compared to 55.8% of all students (a difference of 32.3%)
- 2022 - 40% of SWD were proficient/distinguished in 2022 compared to 61% of all students (a difference of 21%)
- 2023 - 19% of SWD were proficient/distinguished in 2023 compared to 56% of all students (a difference of 37%)

The averaged difference from all three years is 30.1%. We did not meet our 2023 objective of obtaining 45% proficiency on the KSA assessment.

Math proficiency data for students with disabilities (SWD), as measured by KSA, for the past three years is as follows:

- 2021 - 29.4% of SWD were proficient/distinguished in 2021 compared to 54.3% of all students (a difference of 24.9%)
- 2022 - 30% of SWD were proficient/distinguished in 2022 compared to 53% of all students (a difference of 23%)
- 2023 - 19% of SWD were proficient/distinguished in 2023 compared to 63% of all students (a difference of 44%)

The averaged difference from all three years is 30.6%. We did not meet our 2023 objective of obtaining 40% proficiency for students with disabilities on the KSA assessment.

Current State

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

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state

average of 57%.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2022-23 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Current Academic State

- KSA Reading: 56% P/D (18% Novice) and (District Average % of P/D = 58%)
 - KSA Reading SWD: 19% P/D (District Avg = 23%)
 - KSA Reading EL: 0% P/D (District Avg = 36%)
 - KSA Math: 63% P/D (14% Novice) and (District Average % of P/D = 59%)
 - KSA Math SWD: 19% P/D (District Avg = 20%)
 - KSA Math EL: 0% P/D (District Avg = 43%)
 - KSA Science: 37% P/D (12% Novice) and (District Average % of P/D = 47%)
 - KSA Science SWD: 18% P/D (District Avg = 19%)
 - KSA Social Studies: 43% P/D (28% Novice) and (District Average % of P/D = 51%)
 - KSA Social Studies SWD: 0% P/D (District Avg = 9%)
 - KSA Social Studies EL: 50% P/D (District Avg = 23%)
 - KSA Combined Writing: 52% P/D (9% Novice) and (District Average % of P/D = 59%)
 - KSA Combined Writing SWD: 29% P/D (District Avg = 12%)
 - KSA Combined Writing EL: 0% P/D (District Avg = 10%)
-
- Spring 2023 MAP Reading Projection: 55.17%. (District Average % of P/D = 58.66%)
 - Spring 2023 MAP Math Projection: 53.33%. (District Average % of P/D = 47.56%)
 - Fall 2023 Reading MAP Projected Proficiency Data (3rd Grade): 76% (District Avg = 63.2%)
 - Fall 2023 Reading MAP Projected Proficiency Data (4th Grade): 52.4% (District Avg = 59%)
 - Fall 2023 Reading MAP Projected Proficiency Data (5th Grade): 59.2% (District Avg = 63.1%)
 - Fall 2023 Math MAP Projected Proficiency Data (3rd Grade): 68% (District Avg = 58%)
 - Fall 2023 Math MAP Projected Proficiency Data (4th Grade): 66.7% (District Avg = 65.10%)

-
- Fall 2023 Math MAP Projected Proficiency Data (5th Grade): 65.3% (District Avg = 66.5%)
 - Common Assessments Running Average Reading: 66%. (District Average = 71%)
 - Common Assessment Running Average Math: 69%. (District Average = 58%)
 - Brigrance: Kindergarten Readiness: 62% (District Average = 56%)
 - ACCESS: Growth: 100% of EL students made growth (District Average = 79%)
 - ACCESS: Exiting Program: 33% of our EL students were able to exit the EL program (District Average = 13%)

Current Non-Academic State

According to the Quality of School Climate and Safety Survey results from KSA in the spring of 2022 indicate, 99% of our students feel adults in Piner Elementary work hard to make sure students are safe. The number of behavior referrals in 2022-2023 increased to 48 referrals for the year. In 2021-2022 there were 41 referrals.

The most recent impact KY survey results indicated that eighty nine percent (89%) of respondents perceive the overall school climate as favorable which was an 11% increase from the previous survey. Impact survey results also indicated that 88% of respondents feel the school leadership is effective. Piner's attendance rate for the 22-23 school year was 94.80% and the goal was 96.25%. Piner's chronic absenteeism rate was 7.24%

Priorities/Concerns

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

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

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

According to state assessment data (KSA) in the Spring of 2023, 56% of our students scored proficient/distinguished in the area of reading, which is a decline of 5% from the previous school year. In the area of Science, only 37% of students scored

proficient/distinguished, which was also a 3% decline from the previous year. In the area of combined writing, 52% of students scored proficient/distinguished, which was a 3% decline from the previous year. In the area of social studies, 43% of students scored proficient/distinguished, which was a 6% decline from the previous year. In the area of reading, 19% of students with disabilities scored proficient/distinguished, which is a 21% decrease from the Spring of 2022. In the area of math, 19% of our students with disabilities scored proficient/distinguished, which was a decrease of 11% from the spring of 2022. The achievement gap group of students with disabilities remains an area of priority that will be addressed in our comprehensive school improvement plan.

Strengths/Leverages

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

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

According to state assessment data (KSA) in the Spring of 2023, 63% of our students scored proficient/distinguished in the area of math, which is an increase of 10% from the previous school year. The implementation of the Cycle of Quality instruction in daily lessons and weekly data reviews to determine student learning needs in weekly PLC meetings and the implementation of the MTSS timeline, interventions, and meetings - along with intentionally planned needs based instructional groupings were added to address our overall performance in math for ALL students. In the area of Science the percentage of students with disabilities scoring proficient/distinguished increased by 18% from 0% proficient/distinguished in 2022 to 18% proficient/distinguished in 2023 according to the state assessment (KSA). In the area of combined writing the percentage of students with disabilities scoring proficient/distinguished increased by 29% from 0% proficient/distinguished in 2022 to 29% proficient/distinguished in 2023 according to the state assessment (KSA). The percentage of students on free and reduced lunch scoring proficient/distinguished increased 5% in Math from 43% in 2022 to 48% in 2023 on the state assessment. Student perception data from the Spring Kentucky Assessment data (KSA) in 2022 indicated a positive perception of our school with 97.8% of students surveyed indicating that our school is a caring place. The same survey data also indicated that 99.3% of students feel that the adults in the school work hard to ensure that students are safe. The systems of support we implemented for math instruction can be adapted to address our low performance in reading.

Evaluate the Teaching and Learning Environment

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

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

Utilizing implementation data, perception data, and current policies and practices:

a. Complete the [Key Elements Template](#).

- **b. Upload your completed template in the attachment area directly below.**

ATTACHMENTS

Attachment Name



PN School Key Elements Template

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

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

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


After analyzing the key elements of teaching and learning, Piner Elementary will focus its resources, time and effort to improve student achievement in the following two key areas:

- KCWP 2: Design and Deliver Instruction and
- KCWP 4: Review, Analyze and Apply Data.

We will continue our strong focus on reviewing weekly and common assessment data weekly during PLC's to make adjustments in instruction to ensure mastery of standards for ALL students and SWD in the areas of Reading and Math. In addition, we will continue our work using the learning management system, Performance Matters, to analyze district common assessment results and dig deeper into standards growth for students. This data allows us to make on-going instructional adjustments which will improve student achievement. With the recent district adoption of CKLA Amplify, a comprehensive literacy program, we will utilize this resource to make the shift from balanced literacy to the Science of Reading and provide ongoing professional learning for teachers. We will also continue our intentional work to provide high quality instruction for all students by providing feedback on the elements of the quality cycle of instruction for all teachers monthly.

We will utilize school wide learning walk trends and assessment data to provide differentiated professional development for teachers at monthly faculty meetings led by teacher leaders who demonstrate exemplary performance in targeted elements of instruction.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 PN School Key Elements Template	PN School Key Elements Template	• 7

Key Elements of the Teaching and Learning Environment – School

Utilizing implementation data, perception data, and current policies and practices, analyze the Key Elements of your teaching and learning environment. Identify in the chart below any processes, practices or conditions the school will focus its resources and efforts upon in order to produce the desired changes and improvement. Note that each element identified for focus should be addressed in the strategies of the Comprehensive School Improvement Plan (CSIP).

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
KCWP 1: Design and Deploy Standards Does our school continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?	Yes	Weekly, data-driven, PLC's around common district and classroom formative assessments. Teachers engage in deconstructing standards and determining next steps for instruction. Analysis of district common assessment scores through Learning Management System- Performance Matters. Teachers participate in district standards work sessions focused on deconstructing standards and designing assessment questions aligned to standards for use on weekly and common assessments.
KCWP 2: Design and Deliver Instruction Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research?	Yes	Admin conducts a minimum of one learning walk for ALL teachers during September, October, November/December, January, February, March/April. Targeted walks are conducted throughout the year as needed based on data around the Kenton County Quality Cycle of Instruction. Fidelity Walks are being implemented this year to ensure fidelity of implementation of Amplify CKLA to support the shift from balanced literacy to the Science of Reading.

Key Elements of the Teaching and Learning Environment – School

		<p>Teachers participate in monthly faculty meetings where learning walk feedback and assessment trend data is analyzed. Differentiated professional development on the quality cycle of instruction is provided.</p> <p>A Multi-Tiered System of Support (MTSS) system is in place. Learning walks take place in intervention classrooms to ensure quality of instruction and fidelity of implementation of research-based programs.</p> <p>Teacher accountability to lesson plans which follow district timelines and the school's literacy and math plans developed during professional time over the summer.</p>
<p>KCWP 3: Design and Deliver Assessment Literacy Does our school have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative?</p>	Yes	<p>Administration and teachers follow the KCSD Balanced Assessment System-Informing instruction for Student Success beginning with Assessments FOR learning (informal formative assessments, common formative assessments, common summative assessments, progress monitoring) to the Assessment OF Learning (norm referenced and state assessments).</p> <p>MAP is our Universal Screener used twice yearly for all K-5 students in the areas of reading and math.</p> <p>Weekly formatives and District Common Assessments are implemented with fidelity and recorded in the Performance Matters data platform.</p> <p>Administration and teachers are continuously engaged in meaningful discussions around student data during weekly PLC's and</p>

Key Elements of the Teaching and Learning Environment – School

		MTSS progress check meetings to analyze data and make informed instructional adjustments in real time
KCWP 4: Review, Analyze and Apply Data Does our school communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning?	Yes	Weekly Grade Level PLC's to analyze formative assessment data, determine adjustments to instruction, identify standards that need to be retaught across the grade level and determine individual student remediation. Special Education Data digs every 6 weeks (mid- term and end of each grading period) to analyze student progress towards IEP goals, as well as progress towards proficiency and mastery of grade level standards. Performance Matters reports and IEP progress data are used to determine students who need instructional changes.
KCWP 5: Design, Align and Deliver Support Has our school established a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students?	Yes	Performance Matters is the learning management system that tracks standards mastery for students across all content areas. District Data Dashboard to track Common Assessment Data, MAP Data, MTSS Data, and Special ED Compliance Data, as well as IEP progress monitoring data used to compare the progress of students at Piner with other district elementary schools and network with other schools showing growth and success in particular content areas. PLC Agendas with teacher led "Overall Assessment Results" which track evidence of data discussed as well as next steps for instruction.
KCWP 6: Establishing Learning Culture and Environment Has our school intentionally designed the learning environment to be inclusive and accessible for all students within a culture where learning and	Yes	Academic achievement recognition of students showing growth and proficiency throughout the year to track and improve standards mastery and Transition Readiness. PBIS and SEL curriculum implementation.

Key Elements of the Teaching and Learning Environment – School

continued growth is the primary focus and foundation for all actions?		<p>All students have an adult advocate.</p> <p>Community Engagement and Partnerships with families and organizations.</p> <p>Various extracurricular activities, including scheduled club days throughout the year, to assist with all students being engaged, well-rounded students.</p> <p>Student Climate Survey indicating positive school perception from students.</p>
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2023-2024 Phase Two: School Assurances_10112023_08:35

2023-2024 Phase Two: School Assurances

Piner Elementary School
Emily Thompson
2845 Piner Ridge Rd
Morning View, Kentucky, 41063
United States of America

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2023-24 Phase Two: School Assurances

Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

☒ Yes

☐ No

☐ N/A

COMMENTS

2. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children in a targeted assistance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of

ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

☒ Yes

☐ No

☐ N/A

COMMENTS

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children in a targeted assistance program, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

☒ Yes

☐ No

☐ N/A

COMMENTS

5. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2)).

☒ Yes

☐ No

☐ N/A

COMMENTS

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I. This includes the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b). If a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

☒ Yes

☐ No

☐ N/A

COMMENTS

7. The school provides parents of participating children, or all children in a schoolwide program—

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

☒ Yes

☐ No

☐ N/A

COMMENTS

8. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

☒ Yes

☐ No

☐ N/A

COMMENTS

9. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

☒ Yes

☐ No

☐ N/A

COMMENTS

10. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

☒ Yes

☐ No

☐ N/A

COMMENTS

11. The school educates teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

☒ Yes

☐ No

☐ N/A

COMMENTS

12. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

☒ Yes

☐ No

☐ N/A

COMMENTS

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

☒ Yes

☐ No

☐ N/A

COMMENTS

14. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Schoolwide Programs

15. In a school implementing a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

☒ Yes

☐ No

☐ N/A

COMMENTS

16. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

☒ Yes

☐ No

☐ N/A

COMMENTS

17. In a school implementing a schoolwide program, the school developed a

comprehensive plan (CSIP) that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

☒ Yes

☐ No

☐ N/A

COMMENTS

18. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

☒ Yes

☐ No

☐ N/A

COMMENTS

19. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

☒ Yes

☐ No

☐ N/A

COMMENTS

20. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

☒ Yes

☐ No

☐ N/A

COMMENTS

21. In a school implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

☒ Yes

☐ No

☐ N/A

COMMENTS

22. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

☒ Yes

☐ No

☐ N/A

COMMENTS**Title I Targeted Assistance School Programs**

23. In a school implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

☐ Yes

☐ No

☒ N/A

COMMENTS

24. In a school implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

25. In a school implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

☐ Yes

☐ No

☒ N/A

COMMENTS

26. In a school implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

27. In a school implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

28. In a school implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

29. In a school implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

30. In a school implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school

developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

☐ Yes

☐ No

☒ N/A

COMMENTS

32. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

☐ Yes

☐ No

☒ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2023-2024 Phase Three: Comprehensive School Improvement Plan_10112023_08:59

2023-2024 Phase Three: Comprehensive School Improvement Plan

Piner Elementary School
Emily Thompson
2845 Piner Ridge Rd
Morning View, Kentucky, 41063
United States of America

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2023-24 Phase Three: Comprehensive School Improvement Plan

Rationale

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

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

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

Operational Definitions

Goal: Long-term three- to five-year targets based on the required school level goals. Elementary/middle schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. 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. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.

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

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

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data Results](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establish Learning Environment and Culture](#)

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

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

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals.

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

Requirements for Building an Improvement Plan

The required goals for elementary/middle schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Achievement Gap

The required goals for high schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness (high school only)
- Graduation Rate (high school only)
- Achievement Gap

Using the Comprehensive School Improvement Plan Template

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

a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan Template](#).

- **b. Upload your completed template in the attachment area directly below.**

ATTACHMENTS

Attachment Name




PN 23-24 - KDE Comprehensive Improvement Plan

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

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

Piner Elementary will continue to maintain focus on increasing proficiency in Reading and Math for ALL students and students with disabilities.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 PN 23-24 - KDE Comprehensive Improvement Plan	PN 23-24 - KDE Comprehensive Improvement Plan	.

Comprehensive School Improvement Plan (CSIP)

Rationale

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

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

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

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

Requirements for Building an Improvement Plan

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

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

According to state assessment data (KSA) in the Spring of 2023, the greatest areas of weakness are as follows:

- Reading Proficiency for ALL students. Based on 22-23 KSA data 56% of our students achieved proficiency in the area of reading, which was a decline of 5% from the previous school year.
- Overall achievement of the gap group of students with disabilities (SWD) is also an area of weakness, specifically in Reading and Math. Based on 22-23 KSA data only 21% of SWD scored proficient/distinguished on the KSA Reading assessment. This was a 19% decrease from the previous year. Additionally, on the 22-23 KSA Math assessment only 21% of SWD were proficient/distinguished. This was an 11% decrease from the previous year.

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

Processes, practices, or conditions that were identified on the School Key Elements Template that Piner will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

1. **KCWP 2: Design and Deliver Instruction:** Our instructional program includes consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research.
 - a. Admin conducts a minimum of one learning walk for ALL teachers during September, October, November/December, January, February, March/April. Targeted walks are conducted throughout the year as needed based on data around the Kenton County Quality Cycle of Instruction.
 - b. Amplify CKLA Fidelity Walks are being implemented this year to ensure fidelity of implementation of Amplify CKLA to support the shift from balanced literacy to the Science of Reading.
 - c. Teachers participate in weekly PLCs and monthly faculty meetings where learning walk feedback and assessment trend data is analyzed. Differentiated professional developments are designed and administered based on individual and overall need.

- d. A Multi-Tiered System of Support (MTSS) system is in place. Learning walks take place in intervention classrooms to ensure quality of instruction and fidelity of implementation of research-based programs.
- e. Teacher accountability to lesson plans which follow district timelines and the school's literacy and math plans developed during professional time over the summer with a specific focus on strong standard alignment

- 2. KCWP 4: Review, Analyze and Apply Data:** Our school communicates and implements a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning?
- a. Weekly Grade Level PLC's to analyze formative assessment data, determine adjustments to instruction, identify standards that need to be retaught across the grade level and determine individual student remediation.
 - b. Special Education Data digs every 6 weeks (mid- term and end of each grading period) to analyze student progress towards IEP goals, as well as progress towards proficiency and mastery of grade level standards. Performance Matters reports and IEP progress data are used to determine students who need instructional changes.

Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	77.7	1.1
State Assessment Results in science, social studies and writing	67.2	-5.7
English Learner Progress	n/a	n/a
Quality of School Climate and Safety	80	0.3
Postsecondary Readiness (high schools and districts only)	n/a	n/a
Graduation Rate (high schools and districts only)	n/a	n/a

Explanations/Directions

Goal: Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.

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

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading goal.): Increase the percentage of students scoring proficient or distinguished in Reading from 56% in 2023 to 80% by 2027 as measured by KSA and Increase the percentage of students scoring proficient or distinguished in Math from 63% in 2023 to 80% by 2027 as measured by KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Collaborate to increase the percentage of students scoring proficient and distinguished in reading from 56% in 2023 to 62% by Oct. 1, 2024 as measured by KSA.	KCWP 2: Design and Deliver Instruction	Admin conducts a minimum of one learning walk for ALL teachers during September, October, November/December, January, February, March/April. Targeted walks are conducted throughout the year as needed based on data around the Kenton County Quality Cycle of Instruction. Walks are also focused on teacher accountability to lesson plans which follow district timelines and the school's literacy and math plans developed during professional time with a specific focus on strong standard alignment	100% Learning Walks Conducted each month (September, October, November/December, January, February, March/April).	Admin Learning Walk Data (Principal, Assistant Principal, Teachers)	IXL \$3,729.33
	KCWP 4: Review, Analyze and Apply Data		Learning Walk Data with over 95% Reinforce in Element 1 (Appropriate Tasks Aligned to the Standard) of the KCSD Cycle of Quality Instruction	Monthly staff meetings, vertical alignment work groups. (Principal, Assistant Principal, Special Education Teachers, Classroom Teachers, and Interventionist)	PearDeck \$1,598.93
	KCWP 6: Establishing Learning Culture and Environment		100% Fidelity on Amplify CKLA Fidelity Walks	District Fidelity Walk Data (Principal, Assistant Principal, Teachers, Central Office Staff) focused on tasks and products in the Cycle of Quality Instruction and lesson plan review to ensure tasks are aligned to standards and	
		Amplify CKLA Fidelity Walks to ensure fidelity of implementation of Amplify CKLA to support the shift from balanced literacy to the Science of Reading. Differentiated professional developments are designed and administered based on individual and overall need.	District, Job Embedded, Monthly staff meeting PD participation and vertical alignment work group participation Staff Completion of PD Plans with 100% completion	District PD, Job Embedded PD, Monthly staff meetings, vertical alignment work groups and participation (Principal, Assistant Principal, Special Education Teachers, Interventionist, Classroom Teachers) MAP Data 2xs per year RI Data 3xs per year IXL Progress Data Dibels Data	

Goal 1 (State your reading goal.):

Increase the percentage of students scoring proficient or distinguished in **Reading** from 56% in 2023 to 80% by 2027 as measured by KSA and

Increase the percentage of students scoring proficient or distinguished in **Math** from 63% in 2023 to 80% by 2027 as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Learning walks take place in MTSS intervention classrooms to ensure quality of instruction and fidelity of implementation of research-based programs.</p> <p>Intentional training on MTSS Procedures with a focus on implementing new reading and math interventions with fidelity and the health of the interventions. MTSS core team will meet monthly to review T2 and T3 progress data in reading and math interventions and percentages of students making growth.</p> <p>Weekly Grade Level PLC's to analyze formative assessment data, determine adjustments to instruction, identify standards that need to be retaught across the grade level and determine individual student remediation.</p> <p>Implementation of CKLA comprehensive literacy instructional resource and professional development for teachers in the shift from balanced literacy to the</p>	<p>Weekly FA, CA, and MAP Assessment data</p> <p>MTSS Progress Data and % Making Growth</p> <p>MTSS Dashboard # of students requiring interventions</p> <p>Amplify Knowledge and Skill Assessments</p> <p>Weekly FA, CA, MAP Assessment, and RI data</p> <p>Needs Based Instruction student listing and listing of remediation needs</p>	<p>MTSS Progress Data (Principal, Assistant Principal, Special Education Teachers, Interventionist, Core MTSS Team Members, Classroom Teachers)</p> <p>MTSS Dashboard - health of interventions, % making progress (Principal, Assistant Principal, Core MTSS Team Members)</p> <p>Weekly PLC's to review and analyze student Amplify Knowledge and Skills assessment data with teachers and administrators. Review District Data Dashboard for Knowledge assessments to review data in context.</p> <p>Data reviews to determine student learning needs in weekly PLC meetings (Principal, Assistant Principal, Special Education Teachers, Classroom Teachers)</p> <p>Analyze MAP data at a minimum of two times per year: Fall and Spring. (Principal, Assistant Principal, Special Education Teachers, Interventionist, Classroom Teachers)</p>	

Goal 1 (State your reading goal.): Increase the percentage of students scoring proficient or distinguished in Reading from 56% in 2023 to 80% by 2027 as measured by KSA and Increase the percentage of students scoring proficient or distinguished in Math from 63% in 2023 to 80% by 2027 as measured by KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		science of reading, including ongoing district professional development and collaboration throughout the school year			

Goal 1 (State your math goal): Increase the percentage of students scoring proficient or distinguished in Reading from 56% in 2023 to 80% by 2027 as measured by KSA and Increase the percentage of students scoring proficient or distinguished in Math from 63% in 2023 to 80% by 2027 as measured by KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 Collaborate to increase the percentage of students scoring proficient and distinguished in math from 63% in 2022 to 67% by Oct. 1, 2024 as measured by KSA.	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data:	Admin conducts a minimum of one learning walk for ALL teachers during September, October, November/December, January, February, March/April. Targeted walks are conducted throughout the year as needed based on data around the Kenton County Quality Cycle of Instruction. Walks are also focused on teacher accountability to lesson plans which follow district timelines and the school's literacy and math plans developed during professional time with a specific focus on strong standard alignment	100% Learning Walks Conducted each month (September, October, November/December, January, February, March/April).	Admin Learning Walk Data (Principal, Assistant Principal, Teachers)	Generation Genius (Math & Science) \$1,700
			Learning Walk Data with over 95% Reinforce in Element 1 (Appropriate Tasks Aligned to the Standard) of the KCSD Cycle of Quality Instruction District PD participation	Monthly staff meetings, vertical alignment work groups. (Principal, Assistant Principal, Special Education Teachers, Classroom Teachers)	IXL \$3,729.33
			Job Embedded, District PD, Monthly staff meeting and vertical alignment work group participation	District PD, Job Embedded PD, Monthly staff meetings, vertical alignment work groups and participation (Principal, Assistant Principal, Special Education Teachers, Interventionist, Classroom Teachers)	PearDeck \$1,598.93
		Learning walks take place in MTSS intervention classrooms to ensure quality of instruction and fidelity of	Staff Completion of PD Plans with 100% completion	MTSS Progress Data (Principal, Assistant Principal, Special Education Teachers, Interventionist, Core MTSS Team Members, Classroom Teachers)	Envisions \$2,900 PLTW \$950 Numeracy Consultants \$1,995

Goal 1 (State your math goal):

Increase the percentage of students scoring proficient or distinguished in Reading from 56% in 2023 to 80% by 2027 as measured by KSA and

Increase the percentage of students scoring proficient or distinguished in **Math** from 63% in 2023 to 80% by 2027 as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>implementation of research-based programs.</p> <p>Differentiated professional developments are designed and administered based on individual and overall need.</p> <p>Intentional training on MTSS Procedures with a focus on implementing new reading and math interventions with fidelity and the health of the interventions. MTSS core team will meet monthly to review T2 and T3 progress data in reading and math interventions and percentages of students making growth.</p> <p>Weekly Grade Level PLC's to analyze formative assessment data, determine adjustments to instruction, identify standards that need to be retaught across the grade level and determine individual student remediation.</p>	<p>Weekly FA, CA, and MAP Assessment data</p> <p>MTSS Progress Data and % Making Growth</p> <p>MTSS Dashboard # of students requiring interventions</p> <p>Needs Based Instruction student listing and listing of remediation needs</p>	<p>MTSS Dashboard - health of interventions, % making progress (Principal, Assistant Principal, Core MTSS Team Members)</p> <p>Data reviews to determine student learning needs in weekly PLC meetings (Principal, Assistant Principal, Special Education Teachers, Classroom Teachers)</p> <p>Analyze MAP data at a minimum of two times per year: Fall and Spring. (Principal, Assistant Principal, Special Education Teachers, Interventionist, Classroom Teachers)</p> <p>Monthly staff meetings, vertical alignment work groups. (Principal, Assistant Principal, Special Education Teachers, Interventionist, Classroom Teachers)</p>	

2: State Assessment Results in Science, Social Studies and Writing

Goal 2 (State your science, social studies, and writing goal.): Increase the percentage of students scoring proficient or distinguished in Writing from 52% in 2023 to 80% in 2027 as measured by KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Collaborate to increase the percentage of students scoring proficient and distinguished in writing from 52% in 2023 to 59% by Oct. 1, 2024 as measured by KSA.	KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data	<p>Vertical curriculum mapping to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.</p> <p>Redevelopment of school writing policy and grade level writing expectation</p> <p>Development of Calendar of Writing - Trimester Writing pieces and Monthly On-Demand writing tasks for students K-5</p> <p>Teachers will create intentional opportunities for students to write across the curriculum (increased writing opportunities in CKLA Amplify reading classrooms). Effective feedback will be provided to students based on school developed expectations and writing rubrics.</p> <p>Teachers will ensure that effective communication regarding assessments</p>	<p>Collaboration in vertical grade level groups to identify instructional gaps, develop common vocabulary and learning processes, and determine what constitutes standards mastery in writing at each grade level and transition point.</p> <p>Implement the Quality Instruction Cycle in daily instruction.</p> <p>Utilize and review student daily writing to monitor and improve student growth and achievement in writing.</p> <p>Analyze On-Demand Writing assessment data to determine small group and lessons to reteach standards when not mastered.</p>	<p>PLCs, Monthly staff meetings, vertical alignment work groups. (Principal, Assistant Principal, SPED and Classroom Teachers, and Title 1 Teacher/Interventionist)</p> <p>Analyze student writing data and work samples twice a trimester in PLCs or staff meetings. (Principal, Assistant Principal and Teachers)</p> <p>Monthly data reviews in PLCs and staff meetings to determine student learning needs in writing. (Principal, Assistant Principal and Teachers)</p>	PearDeck \$1,598.93

Goal 2 (State your science, social studies, and writing goal.):

Increase the percentage of students scoring proficient or distinguished in **Writing** from 52% in 2023 to 80% in 2027 as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc.</p> <p>Monthly PLC writing review and Trimester review of writing processed pieces.</p> <p>Utilize writing collection process to review assessment/writing data to inform next steps for individual students and groups of students.</p>	<p>Writing reviews throughout the year and calibrated scoring as part of the PLC process.</p> <p>Use of Performance Matters data, writing samples, and other assessment data to identify students and standards requiring further instruction.</p>		

3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage of students with disabilities scoring proficient/distinguished in Reading from 21% in 2023 to 30% in 2024 as measured by KSA.	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data	Special Education Data digs every 6 weeks (mid- term and end of each grading period) to analyze student progress towards IEP goals, as well as progress towards proficiency and mastery of grade level standards. Performance Matters reports and IEP progress data are used to determine students who need instructional changes.	MAP data, common assessment data, and weekly assessment data for students receiving special education services as part of the weekly PLC process. Special Education Data progress towards IEP goals, as well as progress towards proficiency and mastery of grade level standards. Performance Matters reports and IEP progress data	Data reviews to determine student learning needs in weekly PLC meetings and every other week in Special Education PLC meetings (Principal, Assistant Principal, Special Education Teachers, Classroom Teachers)	\$0
Objective 2 Increase the percentage of students with disabilities scoring proficient/ distinguished on Math from 21% in 2023 to 30% in 2024 as measured by KSA.		<p>SPED PLC's - Meet twice a month (bi-weekly) to review student data and progress: first half of the alphabet during the first PLC then second half of the alphabet during second PLC.</p> <p>Student Progress Data - Each SPED teacher will update and communicate progress data weekly. Administration checks IC for completion.</p>	<p>Record names of students receiving special education services who are scoring novice and develop a plan to reteach unmastered standards to them in the classroom.</p> <p>Performance Matters data and standards mastery data to</p>	<p>Monitor IEP progress data (Principal, Assistant Principal, Special Education Teachers, Classroom Teachers)</p> <p>Admin Learning Walk Data in collaborative and resource setting (Principal, Assistant Principal, Special Education Teachers, Classroom Teachers)</p>	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Prioritize special education learning walks during collaboration time and focus feedback around the effective models for collaboration. Monthly learning walks used to differentiate professional learning and give high quality feedback around the Cycle of Quality Instruction. Data will be reviewed at the end of the month, results communicated in weekly memos and staff meetings, and professional learning will be provided in PLC's or Staff Meetings.	<p>identify students and standards requiring further instruction.</p> <p>Collaboration in staff meetings and PLCs to give equitable access to the curriculum, identify instructional gaps, develop learning processes specific to students with disabilities, and determine what co-teaching and resource strategies are most effective</p>	<p>Analyze MAP data for students receiving special education services at a minimum of two times per year: Fall and Spring. (Principal, Assistant Principal, Special Education Teachers, Classroom Teachers)</p> <p>Monthly staff meetings, vertical alignment work groups. (Principal, Assistant Principal, Special Education Teachers, Classroom Teachers)</p>	

4: English Learner Progress

Goal 4 (State your English Learner goal.):

Increase the percentage of students exiting the EL program from 33% in 2023 to 50% in 2027

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>Increase the percentage of students exiting the EL program from 33% in 2023 to 37% in 2024</p>	<p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 4: Review, Analyze and Apply Data</p>	<p>PSP's will be developed and implemented throughout the school year. Teachers will meet with district staff to create individual student plans to ensure students meet their academic goals utilizing the EL Handbook.</p> <p>Differentiated PD/PLCs session with teachers of EL students on the EL Handbook and KCSD Guidelines and Curriculum for ELD Program Service Type resources.</p> <p>Continued monitor progress on ELA and Math CAs and classroom FAs in order to identify next step in real time for instructional adjustments</p>	<p>Access Testing</p> <p>MAP data, common assessment data, and weekly assessment data for EL students as part of the weekly PLC process to review progress towards proficiency and mastery of grade level standards. Performance Matters reports.</p> <p>Record names of EL students who are scoring novice and develop a plan to reteach unmastered standards to them in the classroom.</p>	<p>EL progress reports (Principal, Assistant Principal, Special Education Teachers, Classroom Teachers)</p>	<p>\$0</p>

5: Quality of School Climate and Safety

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

To increase the Quality of School Climate and Safety Indicator score from 80 in 2023 to 85.0 in 2027 as measured by the KSA assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Piner Elementary will decrease the percentage of students believing that students being mean or hurtful to other students is a problem at our school from 52% in 2023 to 45% in 2024.	KCWP 6: Establishing Learning Culture and Environment	Ensure that the positive behavior system (PBIS) and school safety plan is being implemented for a safe environment to improve student achievement. All students receive tier one SEB instruction weekly through Second Steps, with daily activities to support the weekly lesson.	2023 School Climate and Safety Survey Score Discipline Data using Restorative Conferences	Monthly maintenance and safety walks, safety team meetings, drill logs and annual facilities needs assessment (Principal, Assistant Principal, SRO, Plant Manager) Bi-Weekly MTSS-RBTL meetings (Principal, Assistant Principal, FRYSC, Teachers) Regular review of the campus (including drop off and pick up), drills being implemented, and behavior data reviews.	\$0
Objective 2 Piner Elementary will decrease the percentage of students believing that students being mean or hurtful to other students online is a problem at our school from 61% in 2023 to 54% in 2024.		Student leadership teams work to create daily video announcements with the focus of sharing character education to all students. School-wide Kindness Club that meets weekly before school and spreads kindness throughout the entire building. Continue professional learning in the shift from punitive to restorative practices at monthly faculty meetings as well as the intentional use of restorative questions with students by teachers and administrators utilizing restorative		Participation in Kindness Club, Monitoring of SEB instruction/implementation. Continuous monitoring of SEB MTSS interventions	

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

To increase the Quality of School Climate and Safety Indicator score from 80 in 2023 to 85.0 in 2027 as measured by the KSA assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>language and conversations to improve positive relationships with students.(Framework of doing things WITH others instead of "to" others.)</p> <p>Monitor effectiveness of Tier II and Tier III interventions for Social Emotional Learning using data from Performance Matters.</p> <p>Intentional instruction in digital citizenship in the Library/Technology Special Area Class utilizing online protocol training.</p>		<p>SEB intervention data for Tier II and Tier III</p> <p>District Data Dashboard for SEB reviewed monthly at Admin Team meetings</p> <p>Discipline Referrals reviewed weekly at Admin Team meetings</p>	

8: Other (Optional)

Goal 8 (State your separate goal.):

Piner Elementary will increase the percentage of teachers perceiving the adequacy of school resources from 45% in Spring 2022 to 80% in Spring 2027, as measured by the KY Impact Survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage of teachers perceiving the adequacy of school resources from 45% in Spring 2022 to 52% in Spring 2023, as measured by the KY Impact Survey.	KCWP 6: Establishing Learning Culture and Environment	Develop a system for monitoring needs for school facilities and repairs. Develop a system for monitoring needs for classroom instructional resources.	KY Impact Survey	Trimester Teacher Surveys	\$0