



2024-2025 Phase One: Continuous Improvement Diagnostic for Schools_09172024_08:02

2024-2025 Phase One: Continuous Improvement Diagnostic for Schools

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

Table of Contents

2024-2025 Phase One: Continuous Improvement Diagnostic for Schools	3
--	---

2024-2025 Phase One: Continuous Improvement Diagnostic for Schools

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 2024-2025 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.

I also assure that upon the completion of all diagnostics included in the four improvement phases, the most recent version of the CSIP will be posted to the school's website pursuant to 703 KAR 5:225 Section 3(5)(b).

Please enter your name and date below to certify.

Emily Thompson

9/17/2024



2024-2025 Phase One: Executive Summary for
Schools_09172024_08:05

2024-2025 Phase One: Executive Summary for Schools

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

Table of Contents

2024-2025 Phase One: Executive Summary for Schools	3
--	---

2024-2025 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 350 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 2024-2025 school year, in order to provide students with opportunities to get involved during the school day. This past year we maintained a 100% 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 past school year Piner teachers K-5 implemented the CKLA Amplify Reading program to ensure all students receive solid foundational reading instruction based on the science of reading. Additionally, K-5 teachers utilize 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 and assist with the 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 the expertise and dedication of our teachers, who are integral to the success of our school's improvement efforts. We utilize numeracy, literacy, instructional technology, MTSS lead teachers, and grade level lead teachers, who meet regularly to carry out the school's action plan. In collaboration with stakeholders, we work together to achieve the action plan goals, ensuring that our shared vision is realized. These leaders collaborate to discuss instructional technology, curriculum resources, and best practices for instruction, including the shift from balanced literacy to the science of reading. These discussions are then shared with primary and intermediate teams to ensure consistent implementation and fidelity across the school. Feedback is transparent and ongoing to best serve our students and community.

In addition to our teachers' pivotal role, we deeply value parent and community involvement, recognizing their significant contributions in enriching our students' learning experiences. We continue to seek ways to engage 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, numerous volunteer opportunities, and our BEST business partnership with Celanese.

Our SBDM council meets at least monthly to review assessment data and ensure fiscal responsibility while prioritizing academic achievement. Similarly, our PTA Board meets monthly to plan and implement engagement activities and fundraisers for resources and programs identified as needs for students and families. Our FRC coordinator collaborates with teachers and community members bi-monthly to discuss and address the needs of families, students, and staff, facilitating two-way communication between home and school.

To ensure ongoing family engagement, surveys are sent to parents twice a year to identify growth areas and set future goals. We keep our stakeholders informed using multiple communication platforms, including Classroom Dojo, classroom newsletters, monthly school newsletters, the Bright Arrow automated call system, and our school marquee and website, where archived newsletters and important updates are also posted.

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 kindness, 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, MTSS lead teachers, and grade level 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 past school year Piner elementary implemented the CKLA Amplify Reading program in grades K-5 to ensure all students receive solid foundational reading instruction based on the science of reading. Additionally, K-5 teachers utilize 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, SEB Interventionists, school counselor, and school based therapists 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 and assists with the implementation of our 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, Piner Parent University, 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, trimester awards assemblies, Grandparent's Day, Veteran's Day Program, annual Senior Walk and 5th grade promotion ceremony, 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 2024-2025 school year, in order to provide students with opportunities to get involved during the school day. This past year we maintained a 100% 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 23-24 Quality School Climate and Safety Survey results indicated that 99% of Piner students agreed or strongly agreed that their school was a caring place. 98% of Piner students agree or strongly agree that Piner adults/staff worked hard to keep them safe and adults at their school cared about them. In addition, 95% of students felt cared about and welcomed by their teachers.

Other notable achievements, according to state assessment data in the Spring of 2024, 65% of our students scored proficient/distinguished in the area of math on the Kentucky Summative Assessment (KSA), which is an increase of 2% from the

previous school year. Additionally, based on preliminary data for the Spring of 2024, 60% of our students scored proficient/distinguished in the area of reading on the Kentucky Summative Assessment, which is an increase of 4% from the previous school year. Piner students also scored above the district average on the Kentucky Summative Assessment for students scoring proficient/distinguished in Reading and 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 and reading for ALL students. In the area of Science the percentage of ALL students scoring proficient/distinguished increased by 9% from 38% proficient/distinguished in 2023 to 47% proficient/distinguished in 2024 according to the state assessment (KSA) data. The percentage of students with disabilities scoring proficient/distinguished on the 2024 KSA Reading, Math, Combined Writing, and Social Studies Assessments increased by 3 or more percentage points compared to the 2023 assessment. The percentage of students on free and reduced lunch scoring proficient/distinguished increased in all areas on the state assessment from 2023 to 2024. Another notable achievement for Piner, based on the 2023-2024 Impact Survey results, is 85% of Piner staff perceive the overall social and learning climate of the school is positive which was 22% above the state average (of 63%) and 28% above the district average (of 57%). We also showed great growth in the area of resources with a 10% increase compared to the 2022-2023 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 71.43% of Piner 5th graders achieved transition readiness. 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 as we strive for 80% proficiency on the Kentucky Summative Assessment by 2027. Additionally, increasing proficiency in Reading and Math on the Kentucky Summative Assessment for students with disabilities is also an area for improvement as we strive for 60% proficiency by 2027. Other areas of improvement over the next three years are to

increase proficiency on the Kentucky Summative Assessment in Science (47% P/D), Social Studies (39% P/D) and Writing (49% P/D) for ALL students. On the 2023 KSA assessment a couple assessment areas declined and will be areas for improvement: Combined writing declined 3%, Social Studies declined 4%, and Science SWD declined 1%. All other areas improved.

Piner will also be focused on increasing foundational literacy skills and ensuring that ALL students are reading on grade level at each transition point. Last year our district adopted a new comprehensive literacy curriculum, Amplify CKLA, and all teachers received extensive on-going professional development to support the 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: academic growth in many areas on the KSA assessment, 100% student engagement in clubs or extra-curricular clubs/activities, reading and math MAP assessments, growth for EL students on the ACCESS test. 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)
-----------------	-------------	--------------------



2024-2025 Phase One: School Safety Report_09172024_08:06

2024-2025 Phase One: School Safety Report

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

Table of Contents

<u>2024-2025 Phase One: School Safety Report</u>	3
--	----------

2024-2025 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 7/26/24

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

Yes 8/8/24

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)
-----------------	-------------	--------------------



2024-2025 Phase Two: The Needs Assessment for Schools_09172024_08:07

2024-2025 Phase Two: The Needs Assessment for Schools

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

Table of Contents

2024-2025 Phase Two: The Needs Assessment for Schools	3
Attachment Summary	12

2024-2025 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 they will address 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 as you conducted 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 were 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 MAP Fluency and KSA assessment data, is reviewed following each assessment administration.

Additional data analysis is completed in PLCs throughout the year using common formative assessment data and grade-level common assessment data. Each week, in grade-level PLCs, teachers (both general and special education) meet with school administrators to review common formative and/or common assessment data. This data is triangulated with MAP and KSA assessment data. We continue to use and refine our school-level data dashboard that captures each grade level's proficiency in content areas (Reading and Math) and by GAP groups, including Special Education and EL students. Additionally, Piner's Name and Claim Dashboards are used to track individual student progress on these assessments longitudinally or over time. Utilizing these dashboards and the Performance Matters platform allow

for a quick glance analysis of where we are as a school in each content area and grade level, as well as how our GAP group populations are performing comparatively. 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.

At our monthly district leadership meetings, data is reviewed in context from the district dashboard and other sources as it relates to MAP, KSA, Common Assessments, social-emotional learning, and behavior. This larger context data is shared with our Administrative team, teachers at PLC meetings, and during our regular monthly SBDM meetings. Our MTSS team (including administrators, classroom teachers, interventionists, school counselors, SEB interventionist, and special education teachers) meets to review MTSS data for academic areas and SEB. When students in intensive interventions still show concerns of limited growth, the MTSS team makes recommendations for next steps. Progress data is analyzed every eight weeks, and MTSS team members may refer students for special education evaluation when necessary. 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 and IEP data to monitor students receiving specially designed instruction.

Agenda for all meetings, minutes, and decisions made are housed in a dedicated Google Drive or Folder and shared. Parent stakeholders receive individualized reports on their child's progress through KSA, MAP, mid-terms, report cards, and progress monitoring reports related to intervention or special education data.

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?

Last year's Comprehensive School Improvement Plan (CSIP) at Piner Elementary focused on enhancing reading, math, writing, and English Learner (EL) progress while also addressing the specific needs of students with disabilities (SWD). The overarching goal was to create a rich learning culture by designing effective instruction and continuously analyzing student data across all student groups.

To achieve increased reading and math proficiency for all students, teachers fostered a supportive learning environment, utilizing the CKLA Amplify comprehensive instructional literacy resource in every K-5 classroom. This implementation was bolstered by ongoing professional development and collaboration at both the district and school levels. Administration conducted monthly instructional walks, emphasizing the Kenton County Quality Cycle of Instruction and focusing on teacher accountability, standard alignment, and feedback. The data collected from these walks was tracked and analyzed monthly

using the school's Instructional Walk Dashboard, which informed instructional adjustments and professional development tailored to individual teacher needs.

Additionally, Amplify CKLA Fidelity Walks and MTSS intervention walks ensured the fidelity of CKLA implementation during reading and math interventions. The core MTSS team met monthly to review intervention progress, evaluating student growth after each cycle. Weekly Grade Level PLC meetings provided a platform for teachers to analyze formative assessment data and develop remediation or acceleration plans. These strategies led to notable growth in proficiency, as evidenced by KSA assessment data: reading proficiency for all students increased from 56% in 2023 to 60% in 2024, just shy of the 62% goal, while math proficiency for all students rose from 63% to 64%, although the goal of 67% was not met.

The implementation of strategies through the Multi-Tiered System of Supports (MTSS) was crucial for both general education students and students with disabilities. The MTSS team met monthly to review Tier 2 and Tier 3 intervention progress data for reading and math. After each intervention cycle, meetings were held to evaluate the percentage of students making progress. Additionally, weekly Grade Level PLC meetings analyzed formative assessment data, determined instructional adjustments, and developed tailored plans for individual students, including those receiving special education services. These efforts resulted in measurable growth: reading proficiency for SWD increased from 21% to 23%, while math proficiency rose from 21% to 27%.

Writing proficiency was another key area of focus, supported by initiatives such as vertical curriculum mapping, the redevelopment of the writing policy, and the establishment of a structured writing calendar. Intentional opportunities for students to write across the curriculum, particularly in CKLA Amplify reading classrooms, were emphasized. Collaboration among teachers helped establish a consistent approach to writing instruction, allowing for smoother transitions between grades. However, writing proficiency declined from 52% to 48%, indicating a need for further refinement in targeted instruction and feedback.

In the area of English Learner progress, the school achieved 100% growth, with 33% of EL students successfully exiting the program. This success was supported by the development of individual student plans (PSPs) and targeted professional development, which helped maintain the progress made in the previous year.

Overall, the insights gained from last year's CSIP implementation—both the successes and areas for growth—will inform strategic adjustments for the 2024-2025 school year. The sustained focus on effective instructional practices, collaboration, and data-driven decision-making aims to enhance student performance and meet proficiency objectives across all areas, particularly for students with disabilities and English Learners. The continued commitment to refining strategies for SWD, including regular data analysis, bi-weekly SPED PLCs, and targeted instructional adjustments, will remain critical in supporting their academic success and ensuring equitable access to high-quality instruction.

Trends

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

Example of Trends

- The number of behavior referrals increased from 204 in 2022-2023 to 288 in 2023-2024.
- From 2022 to 2024, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Based on trends from the previous academic years, the following analysis highlights significant areas for improvement across academic, cultural, and behavioral measures for the current school year at Piner Elementary.

The overall proficiency rates for all students also suggest areas for improvement, particularly in writing, which saw a decline from 52% to 48%. Continuous assessment and refinement of writing instruction will be crucial to address this drop and support all students, especially SWD.

The KSA data for SWD shows a fluctuating trend over the past four years: 23.5% in 2020-21, 40% in 2021-22, 21% in 2022-23, and a slight increase to 23% in 2023-24. Despite the increase this year, the average difference between SWD and overall student proficiency remains significant, indicating a persistent achievement gap that requires focused interventions. The school did not meet its 2023 objective of 45% proficiency for SWD, highlighting the necessity for targeted strategies and supports to improve reading outcomes for these students.

Math proficiency for SWD has shown a trend of slight improvement: 29.4% in 2020-21, 30% in 2021-22, followed by a decline to 19% in 2022-23, and an increase to 27% in 2023-24. While the recent increase is promising, the data indicates a significant average difference from overall proficiency, which underscores the need for continued emphasis on individualized math interventions and support to ensure SWD have equitable access to the curriculum. The school did not meet its 2023 objective of 40% proficiency in math for SWD, emphasizing the need for ongoing efforts in this area.

Current State

4. Describe in narrative form the current state 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. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.
- Fifty-four percent of our students scored proficient in math on the KSA compared to the

state average of 57%. Local formative assessments show 53% of students are on grade level in math.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2023-2024 academic year. 2022-2023 Impact survey data shows that 71% of staff feel like they belong at our school.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Current Academic State

- KSA Reading: 60% P/D (14% Novice) and (District Average % of P/D = 57%; State Average = 47%); Increased proficiency by 4% from year prior and decreased novices from by 4%; Above the district average by 3%; Above the state average by 13%
- KSA Reading SWD: 23% P/D (District Avg = 23%; State Avg = 29%) - Increased proficiency by 2% from year prior; Equal to the district average and below the state average by 6%
- KSA Math: 64% P/D (13% Novice) and (District Average % of P/D = 61%; State Avg = 42%) Increased proficiency by 1% from year prior and decreased novices from by 1%; 3% above the district average; 22% above the state average
- KSA Math SWD: 27% P/D (District Avg = 24%; State Avg = 24%); Increased proficiency by 6% from year prior; 3% above the district & state average
- KSA Science: 46% P/D (2% Novice) and (District Average % of P/D = 48%; State Avg = 34%); Increased proficiency by 9% from year prior and decreased novices from by 10%; 12% above the state average, however 2% below the district average
- KSA Science SWD: 14% P/D (District Avg = 24%; State Average = 25%)
- KSA Social Studies: 37% P/D (28% Novice) and (District Average % of P/D = 51%; State Avg = 39%)
- KSA Social Studies SWD: 25% P/D (District Avg = 18%; State Avg = 22%); Increased proficiency of SWD in SS by 25%; Above the district average by 7% and state average by 3%
- KSA Combined Writing: 48% P/D (9% Novice) and (District Average % of P/D = 52%; State Avg = 43%) - Above state average by 5%
- KSA Combined Writing SWD: 25% P/D (District Avg = 12%; State Avg = 17%) - Above the district average by 13% and state average by 8%
- Spring 2024 MAP Reading Projection: 65.59%. (District Average % of P/D = 62.56%); An increase of 10.42% compared to last year (55.17%) and 3.03% above the district average.
- Spring 2024 MAP Math Projection: 69.74%. (District Average % of P/D = 58.6%); 11.14% above the district average and a 16.41% increase compared to last year's projected proficiency of 53.33%

- Fall 2024 Reading MAP Projected Proficiency Data (3rd Grade): 55.20% (District Avg = 60%)
- Fall 2024 Reading MAP Projected Proficiency Data (4th Grade): 57.7% (District Avg = 63.8%)
- Fall 2024 Reading MAP Projected Proficiency Data (5th Grade): 55.8% (District Avg = 60.7%)
- Fall 2024 Math MAP Projected Proficiency Data (3rd Grade): 52.10% (District Avg = 55.60%)
- Fall 2024 Math MAP Projected Proficiency Data (4th Grade): 51.9% (District Avg = 62.50%)
- Fall 2024 Math MAP Projected Proficiency Data (5th Grade): 55.9% (District Avg = 69.6%)
- Common Assessments Running Average Reading: 62%. (District Average = 62%)
- Common Assessment Running Average Math: 58%. (District Average = 61%)
- ACCESS: Growth: 100% of EL students made growth (District Average = 82%)
- ACCESS: Exiting Program: 33% of our EL students were able to exit the EL program (District Average = 14%)

Current Non-Academic State

According to the Quality of School Climate and Safety Survey results from KSA in the spring of 2024 indicate, 99% of our students feel that Piner Elementary is a caring place 98% agreed that adults at Piner Elementary work hard to make sure students are safe. The number of behavior referrals decreased in 2023-24 to 39 referrals compared to 48 referrals in 2022-2023

The most recent impact KY survey results indicated that eighty nine percent (85%) of respondents perceive the overall school climate as favorable which was 28% above the district average and 22% above the state average. Impact survey results also indicated that 93% of respondents feel the school leadership is effective. This is above the district and state average of 61% and 67%. The biggest increase was in the area of resources. The perceptions of the adequacy of the school's resources increased 10% from 45% to 55%. Piner's attendance rate for the 23-24 school year was 95.45% and the year prior it was 94.80%. We increased our attendance and were 0.8% away from the district attendance goal of 96.25%. Piner's chronic absenteeism rate was 5.36% for the 22-23 school year and last year we decreased this to 4.61%

Priorities/Concerns

5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

NOTE: You must thoroughly address these priorities in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Students in our gap groups are scoring significantly below all students. Sixty-eight percent of students in the achievement gapscored below proficiency on the Kentucky Summative Assessment. gap learners.

Based on the data, two key priority areas emerge for improvement. The first priority is improving outcomes for students with disabilities (SWD) across multiple subjects. In reading, only 23% of SWD students are scoring proficient or distinguished, falling below the state average by 6%. In science, SWD proficiency is even lower, with only 14% proficient, which is significantly below both the district (24%) and state (25%) averages. Despite some gains in math and social studies proficiency, continued support is needed to ensure sustained growth and improvement, particularly in reading and science, where significant gaps remain.

The second priority area is increasing social studies and writing proficiency for all students. In social studies, only 37% of students scored proficient or distinguished, which is 6% below the state average and 14% below the district average. Writing proficiency, while slightly above the state average, is 4% below the district average, highlighting the need for focused efforts to elevate student writing outcomes. Addressing these gaps will be essential in boosting overall academic performance and closing achievement gaps within the school.

Strengths/Leverages

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

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

Based on the 2023-2024 data, two key strengths of Piner Elementary are its strong academic performance in reading and math, and its positive school climate and high attendance rates. The school achieved 60% proficiency in reading, reflecting a 4% increase from the previous year, outperforming both the district (by 3%) and the state (by 13%). Similarly, in math, 64% of students scored proficient or distinguished, exceeding the state average by 22%. These solid academic outcomes demonstrate the effectiveness of the school's instructional strategies, which can be leveraged to improve performance in subjects like science and social studies, where proficiency rates have been lower.

Additionally, the school's favorable climate, with 85% of survey respondents rating it positively, and a strong attendance rate of 95.45%, provide a supportive environment for student success. These factors, combined with high perceptions of leadership effectiveness and safety, offer a solid foundation for addressing academic concerns, including the performance of students with disabilities and

writing proficiency. By building on these strengths, the school is well-positioned to make targeted improvements in areas of concern.

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 Processes

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 24-25

8. After analyzing the Key Elements of your teaching and learning environment, which two or three 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: The Comprehensive School Improvement Plan (CSIP) diagnostic and template must thoroughly address these.

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 to refine our use of the learning management system, Performance Matters and Schoology, 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 in real time. With the district adoption of CKLA Amplify last school year, we will continue to utilize this resource to make the shift from balanced literacy to the Science of Reading and continue to provide support for teachers. Piner Elementary will also harness the success of its recent implementation of CKLA Amplify to further improve academic performance, particularly in math. The school has seen positive outcomes from the CKLA Amplify program in literacy instruction, which emphasizes the Science of Reading. Building on this momentum, the school will extend its focus to the adoption of a new math program, a process that is beginning this school year. By replicating the strategies used in the CKLA rollout, the school aims to achieve similar success in math. 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 24-25	PN School Key Elements Template 24-25	• 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?	No	<p>Weekly, data-driven, PLC's around common district and classroom formative assessments. Teachers engage in deconstructing standards and determining next steps for instruction.</p> <p>Analysis of district common assessment and school level common formative assessment data through Learning Management System- Performance Matters.</p> <p>Teachers participate in district unit and lesson internalization work sessions focused on intentional planning to ensure Tier one instruction is aligned and hitting the grade level standards.</p>
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	<p>Targeted walks are conducted throughout the year as needed based on data around the Kenton County Quality Cycle of Instruction. Admin conducts a minimum of one learning walk for ALL teachers during September and October. Admin will use this instructional walk data during these 2 months and previous school years (as applicable), in conjunction with other data sets (e.g. common, formative, and KSA assessment data- all/SWD/EL) to assist in determining where improvement is needed and provide support/training in these areas. Instructional walks during November and December, will <u>only</u> be for classrooms connected to the area of improvement. By providing feedback for specific</p>

Key Elements of the Teaching and Learning Environment – School

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
		<p>classrooms, school administrators will be able to have a more intentional focus on checking progress toward the individual and collective needs of teachers. The process will be repeated in the second half of the school year.</p> <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. Teacher participation in unit and lesson internalization both at the district and school level</p>
<p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>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>	No	<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>

Key Elements of the Teaching and Learning Environment – School

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
		<p>MAP is our Universal Screener used twice yearly for all K-5 students in the areas of reading and math. Implementation of MAP Reading Fluency 3 times a year to diagnose areas of student need.</p> <p>Common Formative and District Common Assessments are implemented with fidelity and recorded in the Performance Matters//Schoolology data platform.</p> <p>Administration and teachers are continuously engaged in meaningful discussions around student data during weekly PLC's and MTSS progress check meetings to analyze data and make informed instructional adjustments in real time</p>
<p>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?</p>	Yes	<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>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.</p>
<p>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?</p>	No	<p>Performance Matters is the learning management system that tracks standards mastery for students across all content areas.</p> <p>District Data Dashboard to track Common Assessment Data, MAP Data, MTSS Data, and Special ED Compliance Data, as well as IEP</p>

Key Elements of the Teaching and Learning Environment – School

Key Elements	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
		<p>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.</p> <p>PLC Agendas with teacher led “Overall Assessment Results” which track evidence of data discussed as well as next steps for instruction.</p>
<p>KCWP 6: Establishing Learning Culture and Environment</p> <p>Has our school intentionally designed the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions?</p>	No	<p>Academic achievement recognition of students showing growth and proficiency throughout the year to track and improve standards mastery and Transition Readiness.</p> <p>PBIS and SEL curriculum implementation.</p> <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>



2024-2025 Phase Two: School Assurances_09172024_08:06

2024-2025 Phase Two: School Assurances

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

Table of Contents

<u>2024-2025 Phase Two: School Assurances</u>	3
---	----------

2024-2025 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 in a targeted assistance program, 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 in the previous year, 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 this school year for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school will develop and implement a plan to improve student outcomes that, among other items, is informed by all indicators, including student performance against long-term goals; includes evidence-based interventions; and, is approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

☐ Yes

☐ No

☒ N/A

COMMENTS

33. If identified in the previous year 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

34. If identified this school year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school will develop and implement a plan to improve student outcomes that also identifies resource inequities to be addressed through implementation of such plan.

☐ Yes

☐ No

☒ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------



2024-2025 Phase Three: Comprehensive School Improvement Plan_09172024_08:07

2024-2025 Phase Three: Comprehensive School Improvement Plan

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

Table of Contents

2024-2025 Phase Three: Comprehensive School Improvement Plan	3
Attachment Summary	6

2024-2025 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 how well the school is accomplishing their action steps. 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 \(CSIP\) Template](#).

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

ATTACHMENTS

Attachment Name

24-25 PN - Comprehensive Improvement Plan for School

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.

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 classroom formative and district common assessment data weekly during PLC's to make adjustments in instruction to ensure mastery of standards for ALL students in all content areas. 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 last year's adoption of CKLA Amplify, a comprehensive literacy program, we will continue our professional learning around this high quality instructional 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. Additional professional learning opportunities will be centered around lesson internalization and utilizing consistent tools to support structures for teachers to collaboratively plan and prepare instruction ensuring every child reaches their maximum learning potential.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 24-25 PN - Comprehensive Improvement Plan for School	24-25 PN - Comprehensive Improvement Plan for School	

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 2024, the greatest areas of weakness are as follows:

- Based on the data, two key priority areas emerge for improvement. The first priority is improving outcomes for **students with disabilities (SWD)** across multiple subjects. In reading, only 23% of SWD students are scoring proficient or distinguished, falling below the state average by 6%. In science, SWD proficiency is even lower, with only 14% proficient, which is significantly below both the district (24%) and state (25%) averages. Despite some gains in math and social studies proficiency, continued support is needed to ensure sustained growth and improvement, particularly in reading and science, where significant gaps remain.
- The second priority area is **increasing social studies and writing proficiency** for all students. In social studies, only 37% of students scored proficient or distinguished, which is 6% below the state average and 14% below the district average. Writing proficiency, while slightly above the state average, is 4% below the district average, highlighting the need for focused efforts to elevate student writing outcomes. Addressing these gaps will be essential in boosting overall academic performance and closing achievement gaps within the school.

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.

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 classroom formative and district common assessment data weekly during PLC's to make adjustments in instruction to ensure mastery of standards for ALL students in all content areas. 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 last year's adoption of CKLA Amplify, a comprehensive literacy program, we will continue our professional learning around this high quality instructional 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. Additional professional learning opportunities will be centered around lesson internalization and utilizing consistent tools to support structures for teachers to collaboratively plan and prepare instruction ensuring every child reaches their maximum learning potential.

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/Literacy Walks will continue 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.

Updated June 2023

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	80	+ 2.3
State Assessment Results in science, social studies and writing	67.7	+ 0.5
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	75.6	- 4.4
Postsecondary Readiness (high schools and districts only)	N/A	N/A
Graduation Rate (high schools and districts only)	N/A	N/A

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.):

Piner Elementary will increase the number of proficient and distinguished students in the area of **Reading** from 60% in 2024 to 80% in 2029 as measured by KSA. We will increase the number of proficient and distinguished students in the area of **Math** from 64% in 2024 to 80% in 2029 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 60% in 2024 to 64% by Oct. 1, 2025 as measured by KSA.	<u>KCWP 2: Design and Deliver Instruction</u> <u>KCWP 4: Review, Analyze and Apply Data</u>	<ul style="list-style-type: none"> Continue year 2 of implementation of new CKLA Amplify comprehensive literacy instructional resource and professional learning for all teachers in the shift from balanced literacy to the science of reading, including ongoing district professional development (grade level boost sessions). Additional professional learning will also be provided in P-12 Reading strategies. Utilize lesson internalization tools and professional learning days to support structures for teachers to collaboratively plan and prepare instruction intentionally with our HQIR in reading. Conduct Amplify CKLA Fidelity/Literacy walks with district consultants to provide meaningful feedback to teachers to ensure equity in all classrooms for Tier I instruction in reading (Fall and Spring Fidelity/Literacy walks) Implement Peer Observations within and outside of the school Monthly learning walks for all teachers to provide specific feedback on the Quality Cycle of Instruction followed by monthly analysis of school wide walk data to provide differentiated professional learning on the elements of the cycle. 	Weekly FA, CA, and MAP Assessment data MAP Growth Data MAP Fluency Diagnostic Data MTSS Progress Data and % Making Growth MTSS Dashboard # of students requiring interventions KSA Data IXL Data.	<ul style="list-style-type: none"> Utilize data from both Fidelity/Literacy Walks and monthly learning Walks to monitor elements of the Quality Cycle of Instruction to determine reinforcement or recommendation for each element. Data is reviewed at monthly Faculty Meetings to determine school-wide trends and to provide differentiated professional learning for teachers based on data from the learning walk tool. Utilization of Schoology and Performance Matters in weekly PLC's, as well as grade level data dashboards to track student progress on classroom formative assessments and district common assessments in order to name and claim students and create actionable steps for adjusting instruction Monitoring lesson plans to ensure fidelity of the HQIR CKLA, ensure plans outline each element of the Cycle of Quality Instruction, and ensure tasks are aligned to grade level standards using newly developed school 	<i>Utilizing school funds and Title 1 funds for items listed below</i> \$1,200 comprehensive Amplify resource - HQIR (year 2) \$3,400 IXL \$2,000 for subs for planning days \$1,700
Objective 2 Collaborate to increase the percentage of students scoring proficient and distinguished in math from 64% in 2024 to 67% by Oct. 1, 2025 as measured by KSA.					

Goal 1 (State your reading and math goal.):

Piner Elementary will increase the number of proficient and distinguished students in the area of **Reading** from 60% in 2024 to 80% in 2029 as measured by KSA.

We will increase the number of proficient and distinguished students in the area of **Math** from 64% in 2024 to 80% in 2029 as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<ul style="list-style-type: none"> • Triangulate MAP Growth, MAP reading fluency Diagnostic data, common assessment data as well as intervention data at each MTSS progress check to determine next steps for students in Tier I, Tier II and Tier III to ensure all students are reading on grade level at each transition point, with a focus on needs based instruction in Tier I. • Review the health of reading intervention data at the end of each 8 week MTSS progress check to determine intervention effectiveness • Utilization of IXL for needs based groupings in Tier I Math instruction in order to provide re-teaching for specific standards. • Utilize Pear Deck platform in order to provide immediate feedback to students and adjust instruction based on student products in real time. • Utilization of Schoology and Performance Matters to track student progress on weekly and common assessments and intervention data to focus our discussion at weekly PLC's in order to name and claim students and create actionable steps for adjusting instruction. • Review the health of intervention data at the end of each 8 week MTSS progress check to determine intervention effectiveness and action steps. 		<p>dashboard for lesson plans as well as lesson internalization documents</p> <ul style="list-style-type: none"> • MAP fluency diagnostic- 3X per year • IXL Progress data weekly • MAP Growth Data 2x per year 	<p>Pear Deck</p> <p>\$7,500 comprehensive Math - HQIR (year 1)</p>

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

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

Piner Elementary will increase the percentage of students scoring proficient/distinguished in **Science** from 46% in 2024 to 60% in 2029 as measured by KSA. We will increase the percentage of students scoring proficient/distinguished in **Social Studies** from 37% in 2024 to 60% in 2029. We will increase the percentage of students scoring proficient/distinguished in **Combined Writing** from 48% in 2024 to 60% in 2029.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Collaborate to increase the percentage of students scoring proficient and distinguished in science from 46% in 2024 to 48% by Oct. 1, 2025 as measured by KSA.	<u>KCWP 2: Design and Deliver Instruction</u> <u>KCWP 4: Review, Analyze and Apply Data</u>	<ul style="list-style-type: none"> Analyze common assessment data in Performance Matters (LMS) to determine standards deficits and provide immediate re-teaching of standards in addition to spiral review. Conduct intentional learning walks in science and social studies blocks to ensure utilization of high quality instructional resources and implementation of the quality cycle of instruction Intentional planning and collaboration between grade level teachers to ensure alignment of Science Standards and to maximize instructional time based on district timelines. Utilize newly adopted high quality instructional resource (HQIR) from Teacher Created Materials in Social Studies (Grades K-5) in order to ensure alignment of rigorous tasks to standards and to provide high quality resources for teachers to use when planning collaboratively with their teams. Implementation of Amplify CKLA-vocabulary and writing components embedded within the program. Create authentic on-demand writing practice to supplement the knowledge portion of the curriculum. 	Common Formative Assessments	<ul style="list-style-type: none"> Learning Walk feedback and trend data in the areas of science and social studies Monthly Analysis of Science/SS district common assessments using Performance Matters (LMS) along with writing work samples during grade level PLC's. Monitoring of lesson plans to ensure quality cycle of instruction and tasks aligned to rigor of the standards. PLCs, Monthly staff meetings, vertical alignment work groups. (Principal, Assistant Principal, SPED and Classroom Teachers, and Title 1 Teacher/ Interventionist) 	\$1950- Project Lead the Way
Objective 2 Collaborate to increase the percentage of students scoring proficient and distinguished in social studies from 37% in 2024 to 41% by Oct. 1, 2025 as measured by KSA.			District Common Assessments		\$1,495 Mystery Science
Objective 3 Collaborate to increase the percentage of students scoring			Writing Work Samples		\$1,571 Generation Genius (science videos)
			KSA		
			IXL data		TCM Social Studies High Quality Instructional Resource \$2,119.98

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

Piner Elementary will increase the percentage of students scoring proficient/distinguished in **Science** from 46% in 2024 to 60% in 2029 as measured by KSA. We will increase the percentage of students scoring proficient/distinguished in **Social Studies** from 37% in 2024 to 60% in 2029. We will increase the percentage of students scoring proficient/distinguished in **Combined Writing** from 48% in 2024 to 60% in 2029.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
proficient and distinguished in combined writing from 48% in 2024 to 50% by Oct. 1, 2025 as measured by KSA.		<ul style="list-style-type: none"> Implementation of writing scrimmages throughout the year to provide students with extra writing practice. Results will be analyzed in PLCs to plan personalized writing instruction tailored to students' specific needs. Continued 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. Continued adjustments to the school writing policy and grade level writing expectations as well as the Calendar of Writing - Trimester Writing pieces and Monthly On-Demand writing tasks for students K-5 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. Monthly PLC writing review and Trimester review of writing processed pieces. Utilize writing collection process to review assessment/writing data to inform next steps for individual students and groups of students. 			

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 23% in 2024 to 28% in 2025 as measured by KSA.	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data	<ul style="list-style-type: none"> 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. 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. Student Progress Data - Each SPED teacher will update and communicate progress data weekly. Administration checks IC for completion. Regular review by administrators of Special Education Data including IEP's and alignment to schedules; evaluating effectiveness of programs used in the resource setting, as well as close monitoring of proficiency data using Performance Matters Intentional instructional walks in Special Ed Resource and collaborative settings to monitor co-teaching implementation as well as 	Common Formative Assessments, District Common Assessments IEP progress data (reviewed every 6 weeks)	<ul style="list-style-type: none"> 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) Every 6 weeks- monitoring of individual students progress towards IEP goals as well as monitoring of proficiency scores on district common assessments for student with disabilities. Data in context is also reviewed every 6 weeks to compare with district data. Monitor IEP progress data (Principal, Assistant Principal, Special Education Teachers, Classroom Teachers) Admin Learning Walk Data in collaborative and resource setting (Principal, Assistant Principal, Special Education Teachers, Classroom Teachers) 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) 	<i>Utilizing school funds and Title 1 funds for items listed below</i> \$1,200 comprehensive Amplify resource - HQIR (year 2) \$2,000 for subs for planning days \$7,500 comprehensive
Objective 2 Increase the percentage of students with disabilities scoring proficient/distinguished on Math from 27% in 2024 to 31% in 2025 as measured by KSA.			Proficiency Data of SWD in reading and math, reviewed every 6 weeks MAP Growth Data- 2x per year MAP Fluency Diagnostic Data- 3x per year KSA Summative Data		

Updated June 2023

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>implementation of SDI and SAS and the quality cycle of instruction by school administrative team and district consultants.</p> <ul style="list-style-type: none"> Implementation of structure to provide intentional planning time for special education and classroom teachers weekly to continue growth in co-teaching in the collaborative setting. 		<ul style="list-style-type: none"> Lesson Plan Review for both collaborative and resource settings utilizing district lesson internalization tools Learning Walk Feedback Trend Data in Collaborative and Resource Settings utilizing Learning Walk Data Tool to determine reinforcement or recommendations for each element of the cycle. 	Math - HQIR (year 1)

4: English Learner Progress

Goal 4 (State your English Learner goal.): Increase the percentage of students making growth in the EL program to 100% in 2027					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage of students making growth on the Access test to 100% in 2025	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data	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. Differentiated PD/PLCs session with teachers of EL students on the EL Handbook and KCSD Guidelines and Curriculum for ELD Program Service Type resources. Continued monitor progress on ELA and Math CAs and classroom FAs in order to identify next step in real time for instructional adjustments	Access Testing MAP Growth Data- 2x per year MAP Fluency Diagnostic Data- 3x per year Common formative assessments District Common Assessments ACCESS Scores	EL progress reports (Principal, Assistant Principal, Special Education Teachers, Classroom Teachers) Analysis of school level common formative assessments and district common assessments using Schoology/ Performance Matters and School Level Dashboards	\$0

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 71.2 in 2024 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 increase the percentage of students who believe all students are treated the same if they break school rules from 57% in 2024 to 70% in 2025.	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.	2023 School Climate and Safety Survey Score	Monthly maintenance and safety walks, safety team meetings, drill logs and annual facilities needs assessment (Principal, Assistant Principal, SRO, Plant Manager)	\$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 56% in 2024 to 40% in 2025.		All students receive tier one SEB instruction weekly through Second Steps, with daily activities to support the weekly lesson. 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	Discipline Data using Restorative Conferences	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. Participation in Kindness Club, Monitoring of SEB instruction/implementation. Continuous monitoring of SEB MTSS interventions	

8: Other (Optional)

Goal 8 (State your separate goal.): Piner Elementary will increase the percentage of teachers perceiving the adequacy of school resources from 55% in Spring 2024 to 75% in Spring 2028, 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 55% in Spring 2024 to 63% in Spring 2026, 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