



KDE Comprehensive School Improvement Plan

Piner Elementary School
Kenton County

Christi Jefferds, Principal
2845 Piner Ridge Rd
Morning View, KY 41063

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Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

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 covering the largest geographical area within the Kenton County School District. The Piner School has been in existence since 1849 and retains its strong community roots. Piner Elementary is truly the center of the community, with multi-generational family connections. Piner Elementary maintains a strong alumni group that meets annually. Our school motto is "Piner Elementary-Where Character Counts and Attitude Matters." We promote traditional values such as trustworthiness, responsibility, and good work habits through our Character Counts and Work Ethic programs. Piner Elementary offers many extra curricular activities, such as Archery, Basketball, Academic Team, STLP, Lego League, Odyssey of the Mind, Girls on the Run, Healthy Heroes and more. During the past three years, we have had changes in both leadership and among several staff. These changes have proven to be positive, and Piner students have made notable improvements in achievement. Piner Elementary School experienced a significant community change due to the 2012 tornado which struck our region. Piner Elementary, through our Family Resource Center, has been instrumental in working with the families of our students to help them overcome difficulties experienced as a result of this natural disaster. This has helped our bond with the community to become even stronger.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The Piner Elementary community shares a strong belief that the entire school and community of Piner Elementary will work together to ensure that all students obtain a strong academic foundation, success in life, and character based on the six character traits of respect, caring, citizenship, trustworthiness, responsibility, and fairness. Piner Elementary staff believes in productive/positive attitudes, rigorous teaching and learning opportunities, independent, self-motivated students, development of life skills, instruction in the arts, and excellence in academics.

Piner Elementary embraces its mission to be a community based school. Piner Elementary School offers multiple activities outside of school for parents and students. A few of the programs scheduled for the 2014 - 2015 school year are Piner Parent University (station based school technology program and curriculum for parents), Family Resource Center programs such as Readifest, Kindergarten Round Up, ABCs for Parents, Family Reading Night, Family Science Night, Family Math Night, and many more. Along with our parent and student involvement, the staff of Piner Elementary School also participates in the continuing progress of the Positive Behavior Intervention System (PBIS) behavior program which promotes character-based instruction on our district's six pillars. Additional efforts include individual student goal setting, continuous influential professional development of staff, and the development of life skills with each student participating in at least one service learning project.

Notable Achievements and Areas of Improvement

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

Piner Elementary ranks seventh for elementaries in the Kenton County School District in state testing results. We ranked in the 73rd percentile on the K-Prep test, earning the designation of being a Kentucky Proficient Progressing elementary school.

Points of pride for Piner Elementary include earning the maximum number of points possible for our Program Reviews, and increasing the percentage of students scoring proficient and distinguished on On Demand Writing from 32.2 in 2012-13 to 49.2 in 2013-14.

Piner Elementary has been awarded the Children, Inc. Jefferson Award for being a School of Contribution for the past eight years. Each year, 100% of our students participate in a Service Learning project, helping them to develop an awareness of needs in our community and how they can help meet them.

Piner Elementary was awarded an iPad classroom by Duke Energy during the 2011-12 school year. This has allowed greater use of instructional technology by our students, helping to prepare them with the 21st Century learning skills they need to be college and career ready.

Piner Elementary offers a multitude of extracurricular activities for our students, including our Archery Team, Academic Team, Future Problem Solving Team, Girls on the Run team, Junior Joggers, Odyssey of the Mind teams, Energy Wise Team, STLP Team, Lego League Team, Healthy Heroes, Art Club, Chorus, and basketball teams.

We have purchased a school wide writing program which included teacher training and instructional materials to continue to strengthen our On Demand Writing scores. We must continue to increase the numbers of students in our general population as well as our students in the Gap category scoring Proficient and Distinguished on the On Demand Writing portion of the KPREP assessment.

We will continue to work on improving the growth scores of our students. Our goal is to move from 56% achieving growth in 2013-14 to at least 70% of students achieving growth in 2014-15.

Additional Information

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

We greatly value parent and community member involvement and appreciate the many contributions they make to enrich our students' learning experiences. We continue to seek ways to involve our parents and community members through programs such as One-to-One Reading, College and Career Day, Junior Achievement, the Family Resource Advisory Council, Shining Stars mentoring program, PTA, SBDM, committees, our Piner Pride (PBIS) committee, and our BEST business partnership with Celanese. We have started using an electronic newsletter as well as Twitter and Facebook to better inform our stakeholders of current events taking place at the school in addition to our regularly published paper school newsletter. We post important school information on our school website, as well as archiving copies of our school's paper newsletter.

Plan for KDE Comprehensive School Improvement Plan Dec. 2014

Overview

Plan Name

Plan for KDE Comprehensive School Improvement Plan Dec. 2014

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	GAP goal	Objectives: 2 Strategies: 3 Activities: 7	Organizational	\$75834
2	Kindergarten Readiness	Objectives: 1 Strategies: 4 Activities: 4	Organizational	\$0
3	Proficiency-3rd grade K-PREP Reading	Objectives: 1 Strategies: 8 Activities: 8	Organizational	\$65500
4	Proficiency 3rd Grade K-PREP Math	Objectives: 1 Strategies: 8 Activities: 9	Organizational	\$4500
5	K-PREP Combined Proficiency	Objectives: 3 Strategies: 7 Activities: 8	Organizational	\$0
6	Program Review:PLCS Score	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
7	TELL Survey	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
8	Next Generation Professionals: Percentage of Proficient Certified Staff	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
9	Wellness Plan	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: GAP goal

Measurable Objective 1:

collaborate to increase achievement for students in the nonduplicated gap group so that the percentage of proficient and distinguished in reading increases from 46.4% in 2014 to 59.8% by 10/01/2015 as measured by school report card delivery targets.

Strategy 1:

Read 180 and System 44 - Teachers will continue advanced training in implementing these programs with fidelity, working with district trainers and attending professional development sessions to improve their ability to deliver differentiated instruction based upon student skills and goals.

Category: Continuous Improvement

Activity - Monitor Implementation of Read 180 and System 44	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of instructional strategies through weekly review of student progress data and program fidelity checks during instructional walks.	Academic Support Program	10/01/2014	06/05/2015	\$70334	Title I Part A	District Literacy Consultant, Scholastic trainer, Principal, Assistant Principal, Title 1 Teacher, RTI team
Activity - Computers and Related Equipment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Replacement headsets and speakers were purchased to support the implementation of the Read 180 and System 44 programs.	Academic Support Program	07/01/2014	06/05/2015	\$500	Title I Part A	Principal, Title I teacher, building Technology Coordinator
Activity - Purchase Read 180/System 44 materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Replenish consumable workbooks and replace old reading books with new updated editions to support the Read 180/System 44 programs	Academic Support Program	07/01/2014	06/05/2015	\$1500	Title I Part A	Principal, Title I teacher

Measurable Objective 2:

collaborate to increase the percentage of students in the nonduplicated gap group scoring proficient or distinguished in math from 39.3% in 2014 to 57.7% by 10/01/2015 as measured by school report card delivery targets.

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Strategy 1:

Do the Math - Teachers will continue to use the Do the Math intervention program and implement in small group instruction.

Category: Continuous Improvement

Research Cited: Scholastic Do the Math research

Activity - Teacher Training for Do the Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title 1 and special education teachers continue to receive coaching and training led by Scholastic instructors.	Professional Learning	10/01/2014	06/05/2015	\$0	No Funding Required	Title 1 teacher, Special Education teachers

Activity - Monitor Implementation of Do the Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of instructional strategies through weekly review of student progress data and program fidelity checks during instructional walks.	Academic Support Program	10/01/2014	06/05/2015	\$0	No Funding Required	Principal, Assistant Principal, Title 1 Teacher, RTI Team, District staff

Activity - Purchase Do the Math materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
More Do the Math modules were purchased to better meet the diverse needs of our students scoring below the 40th percentile on the Math MAP test.	Academic Support Program	07/01/2013	08/01/2013	\$2500	Title I Part A	Principal, Title I teacher

Strategy 2:

DreamBox Learning - DreamBox Learning is an adaptive computer program designed to fill conceptual numeracy gaps in a blended learning environment.

Category: Early Learning

Research Cited: DreamBox research

Activity - DreamBox Learning Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers of first and second grades who have students using the DreamBox program (those who scored at or below the 25th percentile on MAP) will receive implementation training and will use the skills learned to implement the program within their classrooms.	Professional Learning	10/01/2014	06/05/2015	\$1000	Title I Part A	Classroom teachers

Goal 2: Kindergarten Readiness

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Measurable Objective 1:

collaborate to increase the percentage of children ready (Ready with enrichments and Ready) for Kindergarten from 46.5% in 2014 to 51.9% by 10/01/2015 as measured by Brigance.

Strategy 1:

Kindergarten Round Up - Kindergarten Round Up will be provided for incoming Kindergarten parents to prepare their children for Kindergarten.

Category: Early Learning

Activity - Kindergarten Round Up	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School personnel will meet with incoming Kindergarten students and their parents to provide information about the Kindergarten program, answer parent questions and provide resources to improve Kindergarten readiness.	Parent Involvement	05/14/2015	05/14/2015	\$0	No Funding Required	Principal, Kindergarten staff, Family Resource Center Coordinator

Strategy 2:

Collaboration - Preschool and Kindergarten teachers will collaborate to prepare children for Kindergarten

Category: Early Learning

Activity - PLC meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Preschool teacher will observe a district Kindergarten teacher. Afterward, Preschool and Kindergarten teachers will meet to determine strategies to help prepare preschool students for a successful transition to Kindergarten	Academic Support Program	01/05/2015	06/05/2015	\$0	No Funding Required	Preschool teacher, Kindergarten teachers, Principal

Strategy 3:

ABCs for Parents Program - The Family Resource Center will collaborate with community partner The Family Nurturing Center to present a six-week series to parents of children ages 4-10 to teach them parenting and school readiness skills and provide resources to improve Kindergarten readiness.

Category: Stakeholder Engagement

Activity - ABCs for Parents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Family Resource Center will collaborate with community partner The Family Nurturing Center to present a six-week series to parents of children ages 4-10 to teach them parenting and school readiness skills and provide resources to improve Kindergarten readiness.	Community Engagement	01/05/2015	06/05/2015	\$0	No Funding Required	FRC Coordinator, Principal

Strategy 4:

Kindergarten Registration - During Kindergarten registration, parents will be given a packet of early learning activities they can do with their incoming Kindergarten students to help prepare them for academic and social success.

Category: Early Learning

Activity - Kindergarten Registration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During Kindergarten registration, parents will be given a packet of early learning activities they can complete with their incoming Kindergarten to help prepare them for academic and social success.	Parent Involvement	02/02/2015	06/05/2015	\$0	No Funding Required	Principal, Assistant Principal, FRC, Kindergarten teachers

Goal 3: Proficiency-3rd grade K-PREP Reading

Measurable Objective 1:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in reading from 53.8% in 2014 to 69.8% by 10/01/2015 as measured by school report card Next Generation Learners Achievement for 3rd grade.

Strategy 1:

System 44 best practices - System 44 will provide reading intervention instruction to students in grade 3 performing below grade level in reading as measured by the MAP and SRI tests.

Category: Continuous Improvement

Activity - Monitor the implementation of System 44	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of the instructional strategies through walk through and program fidelity checks.	Academic Support Program	09/01/2014	06/05/2015	\$0	No Funding Required	Principal, Assistant Principal, District personnel, Scholastic trainer

Strategy 2:

Reading RTI - Teachers will use student individual MAP data and classroom formative assessment data to determine which students fall below the 40th%ile and will require Response to Instruction targeted interventions.

Category: Continuous Improvement

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Activity - Reading RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students falling below the 40th percentile on the Reading MAP test will be placed into small groups of no more than 5 students to receive daily research-based interventions in addition to their core reading instruction.	Academic Support Program	10/01/2014	06/05/2015	\$0	No Funding Required	Teachers

Strategy 3:

RIT Band Instruction - Students in grades K, 1, 2, and 3 will be placed in flexible groups based upon their MAP scores to receive differentiated instruction.

Category: Continuous Improvement

Activity - Reading RIT Band Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Following MAP testing, teachers will arrange their students into RIT Band groups and provide differentiated reading instruction daily in addition to the core reading program.	Academic Support Program	10/01/2014	06/05/2015	\$0	No Funding Required	Classroom teachers

Strategy 4:

Read to Achieve - The Read to Achieve (RTA) teacher will provide instruction in Early Interventions in Reading to the lowest quartile of kindergarten, first and second grade students.

Category: Early Learning

Activity - RTA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades Kindergarten, first and second who scored in the bottom quartile on the Reading MAP test will receive small group, targeted instruction in reading daily in addition to their Tier I reading instruction by the RTA teacher.	Academic Support Program	10/01/2014	06/05/2015	\$48000	Read to Achieve	RTA Teacher

Strategy 5:

Compass Learning - All students will use Odyssey Compass Learning at least 45 minutes per week and follow individualized learning paths.

Category: Continuous Improvement

Activity - Compass Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will use the Odyssey Compass Learning adaptive computer program for at least 45 minutes per week to follow individualized learning paths that were created as a result of their most recent MAP test. This will provide differentiated learning for each student.	Technology	10/01/2014	06/05/2015	\$3000	Title I Part A	Classroom teachers

Strategy 6:

Live Scoring - Teachers will provide Live Scoring opportunities for all students in reading frequently, During this process, students will participate in developing the

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scoring criteria, and will work in small groups to craft a constructed response short answer that scores a "2." Feedback will be given by the teacher throughout the process, and each student group will learn the requirements to produce a distinguished short answer response.

Category: Integrated Methods for Learning

Activity - Live Scoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide Live Scoring opportunities for all students in reading frequently, During this process, students will participate in developing the scoring criteria, and will work in small groups to craft a constructed response short answer that scores a "2." Feedback will be given by the teacher throughout the process, and each student group will learn the requirements to produce a distinguished short answer response.	Academic Support Program	12/01/2014	04/30/2015	\$0	No Funding Required	Principal, Assistant Principal, classroom teachers, special education teachers

Strategy 7:

Kagan Strategies - Teachers will learn and begin to use Kagan engagement strategies in their daily instruction to increase student engagement and deepen their understanding of concepts.

Category: Professional Learning & Support

Activity - Kagan Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn and begin to use Kagan engagement strategies in their daily instruction to increase student engagement and deepen their understanding of concepts.	Academic Support Program	11/12/2014	06/05/2015	\$0	No Funding Required	District staff, principal, assistant principal, classroom teachers

Strategy 8:

Journeys Reading Series - Our school has purchased the Journeys reading program for grades 1 and 2 to provide an integrated, consistent Tier I reading program for all our first and second grade students. Journeys is closely aligned to the ELA KCAS for these grades and will provide reading, spelling, and vocabulary lessons to help build strong foundational reading skills in our primary students. Our goal is to purchase Journeys for third grade as well when funds permit.

Category: Integrated Methods for Learning

Activity - Journeys Reading Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our school has purchased the Journeys reading program for grades 1 and 2 to provide an integrated, consistent Tier I reading program for all our first and second grade students. Journeys is closely aligned to the ELA KCAS for these grades and will provide reading, spelling, and vocabulary lessons to help build strong foundational reading skills in our primary students. Our goal is to purchase Journeys for third grade as well when funds permit.	Academic Support Program	09/08/2014	06/05/2015	\$14500	Title I Part A	Principal, assistant principal, classroom teachers

Goal 4: Proficiency 3rd Grade K-PREP Math

Measurable Objective 1:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in math from 48.1% in 2014 to 62.7% by 10/01/2015 as measured by school report card delivery targets for 3rd grade.

Strategy 1:

Math RTI - Students identified as falling in the 40th percentile or below on the math MAP will be placed in math RTI groups

Category: Continuous Improvement

Activity - Math RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified in the 40th percentile and below will be placed in small groups for math RTI, which will focus on areas of need as demonstrated by the MAP Math assessment.	Direct Instruction	10/01/2014	06/05/2015	\$0	No Funding Required	Homeroom teachers, special education teachers, interventionists

Activity - DreamBox Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
DreamBox Learning is an adaptive computer intervention program targeting students in grades 1 and 2 who fall below the 25th percentile on Math MAP testing.	Academic Support Program	10/01/2014	06/05/2015	\$1500	Title I Part A	Classroom teachers

Strategy 2:

Math RIT Band Instruction - Following Math MAP testing, students will be grouped according to their math RIT band scores and receive differentiated instruction in addition to their core math instruction.

Category: Continuous Improvement

Activity - Math RIT Band Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be grouped into differentiated RIT band groups following MAP testing and receive differentiated instruction to include remediation and enrichment on a regular basis in addition to their core math instruction.	Academic Support Program	10/01/2014	06/05/2015	\$0	No Funding Required	Classroom teachers

Strategy 3:

Flashbacks - Teachers in grades 1, 2, and 3 will review previously taught material in weekly flashbacks and spiral reviews to keep the content fresh in the students' minds.

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Category: Integrated Methods for Learning

Activity - Flashbacks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate weekly flashbacks and spiral reviews into instruction to review previously taught material. This will provide the opportunity for students to master the content, and to keep the previously taught content fresh for each student.	Academic Support Program	09/01/2014	06/05/2015	\$0	No Funding Required	Classroom teachers

Strategy 4:

Compass Learning - All students will use the Odyssey Compass Learning adaptive computer program for at least 45 minutes per week to follow individualized learning paths that were created as a result of their most recent MAP test. This will provide differentiated learning for each student.

Category: Integrated Methods for Learning

Activity - Compass Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will use the Odyssey Compass Learning adaptive computer program for at least 45 minutes per week to follow individualized learning paths that were created as a result of their most recent MAP test. This will provide differentiated learning for each student.	Technology	10/01/2014	06/05/2015	\$3000	Title I Part A	Classroom teachers

Strategy 5:

Kagan Strategies - Teachers will learn and begin to use Kagan engagement strategies in their daily instruction to increase student engagement and deepen their understanding of concepts.

Category: Integrated Methods for Learning

Activity - Kagan Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn and begin to use Kagan engagement strategies in their daily instruction to increase student engagement and deepen their understanding of concepts.	Academic Support Program	11/12/2014	06/05/2015	\$0	No Funding Required	District staff, principal, assistant principal, classroom teachers

Strategy 6:

Live Scoring - Teachers will provide Live Scoring opportunities for all students in math frequently, During this process, students will participate in developing the scoring criteria, and will work in small groups to craft a constructed response short answer that scores a "2." Feedback will be given by the teacher throughout the process, and each student group will learn the requirements to produce a distinguished short answer response.

Category: Integrated Methods for Learning

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Activity - Live Scoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide Live Scoring opportunities for all students in math frequently. During this process, students will participate in developing the scoring criteria, and will work in small groups to craft a constructed response short answer that scores a "2." Feedback will be given by the teacher throughout the process, and each student group will learn the requirements to produce a distinguished short answer response.	Academic Support Program	12/01/2014	04/30/2015	\$0	No Funding Required	Principal, assistant principal, classroom teachers, special education teachers

Strategy 7:

Number Talks - Teachers will use the Number Talks program as a regular part of their Tier I mathematics instruction. Number Talks requires students to solve math problems mentally, using a variety of problem solving methods and collaborative problem solving to master foundational numeracy concepts.

Category: Integrated Methods for Learning

Activity - Number Talks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the Number Talks program as a regular part of their Tier I mathematics instruction. Number Talks requires students to solve math problems mentally, using a variety of problem solving methods and collaborative problem solving to master foundational numeracy concepts.	Academic Support Program	08/13/2014	06/05/2015	\$0	No Funding Required	Classroom teachers

Strategy 8:

Teacher KCM EERTI Cohort - Five primary teachers from grades K, 1, and 2 will attend the Kentucky Center for Math cohort training on providing early math RTI interventions, which includes the KCM Online Fluency Assessment and Intervention Guide. Strategies from this learning will be used in the math RTI program and progress will be monitored through the use of the KCM Fluency Assessment. Teachers who attend the cohort trainings will share their learning with colleagues in PLC meetings and staff meetings.

Category: Professional Learning & Support

Activity - KCM EERTI Cohort	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Five primary teachers from grades K, 1, and 2 will attend the Kentucky Center for Math cohort training on providing early math RTI interventions, which includes the KCM Online Fluency Assessment and Intervention Guide. Strategies from this learning will be used in the math RTI program and progress will be monitored through the use of the KCM Fluency Assessment. Teachers who attend the cohort trainings will share their learning with colleagues in PLC meetings and staff meetings.	Professional Learning	11/17/2014	06/05/2015	\$0	No Funding Required	Primary classroom teachers, KCM staff

Goal 5: K-PREP Combined Proficiency

Measurable Objective 1:

collaborate to increase the average combined reading and math K-PREP scores from 55.4% in 2014 to 66.2% by 10/01/2015 as measured by the school report card delivery target.

(shared) Strategy 1:

Read 180/System 44 - The Read 180/System 44 is designed to meet each student's individual reading deficits. Through small group and individual instruction, computer software, and ongoing progress monitoring, the program will assist each child to reach grade level proficiency.

Category: Integrated Methods for Learning

Activity - Monitor Implementation of Read 180/System 44	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of the instructional strategies in the System 44 and Read 180 intervention programs through weekly RTI team meetings, program fidelity checks, and instructional walk throughs.	Academic Support Program	10/01/2014	06/05/2015	\$0	No Funding Required	Principal, Assistant Principal, RTI Team members, Title I teacher

Activity - Teacher Training on Read 180/System 44	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Title I teacher will attend training at the district PGA in effectively implementing the Read 180 and System 44 reading intervention programs.	Academic Support Program	08/05/2013	08/09/2013	\$0	No Funding Required	Title I teacher, district and Scholastic trainers

(shared) Strategy 2:

Do the Math - Through small group instruction using the Do the Math Intervention program, teachers will help students build number sense and early math skills needed to master math content for students in grades 3-5

Category: Integrated Methods for Learning

Activity - Monitor Implementation of Do the Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School administrators and Scholastic instructors will monitor the implementation of Do the Math through weekly RTI team meetings, program fidelity checks, and instructional walk throughs.	Academic Support Program	10/01/2014	06/05/2015	\$0	No Funding Required	Principal, Assistant Principal, Title I teacher, special education teachers, Scholastic instructors
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Strategy 3:

Student Engagement Activity Professional Learning - Teachers will learn research-based student engagement strategies to incorporate into daily instruction in all content areas.

Category: Professional Learning & Support

Activity - Kagan Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn Kagan strategies for student engagement to incorporate into daily lessons in all subject areas.	Professional Learning	11/05/2014	06/05/2015	\$0	No Funding Required	District staff, Principal, Assistant Principal

Strategy 4:

Live Scoring - Students will complete KPREP-like constructed response questions regularly in both math and reading to develop the critical thinking and written expression skills necessary to demonstrate mastery of the content.

Category: Integrated Methods for Learning

Activity - Live Scoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will regularly provide Live Scoring opportunities for students in both reading and math on KPREP-like constructed response assessments. Feedback will be given throughout the process so that students will learn the critical thinking and written expression skills necessary to demonstrate mastery of the content.	Academic Support Program	12/01/2014	06/05/2015	\$0	No Funding Required	Principal, Assistant Principal, classroom teachers

Measurable Objective 2:

collaborate to increase the percentage of proficient and distinguished students in math from 52.1% in 2014 to 65% by 10/01/2015 as measured by school report card delivery target.

(shared) Strategy 1:

Do the Math - Through small group instruction using the Do the Math Intervention program, teachers will help students build number sense and early math skills needed to master math content for students in grades 3-5

Category: Integrated Methods for Learning

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Activity - Monitor Implementation of Do the Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School administrators and Scholastic instructors will monitor the implementation of Do the Math through weekly RTI team meetings, program fidelity checks, and instructional walk throughs.	Academic Support Program	10/01/2014	06/05/2015	\$0	No Funding Required	Principal, Assistant Principal, Title I teacher, special education teachers, Scholastic instructors

Strategy 2:

Math RIT Band Instruction - Students will be grouped by their math MAP RIT Bands for differentiated math instruction to provide both remediation and enrichment for all students.

Category: Integrated Methods for Learning

Activity - Math RIT Band Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Following math MAP testing, students will be grouped according to their math MAP RIT bands for differentiated math instruction in addition to their core math instruction on either a daily or weekly basis, according to grade level.	Academic Support Program	10/01/2014	06/05/2015	\$0	No Funding Required	Classroom teachers

Strategy 3:

Number Talks - Incorporating mental math problem solving techniques into Tier I math instruction

Category: Integrated Methods for Learning

Activity - Number Talks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the Number Talks program as a regular part of their Tier I mathematics instruction. Number Talks requires students to solve math problems mentally, using a variety of problem solving methods and collaborative problem solving to master foundational numeracy concepts.	Academic Support Program	08/13/2014	06/05/2015	\$0	No Funding Required	Principal, Assistant Principal, classroom teachers

Measurable Objective 3:

collaborate to increase the percentage of proficient and distinguished students in reading from 58.7% in 2014 to 67.4% by 10/01/2015 as measured by the school report card delivery target.

(shared) Strategy 1:

Read 180/System 44 - The Read 180/System 44 is designed to meet each student's individual reading deficits. Through small group and individual instruction, computer software, and ongoing progress monitoring, the program will assist each child to reach grade level proficiency.

Category: Integrated Methods for Learning

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Activity - Monitor Implementation of Read 180/System 44	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of the instructional strategies in the System 44 and Read 180 intervention programs through weekly RTI team meetings, program fidelity checks, and instructional walk throughs.	Academic Support Program	10/01/2014	06/05/2015	\$0	No Funding Required	Principal, Assistant Principal, RTI Team members, Title I teacher

Activity - Teacher Training on Read 180/System 44	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Title I teacher will attend training at the district PGA in effectively implementing the Read 180 and System 44 reading intervention programs.	Academic Support Program	08/05/2013	08/09/2013	\$0	No Funding Required	Title I teacher, district and Scholastic trainers

Strategy 2:

Reading RIT Band Instruction - Students will be grouped by their Reading MAP RIT Bands for differentiated reading instruction, which provide remediation or enrichment based upon student need.

Category: Integrated Methods for Learning

Activity - Reading RIT Band Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Following Reading MAP testing, students will be grouped into differentiated reading RIT band groups and will receive differentiated reading instruction in addition to their core reading instruction on a daily basis.	Academic Support Program	10/01/2014	06/05/2015	\$0	No Funding Required	Classroom teachers

Goal 6: Program Review:PLCS Score

Measurable Objective 1:

collaborate to improve our school Practical Living Career Studies program by 06/05/2015 as measured by a score increase from 8.4 (proficient) to 8.8 (proficient) .

Strategy 1:

Program Review Committee - The Program Review Committee will review progress on the Arts and Humanities Program Review rubric monthly and report findings to the SBDM councils on the schedule set forth in our SBDM policy.

Category: Continuous Improvement

Activity - Monitor implementation of PLCS Program Review Rubric	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan

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Monitor the implementation of the elements found on the PLCS Program Review rubric through monthly meetings and regular reports to the SBDM council.	Academic Support Program	10/01/2014	06/05/2015	\$0	No Funding Required	Program Review Committee, Principal, district support staff
Activity - Monitor the documentation of Professional Development in PLCS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During monthly committee meetings, the PLCS committee will monitor the evidence that has been submitted in the area of professional development	Academic Support Program	10/01/2014	06/05/2015	\$0	No Funding Required	Principal, Arts and Humanities Program Review committee members, teachers
Activity - Monitor the documentation of Formative and Summative assessments in Practical Living Career Studies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During monthly committee meetings, the Practical Living Career Studies committee will monitor the evidence that has been submitted in the area of formative and summative assessment	Academic Support Program	10/01/2014	06/05/2015	\$0	No Funding Required	Principal, Practical Living Career Studies committee, teachers

Goal 7: TELL Survey

Measurable Objective 1:

collaborate to provide differentiated professional development sessions to increase the percentage of agreement from 66.7% in 2013 to 90% agreement by 06/01/2015 as measured by results of the TELL survey.

Strategy 1:

Survey of Teachers - Teachers will be given a survey to determine professional development needs in support of the school improvement plan. As part of the survey, they will indicate their level of mastery in order to plan professional development sessions that meet each teacher's professional needs.

Category: Professional Learning & Support

Activity - Administer Teacher Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will complete an electronic survey indicating professional development topics that support the school improvement plan and their own professional growth. Teachers will indicate their personal level of mastery with each topic, in order for the presenter to differentiate the training.	Professional Learning	03/03/2014	06/05/2015	\$0	No Funding Required	Principal
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Goal 8: Next Generation Professionals: Percentage of Proficient Certified Staff

Measurable Objective 1:

collaborate to Increase the percentage of proficient certified staff members from SS% in May 31, 2015 to YY% in May 31, 2020 as measured by evaluation results. by 05/31/2020 as measured by evaluation results.

Strategy 1:

PGES - Ensure all leadership is knowledgeable of TPGES components and expectations. Review principal responsibilities within the context of TPGES components and expectations. Identify and allocate time for principals and teachers to meet throughout the next 2 school years for progress and feedback on student growth goals, professional growth planning, observations, and student voice data. Review Peer Observer responsibilities within the context of the Professional Practices Rubric and expectations

Category: Teacher PGES

Activity - PGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure all leadership is knowledgeable of TPGES components and expectations. Review principal responsibilities within the context of TPGES components and expectations. Identify and allocate time for principals and teachers to meet throughout the current school year for progress and feedback on student growth goals, professional growth planning, observations, and student voice data. Review Peer Observer responsibilities within the context of the Professional Practices Rubric and expectations	Professional Learning	01/01/2014	06/05/2015	\$0	No Funding Required	District staff, principal

Strategy 2:

Professional Learning and Support - Develop a school-wide professional learning plan for TPGES components and expectations that includes: Professional learning in the multiple evidences of TPGES; in peer observation; in the use of CIITS with a focus on Educator Development Suite and PD 360.

Category: Teacher PGES

Activity - Professional Learning and Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a school-wide professional learning plan to connect TPGES components with the revised Certified Evaluation Plan (CEP).	Professional Learning	01/06/2014	06/05/2015	\$0	No Funding Required	Principal, District support staff

Goal 9: Wellness Plan

Measurable Objective 1:

collaborate to create a plan to increase the awareness of the district and school Wellness Policy to all faculty members to 100% by 08/31/2015 as measured by survey results.

Strategy 1:

Wellness Policy Awareness Plan - Leadership will develop a plan to create awareness and compliance with the KCSD Wellness policy and school level wellness policy.

Category:

Activity - Wellness Leadership Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A committee will be established and charged with collaborating to design an implementation plan regarding the awareness and implementation of the KCSD Wellness policy and school level wellness policy.	Policy and Process	01/05/2015	08/31/2015	\$0	No Funding Required	Principal, School Nurse, PE Teacher, Cafeteria Manager

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Read to Achieve

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
RTA	Students in grades Kindergarten, first and second who scored in the bottom quartile on the Reading MAP test will receive small group, targeted instruction in reading daily in addition to their Tier I reading instruction by the RTA teacher.	Academic Support Program	10/01/2014	06/05/2015	\$48000	RTA Teacher
Total					\$48000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Wellness Leadership Development	A committee will be established and charged with collaborating to design an implementation plan regarding the awareness and implementation of the KCSD Wellness policy and school level wellness policy.	Policy and Process	01/05/2015	08/31/2015	\$0	Principal, School Nurse, PE Teacher, Cafeteria Manager
Monitor implementation of PLCS Program Review Rubric	Monitor the implementation of the elements found on the PLCS Program Review rubric through monthly meetings and regular reports to the SBDM council.	Academic Support Program	10/01/2014	06/05/2015	\$0	Program Review Committee, Principal, district support staff
Live Scoring	Teachers will regularly provide Live Scoring opportunities for students in both reading and math on KPREP-like constructed response assessments. Feedback will be given throughout the process so that students will learn the critical thinking and written expression skills necessary to demonstrate mastery of the content.	Academic Support Program	12/01/2014	06/05/2015	\$0	Principal, Assistant Principal, classroom teachers
Monitor the documentation of Professional Development in PLCS	During monthly committee meetings, the PLCS committee will monitor the evidence that has been submitted in the area of professional development	Academic Support Program	10/01/2014	06/05/2015	\$0	Principal, Arts and Humanities Program Review committee members, teachers

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Reading RIT Band Instruction	Following MAP testing, teachers will arrange their students into RIT Band groups and provide differentiated reading instruction daily in addition to the core reading program.	Academic Support Program	10/01/2014	06/05/2015	\$0	Classroom teachers
Flashbacks	Teachers will incorporate weekly flashbacks and spiral reviews into instruction to review previously taught material. This will provide the opportunity for students to master the content, and to keep the previously taught content fresh for each student.	Academic Support Program	09/01/2014	06/05/2015	\$0	Classroom teachers
Teacher Training for Do the Math	Title 1 and special education teachers continue to receive coaching and training led by Scholastic instructors.	Professional Learning	10/01/2014	06/05/2015	\$0	Title 1 teacher, Special Education teachers
Kagan Strategies	Teachers will learn and begin to use Kagan engagement strategies in their daily instruction to increase student engagement and deepen their understanding of concepts.	Academic Support Program	11/12/2014	06/05/2015	\$0	District staff, principal, assistant principal, classroom teachers
Monitor Implementation of Do the Math	School administrators and Scholastic instructors will monitor the implementation of Do the Math through weekly RTI team meetings, program fidelity checks, and instructional walk throughs.	Academic Support Program	10/01/2014	06/05/2015	\$0	Principal, Assistant Principal, Title I teacher, special education teachers, Scholastic instructors
Administer Teacher Survey	Teachers will complete an electronic survey indicating professional development topics that support the school improvement plan and their own professional growth. Teachers will indicate their personal level of mastery with each topic, in order for the presenter to differentiate the training.	Professional Learning	03/03/2014	06/05/2015	\$0	Principal
Monitor the implementation of System 44	Monitor the implementation of the instructional strategies through walk through and program fidelity checks.	Academic Support Program	09/01/2014	06/05/2015	\$0	Principal, Assistant Principal, District personnel, Scholastic trainer
Number Talks	Teachers will use the Number Talks program as a regular part of their Tier I mathematics instruction. Number Talks requires students to solve math problems mentally, using a variety of problem solving methods and collaborative problem solving to master foundational numeracy concepts.	Academic Support Program	08/13/2014	06/05/2015	\$0	Principal, Assistant Principal, classroom teachers

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Number Talks	Teachers will use the Number Talks program as a regular part of their Tier I mathematics instruction. Number Talks requires students to solve math problems mentally, using a variety of problem solving methods and collaborative problem solving to master foundational numeracy concepts.	Academic Support Program	08/13/2014	06/05/2015	\$0	Classroom teachers
Math RTI	Students identified in the 40th percentile and below will be placed in small groups for math RTI, which will focus on areas of need as demonstrated by the MAP Math assessment.	Direct Instruction	10/01/2014	06/05/2015	\$0	Homeroom teachers, special education teachers, interventionists
Reading RIT Band Instruction	Following Reading MAP testing, students will be grouped into differentiated reading RIT band groups and will receive differentiated reading instruction in addition to their core reading instruction on a daily basis.	Academic Support Program	10/01/2014	06/05/2015	\$0	Classroom teachers
ABCs for Parents	The Family Resource Center will collaborate with community partner The Family Nurturing Center to present a six-week series to parents of children ages 4-10 to teach them parenting and school readiness skills and provide resources to improve Kindergarten readiness.	Community Engagement	01/05/2015	06/05/2015	\$0	FRC Coordinator, Principal
Math RIT Band Instruction	Students will be grouped into differentiated RIT band groups following MAP testing and receive differentiated instruction to include remediation and enrichment on a regular basis in addition to their core math instruction.	Academic Support Program	10/01/2014	06/05/2015	\$0	Classroom teachers
Monitor the documentation of Formative and Summative assessments in Practical Living Career Studies	During monthly committee meetings, the Practical Living Career Studies committee will monitor the evidence that has been submitted in the area of formative and summative assessment	Academic Support Program	10/01/2014	06/05/2015	\$0	Principal, Practical Living Career Studies committee, teachers
PGES	Ensure all leadership is knowledgeable of TPGES components and expectations. Review principal responsibilities within the context of TPGES components and expectations. Identify and allocate time for principals and teachers to meet throughout the current school year for progress and feedback on student growth goals, professional growth planning, observations, and student voice data. Review Peer Observer responsibilities within the context of the Professional Practices Rubric and expectations	Professional Learning	01/01/2014	06/05/2015	\$0	District staff, principal
Kagan Strategies	Teachers will learn and begin to use Kagan engagement strategies in their daily instruction to increase student engagement and deepen their understanding of concepts.	Academic Support Program	11/12/2014	06/05/2015	\$0	District staff, principal, assistant principal, classroom teachers

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Math RIT Band Instruction	Following math MAP testing, students will be grouped according to their math MAP RIT bands for differentiated math instruction in addition to their core math instruction on either a daily or weekly basis, according to grade level.	Academic Support Program	10/01/2014	06/05/2015	\$0	Classroom teachers
Live Scoring	Teachers will provide Live Scoring opportunities for all students in math frequently, During this process, students will participate in developing the scoring criteria, and will work in small groups to craft a constructed response short answer that scores a "2." Feedback will be given by the teacher throughout the process, and each student group will learn the requirements to produce a distinguished short answer response.	Academic Support Program	12/01/2014	04/30/2015	\$0	Principal, assistant principal, classroom teachers, special education teachers
Live Scoring	Teachers will provide Live Scoring opportunities for all students in reading frequently, During this process, students will participate in developing the scoring criteria, and will work in small groups to craft a constructed response short answer that scores a "2." Feedback will be given by the teacher throughout the process, and each student group will learn the requirements to produce a distinguished short answer response.	Academic Support Program	12/01/2014	04/30/2015	\$0	Principal, Assistant Principal, classroom teachers, special education teachers
Kindergarten Round Up	School personnel will meet with incoming Kindergarten students and their parents to provide information about the Kindergarten program, answer parent questions and provide resources to improve Kindergarten readiness.	Parent Involvement	05/14/2015	05/14/2015	\$0	Principal, Kindergarten staff, Family Resource Center Coordinator
Kagan Strategies	Teachers will learn Kagan strategies for student engagement to incorporate into daily lessons in all subject areas.	Professional Learning	11/05/2014	06/05/2015	\$0	District staff, Principal, Assistant Principal
KCM EERTI Cohort	Five primary teachers from grades K, 1, and 2 will attend the Kentucky Center for Math cohort training on providing early math RTI interventions, which includes the KCM Online Fluency Assessment and Intervention Guide. Strategies from this learning will be used in the math RTI program and progress will be monitored through the use of the KCM Fluency Assessment. Teachers who attend the cohort trainings will share their learning with colleagues in PLC meetings and staff meetings.	Professional Learning	11/17/2014	06/05/2015	\$0	Primary classroom teachers, KCM staff
PLC meetings	The Preschool teacher will observe a district Kindergarten teacher. Afterward, Preschool and Kindergarten teachers will meet to determine strategies to help prepare preschool students for a successful transition to Kindergarten	Academic Support Program	01/05/2015	06/05/2015	\$0	Preschool teacher, Kindergarten teachers, Principal
Teacher Training on Read 180/System 44	The Title I teacher will attend training at the district PGA in effectively implementing the Read 180 and System 44 reading intervention programs.	Academic Support Program	08/05/2013	08/09/2013	\$0	Title I teacher, district and Scholastic trainers

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Monitor Implementation of Read 180/System 44	Monitor the implementation of the instructional strategies in the System 44 and Read 180 intervention programs through weekly RTI team meetings, program fidelity checks, and instructional walk throughs.	Academic Support Program	10/01/2014	06/05/2015	\$0	Principal, Assistant Principal, RTI Team members, Title I teacher
Professional Learning and Support	Develop a school-wide professional learning plan to connect TPGES components with the revised Certified Evaluation Plan (CEP).	Professional Learning	01/06/2014	06/05/2015	\$0	Principal, District support staff
Monitor Implementation of Do the Math	Monitor the implementation of instructional strategies through weekly review of student progress data and program fidelity checks during instructional walks.	Academic Support Program	10/01/2014	06/05/2015	\$0	Principal, Assistant Principal, Title 1 Teacher, RTI Team, District staff
Kindergarten Registration	During Kindergarten registration, parents will be given a packet of early learning activities they can complete with their incoming Kindergartner to help prepare them for academic and social success.	Parent Involvement	02/02/2015	06/05/2015	\$0	Principal, Assistant Principal, FRC, Kindergarten teachers
Reading RTI	Students falling below the 40th percentile on the Reading MAP test will be placed into small groups of no more than 5 students to receive daily research-based interventions in addition to their core reading instruction.	Academic Support Program	10/01/2014	06/05/2015	\$0	Teachers
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
DreamBox Learning Professional Development	Teachers of first and second grades who have students using the DreamBox program (those who scored at or below the 25th percentile on MAP) will receive implementation training and will use the skills learned to implement the program within their classrooms.	Professional Learning	10/01/2014	06/05/2015	\$1000	Classroom teachers
Computers and Related Equipment	Replacement headsets and speakers were purchased to support the implementation of the Read 180 and System 44 programs.	Academic Support Program	07/01/2014	06/05/2015	\$500	Principal, Title I teacher, building Technology Coordinator
DreamBox Learning	DreamBox Learning is an adaptive computer intervention program targeting students in grades 1 and 2 who fall below the 25th percentile on Math MAP testing.	Academic Support Program	10/01/2014	06/05/2015	\$1500	Classroom teachers

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Compass Learning	All students will use the Odyssey Compass Learning adaptive computer program for at least 45 minutes per week to follow individualized learning paths that were created as a result of their most recent MAP test. This will provide differentiated learning for each student.	Technology	10/01/2014	06/05/2015	\$3000	Classroom teachers
Purchase Read 180/System 44 materials	Replenish consumable workbooks and replace old reading books with new updated editions to support the Read 180/System 44 programs	Academic Support Program	07/01/2014	06/05/2015	\$1500	Principal, Title I teacher
Compass Learning	All students will use the Odyssey Compass Learning adaptive computer program for at least 45 minutes per week to follow individualized learning paths that were created as a result of their most recent MAP test. This will provide differentiated learning for each student.	Technology	10/01/2014	06/05/2015	\$3000	Classroom teachers
Journeys Reading Program	Our school has purchased the Journeys reading program for grades 1 and 2 to provide an integrated, consistent Tier I reading program for all our first and second grade students. Journeys is closely aligned to the ELA KCAS for these grades and will provide reading, spelling, and vocabulary lessons to help build strong foundational reading skills in our primary students. Our goal is to purchase Journeys for third grade as well when funds permit.	Academic Support Program	09/08/2014	06/05/2015	\$14500	Principal, assistant principal, classroom teachers
Purchase Do the Math materials	More Do the Math modules were purchased to better meet the diverse needs of our students scoring below the 40th percentile on the Math MAP test.	Academic Support Program	07/01/2013	08/01/2013	\$2500	Principal, Title I teacher
Monitor Implementation of Read 180 and System 44	Monitor the implementation of instructional strategies through weekly review of student progress data and program fidelity checks during instructional walks.	Academic Support Program	10/01/2014	06/05/2015	\$70334	District Literacy Consultant, Scholastic trainer, Principal, Assistant Principal, Title 1 Teacher, RTI team
Total					\$97834	

KDE Needs Assessment

Introduction

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

Data Analysis

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?
What does the data/information not tell you?**

The data tells us that our students are not demonstrating desired growth in most academic areas. Overall growth fell from 70.2 in 2012-13 to 56.0 in 2013-14. It also tells us that our students with disabilities are not keeping pace with their general education peers, and will require additional supports and interventions. Students with disabilities have demonstrated a growing gap between their number of students scoring proficient and distinguished and the general population in the combined reading and math scores. In 2011-12, there was a 31 point gap, in 2012-13 there was a 36 point gap, and in 2013-14 there was a 37 point gap. Data also demonstrates the need for improvement in Social Studies. KPREP scores in Social Studies have decreased from 95.6 in 2012 to 88.2 in 2013, and now to 83.1 in 2014. The TELL survey demonstrated strengths in the areas of Professional Support, Community Support and Involvement, Student Conduct, Teacher Leadership, School Leadership, Professional Development, and Instructional Practices and Support. Areas for improvement included Time and Facilities and Resources. 93% of our teachers agreed that our school is a good place to work and learn. The KPREP data does not tell us in which subcategories of reading and math our students excelled or need improvement. Our MAP data provides us this information, and we use this data to design interventions and enrichments to meet the diverse needs of our students.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

Writing scores rose from 56.8 in 2012-13 to 69.2 in 2013-14 (increase from 32.2% PD to 49.2% PD)

- School wide monthly on-demand writing prompts, "The Principal's Prompt" in grades K-5
- Job-embedded PD and implementation for teachers in 3.8 paragraph writing by consultants
- Increased school wide expectations for writing across content areas

Achievement Score for Reading 76.4/Achievement Score for Math 72.8

- School wide implementation of Number Talks
- Continued use of Do the Math intervention for math
- Continued use of System 44/Read 180 interventions for reading
- Additional training through Scholastic for all teachers using the above programs for more effective implementation

The program review scores rose from 17.25 (Needs Improvement) in 2012-13 to 23 points in 2013-14 (Proficient)

- Chairs were designated for each program review and identified Evidence Collection Captains from each grade level to focus on collecting and saving evidence for specific program reviews at each grade level
- Electronic tracking tools and an evidence reflection cover sheet were developed, and storage in SharePoint was established to better monitor program review evidence.
- Time was set aside in each monthly committee meeting to work on submitting evidence

Opportunities for Improvement

What were areas in need of improvement? What plans are you making to improve the areas of need?

- School wide Writing Program: Although our writing scores have improved to an NAPD score of 49.2, we did not meet our delivery goal of 55.9 in 2014. We have purchased The Write Steps writing program for grades 1-5 to provide a consistent approach to teaching writing and provide writing RTI across all grade levels (expected to raise achievement, gap, and if applicable, growth scores on all areas of KPREP as students strengthen writing skills in all subject areas).
- Our Combined KPREP Reading and Math Proficiency score of 55.4 did not meet our delivery target of 61.4 in 2014. We have analyzed reading and math MAP scores at every grade level, then developed flexible instructional groupings in which to differentiate instruction using RIT band instruction/DesCartes (expected to raise KPREP achievement, gap and if applicable, growth scores by meeting the needs of students at every level and challenging each of them to grow). Additionally, we use MAP, DIBELS, SRI/SPI, KCM Math Fluency, and other data, to identify students needing additional RTI interventions at all grade levels (expected to raise KPREP achievement, gap and if applicable, growth scores by meeting the needs of students at every level and challenging each of them to grow). We will continue using strategies such as modeling of proficient and distinguished student work, wrong answer analysis, and correcting constructed responses until the student is able to reach a "2" for short answers, or a "4" for extended response to build the capacity in each of our students to produce proficient and distinguished-level work. Reading intervention is provided through the Read 180 and System 44 reading programs for grades 3-5, and Read to Achieve for grades K-2. Math intervention is provided through the Do the Math program for grades 3-5, and DreamBox for grades 1-2. Additionally we have partnered with the Kentucky Center for Math and have incorporated their Fluency Assessments and Intervention program across all grade levels. The Student Assistance Team and the school's Response to Instruction Team both review academic and non-academic data to remove barriers to learning, and to determine individual student intervention needs.
- Our KPREP Growth fell from 70.2 in 2012-13 to 56.0 in 2013-14. We will provide authentic KPREP-like testing situations, such as common assessments and unit assessments, to better prepare students for the rigor of testing. We will carefully review MAP scores following each testing window, focusing on individual student growth, and provide interventions to those students not showing typical growth.
- Our Social Studies Achievement score has continued to decline. It fell from 95.6 in 2012 to 88.2 in 2013, and now to 83.1 in 2014. We will be creative in our use of staffing to decrease class size, allowing more individual attention for students. We will place added emphasis on following the District timeline for Social Studies and the LDC Modules as a PPR Walk focus. We will implement grade level Live Scoring sessions in Social Studies to teach students what Distinguished work must include to raise the number of Proficient and Distinguished scores on KPREP, and we will monitor student work on Social Studies Common Assessments in weekly PLC meetings to insure that students are applying the knowledge and skills they are being taught on a KPREP-like assessment.

Conclusion

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

The school administrative team will participate in the Student Assistance and Response to Instruction Teams and review student data weekly. We will carefully monitor MAP data, focusing on student growth and achievement. We will walk daily in classrooms to ensure that effective instruction is taking place in every class, and provide feedback to the teachers on ways to improve. Administrators will collaborate with teachers to develop effective student growth goals, and monitor their progress toward reaching them throughout the school year.

The Missing Piece

Introduction

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

Stakeholders

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

SBDM Council

PTA

FRC Advisory Council

BEST Business Partner Celanese

Relationship Building

School staff builds productive, personal relationships with parents of all their students.

Overall Rating: 3.43

	Statement or Question	Response	Rating
1.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	Statement or Question	Response	Rating
2.	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	Administrators and school staff welcome and actively seek parents of all new and ESL students to encourage early relationship building.	Distinguished

	Statement or Question	Response	Rating
3.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
4.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
5.	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	Statement or Question	Response	Rating
6.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

	Statement or Question	Response	Rating
7.	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

Communications

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

Overall Rating: 2.71

	Statement or Question	Response	Rating
1.	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	Response	Rating
2.	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, and making home visits.)	Proficient

	Statement or Question	Response	Rating
3.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	Proficient

	Statement or Question	Response	Rating
4.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
5.	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences.)	Proficient

	Statement or Question	Response	Rating
6.	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

KDE Comprehensive School Improvement Plan

Piner Elementary School

	Statement or Question	Response	Rating
7.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan.	Apprentice

Decision Making

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating: 2.43

	Statement or Question	Response	Rating
1.	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

	Statement or Question	Response	Rating
2.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials, setting convenient meeting times, seeking wide parent input. At least 40% of parents vote in SBDM parent election.	Proficient

	Statement or Question	Response	Rating
3.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	Statement or Question	Response	Rating
4.	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	Statement or Question	Response	Rating
5.	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
6.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

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Piner Elementary School

	Statement or Question	Response	Rating
7.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents.	Novice

Advocacy

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

	Statement or Question	Response	Rating
2.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	District and school staff partners with all parents and advocates to discuss, monitor and share successful strategies for meeting individual learning needs.	Distinguished

	Statement or Question	Response	Rating
3.	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that they are invited to attend meetings to discuss Individual Education Plans, Individual Learning Plans, 504 plans and/or intervention strategies.	Apprentice

	Statement or Question	Response	Rating
4.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School council has a policy and a process to resolve issues or complaints and outcomes are sometimes tracked and reported to the council.	Apprentice

	Statement or Question	Response	Rating
5.	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
6.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

Learning Opportunities

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	<p>Parents have multiple opportunities to learn about and discuss the following:</p> <ul style="list-style-type: none"> - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys 	<p>School provides open house and family nights for some parents to learn about:</p> <ul style="list-style-type: none"> • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. 	Apprentice

	Statement or Question	Response	Rating
2.	<p>School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.</p>	<p>School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.</p>	Proficient

	Statement or Question	Response	Rating
3.	<p>School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.</p>	<p>School staff exhibits and rotates proficient and distinguished work and provides resources to achieve at higher levels.</p>	Distinguished

	Statement or Question	Response	Rating
4.	<p>School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.</p>	<p>District and school staffs collaborate with parents and community members to provide training on how to support children's learning, district and school improvement efforts.</p>	Distinguished

	Statement or Question	Response	Rating
5.	<p>School council has a classroom observation policy that welcomes families to visit all classrooms.</p>	<p>School council has a classroom observation policy that allows parents access to most classrooms by appointment only.</p>	Apprentice

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	Statement or Question	Response	Rating
6.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Proficient

Community Partnerships

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

Overall Rating: 3.33

	Statement or Question	Response	Rating
1.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	Statement or Question	Response	Rating
2.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	Statement or Question	Response	Rating
3.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership and council compacts with an employer network that promotes adult participation in education.	Distinguished

	Statement or Question	Response	Rating
4.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	District and school staffs collaborate with all willing organizations to support parents and advocates in addressing individual student needs.	Distinguished

	Statement or Question	Response	Rating
5.	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up.)	School staff and parents have seamless integration of consistent and sustained family support services from school and the community to reduce student barriers to learning.	Distinguished

	Statement or Question	Response	Rating
6.	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff maintains a resource directory on some agencies, programs and services that will provide services for students.	Apprentice

Reflection

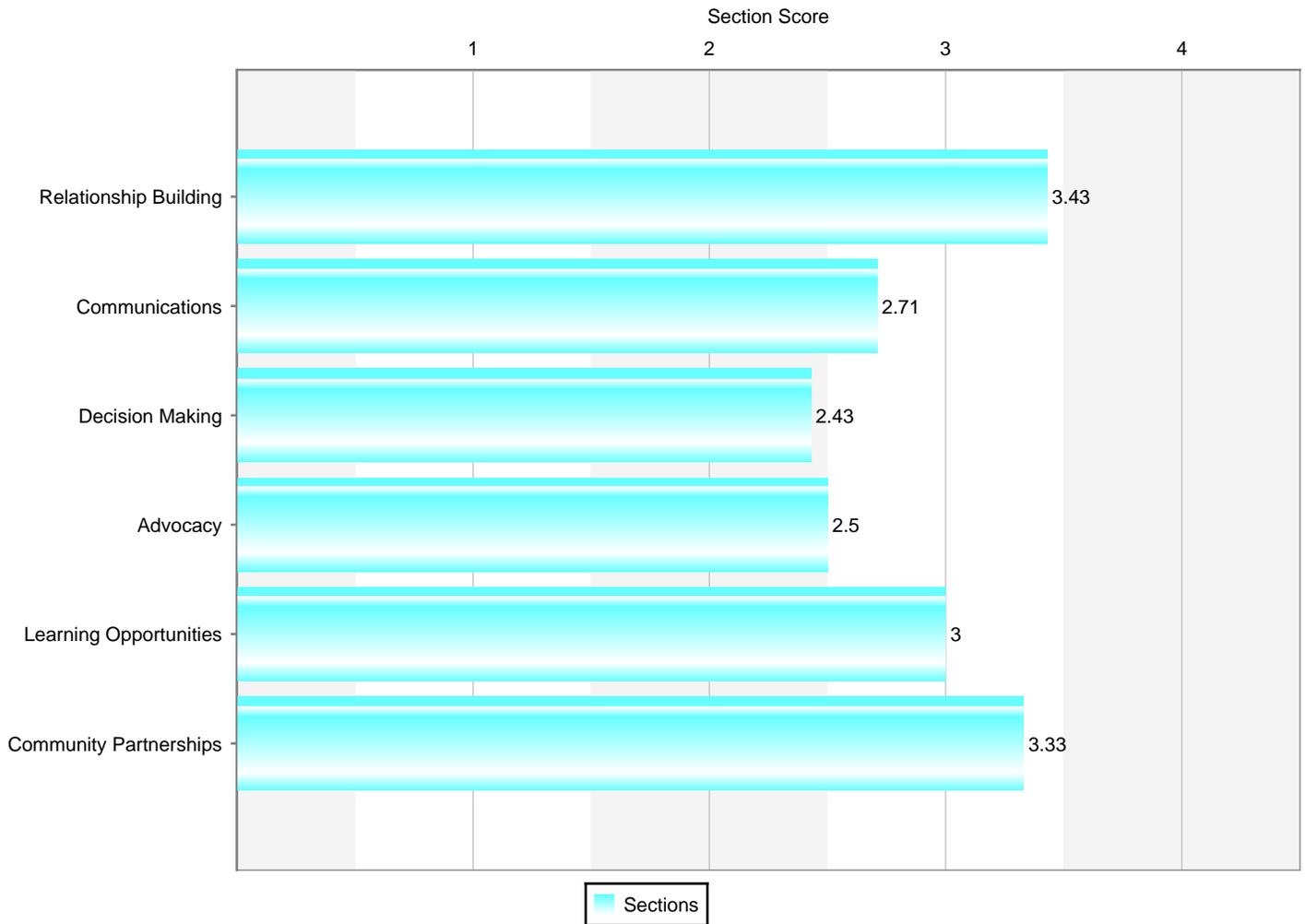
Reflect upon your responses to each of the Missing Piece objectives.

Reflect upon your responses to each of the Missing Piece objectives.

Areas of strength included a variety of community partners who participate in the education of our students. We will continue to nurture our relationships with community partners and continue to include them in student improvement efforts. Areas needing improvement include more outreach efforts to develop parent leadership and educational advocacy. We will continue to work with our parent organizations to recruit and encourage more parents to become involved and to adopt leadership roles.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Parents on our SBDM Council were selected by parent vote. The FRC Advisory Council members, including parents and other community members, volunteer to participate. PTA parents have volunteered to become members of the organization, and Executive Board members are elected by parents. All of these stakeholders are invited to participate in SBDM Committees, which have a direct role in the development of the school improvement plan. Teachers in the school serve on SBDM Committees and directly analyze school assessment data and performance trends to make recommendation for the school improvement plan, which is then presented to the SBDM committee who approves it. Once approved, the school improvement plan is shared with the PTA, and is also posted on our website for public viewing and commentary.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

SBDM Council: Teachers and parents; reviewed data and made recommendations.

SBDM Committees: Teachers and parents; reviewed data and made recommendations.

FRC Advisory Council: Teachers, parents, community members: met together to identify school and community needs.

BEST Business Partner: agreed to be partners in our completed plan.

PTA: agreed to be partners in implementing our plan.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

Once the improvement plan was completed and approved by the SBDM Council, it was shared with all school staff members and the PTA in a hard copy version. Additionally, it was electronically linked to our school web page, and parents and community stakeholders were invited in our school newsletter to review it online. Progress is reviewed monthly at our school's open session SBDM meetings, and all stakeholders are notified of the meeting dates and are invited to attend.

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes		

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes		

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes		

KDE Comprehensive School Improvement Plan

Piner Elementary School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	No	Not Applicable	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	No	Not Applicable	

KDE Comprehensive School Improvement Plan

Piner Elementary School

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	No	Not Applicable	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	No	Not Applicable	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	No	Not Applicable	

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	No	Not Applicable	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	No	Not Applicable	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	No	Not Applicable	

KDE Comprehensive School Improvement Plan

Piner Elementary School

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	No	Not Applicable	

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website and linked to our district website. (provide the website link below)	Yes		

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	No	Not Applicable	

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

KDE Comprehensive School Improvement Plan

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Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	No	Not Applicable	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only	No	Not Applicable	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		

Compliance and Accountability - Elementary Schools

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELL KY Survey results.

Goal 1:

TELL Survey

Measurable Objective 1:

collaborate to provide differentiated professional development sessions to increase the percentage of agreement from 66.7% in 2013 to 90% agreement by 06/01/2015 as measured by results of the TELL survey.

Strategy1:

Survey of Teachers - Teachers will be given a survey to determine professional development needs in support of the school improvement plan. As part of the survey, they will indicate their level of mastery in order to plan professional development sessions that meet each teacher's professional needs.

Category: Professional Learning & Support

Research Cited:

Activity - Administer Teacher Survey	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will complete an electronic survey indicating professional development topics that support the school improvement plan and their own professional growth. Teachers will indicate their personal level of mastery with each topic, in order for the presenter to differentiate the training.	Professional Learning			03/03/2014	06/05/2015	\$0 - No Funding Required	Principal

The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

Goal 1:

K-PREP Combined Proficiency

Measurable Objective 1:

collaborate to increase the percentage of proficient and distinguished students in math from 52.1% in 2014 to 65% by 10/01/2015 as measured by school report card delivery target.

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Piner Elementary School

Strategy1:

Math RIT Band Instruction - Students will be grouped by their math MAP RIT Bands for differentiated math instruction to provide both remediation and enrichment for all students.

Category: Integrated Methods for Learning

Research Cited:

Activity - Math RIT Band Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Following math MAP testing, students will be grouped according to their math MAP RIT bands for differentiated math instruction in addition to their core math instruction on either a daily or weekly basis, according to grade level.	Academic Support Program			10/01/2014	06/05/2015	\$0 - No Funding Required	Classroom teachers

Strategy2:

Do the Math - Through small group instruction using the Do the Math Intervention program, teachers will help students build number sense and early math skills needed to master math content for students in grades 3-5

Category: Integrated Methods for Learning

Research Cited:

Activity - Monitor Implementation of Do the Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School administrators and Scholastic instructors will monitor the implementation of Do the Math through weekly RTI team meetings, program fidelity checks, and instructional walk throughs.	Academic Support Program			10/01/2014	06/05/2015	\$0 - No Funding Required	Principal, Assistant Principal, Title I teacher, special education teachers, Scholastic instructors

Strategy3:

Number Talks - Incorporating mental math problem solving techniques into Tier I math instruction

Category: Integrated Methods for Learning

Research Cited:

Activity - Number Talks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Number Talks program as a regular part of their Tier I mathematics instruction. Number Talks requires students to solve math problems mentally, using a variety of problem solving methods and collaborative problem solving to master foundational numeracy concepts.	Academic Support Program			08/13/2014	06/05/2015	\$0 - No Funding Required	Principal, Assistant Principal, classroom teachers

KDE Comprehensive School Improvement Plan

Piner Elementary School

Measurable Objective 2:

collaborate to increase the percentage of proficient and distinguished students in reading from 58.7% in 2014 to 67.4% by 10/01/2015 as measured by the school report card delivery target.

Strategy1:

Reading RIT Band Instruction - Students will be grouped by their Reading MAP RIT Bands for differentiated reading instruction, which provide remediation or enrichment based upon student need.

Category: Integrated Methods for Learning

Research Cited:

Activity - Reading RIT Band Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Following Reading MAP testing, students will be grouped into differentiated reading RIT band groups and will receive differentiated reading instruction in addition to their core reading instruction on a daily basis.	Academic Support Program			10/01/2014	06/05/2015	\$0 - No Funding Required	Classroom teachers

Strategy2:

Read 180/System 44 - The Read 180/System 44 is designed to meet each student's individual reading deficits. Through small group and individual instruction, computer software, and ongoing progress monitoring, the program will assist each child to reach grade level proficiency.

Category: Integrated Methods for Learning

Research Cited:

Activity - Teacher Training on Read 180/System 44	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Title I teacher will attend training at the district PGA in effectively implementing the Read 180 and System 44 reading intervention programs.	Academic Support Program			08/05/2013	08/09/2013	\$0 - No Funding Required	Title I teacher, district and Scholastic trainers

Activity - Monitor Implementation of Read 180/System 44	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the instructional strategies in the System 44 and Read 180 intervention programs through weekly RTI team meetings, program fidelity checks, and instructional walk throughs.	Academic Support Program			10/01/2014	06/05/2015	\$0 - No Funding Required	Principal, Assistant Principal, RTI Team members, Title I teacher

Measurable Objective 3:

collaborate to increase the average combined reading and math K-PREP scores from 55.4% in 2014 to 66.2% by 10/01/2015 as measured

KDE Comprehensive School Improvement Plan

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by the school report card delivery target.

Strategy1:

Do the Math - Through small group instruction using the Do the Math Intervention program, teachers will help students build number sense and early math skills needed to master math content for students in grades 3-5

Category: Integrated Methods for Learning

Research Cited:

Activity - Monitor Implementation of Do the Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School administrators and Scholastic instructors will monitor the implementation of Do the Math through weekly RTI team meetings, program fidelity checks, and instructional walk throughs.	Academic Support Program			10/01/2014	06/05/2015	\$0 - No Funding Required	Principal, Assistant Principal, Title I teacher, special education teachers, Scholastic instructors

Strategy2:

Student Engagement Activity Professional Learning - Teachers will learn research-based student engagement strategies to incorporate into daily instruction in all content areas.

Category: Professional Learning & Support

Research Cited:

Activity - Kagan Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn Kagan strategies for student engagement to incorporate into daily lessons in all subject areas.	Professional Learning			11/05/2014	06/05/2015	\$0 - No Funding Required	District staff, Principal, Assistant Principal

Strategy3:

Live Scoring - Students will complete KPREP-like constructed response questions regularly in both math and reading to develop the critical thinking and written expression skills necessary to demonstrate mastery of the content.

Category: Integrated Methods for Learning

Research Cited:

Activity - Live Scoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will regularly provide Live Scoring opportunities for students in both reading and math on KPREP-like constructed response assessments. Feedback will be given throughout the process so that students will learn the critical thinking and written expression skills necessary to demonstrate mastery of the content.	Academic Support Program			12/01/2014	06/05/2015	\$0 - No Funding Required	Principal, Assistant Principal, classroom teachers

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Piner Elementary School

Strategy4:

Read 180/System 44 - The Read 180/System 44 is designed to meet each student's individual reading deficits. Through small group and individual instruction, computer software, and ongoing progress monitoring, the program will assist each child to reach grade level proficiency.

Category: Integrated Methods for Learning

Research Cited:

Activity - Teacher Training on Read 180/System 44	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Title I teacher will attend training at the district PGA in effectively implementing the Read 180 and System 44 reading intervention programs.	Academic Support Program			08/05/2013	08/09/2013	\$0 - No Funding Required	Title I teacher, district and Scholastic trainers

Activity - Monitor Implementation of Read 180/System 44	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the instructional strategies in the System 44 and Read 180 intervention programs through weekly RTI team meetings, program fidelity checks, and instructional walk throughs.	Academic Support Program			10/01/2014	06/05/2015	\$0 - No Funding Required	Principal, Assistant Principal, RTI Team members, Title I teacher

All children were screened for kindergarten readiness.

Goal 1:

Kindergarten Readiness

Measurable Objective 1:

collaborate to increase the percentage of children ready (Ready with enrichments and Ready) for Kindergarten from 46.5% in 2014 to 51.9% by 10/01/2015 as measured by Brigance.

Strategy1:

Collaboration - Preschool and Kindergarten teachers will collaborate to prepare children for Kindergarten

Category: Early Learning

Research Cited:

KDE Comprehensive School Improvement Plan

Piner Elementary School

Activity - PLC meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Preschool teacher will observe a district Kindergarten teacher. Afterward, Preschool and Kindergarten teachers will meet to determine strategies to help prepare preschool students for a successful transition to Kindergarten	Academic Support Program			01/05/2015	06/05/2015	\$0 - No Funding Required	Preschool teacher, Kindergarten teachers, Principal

Strategy2:

Kindergarten Round Up - Kindergarten Round Up will be provided for incoming Kindergarten parents to prepare their children for Kindergarten.

Category: Early Learning

Research Cited:

Activity - Kindergarten Round Up	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School personnel will meet with incoming Kindergarten students and their parents to provide information about the Kindergarten program, answer parent questions and provide resources to improve Kindergarten readiness.	Parent Involvement			05/14/2015	05/14/2015	\$0 - No Funding Required	Principal, Kindergarten staff, Family Resource Center Coordinator

Strategy3:

Kindergarten Registration - During Kindergarten registration, parents will be given a packet of early learning activities they can do with their incoming Kindergarten students to help prepare them for academic and social success.

Category: Early Learning

Research Cited:

Activity - Kindergarten Registration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During Kindergarten registration, parents will be given a packet of early learning activities they can complete with their incoming Kindergarten to help prepare them for academic and social success.	Parent Involvement			02/02/2015	06/05/2015	\$0 - No Funding Required	Principal, Assistant Principal, FRC, Kindergarten teachers

Strategy4:

ABCs for Parents Program - The Family Resource Center will collaborate with community partnerThe Family Nurturing Center to present a six-week series to parents of children ages 4-10 to teach them parenting and school readiness skills and provide resources to improve Kindergarten readiness.

Category: Stakeholder Engagement

Research Cited:

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Activity - ABCs for Parents	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource Center will collaborate with community partner The Family Nurturing Center to present a six-week series to parents of children ages 4-10 to teach them parenting and school readiness skills and provide resources to improve Kindergarten readiness.	Community Engagement			01/05/2015	06/05/2015	\$0 - No Funding Required	FRC Coordinator, Principal

The school identified specific strategies to increase the percentage of students who are Kindergarten ready

Goal 1:

Kindergarten Readiness

Measurable Objective 1:

collaborate to increase the percentage of children ready (Ready with enrichments and Ready) for Kindergarten from 46.5% in 2014 to 51.9% by 10/01/2015 as measured by Brigance.

Strategy1:

ABCs for Parents Program - The Family Resource Center will collaborate with community partner The Family Nurturing Center to present a six-week series to parents of children ages 4-10 to teach them parenting and school readiness skills and provide resources to improve Kindergarten readiness.

Category: Stakeholder Engagement

Research Cited:

Activity - ABCs for Parents	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource Center will collaborate with community partner The Family Nurturing Center to present a six-week series to parents of children ages 4-10 to teach them parenting and school readiness skills and provide resources to improve Kindergarten readiness.	Community Engagement			01/05/2015	06/05/2015	\$0 - No Funding Required	FRC Coordinator, Principal

Strategy2:

Kindergarten Round Up - Kindergarten Round Up will be provided for incoming Kindergarten parents to prepare their children for Kindergarten.

Category: Early Learning

Research Cited:

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Activity - Kindergarten Round Up	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School personnel will meet with incoming Kindergarten students and their parents to provide information about the Kindergarten program, answer parent questions and provide resources to improve Kindergarten readiness.	Parent Involvement			05/14/2015	05/14/2015	\$0 - No Funding Required	Principal, Kindergarten staff, Family Resource Center Coordinator

Strategy3:

Kindergarten Registration - During Kindergarten registration, parents will be given a packet of early learning activities they can do with their incoming Kindergarten students to help prepare them for academic and social success.

Category: Early Learning

Research Cited:

Activity - Kindergarten Registration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During Kindergarten registration, parents will be given a packet of early learning activities they can complete with their incoming Kindergarten to help prepare them for academic and social success.	Parent Involvement			02/02/2015	06/05/2015	\$0 - No Funding Required	Principal, Assistant Principal, FRC, Kindergarten teachers

Strategy4:

Collaboration - Preschool and Kindergarten teachers will collaborate to prepare children for Kindergarten

Category: Early Learning

Research Cited:

Activity - PLC meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Preschool teacher will observe a district Kindergarten teacher. Afterward, Preschool and Kindergarten teachers will meet to determine strategies to help prepare preschool students for a successful transition to Kindergarten	Academic Support Program			01/05/2015	06/05/2015	\$0 - No Funding Required	Preschool teacher, Kindergarten teachers, Principal

The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.

Goal 1:

Proficiency-3rd grade K-PREP Reading

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Measurable Objective 1:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in reading from 53.8% in 2014 to 69.8% by 10/01/2015 as measured by school report card Next Generation Learners Achievement for 3rd grade.

Strategy1:

System 44 best practices - System 44 will provide reading intervention instruction to students in grade 3 performing below grade level in reading as measured by the MAP and SRI tests.

Category: Continuous Improvement

Research Cited:

Activity - Monitor the implementation of System 44	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the instructional strategies through walk through and program fidelity checks.	Academic Support Program			09/01/2014	06/05/2015	\$0 - No Funding Required	Principal, Assistant Principal, District personnel, Scholastic trainer

Strategy2:

Live Scoring - Teachers will provide Live Scoring opportunities for all students in reading frequently, During this process, students will participate in developing the scoring criteria, and will work in small groups to craft a constructed response short answer that scores a "2." Feedback will be given by the teacher throughout the process, and each student group will learn the requirements to produce a distinguished short answer response.

Category: Integrated Methods for Learning

Research Cited:

Activity - Live Scoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide Live Scoring opportunities for all students in reading frequently, During this process, students will participate in developing the scoring criteria, and will work in small groups to craft a constructed response short answer that scores a "2." Feedback will be given by the teacher throughout the process, and each student group will learn the requirements to produce a distinguished short answer response.	Academic Support Program			12/01/2014	04/30/2015	\$0 - No Funding Required	Principal, Assistant Principal, classroom teachers, special education teachers

Strategy3:

Journeys Reading Series - Our school has purchased the Journeys reading program for grades 1 and 2 to provide an integrated, consistent Tier I reading program for all our first and second grade students. Journeys is closely aligned to the ELA KCAS for these grades and will provide reading, spelling, and vocabulary lessons to help build strong foundational reading skills in our primary students. Our goal is to purchase Journeys for third grade as well when funds permit.

Category: Integrated Methods for Learning

Research Cited:

SY 2014-2015

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Activity - Journeys Reading Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school has purchased the Journeys reading program for grades 1 and 2 to provide an integrated, consistent Tier I reading program for all our first and second grade students. Journeys is closely aligned to the ELA KCAS for these grades and will provide reading, spelling, and vocabulary lessons to help build strong foundational reading skills in our primary students. Our goal is to purchase Journeys for third grade as well when funds permit.	Academic Support Program			09/08/2014	06/05/2015	\$14500 - Title I Part A	Principal, assistant principal, classroom teachers

Strategy4:

Read to Achieve - The Read to Achieve (RTA) teacher will provide instruction in Early Interventions in Reading to the lowest quartile of kindergarten, first and second grade students.

Category: Early Learning

Research Cited:

Activity - RTA	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades Kindergarten, first and second who scored in the bottom quartile on the Reading MAP test will receive small group, targeted instruction in reading daily in addition to their Tier I reading instruction by the RTA teacher.	Academic Support Program			10/01/2014	06/05/2015	\$48000 - Read to Achieve	RTA Teacher

Strategy5:

Reading RTI - Teachers will use student individual MAP data and classroom formative assessment data to determine which students fall below the 40th%ile and will require Response to Instruction targeted interventions.

Category: Continuous Improvement

Research Cited:

Activity - Reading RTI	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students falling below the 40th percentile on the Reading MAP test will be placed into small groups of no more than 5 students to receive daily research-based interventions in addition to their core reading instruction.	Academic Support Program			10/01/2014	06/05/2015	\$0 - No Funding Required	Teachers

Strategy6:

Compass Learning - All students will use Odyssey Compass Learning at least 45 minutes per week and follow individualized learning paths.

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Category: Continuous Improvement

Research Cited:

Activity - Compass Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will use the Odyssey Compass Learning adaptive computer program for at least 45 minutes per week to follow individualized learning paths that were created as a result of their most recent MAP test. This will provide differentiated learning for each student.	Technology			10/01/2014	06/05/2015	\$3000 - Title I Part A	Classroom teachers

Strategy7:

Kagan Strategies - Teachers will learn and begin to use Kagan engagement strategies in their daily instruction to increase student engagement and deepen their understanding of concepts.

Category: Professional Learning & Support

Research Cited:

Activity - Kagan Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn and begin to use Kagan engagement strategies in their daily instruction to increase student engagement and deepen their understanding of concepts.	Academic Support Program			11/12/2014	06/05/2015	\$0 - No Funding Required	District staff, principal, assistant principal, classroom teachers

Strategy8:

RIT Band Instruction - Students in grades K, 1, 2, and 3 will be placed in flexible groups based upon their MAP scores to receive differentiated instruction.

Category: Continuous Improvement

Research Cited:

Activity - Reading RIT Band Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Following MAP testing, teachers will arrange their students into RIT Band groups and provide differentiated reading instruction daily in addition to the core reading program.	Academic Support Program			10/01/2014	06/05/2015	\$0 - No Funding Required	Classroom teachers

Goal 2:

Proficiency 3rd Grade K-PREP Math

Measurable Objective 1:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in math from 48.1% in 2014 to 62.7% by SY 2014-2015

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10/01/2015 as measured by school report card delivery targets for 3rd grade.

Strategy1:

Number Talks - Teachers will use the Number Talks program as a regular part of their Tier I mathematics instruction. Number Talks requires students to solve math problems mentally, using a variety of problem solving methods and collaborative problem solving to master foundational numeracy concepts.

Category: Integrated Methods for Learning

Research Cited:

Activity - Number Talks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Number Talks program as a regular part of their Tier I mathematics instruction. Number Talks requires students to solve math problems mentally, using a variety of problem solving methods and collaborative problem solving to master foundational numeracy concepts.	Academic Support Program			08/13/2014	06/05/2015	\$0 - No Funding Required	Classroom teachers

Strategy2:

Kagan Strategies - Teachers will learn and begin to use Kagan engagement strategies in their daily instruction to increase student engagement and deepen their understanding of concepts.

Category: Integrated Methods for Learning

Research Cited:

Activity - Kagan Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn and begin to use Kagan engagement strategies in their daily instruction to increase student engagement and deepen their understanding of concepts.	Academic Support Program			11/12/2014	06/05/2015	\$0 - No Funding Required	District staff, principal, assistant principal, classroom teachers

Strategy3:

Flashbacks - Teachers in grades 1, 2, and 3 will review previously taught material in weekly flashbacks and spiral reviews to keep the content fresh in the students' minds.

Category: Integrated Methods for Learning

Research Cited:

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Activity - Flashbacks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate weekly flashbacks and spiral reviews into instruction to review previously taught material. This will provide the opportunity for students to master the content, and to keep the previously taught content fresh for each student.	Academic Support Program			09/01/2014	06/05/2015	\$0 - No Funding Required	Classroom teachers

Strategy4:

Math RIT Band Instruction - Following Math MAP testing, students will be grouped according to their math RIT band scores and receive differentiated instruction in addition to their core math instruction.

Category: Continuous Improvement

Research Cited:

Activity - Math RIT Band Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be grouped into differentiated RIT band groups following MAP testing and receive differentiated instruction to include remediation and enrichment on a regular basis in addition to their core math instruction.	Academic Support Program			10/01/2014	06/05/2015	\$0 - No Funding Required	Classroom teachers

Strategy5:

Math RTI - Students identified as falling in the 40th percentile or below on the math MAP will be placed in math RTI groups

Category: Continuous Improvement

Research Cited:

Activity - Math RTI	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified in the 40th percentile and below will be placed in small groups for math RTI, which will focus on areas of need as demonstrated by the MAP Math assessment.	Direct Instruction			10/01/2014	06/05/2015	\$0 - No Funding Required	Homeroom teachers, special education teachers, interventionists

Activity - DreamBox Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
DreamBox Learning is an adaptive computer intervention program targeting students in grades 1 and 2 who fall below the 25th percentile on Math MAP testing.	Academic Support Program			10/01/2014	06/05/2015	\$1500 - Title I Part A	Classroom teachers

Strategy6:

Live Scoring - Teachers will provide Live Scoring opportunities for all students in math frequently, During this process, students will participate in developing the scoring criteria, and will work in small groups to craft a constructed response short answer that scores a "2."

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Feedback will be given by the teacher throughout the process, and each student group will learn the requirements to produce a distinguished short answer response.

Category: Integrated Methods for Learning

Research Cited:

Activity - Live Scoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide Live Scoring opportunities for all students in math frequently, During this process, students will participate in developing the scoring criteria, and will work in small groups to craft a constructed response short answer that scores a "2." Feedback will be given by the teacher throughout the process, and each student group will learn the requirements to produce a distinguished short answer response.	Academic Support Program			12/01/2014	04/30/2015	\$0 - No Funding Required	Principal, assistant principal, classroom teachers, special education teachers

Strategy7:

Compass Learning - All students will use the Odyssey Compass Learning adaptive computer program for at least 45 minutes per week to follow individualized learning paths that were created as a result of their most recent MAP test. This will provide differentiated learning for each student.

Category: Integrated Methods for Learning

Research Cited:

Activity - Compass Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will use the Odyssey Compass Learning adaptive computer program for at least 45 minutes per week to follow individualized learning paths that were created as a result of their most recent MAP test. This will provide differentiated learning for each student.	Technology			10/01/2014	06/05/2015	\$3000 - Title I Part A	Classroom teachers

Strategy8:

Teacher KCM EERTI Cohort - Five primary teachers from grades K, 1, and 2 will attend the Kentucky Center for Math cohort training on providing early math RTI interventions, which includes the KCM Online Fluency Assessment and Intervention Guide. Strategies from this learning will be used in the math RTI program and progress will be monitored through the use of the KCM Fluency Assessment. Teachers who attend the cohort trainings will share their learning with colleagues in PLC meetings and staff meetings.

Category: Professional Learning & Support

Research Cited:

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Activity - KCM EERTI Cohort	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Five primary teachers from grades K, 1, and 2 will attend the Kentucky Center for Math cohort training on providing early math RTI interventions, which includes the KCM Online Fluency Assessment and Intervention Guide. Strategies from this learning will be used in the math RTI program and progress will be monitored through the use of the KCM Fluency Assessment. Teachers who attend the cohort trainings will share their learning with colleagues in PLC meetings and staff meetings.	Professional Learning			11/17/2014	06/05/2015	\$0 - No Funding Required	Primary classroom teachers, KCM staff

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

GAP goal

Measurable Objective 1:

collaborate to increase the percentage of students in the nonduplicated gap group scoring proficient or distinguished in math from 39.3% in 2014 to 57.7% by 10/01/2015 as measured by school report card delivery targets.

Strategy1:

Do the Math - Teachers will continue to use the Do the Math intervention program and implement in small group instruction.

Category: Continuous Improvement

Research Cited: Scholastic Do the Math research

Activity - Monitor Implementation of Do the Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of instructional strategies through weekly review of student progress data and program fidelity checks during instructional walks.	Academic Support Program			10/01/2014	06/05/2015	\$0 - No Funding Required	Principal, Assistant Principal, Title 1 Teacher, RTI Team, District staff

Activity - Teacher Training for Do the Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title 1 and special education teachers continue to receive coaching and training led by Scholastic instructors.	Professional Learning			10/01/2014	06/05/2015	\$0 - No Funding Required	Title 1 teacher, Special Education teachers

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Activity - Purchase Do the Math materials	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
More Do the Math modules were purchased to better meet the diverse needs of our students scoring below the 40th percentile on the Math MAP test.	Academic Support Program			07/01/2013	08/01/2013	\$2500 - Title I Part A	Principal, Title I teacher

Strategy2:

DreamBox Learning - DreamBox Learning is an adaptive computer program designed to fill conceptual numeracy gaps in a blended learning environment.

Category: Early Learning

Research Cited: DreamBox research

Activity - DreamBox Learning Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers of first and second grades who have students using the DreamBox program (those who scored at or below the 25th percentile on MAP) will receive implementation training and will use the skills learned to implement the program within their classrooms.	Professional Learning			10/01/2014	06/05/2015	\$1000 - Title I Part A	Classroom teachers

Measurable Objective 2:

collaborate to increase achievement for students in the nonduplicated gap group so that the percentage of proficient and distinguished in reading increases from 46.4% in 2014 to 59.8% by 10/01/2015 as measured by school report card delivery targets.

Strategy1:

Read 180 and System 44 - Teachers will continue advanced training in implementing these programs with fidelity, working with district trainers and attending professional development sessions to improve their ability to deliver differentiated instruction based upon student skills and goals.

Category: Continuous Improvement

Research Cited:

Activity - Computers and Related Equipment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Replacement headsets and speakers were purchased to support the implementation of the Read 180 and System 44 programs.	Academic Support Program			07/01/2014	06/05/2015	\$500 - Title I Part A	Principal, Title I teacher, building Technology Coordinator

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Activity - Purchase Read 180/System 44 materials	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Replenish consumable workbooks and replace old reading books with new updated editions to support the Read 180/System 44 programs	Academic Support Program			07/01/2014	06/05/2015	\$1500 - Title I Part A	Principal, Title I teacher

Activity - Monitor Implementation of Read 180 and System 44	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of instructional strategies through weekly review of student progress data and program fidelity checks during instructional walks.	Academic Support Program			10/01/2014	06/05/2015	\$70334 - Title I Part A	District Literacy Consultant, Scholastic trainer, Principal, Assistant Principal, Title 1 Teacher, RTI team

The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PLCS and writing.

Goal 1:

Program Review:PLCS Score

Measurable Objective 1:

collaborate to improve our school Practical Living Career Studies program by 06/05/2015 as measured by a score increase from 8.4 (proficient) to 8.8 (proficient) .

Strategy1:

Program Review Committee - The Program Review Committee will review progress on the Arts and Humanities Program Review rubric monthly and report findings to the SBDM councils on the schedule set forth in our SBDM policy.

Category: Continuous Improvement

Research Cited:

Activity - Monitor the documentation of Professional Development in PLCS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During monthly committee meetings, the PLCS committee will monitor the evidence that has been submitted in the area of professional development	Academic Support Program			10/01/2014	06/05/2015	\$0 - No Funding Required	Principal, Arts and Humanities Program Review committee members, teachers

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Activity - Monitor implementation of PLCS Program Review Rubric	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the elements found on the PLCS Program Review rubric through monthly meetings and regular reports to the SBDM council.	Academic Support Program			10/01/2014	06/05/2015	\$0 - No Funding Required	Program Review Committee, Principal, district support staff

Activity - Monitor the documentation of Formative and Summative assessments in Practical Living Career Studies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During monthly committee meetings, the Practical Living Career Studies committee will monitor the evidence that has been submitted in the area of formative and summative assessment	Academic Support Program			10/01/2014	06/05/2015	\$0 - No Funding Required	Principal, Practical Living Career Studies committee, teachers

School Safety Diagnostic

Introduction

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	May 2014	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes		

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	May 2014	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	August 11, 2014	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
9.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

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Label	Assurance	Response	Comment	Attachment
10.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	August 14, 2014	

Label	Assurance	Response	Comment	Attachment
11.	Have practices been developed for students to follow during an earthquake?	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes		

Label	Assurance	Response	Comment	Attachment
13.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes		

Label	Assurance	Response	Comment	Attachment
14.	Are processes in place to ensure all four emergency response drills (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		