



2025-2026 Phase One: Continuous Improvement Diagnostic for Schools_09212025_14:40

2025-2026 Phase One: Continuous Improvement Diagnostic for Schools

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

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

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

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve.

While diagnostics are completed annually, comprehensive improvement plans are three-to five-year plans that are reviewed and revised during that timeframe. Stakeholders may rewrite plans entirely; however, they are not required to do so. The timeline for the school's 2025-2026 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 - 9/21/25



2025-2026 Phase One: Executive Summary for Schools_09212025_14:42

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2025-2026 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 serving approximately 380 students in preschool through 5th grade. The school covers the largest geographical area in the Kenton County School District and continues to serve as the heart of its community, with multi-generational family connections. The Piner School has been in existence since 1849 and retains its strong community roots. In fact, several of our current teachers were once Piner students themselves. Piner Elementary also maintains a strong alumni group that meets annually, reinforcing the deep ties between school and community.

Our school motto is "Piner Elementary – Where Character Counts and Attitude Matters." We promote values such as trust, courage, and honor through the Core Essentials character program, and provide social-emotional lessons through the Second Step program.

Approximately 40% of students qualify for free or reduced lunch, and Piner operates as a schoolwide Title I school. The staff includes about 50 certified and classified employees. Our preschool program is one of only a few in the district rated at 4 Stars through Kentucky's Quality Rating System, and we are actively working toward achieving a 5-Star rating. The preschool program currently serves approximately 20 students in a full-day model, laying a strong foundation for early learning.

Over the past three years, Piner has expanded access to instructional technology, ensuring 1:1 Chromebooks K–5 with district funding. Each classroom is also equipped with Smart Panels and document cameras. The district has provided a supplemental Instructional Technology Coach (ITC) to support ongoing professional learning for teachers. The ITC assists staff with instructional technology integration, including the use and implementation of artificial intelligence (AI) tools. Thanks to the support of the Board of Education, Piner teachers now have access to Magic School AI Enterprise, a secure platform that streamlines planning, differentiates instruction, and integrates AI responsibly into classroom practice.

Instructional priorities include implementing the science of reading through Amplify CKLA, and beginning this year, Piner has launched the HQIR Amplify/Desmos Math program. Teachers engaged in summer training for the new math curriculum and will continue to participate in job-embedded professional development and unit and lesson internalization work throughout the year. To further strengthen math instruction, teachers are participating in the Kentucky Center for Mathematics (KCM) Numeracy Counts Academy, while the principal will participate in the PIMSER Leadership Academies beginning in Summer 2025. This dual approach aligns

teacher growth with leadership development to create sustainable, research-based improvement in mathematics instruction.

Looking ahead, during the 2025–26 school year, Piner will implement its own Community-Based Accountability System (CBAS), modeled after the Kenton County School District's framework. This system will measure success through multiple lenses—academic achievement, equity, student readiness, community engagement, and overall well-being. It will be led by grade-level team leaders and extended to the broader community, ensuring accountability remains transparent, collaborative, and reflective of Piner's shared values.

To further improve instructional expertise, Piner departmentalized grades 1–5 this year, enabling teachers to focus as content experts. This structure strengthens alignment of instruction, pacing, and rigor across grade levels.

Beyond academics, Piner strongly emphasizes student engagement and family partnerships. Our district's goal is for 100% of students to participate in at least one extracurricular activity, and Piner has maintained this expectation with pride. Students are encouraged to participate in programs such as Archery, Basketball, Academic Team, STLP, Art Club, Kindness Club, and Running Club. In addition, Club Days are held during the school day to ensure every child has access to enrichment, and in the 2024–2025 school year, we achieved 100% student engagement.

This year, Piner also launched a Family Engagement Action Team (FEAT) as part of our commitment to becoming a certified Family Friendly School. FEAT is designed to strengthen two-way communication, increase parent involvement, and ensure families have meaningful opportunities to partner with the school in support of student learning and growth.

At Piner, shared decision-making is a core value. Our SBDM Council and teacher leadership teams meet regularly to review data, evaluate instruction, and plan next steps. Each year, staff collaboratively review the CSIP to identify critical needs and improvement strategies. Through our MTSS process, every student is "named and claimed," with intervention and enrichment decisions made based on triangulated data. Intervention programming is reviewed recursively to ensure continuous refinement.

In summary, Piner Elementary is more than just a school; it is a community hub with deep roots, strong values, innovative instructional practices, and a forward-facing commitment to academic excellence, family engagement, and equity.

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 remain central to the success of our school improvement efforts. Piner utilizes numeracy, literacy, instructional technology, MTSS lead teachers, and grade-level leads, who meet regularly to carry out the school's action plan. In collaboration with stakeholders,

these leaders work to ensure our shared vision is realized. Their discussions include best practices for instruction, curriculum resources, and the use of high-quality instructional resources (HQIRs) in both reading and math. This includes the transition to the science of reading through Amplify CKLA and the implementation of Amplify/Desmos Math. These conversations are brought back to primary and intermediate teams to ensure consistent implementation and fidelity across the school. Feedback is transparent and ongoing in order to best serve our students and community.

In addition to our teachers' pivotal role, we deeply value parent and community involvement, recognizing their contributions as essential in enriching our students' learning experiences. We continue to seek meaningful engagement opportunities through events and partnerships such as Club Day, the Family Resource Advisory Council, PTA, SBDM, the Durr Branch of the Kenton County Public Library, volunteer opportunities, and our BEST business partnership with Celanese. New this year, we established a Family Engagement Action Team (FEAT) as part of our work to become a certified Family Friendly School. FEAT provides families a stronger voice in decision-making and helps guide our work in removing barriers to engagement.

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 engagement activities and fundraisers that provide resources and opportunities for students and families. Our FRC coordinator meets bi-monthly with teachers and community partners to identify family needs, provide supports, and maintain open two-way communication between school and home.

To ensure ongoing family engagement, surveys are distributed twice a year to gather input, identify growth areas, and set future goals. Families are kept informed through multiple communication platforms, including Classroom Dojo, classroom newsletters, monthly school newsletters, the Bright Arrow automated call system, and our school website, which archives newsletters and provides timely updates.

Looking forward, our stakeholder groups will also be closely involved in the planning and launch of Piner's Community-Based Accountability System (CBAS) in 2025-26. Modeled after the district framework, this initiative will expand opportunities for families and the community to play an active role in defining success and shaping the future of Piner Elementary.

School's Purpose

Provide the school's purpose statement and supplementary 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 the broader Piner community 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.

Our staff and students live by:

- P.A.W. – Practicing kindness, Acting safely, and Working hard
- P.R.I.D.E. – Positive attitudes, Rigorous teaching and learning, Independent, self-motivated learners, Development of life skills and instruction in the arts, and Excellence in academics

Our mission each day is to provide a world-class education for ALL students and to ensure families and stakeholders are actively engaged in the education of each child.

Instructional practices at Piner are grounded in the Kenton County Cycle of Quality Instruction, which emphasizes high-quality Tier 1 teaching for all students. Teachers meet weekly in PLCs to review student data and plan instruction, ensuring intentional grouping and responsive teaching. Each student is “named and claimed” through our MTSS process, where classroom, intervention, and social-emotional/behavior (SEB) data are reviewed regularly to determine individual needs, supports, and next steps. Students receive Tier II and Tier III interventions or enrichment as needed through a collaborative team that includes classroom teachers, our Title I teacher, SEB interventionists, the counselor, and school-based therapists.

Instructional priorities at Piner continue to evolve in alignment with state and district commitments to High-Quality Instructional Resources (HQIRs). Last year marked the second year of full implementation of CKLA Amplify Reading K–5, which provides students with strong, research-based foundational literacy instruction grounded in the science of reading. Building on that success, this year we launched the HQIR Amplify/Desmos Math program. Teachers engaged in summer training to prepare for this transition and will continue throughout the year with job-embedded professional development and focused work on unit and lesson internalization. To further strengthen expertise, teachers are also participating in the Kentucky Center for Mathematics (KCM) Numeracy Counts Academy, while the principal will join the PIMSER Leadership Academies in Summer 2025. Together, these initiatives create a powerful alignment of teacher and leadership growth, ensuring that mathematics instruction is rigorous, research-driven, and sustainable.

Additionally, Piner departmentalized grades 1–5 this year, allowing teachers to focus as content experts and improve consistency, rigor, and pacing across classrooms. Collaboration with our district has also enabled Piner to fully implement 1:1 technology in grades K–5. The district-funded Instructional Technology Coach provides ongoing professional learning, including support with the integration of artificial intelligence (AI) tools. With Magic School AI Enterprise access, secured through the Board of Education, teachers are now equipped with innovative resources to streamline planning, personalize instruction, and enhance classroom learning.

Piner embraces its mission to be a community-centered school that values shared decision-making and transparency. This is achieved through the SBDM Council, FRC Advisory Council, teacher leadership teams, PTA, and the newly formed Family Engagement Action Team (FEAT). FEAT reflects our intentional work toward becoming a certified Family Friendly School, further strengthening partnerships between home and school. Looking forward, we will also be implementing our own Community-Based Accountability System (CBAS) in 2025–26, modeled after the district framework, to ensure accountability reflects not just academic success but also student readiness, equity, and community engagement.

Piner Elementary continues to celebrate a culture of student involvement. With strong support from staff and families, we proudly maintain 100% student participation in extracurriculars, including Archery, Basketball, Academic Team, STLP, Art Club, Kindness Club, and Running Club, as well as Club Days during the school day. While preliminary 2024–25 data indicates that math proficiency shifted from 64% to 59% and reading proficiency from 60% to 53%, Piner remains committed to strengthening core instruction through the implementation of CKLA for reading and Amplify/Desmos for math. With continued investment in high-quality instructional resources, departmentalization in grades 1–5, and targeted professional learning through the KCM Numeracy Counts Academy and upcoming PIMSER Leadership Academies, Piner is positioned to accelerate student learning and close gaps moving forward.

In summary, Piner Elementary embodies its mission through academic excellence, character education, family engagement, and community collaboration. We remain deeply committed to preparing all students for success in school and in life, while honoring our traditions, values, and role as the heart of the Piner community.

Notable Achievements

Describe the school's notable achievements in the last three years.

Over the past several years, Piner has navigated major instructional shifts while sustaining a strong school culture. Multi-year trends show that pre-pandemic proficiency was high (2018–19 All Students P/D: Math 67.9%, Reading 67.9%), followed by a COVID-era dip in 2020–21 (Math 54.3%, Reading 55.8%) and variability since then. Most recently, 2023–24 rebounded in Math (65%) and held steady in Reading (60%), while 2024–25 shows Math 59% and Reading 54%. Notably, Writing ticked up slightly (All Students 48% → 49%) and Social Studies improved (37% → 46%). Science is not yet reported for 2024–25 (2023–24 was 47%).

Subgroup results underscore where to focus support. Students with Disabilities (SWD) saw a small Reading uptick (23% → 24%) but declines in Math (28% → 21%) and sharp drops to 0% in Writing and Social Studies. Free/Reduced Lunch (FRL) students decreased in Reading (51% → 44%), Math (52% → 45%), and Writing (42% → 15%), with a gain in Social Studies (26% → 34%). English Learners (EL) posted 100% P/D in Math this year (very small N; interpret cautiously).

These dips align with a known implementation dip that typically accompanies adoption of new, more rigorous resources. This year marked the launch of Amplify/Desmos Math (HQIR), with summer training, job-embedded PD, and unit/lesson internalization underway. In parallel, teachers are participating in the KCM Numeracy Counts Academy, and the principal will participate in the PIMSER Leadership Academies beginning Summer 2025. Layered with departmentalization (grades 1–5) and continued CKLA implementation, this coherence is intended to stabilize and then accelerate achievement as fidelity deepens.

Beyond academics, attendance improved from 95.4% (2023–24) to 95.69% (2024–25) toward a goal of 96.25%, and the chronic absence rate decreased from 4.6% to 4.31% (on track for 3.75% by 2025–26). Transition readiness for Piner’s 5th graders stands at 66.33% this year across GPA/advanced coursework, attendance, extracurriculars, and literacy/numeracy benchmarks. School climate remains a strength: in the most recent (2023–24) survey, 99% of students reported Piner is a caring place and 98% indicated adults work hard to keep them safe. Piner also sustained 100% student participation in extracurriculars (Archery, Basketball, Academic Team, STLP, Art Club, Kindness Club, Running Club, and in-school Club Days).

Family and community partnerships expanded with the launch of the Family Engagement Action Team (FEAT) as part of our Family Friendly School work, and our 4-Star preschool continues to progress toward 5-Star. Technology and innovation remain core strengths with 1:1 Chromebooks, Smart Panels in every classroom, a dedicated Instructional Technology Coach, and Magic School AI Enterprise access to streamline planning and differentiation. Looking ahead, Piner remains committed to its long-term goals of 80% proficiency overall and 60% proficiency for students with disabilities by 2027, using high-quality resources, targeted professional learning, and transparent data practices to drive improvement.

Areas of Improvement

Describe areas for improvement that the school is striving to achieve in the next three years.

Piner Elementary’s improvement work over the next three years centers on raising core achievement, closing subgroup gaps, and strengthening coherence in teaching and learning. Guided by our CSIP targets of 80% proficiency for all students and 60% proficiency for students with disabilities by 2027, we will prioritize Reading, Writing, and Mathematics while sustaining gains in Social Studies and lifting Science. With Reading at 54% and Math at 59% in 2024–25, and Writing below our aspirations, we will tighten fidelity to CKLA and deepen lesson internalization so daily routines (foundational skills, knowledge building, text-based responses) are consistently high quality. Writing will be addressed across the curriculum through a K–5 progression (sentence → paragraph → extended writing), common rubrics with anchor papers, frequent brief writes in Science/Social Studies, and calibrated scoring in PLCs. In Mathematics, following the launch of Amplify/Desmos, we will move deliberately through the expected implementation dip by rehearsing units/lessons, strengthening number sense routines and discourse, and using error analysis and checks for understanding to inform rapid reteach cycles. Teachers’ content expertise will grow through the KCM Numeracy Counts Academy, while building leadership deepens alignment via the PIMSER Leadership Academies

beginning Summer 2025. Departmentalization in grades 1–5 will be leveraged with protected common planning and tighter pacing alignment so instruction is coherent across classrooms.

To close subgroup gaps—especially for students with disabilities (SWD) and students qualifying for free/reduced lunch (FRL)—we will increase access to grade-level tasks through structured co-teaching and UDL practices, schedule protected co-planning time, and intensify progress monitoring on priority standards every two weeks. Given sharp declines for some SWD outcomes (notably Writing), we will implement daily, explicit writing intervention (sentence combining, grammar, structure, and modeled writing) and use quick-writes to build fluency. For English Learners, we will incorporate clear language objectives aligned to WIDA Can-Do descriptors and strengthen two-way communication with families. Across content areas, weekly PLCs will use common assessment data (Performance Matters) to flexibly regroup students for targeted intervention/enrichment, document reteach plans, and verify impact through short cycle checks. We will maintain Social Studies momentum with text-rich units, primary sources, academic vocabulary, and frequent evidence-based writing, and lift Science through phenomenon-based instruction, data analysis, and writing from evidence as new results become available.

Assessment and accountability will be made more transparent through the launch of Piner’s Community-Based Accountability System (CBAS) in 2025–26, modeled on the Kenton County framework. Grade-level leads will coordinate CBAS reflection cycles, and the Family Engagement Action Team (FEAT) will help include broader community voice. Each term, PLCs will publish concise “what we learned/next steps” summaries that connect common assessment results to classroom adjustments and MTSS supports. Technology and coaching will sustain this work: the Instructional Technology Coach will continue job-embedded cycles on Schoology/Performance Matters and responsible use of Magic School AI Enterprise to streamline planning, differentiation, and progress monitoring.

Finally, we will strengthen the conditions that enable achievement: attendance, engagement, and transition readiness. Our targets are ADA $\geq 96.25\%$ and chronic absence $\leq 3.75\%$ by 2025–26, supported by Tier-1 attendance campaigns, early-warning flags, rapid outreach, and incentives in partnership with FEAT and PTA. We will sustain 100% extracurricular participation—including in-day Club Days—to ensure every student is connected to school. For Transition Readiness (currently 66.33%), we will track the four components (GPA/advanced coursework, attendance, extra/co-curricular, literacy/numeracy) by grade, communicate benchmarks with families each term, and align classroom supports accordingly. Together, these actions—high-quality instruction, targeted intervention, coherent leadership, transparent assessment, and strong family partnerships—position Piner to stabilize implementation and accelerate achievement toward our 2027 goals.

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 committed to removing barriers to learning for every student. Every two weeks, our Attendance & Wellness team—principal, assistant principal, FRC coordinator, school counselor, and the District RBTL coordinator—reviews ADA and chronic absence dashboards, problem-solves root causes with families, coordinates resources (transportation, basic needs, scheduling), and, when appropriate, conducts home visits. Within our MTSS “name-and-claim” process, the counselor and KTP social worker provide Tier II/III small-group supports using evidence-based social-emotional and behavioral curricula, and we partner with outside agencies to deliver school-based therapy for students whose needs extend beyond what the school alone can provide. Family partnership is central to this effort: our new Family Engagement Action Team (FEAT) helps reduce participation barriers and will extend community voice as we implement Piner’s CBAS model in 2025–26. In classrooms, teachers use ongoing formative checks and common assessments (Performance Matters) to monitor mastery and deliver timely re-teaching or enrichment; departmentalization (grades 1–5) strengthens content expertise, and the Instructional Technology Coach supports effective use of instructional tools—including Magic School AI Enterprise—to streamline planning and differentiation. We are also tackling attendance as a core condition for learning (2024–25 ADA 95.69% toward a 96.25% goal; chronic absence 4.31% with a 3.75% target). Points of pride that reflect this whole-child approach include 100% student participation in clubs and extracurriculars (Archery, Basketball, Academic Team, STLP, E-Wise, Kindness, Running, and more), improved Social Studies proficiency for all students, and continued growth for EL students on ACCESS, alongside our 4-Star preschool program working toward 5-Star. Our mission remains to provide a world-class education for all students while engaging families and stakeholders as active partners every day.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase One: School Safety Report_09212025_14:43

2025-2026 Phase One: School Safety Report

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2025-2026 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.

Pursuant to KRS 156.095, every public school and public charter school shall provide two (2) evidence-based suicide prevention awareness lessons each school year, the first by September 15 and the second by January 15, either in person, by live streaming, or via a video recording to all students in grades six (6) through twelve (12). Every public school shall provide an opportunity for any student absent on the day the evidence-based suicide prevention awareness lesson was initially presented to receive the lesson at a later time. The information may be obtained from the Cabinet for Health and Family Services or from a commercially developed suicide prevention training program.

KRS 156.095 also requires by November 1 of each year, a minimum of one (1) hour of training on how to respond to an active shooter situation shall be required for all school district employees with job duties requiring direct contact with students. The training shall be provided either in person, by live streaming, or via a video recording prepared by the Kentucky Department of Criminal Justice Training.

Additionally, KRS 156.095 requires all school administrators, certified personnel, office staff, instructional assistants, and coaches and extracurricular sponsors who are employed by the school district shall complete comprehensive evidence-informed training within ninety (90) days of being hired and then every two (2) years after on child abuse and neglect prevention, recognition, and reporting that encompass child physical, sexual, and emotional abuse and

neglect.

Finally, in accordance with KRS 156.095, every public school shall prominently display the statewide child abuse hotline number administered by the Cabinet for Health and Family Services, the National Human Trafficking Reporting Hotline number administered by the United States Department for Health and Human Services, and the Safe Haven Baby Boxes Crisis Line number administered by the Safe Haven Baby Boxes national organization or any equivalent successor entity.

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 and all school staff with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

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

yes

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

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

yes

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

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

yes

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

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

yes

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

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

yes

7. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c) and is a copy maintained in the school office?

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

yes

8. 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

9. Does the school maintain a portable automated external defibrillator in a public, readily accessible, well-marked location in every school building and, as funds become available, at school-sanctioned athletic practices and competitions and meets the requirements of 158.162(2)(e) subsections 1 through 4?

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

yes

10. Has the cardiac emergency response plan been rehearsed by simulation prior to the beginning of each athletic season by all licensed athletic trainers, school nurses, and athletic directors; and interscholastic coaches and volunteer coaches of each athletic team active during that athletic season in accordance with KRS 158.162(2)(e)?

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

yes

11. 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

12. 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 documentation maintained on file in the school office?

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

yes

13. Prior to the beginning of each athletic season, did the principal conduct the emergency response plan rehearsal by simulation and the venue-specific emergency action plan rehearsal by simulation as required by KRS 158.162(5)2 and is documentation maintained on file in the school office?

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

yes

14. 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

15. During the prior school year, did your school provide all employees with job duties requiring direct contact with students a minimum of one (1) hour of training on how to respond to an active shooter situation either in person, by live streaming, or via a video recording prepared by the Kentucky Department of Criminal Justice Training by November 1 in accordance with KRS 156.095?

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

yes

Questions Related to Suicide Prevention and Child Physical, Sexual, and Emotional Abuse and Neglect (KRS 156.095)

16. During the prior school year, did your school provide two (2) evidence-based suicide prevention awareness lessons, the first by September 15 and the second by January 15, either in person, by live streaming, or via a video recording to all students in grades six (6) through twelve (12) and provide an opportunity for any student absent on the day the evidence-based suicide prevention awareness lesson was initially presented to receive the lesson at a later time?

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

n/a for grades PK-5

17. Did your school provide a minimum of one (1) hour of high-quality evidence-based suicide prevention training, including risk factors, warning signs, protective factors, response procedures, referral, postvention, and the recognition of signs and symptoms of possible mental illness for all school district employees with job duties requiring direct contact with students in grades four (4) through twelve (12) either in person, by live streaming, or via a video recording?

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

yes

18. Have all school administrators, certified personnel, office staff, instructional assistants, and coaches and extracurricular sponsors who are employed by the school district completed the implemented KDE-approved comprehensive evidence-based training or trainings on child abuse and neglect prevention, recognition, and reporting within ninety (90) days of being hired and then every two (2) years after in accordance with KRS 156.095(8)?

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

yes

19. Does your school have the National Human Trafficking Reporting Hotline, Kentucky Child Abuse and Neglect Hotline and the Safe Haven Baby Boxes Crisis Line prominently posted as required by KRS 156.095(8)(f)? (Downloadable posters are available on KDE's Human Trafficking webpage.)

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

yes



2025-2026 Phase Two: The Needs Assessment for Schools_09212025_14:44

2025-2026 Phase Two: The Needs Assessment for Schools

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2025-2026 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 to determine the priorities of this year's needs assessment. Include the following information in your response:

- names of school council members, leadership teams and stakeholder groups (i.e., Family Resource Youth Service Centers, community partners such as civic and business organizations, etc.) involved in the process
- a timeline of the process
- the specific data reviewed and analyzed
- how and where the meetings were documented.

At Piner, data analysis is recursive and continuous rather than a single event. Following each assessment window, teachers and leaders review Reading and Math MAP Growth, MAP Fluency, and KSA results; this information is triangulated with common formative and grade-level common assessments inside weekly PLCs (including general and special education teachers meeting with school administrators). We use a school-level dashboard to monitor grade-level proficiency in Reading and Math and to track GAP groups (e.g., Special Education and EL), while our "Name & Claim" dashboards follow individual students' progress longitudinally. Performance Matters supports quick-glance analysis by grade and subgroup, and PLCs translate findings into reteach plans, enrichment, and MTSS supports. KSA

results are analyzed recursively in PLCs or staff meetings using the KSA Score and Gap Analyzer Toolkit. SBDM Council members are always welcome to attend CBAS team meetings as well as staff meetings. The SBDM Council is comprised of two parent representatives, three teacher representatives—one of whom is a minority member—and the school administrator.

Our MTSS system is the engine for responding to data. The MTSS team (administrators, classroom teachers, interventionists, school counselors, the SEB interventionist, and special education teachers) reviews academic and SEB data on a set cadence, monitors Tier I–III supports, and makes recommendations when students in intensive interventions show limited growth. Progress is formally analyzed every eight weeks; Tier II/III starts or discontinuations are communicated to families through letters, and referrals for special education evaluation are considered as warranted. In parallel, the special education team meets weekly to analyze proficiency and IEP progress for students receiving specially designed instruction.

These continuous review cycles feed directly into schoolwide goals and strategies in our CSIP. Patterns identified in PLCs, MTSS reviews, and staff meetings inform priority needs, gap-closure targets, and the selection of evidence-based practices. District leadership meetings add broader context (district dashboard trends in MAP, KSA, common assessments, SEB, and behavior), which we share back with the administrative team, PLCs, and SBDM. Agendas, minutes, and decisions from PLCs, MTSS, SBDM, CBAS, and staff meetings are housed in shared school folders. Families receive individualized progress updates via KSA and MAP reports, mid-terms, report cards, and intervention or special education progress monitoring, ensuring two-way communication aligns classroom practice, MTSS decisions, and CSIP priorities.

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 will your results inform this year's plan?

Over the past year, Piner Elementary implemented the Comprehensive School Improvement Plan (CSIP) with a consistent focus on high-quality Tier 1 instruction, collaborative PLC cycles, and timely adjustments based on data. In reading and writing, we continued CKLA/Amplify with district PD, used unit and lesson-internalization tools, and monitored MAP Growth/Fluency and common assessments. In math, we emphasized routines for reasoning, number talks, and targeted re-teach. Across content areas we used Pear Deck and Performance Matters to make learning visible and responsive in the moment. Learning walks were calibrated to our Quality Cycle of Instruction. Students with disabilities received Specially Designed Instruction (SDI) aligned to their IEP goals in resource and co-taught settings; general-education MTSS supports were also implemented.

In Reading (KSA) our objective was to increase Proficient/Distinguished from 60% to 64%. We implemented Year-2 CKLA/Amplify with collaborative planning, MAP Growth/Fluency checks, general-education MTSS every 6–8 weeks, and all-student

response via Pear Deck; SWD received SDI addressing decoding/fluency/comprehension. Progress landed at 55%, with a notable 3rd-grade drop (61%→44%) and SWD ≈22%. These results tell us to protect daily Foundational Skills time (K–2) and sustain complex-text routines (3–5), tighten MTSS entry/exit and fidelity checks for general ed, and strengthen GenEd–SPED co-planning so SDI connects directly to grade-level content. We will hold monthly 3rd-grade data huddles that include SPED progress snapshots.

In Math (KSA) our objective was to increase Proficient/Distinguished from 64% to 67%. We implemented routines for reasoning, common formative assessments with error analysis, small-group re-teach, and PLC item review; SWD received SDI aligned to IEP goals. Progress reached 60% overall (+3 above district) with SWD at 19%. MAP projections trended up in 4th (66.7%) and 5th (71.5%), while 3rd lagged (48.3%). Based on KSA results—and with the district’s new core math program beginning this year—we will emphasize faithful implementation, add a weekly spiral review routine, and schedule co-taught re-teach on priority standards. For SWD, we will anchor SDI to IEP goals with 6-week progress checks that adjust SDI methods/minutes and consistently embed manipulatives and aligned language frames in core classes.

In Science (KSA) our objective was to increase Proficient/Distinguished from 46% to 48%. We advanced inquiry tasks and content-literacy tie-ins, analyzed data in PLCs, and monitored alignment through learning walks; SDI supported SWD access (disciplinary vocabulary, sentence frames). Progress declined to 38% overall, with SWD at 0%. What changes this year: We have departmentalized grades 3–5 to build content experts in science. This structure will support weekly hands-on investigations and explicit, cumulative content-vocabulary routines.

In Social Studies (KSA) the objective was 37% to 41%. We implemented TCM Social Studies (HQIR), primary-source analysis, structured discussion, and writing from evidence while reviewing assessment data in PLCs; SDI provided language scaffolds for SWD. Progress improved to 48% overall (goal met overall) though SWD remained at 0%. We will continue source-analysis routines and add sentence frames and targeted vocabulary pre-teach for SWD, with more frequent short evidence-writes and quick feedback to lift access and independence.

In Combined Writing (KSA) the objective was 48% to 50%. We followed a school writing calendar (trimester pieces; monthly on-demand), used checklists and rubric-calibrated PLCs, mapped vertically, and expanded cross-content writing with feedback; SDI in writing focused on language structures and guided organization. Progress reached 50% (goal met overall) with SWD at 0%. Next, we will work to build protected writing blocks/time, implement the use of magic school for students to receive immediate feedback, and ensure SDI aligns to IEP writing goals with adjustments every six weeks.

For the Achievement Gap—Students with Disabilities, objectives were Reading 23%→28% and Math 27%→31%. We delivered SDI aligned to IEPs in resource and co-taught settings with explicit I–We–You routines, guided practice, language scaffolds, manipulatives, and organizers; we held bi-weekly SPED PLCs and 6-week data digs to review IEP progress and adjust SDI methods/minutes; and we

scheduled GenEd–SPED co-planning and instructional walks to monitor SDI/SAS and co-teaching. SWD Reading held at 22% and SWD Math declined to 19%. In response, we will increase the precision and dosage of SDI for specific IEP goals, expand co-teaching and push-in SDI when appropriate, strengthen access supports in core lessons, and use student goal-setting/graphing to increase ownership and communication with families.

For English Learners—ACCESS growth (goal: 100% making growth) we implemented PSPs using the EL Handbook, differentiated PD/PLCs, ongoing monitoring of assessment data in dashboards, and posted language objectives alongside content objectives. This goal was achieved with 100% making growth.

In Climate & Safety our objectives were to increase perceived fairness of rules 57%→70% and reduce perceptions that cyber-meanness is a problem 56%→40%. We implemented PBIS and the safety plan, conducted drills and safety walks, held MTSS-RBTL meetings, delivered Second Step weekly with daily reinforcement, produced student-led character-ed announcements, maintained a Kindness Club, and continued PD in restorative practices. Students reported strong caring (98%) and safety (100%), while fairness and peer conflict remain priorities. This year we will apply a clear classroom- vs. office-managed matrix, expand restorative scripts/conferences, deliver digital citizenship mini-lessons, and monitor climate indicators quarterly to adjust supervision and reteach expectations.

What was successful across goals: PLC cycles tightened the plan–teach–assess–respond loop; student discourse and evidence writing increased (reflected in Social Studies/Writing gains); and consistent use of HQIRs strengthened implementation. How KSA results will shape 2025–26: We will pair precision SDI for SWD with coordinated MTSS in general ed—both on predictable review cycles (review/checks every 6–8 weeks)—protect core minutes (Foundational Skills K–2, Number Sense 3–5, daily Writing), schedule GenEd–SPED co-planning with explicit language-and-evidence routines, and review a quarterly CSIP dashboard by grade and subgroup to keep “Objective → Result → Next Step” decisions timely and visible.

Trends

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

Example of Trends

- Behavior remains an area for improvement, as referrals have increased in the last two years from 204 in 2023-2024 to 288 in 2024-2025.
- Reading for students in our gap groups remains an area for improvement because the district saw an 11% increase in novice scores in reading among students with achievement gaps from 2024-2025.

After reviewing our recent data trends from the past two academic years, some key areas that require our focus have been identified:

Academically, our proficiency outcomes show concerning declines in foundational skills:

KSA Reading overall stands at 55% proficient/distinguished with 18% of students scoring novice—a 5% decrease from last year. In particular, our early grades are struggling, as evidenced by a sharp drop in 3rd-grade reading proficiency (which has fallen to around 44%) and Kindergarten readiness, which has plunged from 86% in 2020–21 to approximately 47% this year.

KSA Math overall is at 60% proficient/distinguished with 18% novice—a 4% decrease from the previous year, despite being 3% above the district average. Our SWD in Math fell to 19% (down 8% from last year), and in Reading, SWD remain at 22%—a 1% decrease from the prior year.

In Science, overall proficiency is only 38% (with 8% novice), marking an 8% drop from last year and placing us 11% below the district average. Alarming, SWD in Science are at 0% proficient—a 14% decline from before.

For Social Studies, while overall proficiency has improved to 48% (an 11% increase) and aligns with the district average, our SWD are at 0% proficient, which is 15% below the district norm.

In Combined Writing, overall proficiency is at 50% (with 19% novice), and while this is 2% above the district average, our SWD are at 0%, falling 9% short of the district average.

Culturally, although our school climate surveys show very high ratings—98% of our students say they feel that Piner is a caring place and 100% agree that adults work hard to keep them safe—students' perceptions of fairness and peer interactions reveal room for growth. Survey items related to fairness in rule enforcement and the statement that "students being mean or hurtful to other students is NOT a problem" have received lower scores (with indices in the low 40%s), indicating that issues in how peers treat one another still persist.

Behaviorally, our data indicate an increase in behavior referrals, rising from 39 in 2023–24 to 51 in 2024–25. Although our overall school climate remains positive—with nearly all students reporting safety and care—this uptick in referrals suggests that we must enhance our strategies to manage and reduce disruptive behavior effectively.

These findings, drawn from KSA data, MAP projections, common assessment averages, and our statewide school climate surveys (Quality of School Climate and Safety Survey and Impact KY Survey), clearly indicate that we must intensify our efforts in early-grade reading and math instruction, target supports for our students with disabilities and Free/Reduced Lunch populations, and refine our social-emotional and restorative practices to address fairness and peer conflict.

Current State of Academics and Climate and Culture

4. Describe in narrative form the current academic state of the school using precise numbers and percentages as revealed by multiple sources of your most recent outcome data. Cite the source of data used. Consider the following data sources:

- Kentucky Summative Assessments
- Benchmark assessments
- Formative assessments
- Graduation rate
- Progress in achieving English language proficiency
- Student access to high quality instructional resources, advanced placement courses, dual credit courses, career and technical education courses, before/after school and summer programs, preschool, full day kindergarten

Example of Current Academic Narratives:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that 32% of all students receive Tier II intervention in reading.
- Fifty-four percent (54%) 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.

Based on our most recent outcome data from multiple sources—including the Kentucky Summative Assessments (KSA), MAP projections, common assessment running averages, and our statewide climate and safety surveys—the following is an update on Piner Elementary's current academic state for the 25–26 school year.

Academically, our overall proficiency outcomes reveal some areas of concern as well as strengths that we must leverage. According to the most recent KSA data, our overall Reading proficiency is at 55% proficient/distinguished (with 18% scoring at the novice level), which is 4% below the district average of 59%. For students with disabilities (SWD), 22% are proficient/distinguished—a figure that, while equal to the district average, has decreased by 1% from last year. Based on fall 25-26 MAP Reading Fluency data only 21.21% of our kindergarten students are meeting all four foundational skill areas (listening comprehension, picture vocabulary, phonological awareness, and phonics/word recognition). In first grade this percentage is up to 56.9% with 12% reaching the oral reading level. In 2nd grade 52% have reached the oral reading level.

In Math, our overall proficiency rate is 60% (with 18% novices); although this is 3% above the district average of 57%, it represents a 4% decline from the previous year. Our SWD in Math have fallen to 19% proficient/distinguished (1% above the district average), which is an 8% drop from last year. In Science, our overall proficiency now stands at 38% (with 8% novices), an 8% decrease from the prior year and 11% below the district's average of 49%. Notably, the Science performance for SWD is particularly alarming, with 0% proficiency compared to the 19% district average—a 14% drop from the previous period. On a more encouraging note, our Social Studies performance has improved; overall, 48% of students are proficient/distinguished (equal to the district average) with an 11% increase from the previous year and a 2%

reduction in novices. However, SWD in Social Studies now have 0% proficiency—15% below the district average—revealing a persistent challenge. Our Combined Writing score is at 50% proficient/distinguished (with 19% novice), which is 2% above the district average, although we did see an increase in novice scores by 10%. For SWD, Combined Writing remains at 0% proficiency, falling 9% below the district average.

The Spring 2025 MAP Reading projection for our students is 62.3%—only 0.63% above our district average—though it reflects a decrease of 3.29% from last year's projection of 65.59%. Our Spring 2025 MAP Math projection is more promising at 62.17%, which is 6.37% above the district average, even though it represents a 7.57% decrease from last year's projected proficiency of 69.74%. In our Fall 2024 MAP projections, there is variability among grade levels: for Reading, 3rd graders are projected at 59.70% (against a district average of 63.60%), 4th graders at 62.90% (near the district average of 61.9%), and 5th graders at 64.3% (which is 4.8% higher than the district's 59.5%). In Math, our 3rd-grade MAP projection is 48.3% (versus 55% district average), 4th-grade is projected at 66.7% (well above the district average of approximately 56%), and 5th graders are projected at 71.5% (compared to a 56.4% district average). Additionally, our common assessment running average stands at 64.78% for Reading and 74.17% for Math, both outperforming the respective district averages of 58.78% and 71.61%. Our progress in English Learner (EL) outcomes is exemplary in terms of growth, with 100% of EL students making growth on the ACCESS tests compared to a district average of 86%. However, none of our EL students have yet exited the program, while the district average exit rate is 15%.

On the non-academic front, our Quality of School Climate and Safety Survey from Spring 2025 shows that 98% of our students feel that Piner Elementary is a caring place, and 100% agree that our adults work diligently to keep students safe. Although behavior referrals have increased to 51 in 2024–25 (up from 39 in 2023–24), our more recent Impact KY survey indicates that 85% of respondents view our overall school climate as favorable—28% above the district and 22% above the state averages. Furthermore, 93% of respondents believe that our school leadership is effective, and perceptions regarding the adequacy of school resources have improved by 10 percentage points (from 45% to 55%). Attendance continues to improve slightly, with our rate increasing to 95.69% in 2024–25 (up from 95.45% and 94.80% in previous years), putting us just 0.56% below our district goal of 96.25%. Our chronic absenteeism has also declined steadily, from 5.36% in 2022–23 to 4.61% in 2023–24 and 4.31% in 2024–25. Finally, looking ahead to the 25–26 school year, I am pleased to share that our students now have access to high quality instructional resources (HQIR) in PK-5 for reading and math. In addition, students in grades 1–5 benefit from advanced placement math courses, while those in grades 3–5 have access to advanced coursework in ELA. We also continue to support our students outside of the regular school day with our Champions before- and afterschool program, and we offer both full-day kindergarten and full-day pre-kindergarten for those who qualify. In summary, while we have many indicators of success—including strong MAP projections in select grade levels, robust common assessment results, excellent EL growth, and an overall positive school climate—we must address challenges in early literacy and numeracy, close persistent achievement gaps for our SWD and FRL students, and further refine our

instructional practices in science and writing. These data, drawn from the Kentucky Summative Assessments, MAP, common assessments, and our campus climate surveys, will continue to inform our ongoing efforts to deliver high-quality, equitable instruction and support for every Piner student.

5. Describe in narrative form the current climate and culture conditions of the school using precise numbers and percentages as revealed by multiple sources of your most recent data. Cite the source of data used. Consider the following data sources:

- Educator and school staff retention rates
- High-quality professional learning opportunities
- Chronic absenteeism
- School climate
- Behavior
- Staff and student access to mental healthcare
- Family and community involvement

Example of Current Climate and Culture Narratives:

- Teacher attendance rate was 84% for the 2024-2025 academic year. 2023-2024 Impact survey data shows that 71% of staff feel like they belong at our school.
- Fifty-eight percent (58%) of families participated in a family engagement activity during the 2024-2025 school year.

As we review our most recent data from multiple sources, Piner can confidently say that our school climate and culture remains strong overall—but we also recognize areas that continue to need our focused attention.

According to our Quality of School Climate and Safety Survey data from Spring 2025, 98% of our students believe that Piner Elementary is a caring place, and 100% agree that adults work diligently to keep them safe. These figures are reinforced by our Impact KY Survey results, in which 85% of respondents describe our overall school climate as favorable—28% above the district average and 22% above the state average—and 93% of respondents express confidence in our school leadership. Moreover, perceptions regarding the adequacy of our school's resources have grown from 45% to 55%.

Our commitment to attendance and student engagement is evident in our steady attendance rate, which increased incrementally to 95.69% in the 24–25 school year (up from 95.45% and 94.80% in previous years). Concurrently, our chronic absenteeism rate has improved, declining from 5.36% in 2022–23 to 4.31% in 24–25. On the professional learning front, we continue to invest in high-quality, job-embedded professional development opportunities. Our staff and teachers benefit from intensive summer training, ongoing PD initiatives—including participation in the PIMSER Leadership Academies and the Kentucky Center for Mathematics Numeracy Counts Academy—and daily collaborative planning sessions. This sustained focus on professional growth reinforces a culture of continuous improvement and effective instruction.

Regarding educator and staff retention, we are proud that many of our teachers have long-standing ties to Piner Elementary—many are even alumni of our school. This continuity, although not quantified in a specific retention rate, underpins our stable and supportive instructional environment.

Our approach to mental health and social-emotional support is also thorough. Through our Multi-Tiered System of Supports (MTSS), our school counselor, social worker, and partnering local agencies provide critical mental healthcare and counseling services to both staff and students. This system enables us to address behavior, emotional well-being, and early intervention needs effectively. Finally, our commitment to family and community involvement is reflected in the robust efforts of our Family Engagement Action Team (FEAT), our active PTA and Family Resource Council, and regular stakeholder meetings. These initiatives ensure that parents and community members are integral partners in shaping our school culture and improvement strategies. In summary, our combined data—from the Quality of School Climate and Safety Survey, Impact KY Survey, attendance/chronic absenteeism records, and our ongoing professional learning and support systems—paint a picture of a warm, safe, and supportive school culture. Yet, while we celebrate our strengths, we must continue to bolster our professional support, mental healthcare access, and community partnerships to ensure that every member of our school community feels valued and empowered to succeed.

Strengths

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths of the school.

Example:

- We have active partnerships with twelve community organizations and businesses.
- Eighty-three percent (83%) of certified staff have participated in high-quality professional learning through the Kentucky Reading Academies.

Academically, our Common Assessment Running Averages are strong: Reading is at 64.78% (compared to the district average of 58.78%) and Math is at 74.17% (versus 71.61% district-wide). Our Spring 2025 MAP projections show a Reading proficiency of 62.3% (0.63% above the district average) and a Math proficiency of 62.17% – with Fall 2024 MAP data for upper grades being particularly promising. For example, in 5th grade our MAP projections are 64.3% in Reading (4.8% above the district's 59.5%) and 71.5% in Math (well above the district average of 56.4%). These numbers indicate that, especially in upper grades, our students are performing at or above district benchmarks. On KSA 5th-grade Math stands out. 76% P+D—well above the district grade-level rate (district ≈54%) and up sharply from Piner's 60% last year.

Math in grade 4 is competitive. 52% P+D with positive historical context (prior year 58%); coupled with strong grade-5 results, this suggests a solid math pipeline into 5th. KSA data also indicates solid upper-grade Reading. 5th-grade Reading: 64% P+D (above the district's 59%); 4th-grade Reading: 60% P+D (right at the district rate of 60%). Social Studies is at district level with Piner at 48% P+D, matching the district's 48%, indicating parity with peers in this content area.

In our English language learner (EL) programs, 100% of EL students are making growth on the ACCESS tests—a significant strength compared to the district average of 86%.

From the non-academic perspective, our school climate is very positive. According to our Quality of School Climate and Safety Survey (Spring 2025), 98% of our students believe that Piner Elementary is a caring place and 100% agree that our adults work hard to keep students safe. Moreover, our most recent Impact KY Survey shows that 85% of respondents view our overall school climate as favorable—28% above the district average and 22% above the state average—with 93% of stakeholders asserting that our school leadership is effective.

Our attendance data further underscore our strength: our attendance rate for the 24–25 school year is 95.69%, which is within 0.56% of our district goal of 96.25%. Additionally, our chronic absenteeism rate has improved steadily, dropping from 5.36% in 2022–23 to 4.31% in 24–25.

These strengths—in rigorous academic performance in key grade levels, excellent EL growth, a positive and supportive school climate, and strong attendance—form the foundation on which we will build as we continue to move forward in our improvement efforts.

Leverages/Assets

7. Explain how the district will utilize its strengths and leverages, including community resources and assets (i.e., colleges, community partnerships, businesses, industry, etc.) to improve areas for improvement listed above.

Examples:

- We will coordinate efforts with our community partners to meet the behavior needs of more students.
- We will utilize the knowledge gained from the Kentucky Reading Academies to develop a reading action plan to target students in our achievement gap groups.

At Piner Elementary, we are committed to harnessing our strengths and leveraging our extensive community resources and assets to address our identified areas for improvement, particularly in early-grade literacy and numeracy, equity gaps, and social-emotional learning.

Our robust instructional framework—which includes access to high-quality instructional resources across PK–5—is a major asset. For example, our recent launch of the HQIR Amplify/Desmos Math program, combined with the continued implementation of CKLA Amplify Reading, enables us to provide evidence-based, research-driven instruction. These programs are supported by intensive summer training, ongoing job-embedded professional development, and regular unit and lesson internalization sessions. In addition, our teachers participate in external initiatives such as the Kentucky Center for Mathematics Numeracy Counts Academy, and administration began the PIMSER Leadership Academies in Summer 2025. This collaborative professional learning culture supports our goal of

strengthening Tier I instruction, especially in early grades where our 3rd-grade reading has dropped from 61% to 44% and Kindergarten readiness has fallen from 86% to roughly 47%.

We are also capitalizing on our structural strengths. Our recent departmentalization of grades 1–5 fosters teacher specialization as content experts while promoting consistent pacing and rigor across classrooms. This refinement allows us to target areas such as 4th-grade math, which recently declined to around 50% proficient/distinguished, and to develop focused interventions for groups such as our students with disabilities and those from Free/Reduced Lunch backgrounds.

To support reading growth for students in intervention, we have developed individualized reading improvement plans and maintain regular quarterly meetings with families. These meetings provide valuable opportunities to review progress, share strategies, and equip families with practical resources to support reading development at home. This collaborative time has proven beneficial for both staff and families, strengthening partnerships and ensuring alignment between school and home efforts.

Our commitment to technology integration further enhances our instructional practices. With 1:1 Chromebooks in grades K–5, Smart Panels, and document cameras in every classroom, supported by a dedicated Instructional Technology Coach and access to Magic School AI Enterprise, we ensure that our educators have the tools they need for data-driven planning and responsive teaching. This technological advantage dovetails with our weekly PLCs and ongoing data analysis via our MTSS “name-and-claim” process, allowing us to adjust instruction quickly based on formative and benchmark assessments.

Beyond the classroom, our deep community roots and robust family partnerships play a critical role. Our strong alumni network—where several of our teachers are proud former students—along with the recent launch of our Family Engagement Action Team (FEAT), ensures that parents and community members are actively involved in our school improvement efforts. Such partnerships not only enrich our students’ learning experiences through programs like Champions before/after school and 100% extracurricular engagement, but they also provide valuable feedback to help us refine our approaches to social-emotional learning and restorative practices. These efforts are especially important given that our surveys have indicated that perceptions of fairness in school rule enforcement and the prevalence of peer conflict remain areas for improvement.

In summary, by leveraging our high-quality instructional programs, advanced technology resources, deep departmentalization, ongoing professional learning initiatives, and strong community ties—including meaningful quarterly meetings with families and partners—we are well positioned to address our academic challenges—particularly early literacy and math deficiencies—and to reduce persistent achievement gaps. Our comprehensive approach, supported by internal data from the Kentucky Summative Assessments, MAP projections, Common Assessments, and school climate surveys, will guide our next steps as we implement

our Community-Based Accountability System (CBAS) in the 2025–26 school year and continuously refine our strategies for academic and social-emotional excellence.

Evaluate the Teaching and Learning Environment

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

8a. KCWP 1: Design and Deploy Standards

Schools continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☒ No

☐ Yes

COMMENTS

n/a

8b. KCWP 2: Design and Deliver Instruction

Instructional programs 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.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☒ Yes

COMMENTS

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 only be for classrooms connected to the area of improvement. By providing feedback for specific 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.

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.

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.

Teacher accountability to lesson plans which follow district timelines

8c. KCWP 3: Design and Deliver Assessment Literacy

Schools 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.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☒ No

☐ Yes

COMMENTS

n/a

8d. KCWP 4: Review, Analyze and Apply Data Results

Schools 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.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☒ Yes

COMMENTS

Weekly Grade Level PLC's to analyze formative assessment data, determine adjustments to instruction, identify standards that need to be retaught across the grade level and determine individual student remediation.

Special Education Data digs every 6 weeks (mid- term and end of each grading period) to analyze student progress towards IEP goals, as well as progress towards proficiency and mastery of grade level standards. Performance Matters reports and IEP progress data are used to determine students who need instructional changes.

8e. KCWP 5: Design, Align and Deliver Support Processes

Schools establish a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☒ **No**

☐ Yes

COMMENTS

n/a

8f. KCWP 6: Establish Learning Environment and Culture

Schools intentionally design 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.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☒ **No**

☐ Yes

COMMENTS

n/a

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase Two: School Assurances_09212025_14:43

2025-2026 Phase Two: School Assurances

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

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2025-2026 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 (Every Student Succeeds Act) (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 (Code of Federal Regulations) 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 ESSA 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 A 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 provides assurances to the local educational agency (district) that the school will—

- (i) help provide an accelerated, high-quality curriculum;
- (ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under Title I;
- (iii) serve 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)
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2025-2026 Phase Three: Comprehensive School Improvement Plan_09212025_14:44

2025-2026 Phase Three: Comprehensive School Improvement Plan

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

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2025-2026 Phase Three: Comprehensive School Improvement Plan

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. The comprehensive school improvement plan (CSIP) is a plan developed by the school council with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth, and to eliminate achievement gaps among groups of students. 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 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.**

Accountability Indicators

The accountability indicators 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 accountability indicators 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

The Comprehensive School Improvement Plan Goal Building Template

1. The goal building template is a complement to the Needs Assessment for Schools. Schools must download and complete the [Comprehensive School Improvement Plan Goal Building Template](#) to develop both short- and long-term targets and outline the activities intended to produce the desired changes in the required indicators, as well as additional indicators identified as priority through the needs assessment process. When

developing goals, all schools are required to address achievement gap and state assessment results in reading and mathematics. Once completed, upload the template in the attachment area directly below.

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


ATTACHMENTS

Attachment Name



PN 25-26 KDE Comprehensive Improvement Plan

Attachment Summary

Attachment Name	Description	Associated Item(s)
 PN 25-26 KDE Comprehensive Improvement Plan	PN 25-26 KDE Comprehensive Improvement Plan	• 1

Comprehensive School Improvement Plan (CSIP)

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

Please note that the objectives (yearly 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 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 (and general information about goal setting) for each required planning component can be found on page 2 of this 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.**

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **Objective:** Short-term yearly 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 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 the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

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. Additional rows may be added for multiple targets, strategies and activities.

Objective(s):

Objective 1: We will collaborate to increase **Reading Proficiency** scores for students with disabilities from 22% in 2025 to 25% in 2026 as measured by KSA scores.

Objective 2: We will collaborate to increase **Math Proficiency** scores for students with disabilities from 19% in 2025 to 25% in 2026 as measured by KSA scores.a

Strategy:

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data Results

Activities:

Provide ongoing PD in best-practice/high-yield instructional strategies for Reading (e.g., Orton-Gillingham, Heggerty, explicit reading/thinking strategies, and Amplify CKLA) to aid in curricular adjustments when students fail to meet mastery.

Provide ongoing PD in best-practice/high-yield instructional strategies for Math using Amplify Desmos and other district-aligned resources to aid in curricular adjustments when students fail to meet mastery.

Conduct additional learning walks focused on Reading and Math resource classes and collaborative/co-taught classrooms, with specific look-fors including co-teaching implementation, SDI/SAS, lesson planning and alignment to standards, the Quality Cycle of Instruction, and high-yield instructional strategies aligned to CKLA, Desmos, OG/Heggerty, and explicit reading strategies. Provide teachers with timely written and/or verbal feedback after walks and regularly highlight schoolwide trends and "glows/grows" in staff communications (e.g., newsletters, PLCs).

Use collaborative PLC time to ensure that Tier I instruction and common assessments in all grades align to the intent of the standards and meet the needs of all learners, including students with disabilities, by regularly

reviewing district and schoolwide common assessments and CFAs, discussing the use and effectiveness of accommodations for SWD, and planning targeted reteach and intervention based on the data. In addition, utilize a monthly PLC Task Group to examine schoolwide Reading and Math patterns and determine next instructional steps and supports.

Maintain Special Education PLCs (bi-weekly) focused on progress toward IEP goals, alignment of SDI and SAS to grade-level standards, adjustments to supports based on current data.

Provide intentional weekly co-planning time for special education teachers and general education teachers to plan co-taught lessons, align SDI and accommodations to upcoming units/assessments, clarify roles during collaborative teaching.

Special Education Data Digs will be held every six weeks (at mid-term and the end of each grading period) to analyze student progress toward IEP goals, proficiency and mastery of grade-level standards, and performance on benchmark assessments, universal screeners, and common formative and summative assessments.

Progress Monitoring:

Administrators will monitor monthly walkthrough feedback for trends in instructional practice and share key findings and patterns with staff through newsletters and/or faculty meetings.

Weekly PLCs will review data from the district dashboard on District Common Assessments, tracking Reading and Math common assessments and common formative assessments to inform instructional decisions.

Special Education PLCs will regularly discuss the use and effectiveness of accommodations, using assessment data to determine whether current supports are helping students with disabilities access grade-level content.

Schoolwide common assessment data will be analyzed monthly in the PLC Task Group to identify building-level patterns in student performance and determine next instructional steps and supports.

Special Education PLCs will compare student performance on classroom assessments to their IEP goals in order to make timely adjustments to SDI, accommodations, and interventions to strengthen student supports.

Funding:

Combination of SBDM and Title I Funds will be used for the following: \$3,400 IXL; \$3,000 for subs for planning days; \$1,700 Pear Deck; \$3,000 HQIR

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:

Goal 1: We will collaborate to increase **Reading Proficiency** scores from 55% in 2025 to 80% in 2029 as measured by KSA scores.

Goal 2: We will collaborate to increase **Math Proficiency** scores from 60% in 2025 to 80% in 2029 as measured by KSA scores.

Objective(s):

Objective 1a: We will collaborate to increase the average **Reading Proficiency** score from 55% to 61% in 2026 as measured by KSA scores.

Objective 2a: We will collaborate to increase the average Math Proficiency score from 60% to 65% in 2026 as measured by KSA scores.

Strategy:

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

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

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

Activities:

Ongoing, job-embedded professional learning and intentional curriculum alignment. Curriculum alignment reviews will be an ongoing action of PLCs and Task Groups, with teachers using Lesson and Unit Internalization and district planning days to deepen understanding of unit goals and the purpose of each lesson. We will continue the implementation of the Amplify CKLA comprehensive literacy resource and professional learning to support the shift from balanced literacy to the science of reading, including grade-level “boost” sessions and additional professional learning in P–12 Reading and Thinking Strategies. In PLCs, teachers will collaboratively identify and prioritize vocabulary for each lesson, implement explicit vocabulary routines to ensure Tier 1, Tier 2, and Tier 3 words are taught with fidelity, and intentionally plan and teach reading and thinking strategies so that instruction and common assessments in all grades align to the intent of the standards and meet the needs of all learners, including students with disabilities.

To support high-quality implementation in classrooms, Piner will utilize multiple structures for peer and administrative feedback. Fidelity walks in reading and math will use classroom markers for Amplify CKLA and Amplify Desmos to monitor implementation, share feedback with teachers, and identify schoolwide trends across grade levels. In addition, Amplify CKLA/Desmos Fidelity walks will be conducted with district consultants to provide meaningful feedback and ensure equity and consistency in Tier I reading & math instruction. Monthly learning walks for all teachers will focus on the Quality Cycle of Instruction, with schoolwide walk data analyzed to plan differentiated professional learning. Peer observations and Learning

Labs will be implemented within and across grade levels so teachers can see strong Tier I instruction in colleagues' classrooms and bring effective practices—such as OG/Heggerty routines, explicit reading strategies, and Desmos practices—back to their own instruction.

Appropriate academic interventions will be provided through our MTSS system and processes, with a strong emphasis on using data to drive decisions. At each 8-week MTSS progress check, staff will triangulate MAP Growth, MAP Reading Fluency Diagnostic data, common assessment data, and intervention data to determine next steps for students in Tier I, Tier II, and Tier III and to review the “health” of reading and math interventions. Teachers will monitor students' progress on formative and summative assessments to adjust instruction in real time and increase understanding of content. IXL will be used for needs-based groupings and re-teaching of specific standards in Tier I Math, while Pear Deck will provide immediate feedback during instruction so teachers can adjust based on student responses. Schoology and Performance Matters will be used to track student progress on weekly and common assessments and intervention data, providing a clear focus for weekly PLC discussions as teams “name and claim” students and create actionable steps for adjusting instruction and supports.

Progress Monitoring:

Administrators will monitor lesson plans and learning walk/fidelity walk feedback for trends in the Quality Cycle of Instruction and CKLA/HQIR implementation, and will share key patterns with staff through weekly newsletters and monthly faculty meetings to drive instructional adjustments and differentiated professional learning.

In weekly grade-level PLCs, teams will use Schoology, Performance Matters, and district/grade-level data dashboards to track student progress on classroom formative assessments and District Common Assessments, “name and claim” students, and plan concrete instructional next steps. Schoolwide Reading data will be reviewed in a Literacy Task Group and Math data in a Math Task Group to identify building-wide trends and needed changes to schoolwide practices.

Every 6–8 weeks in MTSS PLCs, Admin, classroom teachers, interventionists, special education teachers, and the school psychologist will review Tier II and Tier III intervention data, needs-based group progress, and the overall “health” of interventions to ensure students are receiving the correct supports. For students with Reading Improvement Plans, quarterly meetings will be held with families to share progress and discuss at-home strategies.

Throughout the year, Piner will monitor MAP Reading Fluency diagnostics (3x/year), MAP Growth (2x/year), and weekly IXL progress data as additional checks on student growth in reading and math, using these data points alongside classroom and common assessments to inform MTSS decisions and ongoing instructional adjustments.

Funding:

Combination of SBDM and Title I Funds will be used for the following: \$3,400 IXL; \$3,000 for subs for planning days; \$1,700 Pear Deck; \$3,000 HQIR

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting “yes” or “no” from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a “yes,” schools must complete the below fields. For any indicator marked with a “no,” no further information is needed. Each indicator must have a “yes” or “no” response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	No
Quality of School Climate and Safety	Yes
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a “yes” response above.

Priority Indicator #1: State Assessment Results in Science, Social Studies and Writing

Three- to Five-Year Goal:

Goal 1a: We will collaborate to increase the **Science Proficiency** scores from 38% in 2025 to 60% in 2029 as measured by KSA data.

Goal 1b: We will collaborate to increase the **Combined Writing Proficiency** scores from 50% in 2025 to 60% in 2029 as measured by KSA data.

Goal 1c: We will collaborate to increase the **Social Studies Proficiency** scores from 48% in 2025 to 60% in 2029 as measured by KSA data.

Objective(s):

Objective 1a: We will collaborate to increase the **Science Proficiency** scores from 38% to 44% in 2026 as measured by KSA data.

Objective 1b: We will collaborate to increase the **Writing Proficiency** scores from 50% to 53% in 2026 as measured by KSA data.

Objective 1c: We will collaborate to increase the **Social Studies Proficiency** scores from 48% to 51% in 2026 as measured by KSA data.

Strategy:

Activities:

In PLCs, teachers will collaboratively use Unit and Lesson Internalization protocols to plan lessons that meet the depth of the standards, intentionally select and teach tiered vocabulary with explicit routines, and design vibrant learning experiences that promote deeper thinking in reading, writing, science, and social studies. Common formative assessments will be refined, and student progress on formative and summative assessments will be monitored to inform immediate re-teaching, spiral review, and adjustments to instruction. Resources, including high-quality instructional resources (HQIR) such as Teacher Created Materials in Social Studies (K–5) and the vocabulary and writing components in Amplify CKLA, will be aligned to student needs so that all systems work together for continuous improvement.

Teachers will analyze common assessment data in Performance Matters to identify standards deficits in ELA, Science, and Social Studies and plan targeted re-teaching. Intentional planning and collaboration between grade-level teachers will ensure alignment of Science standards and maximize instructional time using district timelines. Teachers will continue vertical curriculum mapping to identify instructional gaps and plan for the introduction, development, and mastery phases of standards across grade levels.

Writing will be strengthened through a coherent schoolwide approach. Students in all grade levels will participate in regular writing scrimmages (every 8 weeks and as scheduled across the year) and on-demand writing tasks, with results analyzed in monthly PLC writing reviews and trimester reviews of processed pieces. The Calendar of Writing (trimester writing pieces and monthly on-demand tasks, K–5) and the school writing policy and grade-level expectations will be continually refined. Teachers will create intentional opportunities for students to write across the curriculum (including increased writing in CKLA reading classrooms) and provide effective feedback using school-developed expectations and writing rubrics. Ongoing professional development will focus on high-yield writing instruction using CKLA writing units, continued refinement of Smekens six-traits strategies aligned to the Science of Reading, and intentional implementation of strategies from The Writing Revolution, so teachers can better connect reading and writing and support students as stronger readers and writers.

To support implementation, the school will conduct learning walks in science and social studies to ensure use of HQIR and the Quality Cycle of Instruction, and will review writing collections to determine next instructional steps for individual students and groups.

Progress Monitoring:

Administrators will monitor walkthrough data and lesson plans for implementation of the vocabulary routine, the Quality Cycle of Instruction, and intentional use of Smekens mini-lessons and Writing Revolution strategies, providing feedback to teachers and sharing trends in weekly newsletters and monthly staff meetings so instructional adjustments can be made. Learning walk feedback and trend data in science and social studies

will also be reviewed to ensure high-quality instruction and use of vibrant learning experiences in these content areas.

In weekly grade-level PLCs, teachers will analyze data from common formative assessments and writing work samples to identify student strengths and needs and plan instructional adjustments. Monthly, teams will use Performance Matters to analyze science and social studies district common assessments and review schoolwide common assessment data in PLC Task Groups and Science/Social Studies Task Groups/Leads to look for trends, evaluate the impact of vibrant learning experiences on student understanding, and determine changes needed in instruction.

The Science/Social Studies Task Group/Leads will continue to review instructional resources for alignment to science standards and for vertical alignment across grade levels. Writing calibration will occur every eight weeks at each grade level, led by Literacy Leads, to analyze student writing, identify strengths and weaknesses, and plan next steps for writing instruction. Vertical alignment work groups (including the principal, assistant principal, SPED teachers, classroom teachers, and Title I/interventionists) will regularly use these data sources to refine curriculum, instruction, and supports across the school.

Funding:

Combination of SBDM and Title I Funds will be used for the following: \$1950- Project Lead the Way; \$1,495 Mystery Science; \$1,571 Generation Genius (science videos)

Priority Indicator #2: Quality of School Climate and Safety

- We will collaborate to reduce the percentage of students who report that students being mean or hurtful (in person or online) is a problem at school by at least 5 percentage points, as measured by the annual student perception survey. (for example from 65% to 60%)

Three- to Five-Year Goal:

We will collaborate to increase our overall indicator score from “high” at 81 in 2025 to “very high” in 2029 by increasing the indicator score on the Quality of School Climate & Safety Survey to 82 or higher.

Objective(s):

We will collaborate to increase the overall Quality of School Climate & Safety status score from 78.3 in 2025 to 82.0 or higher in 2026.

We will collaborate to increase the percentage of students who report that school rules are fair (81%) and applied equally (70%) by at least 5 percentage points, as measured by the annual student perception survey (*Rules are fair: from 81% in 2025 to 86% in 2026; All students are treated the same: from 40% in 2025 down to 35% in 2026*).

We will collaborate to reduce the percentage of students who agree that students being mean or hurtful (person or online) is a problem at school by at least 5 percentage points, as measured by the annual student perception survey (*Online: from 60% in 2025 to 55% in 2026; During School: from 40% in 2025 down to 35% in 2026*).

Strategy:

KCWP 6 Strategic Establish Learning Culture and Environment

Activities:

Piner will implement intentional Social Emotional Learning (SEL) strategies to increase students' acceptance of diverse opinions and to help them feel safe sharing their ideas. The school will continue Second Step lessons with daily reinforcement and add digital citizenship mini-lessons to address cyber-meanness and peer interactions. Teachers will receive ongoing embedded professional learning through PLCs and staff newsletters on Restorative Practices, Morning Meetings, and de-escalation strategies to support them in addressing student behaviors in the classroom.

Schoolwide behavior expectations will be clarified and explicitly retaught. Piner will implement a classroom vs. office-managed behavior matrix and reteach expectations schoolwide each quarter. Staff will use PBIS, clear routines, and visual supports to reduce low-level disruptions and referrals. Restorative practices will be strengthened by expanding the use of restorative scripts and conferences to address peer conflict and perceived unfairness.

To better understand and respond to student perceptions, the school will create school-level questionnaires on safety, fairness, and belonging to gather student thoughts and feelings about school. Climate indicators and referral data will be monitored quarterly, disaggregated by grade and subgroup (SWD, FRL, EL), and used to plan targeted reteach, supervision changes, and other supports. Patterns and next steps will be shared in staff meetings, PLCs, and with SBDM.

Finally, Piner will leverage family and community partners—including FEAT, PTA, and the Family Resource Center—to engage families in ongoing conversations about behavior expectations, fairness, digital citizenship, and how to support positive peer interactions at home and at school.

Progress Monitoring:

SEB Task Group will analyze results from student surveys to determine root cause and put plans in place to address issues that students are expressing through the survey results.

Funding:

\$0