



KDE Comprehensive School Improvement Plan

Piner Elementary School
Kenton County

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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 with 360 students, covering the largest geographical area within the Kenton County School District. 50% of our students are on free or reduced lunch, and we are a school wide Title I school. We are beginning to see a higher number of transient students, and a higher number of relatives raising relatives. 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, Energy Wise, Girls on the Run, Healthy Heroes and more. During the past three years, we have had changes in both leadership and among the teachers and 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 2015 - 2016 school year are Family Resource Center programs such as Readifest, Kindergarten Round Up, ABCs for Parents, Work Ethic Awards, College and Career Day, Family Reading Night, Family Science Night, Family Math Night, Fine Arts Night, and many more. Along with our parent and student involvement, the staff of Piner Elementary School participates in the continuing progress of the Positive Behavior Intervention System (PBIS) behavior program which promotes explicit teaching of school wide expectations, a common vocabulary, and character-based instruction drawing from the Character Counts and Seven Habits of Happy Kids programs. 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 during the school year.

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 fourth for elementaries in the Kenton County School District in state testing results. We ranked in the 95th percentile on the K-Prep test, earning the designation of being a Kentucky Distinguished Progressing/High Growth/School of Distinction elementary school.

Points of pride for Piner Elementary include earning the maximum number of points possible for our Program Reviews, exceeding state averages in all tested areas, and increasing the percentage of students demonstrating growth from 56.0 in 2013-14 to 71.9 in 2014-15.

Piner Elementary has been awarded the Children, Inc. Jefferson Award for being a School of Contribution for the past nine 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, Odyssey of the Mind teams, Energy Wise Team, STLP Team, Lego League Team, Healthy Heroes, Art Club, Chorus, and basketball teams. Piner Elementary was awarded the 21st Century Learning Center grant in conjunction with the YMCA, which has allowed us to greatly expand the after school activities offered, as well as providing homework help four days per week. Bus transportation is provided two days of the week to allow access to more of our students.

We have purchased The Write Steps, 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 have continued to work on improving the growth scores of our students. We met our goal is of moving from 56% achieving growth in 2013-14 to at least 70% of students achieving growth in 2014-15 (71.9% of our students met growth) through a robust RTI program, RIT band (differentiated) instruction, incorporation of student engagement techniques, and use of KPREP-like assessments throughout the year.

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, Hanner's Heroes mentoring program, PTA, SBDM, committees, our Piner Pride (PBIS) committee, collaboration with Piner Baptist Church and the Durr Branch of the Kenton County Public Library, and our BEST business partnership with Celanese. We have started using an electronic newsletter as well as Twitter, Remind, and Facebook to better inform our stakeholders of current events taking place at the school in addition to our regularly published paper school newsletter and use of the Bright Arrow automated call system. We post important school information on our school website, as well as archiving copies of our school's paper newsletter.

CSIP 2015-2016

Overview

Plan Name

CSIP 2015-2016

Plan Description

Goals and Plans 2015-16

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: 8 Activities: 12	Organizational	\$135584
2	Kindergarten Readiness	Objectives: 1 Strategies: 4 Activities: 4	Organizational	\$5500
3	Proficiency-3rd grade K-PREP Reading	Objectives: 1 Strategies: 9 Activities: 9	Organizational	\$67000
4	Proficiency 3rd Grade K-PREP Math	Objectives: 1 Strategies: 9 Activities: 10	Organizational	\$39500
5	K-PREP Combined Proficiency	Objectives: 3 Strategies: 8 Activities: 9	Organizational	\$0
6	Program Review:Writing 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
10	Novice Reduction	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$500

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 51.4% in 2015 to 56.8% by 09/30/2016 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 a biweekly review of student progress data and program fidelity checks during instructional walks.	Academic Support Program	07/01/2015	09/30/2016	\$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 computers were purchased to support the implementation of the Read 180 and System 44 programs.	Academic Support Program	07/01/2015	09/30/2016	\$7000	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	07/01/2015	09/30/2016	\$1500	Title I Part A	Principal, Title I teacher

Strategy 2:

Compass Hybridge - All students in grades K-5 will use the Compass Hybridge adaptive learning program at least 45 minutes per week to follow an individualized learning path and strengthen reading skills. This will provide differentiated learning for each student.

Category: Continuous Improvement

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Activity - Teacher Training on Compass Hybride	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in December 2015 on the most effective ways to use the Compass Hybride program to individualize student learning and to maximize the ability of the program to improve student reading achievement.	Academic Support Program	12/07/2015	05/27/2016	\$3500	Title I Part A	Principal, Associate Principal, Media Specialist, District Staff

Strategy 3:

Read to Achieve - Students in grades K-2 who fall in the 25th percentile or below on the Reading MAP assessment will be further screened with DIBELS, and those students showing the greatest need will be placed into the Read to Achieve (RTA) reading remediation program. Students will work in groups of 4 or fewer to receive targeted early reading instruction from a highly qualified teacher.

Category: Early Learning

Activity - Monitor Implementation of RTA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of instructional strategies through a biweekly review of student progress data and program fidelity checks during learning walks.	Academic Support Program	08/19/2015	05/27/2016	\$48000	Read to Achieve	Principal, Associate Principal, district consultants

Strategy 4:

iRead - Students in grades 1 and 2 who fall between the 26th and 49th percentile on the Reading MAP assessment will be placed in the iRead program for reading RTI. Students will work on the adaptive program at least 15 minutes per day and follow a personalized learning path to improve their early reading skills.

Category: Early Learning

Activity - Teacher Training for iRead	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Primary teachers will receive training by a district curriculum coach in how to correctly implement the iRead program and monitor student progress through the teacher dashboard.	Academic Support Program	10/05/2015	05/27/2016	\$750	Title I Part A	Principal, Associate Principal, district curriculum coach, RTA teacher

Strategy 5:

Family Reading Night - An annual Family Reading Night will be organized by Piner teachers to engage the families in reading activities, help them to gain an understanding of how they can help their children with reading, and to establish a positive connection with the school.

Category: Stakeholder Engagement

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Activity - Family Reading Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An annual Family Reading Night will be organized by Piner teachers to engage the families in reading activities, help them to gain an understanding of how they can help their children with reading, and to establish a positive connection with the school.	Parent Involvement	03/01/2016	03/31/2016	\$500	Title I Part A	Principal, Associate Principal, FRYSC, RTA Teacher, 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 50.0% in 2015 to 51.9% by 09/30/2016 as measured by school report card delivery targets.

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, district curriculum coaches.	Professional Learning	07/01/2015	09/30/2016	\$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	07/01/2015	09/30/2016	\$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	07/01/2015	09/30/2016	\$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

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Activity - Monitor Implementation of DreamBox Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and the RTI team will monitor progress data and insure fidelity of implementation during biweekly review of data and on weekly classroom instructional walks.	Academic Support Program	08/19/2015	05/27/2016	\$1000	Title I Part A	Principal, Associate Principal, RTI team

Strategy 3:

Family Math Night - An annual Family Math Night will be organized by Piner teachers to engage the families in math activities, help them to gain an understanding of how they can help their children with math, and to establish a positive connection with the school.

Category: Stakeholder Engagement

Activity - Family Math Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An annual Family Math Night will be organized by Piner teachers to engage the families in math activities, help them to gain an understanding of how they can help their children with math, and to establish a positive connection with the school.	Parent Involvement	02/01/2016	02/29/2016	\$500	Title I Part A	Principal, Associate Principal, Title I teacher, FRYSC

Goal 2: Kindergarten Readiness

Measurable Objective 1:

collaborate to increase the percentage of children ready (Ready with enrichments and Ready) for Kindergarten from 48% in 2015 to 50% by 10/01/2015 as measured by Brigrance (100% of Kindergarten students screened.).

Strategy 1:

Kindergarten Round Up - Kindergarten Round Up will be provided for incoming Kindergarten parents to prepare their children for Kindergarten. This activity will include parent education activities to instruct them in strategies to help ready 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 and materials to improve Kindergarten readiness.	Parent Involvement	05/05/2016	05/05/2016	\$500	Title I Part A	Principal, Kindergarten staff, Family Resource Center Coordinator

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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	01/04/2016	05/27/2016	\$0	No Funding Required	Preschool teacher, Kindergarten teachers, Principal

Strategy 3:

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	02/01/2016	05/27/2016	\$0	No Funding Required	Principal, Assistant Principal, FRC, Kindergarten teachers

Strategy 4:

Kindergarten Jump Start - Incoming Kindergarten students will be invited to attend a free summer program specifically designed to improve Kindergarten readiness skills.

Category: Early Learning

Activity - Kindergarten Jump Start	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten students will attend a summer program specifically designed to improve their readiness skills.	Academic Support Program	06/07/2016	07/01/2016	\$5000	Title I Part A	Principal, Associate principal, FRC coordinator, 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 59.3% in 2015 to 63.37% by 09/30/2016 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	09/01/2015	05/27/2016	\$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

Activity - Reading RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students falling below the 50th 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	09/01/2015	05/27/2016	\$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
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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	10/01/2015	05/27/2016	\$0	No Funding Required	Classroom teachers
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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	09/01/2015	05/27/2016	\$48000	Read to Achieve	RTA Teacher

Strategy 5:

Compass Hybrid Learning - All students will use the Compass Hybrid Learning program 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 in grades K-5 will use the Compass Hybrid 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	10/01/2015	05/27/2016	\$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 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
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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	10/01/2015	05/27/2016	\$0	No Funding Required	Principal, Assistant Principal, classroom teachers, special education teachers
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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	09/01/2015	05/27/2016	\$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 K-5 to provide an integrated, consistent Tier I reading program for all our students. Journeys is closely aligned to the ELA KCAS and will provide reading, spelling, and vocabulary lessons to help build strong foundational reading skills in our primary students, and provide rigorous reading instruction in the intermediate grades.

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 K-5 to provide an integrated, consistent Tier I reading program for all elementary 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, and strengthen more advanced reading skills in the intermediate grades.	Academic Support Program	09/01/2015	05/27/2016	\$14500	Title I Part A	Principal, assistant principal, classroom teachers

Strategy 9:

iRead - We have purchased 30 iRead subscriptions to meet the RTI needs of our students who fall between the 26th and 49th percentiles in reading MAP in first and second grades. Selected students will work in the program daily for at least 15 minutes per day during the RTI block in their classrooms. Several students in Kindergarten who are reading above grade level will use the iRead program for enrichment.

Category: Early Learning

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Activity - iRead	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We have purchased 35 iRead subscriptions to meet the RTI needs of our students who fall between the 26th and 49th percentiles in reading MAP in first and second grades. Selected students will work in the program daily for at least 15 minutes per day during the RTI block in their classrooms.	Academic Support Program	10/01/2015	05/27/2016	\$1500	Title I Part A	RTA teacher, 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 55.6% in 2015 to 60.04% by 09/30/2016 as measured by school report card delivery targets for 3rd grade.

Strategy 1:

Math RTI - Students identified as falling in the 50th 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 50th 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	10/01/2015	05/27/2016	\$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 between the 26th and 49th percentiles on Math MAP testing.	Academic Support Program	10/01/2015	05/27/2016	\$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
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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	09/01/2015	05/27/2016	\$0	No Funding Required	Classroom teachers
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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.

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	09/01/2015	05/27/2016	\$0	No Funding Required	Classroom teachers

Strategy 4:

Compass Hybrid Learning - All students will use the Compass Hybrid 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 Hybrid Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will use the Compass Hybrid 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	09/01/2015	05/27/2016	\$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 incorporate Kagan engagement strategies in their daily instruction to increase student engagement and deepen their understanding of concepts.	Academic Support Program	09/01/2015	05/27/2016	\$0	No Funding Required	District staff, principal, assistant principal, classroom teachers

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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

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	10/01/2015	05/27/2016	\$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	09/01/2015	05/27/2016	\$0	No Funding Required	Classroom teachers

Strategy 8:

Primary Math Intervention - A primary teacher who has been trained in early response to instruction in math will meet with small groups of 5 or fewer students in grades 1 and 2 who fall below the 25th percentile on the math MAP test to strengthen their early numeracy skills and bring these students up to grade level in math.

Category: Early Learning

Activity - Primary Math Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A primary teacher who has been trained in early response to instruction in math will meet daily with small groups of 5 or fewer students in grades 1 and 2 who fall below the 25th percentile on the math MAP test to strengthen their early numeracy skills and bring these students up to grade level in math.	Academic Support Program	10/01/2015	05/27/2016	\$35000	Other	EERTI teacher

Strategy 9:

Scrimmage Testing in grades 3-5 - Students in grades 3-5 will participate in monthly KPREP-like math scrimmage assessments. This process will include goal setting, graphing results, and using the corrected assessments as instructional tools.

Category: Continuous Improvement

Activity - Monitor Student Results of Scrimmage Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will review the results of the monthly math scrimmages to determine areas requiring additional instruction and students who require additional support to be successful in math.	Academic Support Program	01/04/2016	05/27/2016	\$0	No Funding Required	Principals, Associate Principal, classroom teachers

Goal 5: K-PREP Combined Proficiency

Measurable Objective 1:

collaborate to increase the average combined reading and math K-PREP scores from 61.2% in 2015 to 64.2% by 09/30/2016 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 biweekly RTI team meetings, program fidelity checks, and instructional walk throughs.	Academic Support Program	09/01/2015	05/27/2016	\$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 and all other teachers who teach R180 or S44 will attend training at the district PGA in effectively implementing the Read 180 and System 44 reading intervention programs.	Academic Support Program	08/03/2015	08/07/2015	\$0	No Funding Required	Title I teacher, district and Scholastic trainers

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(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
School administrators and Scholastic instructors will monitor the implementation of Do the Math through biweekly RTI team meetings, program fidelity checks, and instructional walk throughs.	Academic Support Program	10/01/2015	05/27/2016	\$0	No Funding Required	Principal, Assistant Principal, Title I teacher, special education teachers, Scholastic instructors

Strategy 3:

Student Engagement Activity Professional Learning - Teachers will continue to 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 additional Kagan strategies for student engagement to incorporate into daily lessons in all subject areas.	Professional Learning	12/01/2015	05/27/2016	\$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

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Strategy 5:

Scrimmage Testing in grades 3-5 - Students in grades 3-5 will take monthly KPREP-like assessments in both reading and math to measure their mastery of content. The grade levels will incorporate goal setting and use the completed assessments for instruction to improve student achievement in reading and math.

Category: Continuous Improvement

Activity - Monitor Student Results of Scrimmage Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 3-5 will take monthly KPREP-like assessments in both reading and math to measure their mastery of content. The grade levels will incorporate goal setting and use the completed assessments for instruction to improve student achievement in reading and math.	Academic Support Program	01/04/2016	05/27/2016	\$0	No Funding Required	Principal, Associate Principal, classroom teachers

Measurable Objective 2:

collaborate to increase the percentage of proficient and distinguished students in math from 59.2% in 2015 to 62.3% by 09/30/2016 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

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 biweekly RTI team meetings, program fidelity checks, and instructional walk throughs.	Academic Support Program	10/01/2015	05/27/2016	\$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
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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	10/01/2015	05/27/2016	\$0	No Funding Required	Classroom teachers
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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	09/01/2015	05/27/2016	\$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 63.1% in 2015 to 65.9% by 09/30/2016 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 biweekly RTI team meetings, program fidelity checks, and instructional walk throughs.	Academic Support Program	09/01/2015	05/27/2016	\$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 and all other teachers who teach R180 or S44 will attend training at the district PGA in effectively implementing the Read 180 and System 44 reading intervention programs.	Academic Support Program	08/03/2015	08/07/2015	\$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

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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	10/01/2015	05/27/2016	\$0	No Funding Required	Classroom teachers

Goal 6: Program Review:Writing Score**Measurable Objective 1:**

collaborate to improve our school Writing program by 05/27/2016 as measured by a score increase from 9.2 (proficient) to 9.7 (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 Writing Program Review Rubric	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of the elements found on the Writing Program Review rubric through monthly meetings and regular reports to the SBDM council.	Academic Support Program	10/01/2015	05/27/2016	\$0	No Funding Required	Program Review Committee, Principal, district support staff

Activity - Monitor the documentation of Professional Development in Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During monthly committee meetings, the Writing committee will monitor the evidence that has been submitted in the area of professional development	Academic Support Program	12/01/2015	05/27/2016	\$0	No Funding Required	Principal, Writing Program Review committee members, teachers

Activity - Monitor the documentation of Formative and Summative assessments in Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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During monthly committee meetings, the Writing committee will monitor the evidence that has been submitted in the area of formative and summative assessment	Academic Support Program	12/01/2015	05/27/2016	\$0	No Funding Required	Principal, Writing committee, teachers
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Goal 7: TELL Survey

Measurable Objective 1:

collaborate to increase agreement that the faculty and leadership have a shared vision from 75% in 2015 to 85% in 2017 by 06/01/2017 as measured by results of the TELL survey.

Strategy 1:

Development of School Vision - Faculty and leadership will work together in faculty meetings, PLC meetings, and committee meetings to develop and publish a clearly articulated vision for Piner Elementary.

Category: Professional Learning & Support

Activity - Development of School Vision	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In various school meetings (faculty, PLC, committee), teachers and leadership will work together to clearly define and publish a school vision for Piner Elementary. Parents and community stakeholders will also be included in this work.	Professional Learning	07/01/2015	09/29/2017	\$0	No Funding Required	Principal, Associate Principal, teachers, parents, community stakeholders

Goal 8: Next Generation Professionals: Percentage of Proficient Certified Staff

Measurable Objective 1:

collaborate to Increase the percentage of proficient certified staff members from 93% in May 31, 2016 to 96% 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

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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	08/19/2015	05/27/2016	\$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	08/19/2015	05/27/2016	\$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 08/31/2016 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: Continuous Improvement

Activity - Wellness Leadership Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A committee has been established and is 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	08/19/2015	05/27/2016	\$0	No Funding Required	Principal, School Nurse, PE Teacher, Cafeteria Manager, FRYSC Coordinator

Goal 10: Novice Reduction

Measurable Objective 1:

collaborate to decrease the number of students with disabilities scoring in the novice range of reading from 47.1% in 2015 to 42.39% by 09/30/2016 as measured by the school report card.

Strategy 1:

Read 180 and System 44 - Students with disabilities who fall below the 40th percentile on the Reading MAP and who qualify for the program with further screening with SRI and SPI assessments will receive daily reading instruction from special education teachers who have been trained in Read 180 and/or System 44.

Category: Integrated Methods for Learning

Activity - Read 180 and System 44	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with disabilities who fall below the 40th percentile on the Reading MAP and who qualify for the program with further screening with SRI and SPI assessments will receive daily reading instruction from special education teachers who have been trained in Read 180 and/or System 44.	Academic Support Program	09/01/2015	05/27/2016	\$500	Title I Part A	Title I, special education teachers

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	09/01/2015	05/27/2016	\$48000	RTA Teacher
Monitor Implementation of RTA	Monitor the implementation of instructional strategies through a biweekly review of student progress data and program fidelity checks during learning walks.	Academic Support Program	08/19/2015	05/27/2016	\$48000	Principal, Associate Principal, district consultants
Total					\$96000	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Computers and Related Equipment	Replacement computers were purchased to support the implementation of the Read 180 and System 44 programs.	Academic Support Program	07/01/2015	09/30/2016	\$7000	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 between the 26th and 49th percentiles on Math MAP testing.	Academic Support Program	10/01/2015	05/27/2016	\$1500	Classroom teachers
Compass Learning	All students in grades K-5 will use the Compass Hybrid 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	10/01/2015	05/27/2016	\$3000	Classroom teachers

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Monitor Implementation of Read 180 and System 44	Monitor the implementation of instructional strategies through a biweekly review of student progress data and program fidelity checks during instructional walks.	Academic Support Program	07/01/2015	09/30/2016	\$70334	District Literacy Consultant, Scholastic trainer, Principal, Assistant Principal, Title 1 Teacher, RTI team
Journeys Reading Program	Our school has purchased the Journeys reading program for grades K-5 to provide an integrated, consistent Tier I reading program for all elementary 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, and strengthen more advanced reading skills in the intermediate grades.	Academic Support Program	09/01/2015	05/27/2016	\$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	07/01/2015	09/30/2016	\$2500	Principal, Title I teacher
Kindergarten Jump Start	Kindergarten students will attend a summer program specifically designed to improve their readiness skills.	Academic Support Program	06/07/2016	07/01/2016	\$5000	Principal, Associate principal, FRC coordinator, Kindergarten teachers
iRead	We have purchased 35 iRead subscriptions to meet the RTI needs of our students who fall between the 26th and 49th percentiles in reading MAP in first and second grades. Selected students will work in the program daily for at least 15 minutes per day during the RTI block in their classrooms.	Academic Support Program	10/01/2015	05/27/2016	\$1500	RTA teacher, classroom teachers
Family Reading Night	An annual Family Reading Night will be organized by Piner teachers to engage the families in reading activities, help them to gain an understanding of how they can help their children with reading, and to establish a positive connection with the school.	Parent Involvement	03/01/2016	03/31/2016	\$500	Principal, Associate Principal, FRYSC, RTA Teacher, Title I teacher
Teacher Training on Compass Hybridge	Teachers will be trained in December 2015 on the most effective ways to use the Compass Hybridge program to individualize student learning and to maximize the ability of the program to improve student reading achievement.	Academic Support Program	12/07/2015	05/27/2016	\$3500	Principal, Associate Principal, Media Specialist, District Staff

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Read 180 and System 44	Students with disabilities who fall below the 40th percentile on the Reading MAP and who qualify for the program with further screening with SRI and SPI assessments will receive daily reading instruction from special education teachers who have been trained in Read 180 and/or System 44.	Academic Support Program	09/01/2015	05/27/2016	\$500	Title I, special education teachers
Monitor Implementation of DreamBox Learning	Administrators and the RTI team will monitor progress data and insure fidelity of implementation during biweekly review of data and on weekly classroom instructional walks.	Academic Support Program	08/19/2015	05/27/2016	\$1000	Principal, Associate Principal, RTI team
Compass Hybrid Learning	All students will use the Compass Hybrid 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	09/01/2015	05/27/2016	\$3000	Classroom teachers
Family Math Night	An annual Family Math Night will be organized by Piner teachers to engage the families in math activities, help them to gain an understanding of how they can help their children with math, and to establish a positive connection with the school.	Parent Involvement	02/01/2016	02/29/2016	\$500	Principal, Associate Principal, Title I teacher, FRYSC
Teacher Training for iRead	Primary teachers will receive training by a district curriculum coach in how to correctly implement the iRead program and monitor student progress through the teacher dashboard.	Academic Support Program	10/05/2015	05/27/2016	\$750	Principal, Associate Principal, district curriculum coach, RTA teacher
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 and materials to improve Kindergarten readiness.	Parent Involvement	05/05/2016	05/05/2016	\$500	Principal, Kindergarten staff, Family Resource Center Coordinator
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	07/01/2015	09/30/2016	\$1500	Principal, Title I teacher
Total					\$117084	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Wellness Leadership Development	A committee has been established and is 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	08/19/2015	05/27/2016	\$0	Principal, School Nurse, PE Teacher, Cafeteria Manager, FRYSC Coordinator
Professional Learning and Support	Develop a school-wide professional learning plan to connect TPGES components with the revised Certified Evaluation Plan (CEP).	Professional Learning	08/19/2015	05/27/2016	\$0	Principal, District support staff
Reading RTI	Students falling below the 50th 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	09/01/2015	05/27/2016	\$0	Teachers
Kagan Strategies	Teachers will incorporate Kagan engagement strategies in their daily instruction to increase student engagement and deepen their understanding of concepts.	Academic Support Program	09/01/2015	05/27/2016	\$0	District staff, principal, assistant principal, classroom teachers
Development of School Vision	In various school meetings (faculty, PLC, committee), teachers and leadership will work together to clearly define and publish a school vision for Piner Elementary. Parents and community stakeholders will also be included in this work.	Professional Learning	07/01/2015	09/29/2017	\$0	Principal, Associate Principal, teachers, parents, community stakeholders
Monitor Student Results of Scrimmage Testing	Students in grades 3-5 will take monthly KPREP-like assessments in both reading and math to measure their mastery of content. The grade levels will incorporate goal setting and use the completed assessments for instruction to improve student achievement in reading and math.	Academic Support Program	01/04/2016	05/27/2016	\$0	Principal, Associate Principal, classroom teachers
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	10/01/2015	05/27/2016	\$0	Classroom teachers
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	10/01/2015	05/27/2016	\$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	09/01/2015	05/27/2016	\$0	Classroom teachers

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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	10/01/2015	05/27/2016	\$0	Principal, assistant principal, classroom teachers, special education teachers
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	07/01/2015	09/30/2016	\$0	Principal, Assistant Principal, Title 1 Teacher, RTI Team, District 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
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	10/01/2015	05/27/2016	\$0	Principal, Assistant Principal, classroom teachers, special education teachers
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	09/01/2015	05/27/2016	\$0	Principal, Assistant Principal, classroom teachers
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	09/01/2015	05/27/2016	\$0	Classroom teachers
Monitor Implementation of Do the Math	School administrators and Scholastic instructors will monitor the implementation of Do the Math through biweekly RTI team meetings, program fidelity checks, and instructional walk throughs.	Academic Support Program	10/01/2015	05/27/2016	\$0	Principal, Assistant Principal, Title I teacher, special education teachers, Scholastic instructors

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Monitor the documentation of Professional Development in Writing	During monthly committee meetings, the Writing committee will monitor the evidence that has been submitted in the area of professional development	Academic Support Program	12/01/2015	05/27/2016	\$0	Principal, Writing Program Review committee members, teachers
Math RTI	Students identified in the 50th 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	10/01/2015	05/27/2016	\$0	Homeroom teachers, special education teachers, interventionists
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	09/01/2015	05/27/2016	\$0	Classroom teachers
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	10/01/2015	05/27/2016	\$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, district curriculum coaches.	Professional Learning	07/01/2015	09/30/2016	\$0	Title 1 teacher, Special Education teachers
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	02/01/2016	05/27/2016	\$0	Principal, Assistant Principal, FRC, Kindergarten teachers
Kagan Strategies	Teachers will learn additional Kagan strategies for student engagement to incorporate into daily lessons in all subject areas.	Professional Learning	12/01/2015	05/27/2016	\$0	District staff, Principal, Assistant Principal
Monitor the documentation of Formative and Summative assessments in Writing	During monthly committee meetings, the Writing committee will monitor the evidence that has been submitted in the area of formative and summative assessment	Academic Support Program	12/01/2015	05/27/2016	\$0	Principal, Writing committee, teachers
Monitor the implementation of System 44	Monitor the implementation of the instructional strategies through walk through and program fidelity checks.	Academic Support Program	09/01/2015	05/27/2016	\$0	Principal, Assistant Principal, District personnel, Scholastic trainer

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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	09/01/2015	05/27/2016	\$0	District staff, principal, assistant principal, classroom teachers
Monitor Student Results of Scrimmage Testing	Teachers and administrators will review the results of the monthly math scrimmages to determine areas requiring additional instruction and students who require additional support to be successful in math.	Academic Support Program	01/04/2016	05/27/2016	\$0	Principals, Associate Principal, classroom teachers
Teacher Training on Read 180/System 44	The Title I teacher and all other teachers who teach R180 or S44 will attend training at the district PGA in effectively implementing the Read 180 and System 44 reading intervention programs.	Academic Support Program	08/03/2015	08/07/2015	\$0	Title I teacher, district and Scholastic trainers
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	08/19/2015	05/27/2016	\$0	District staff, principal
Monitor Implementation of Read 180/System 44	Monitor the implementation of the instructional strategies in the System 44 and Read 180 intervention programs through biweekly RTI team meetings, program fidelity checks, and instructional walk throughs.	Academic Support Program	09/01/2015	05/27/2016	\$0	Principal, Assistant Principal, RTI Team members, Title I teacher
Monitor implementation of Writing Program Review Rubric	Monitor the implementation of the elements found on the Writing Program Review rubric through monthly meetings and regular reports to the SBDM council.	Academic Support Program	10/01/2015	05/27/2016	\$0	Program Review Committee, Principal, district support 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	01/04/2016	05/27/2016	\$0	Preschool teacher, Kindergarten teachers, Principal
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Primary Math Intervention	A primary teacher who has been trained in early response to instruction in math will meet daily with small groups of 5 or fewer students in grades 1 and 2 who fall below the 25th percentile on the math MAP test to strengthen their early numeracy skills and bring these students up to grade level in math.	Academic Support Program	10/01/2015	05/27/2016	\$35000	EERTI teacher
Total					\$35000	

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 demonstrating desired growth in most academic areas. Overall growth rose from 56.0 in 2013-14 to 71.9 in 2014-15. 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 continued to demonstrate a gap between their number of students scoring proficient and distinguished and the general population in the combined reading and math scores; however, we are making strides in decreasing that gap. In 2013-14 there was a 37 point gap, in 2014-15 the gap closed to 20.6. Data also demonstrates or improvement in Social Studies. KPREP scores in Social Studies have increased from 83.1 in 2013-14 to 90.9 in 2014-15. 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. 92% 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 Achievement scores rose from 69.2 in 2013-14 to 76.3 in 2014-15.

- School wide monthly on-demand writing prompts, "The Principal's Prompt" in grades K-5
- Implementation of the strategy of 3.8 paragraph writing by teachers
- Increased school wide expectations for writing across content areas
- Use of new writing planning instrument to decrease the amount of time spent planning, and increasing the time spent on writing by students

Achievement Score for Reading 79.7/Achievement Score for Math 84.4

- 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
- School wide implementation of Journeys Common Core reading program
- Close monitoring of progress data through biweekly RTI meetings
- Introduction of DreamBox Learning and a primary math intervention teacher for grades K-2
- Continued use of RTA teacher for grades K-2
- Introduction of iRead as an intervention for students in grades K-2
- Continued use of Compass Hybridge in all grades K-5

The program review scores rose to 39.6 (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

Social Studies Achievement score rose from 83.1 in 2013-14 to 90.9 in 2014-15

- Implementation of district Social Studies LDCs and Common Assessments
- Incorporation of reenactments and other student engagement instructional activities
- Increased opportunities to practice KPREP-like assessments

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 76.3, we must decrease the percentage of students falling into the Apprentice range (43.6). We have adopted 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). Additionally, we are continuing the monthly Principal's Prompt school wide on demand writing program, and are incorporating new organizational tools to help students decrease the amount of time spent on planning and increasing their time on task writing.

-Kindergarten Readiness. Our Kindergarten readiness scores, as measured by Brigance, fell from 52% in 2014-15 to 48% in 2015-16. We will continue using our Kindergarten Round Up program in May to provide instruction and materials to parents that they can use over the summer to improve their students' Kindergarten readiness. This will be funded through our Title I Parent Involvement fund. Additionally, we will design a specific Kindergarten readiness strand to incorporate into our existing Summer Learning Program. This will allow us to help prepare our incoming Kindergarten students with the specific readiness skills they need to be successful in school.

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, Reducing Barriers to Learning, and Response to Instruction Teams and review student data regularly. We will carefully monitor MAP data in PLCs and faculty meetings with the teachers, focusing on student growth and achievement. We will walk daily in classrooms to ensure that effective instruction is taking place in every class, programs are being implemented with fidelity, and provide feedback to the teachers on ways to strengthen their instructional skills. Administrators will collaborate with teachers to develop effective student growth goals, and monitor their progress toward reaching them throughout the school year.

KDE Compliance and Accountability - 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 TELLKY Survey results.

Goal 1:

TELL Survey

Measurable Objective 1:

collaborate to increase agreement that the faculty and leadership have a shared vision from 75% in 2015 to 85% in 2017 by 06/01/2017 as measured by results of the TELL survey.

Strategy1:

Development of School Vision - Faculty and leadership will work together in faculty meetings, PLC meetings, and committee meetings to develop and publish a clearly articulated vision for Piner Elementary.

Category: Professional Learning & Support

Research Cited:

Activity - Development of School Vision	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In various school meetings (faculty, PLC, committee), teachers and leadership will work together to clearly define and publish a school vision for Piner Elementary. Parents and community stakeholders will also be included in this work.	Professional Learning	07/01/2015	09/29/2017	\$0 - No Funding Required	Principal, Associate Principal, teachers, parents, community stakeholders

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 59.2% in 2015 to 62.3% by 09/30/2016 as measured by 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

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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	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School administrators and Scholastic instructors will monitor the implementation of Do the Math through biweekly RTI team meetings, program fidelity checks, and instructional walk throughs.	Academic Support Program	10/01/2015	05/27/2016	\$0 - No Funding Required	Principal, Assistant Principal, Title I teacher, special education teachers, Scholastic instructors

Strategy2:

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	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	09/01/2015	05/27/2016	\$0 - No Funding Required	Principal, Assistant Principal, classroom teachers

Strategy3:

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	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	10/01/2015	05/27/2016	\$0 - No Funding Required	Classroom teachers

Measurable Objective 2:

collaborate to increase the percentage of proficient and distinguished students in reading from 63.1% in 2015 to 65.9% by 09/30/2016 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

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provide remediation or enrichment based upon student need.

Category: Integrated Methods for Learning

Research Cited:

Activity - Reading RIT Band Instruction	Activity Type	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	10/01/2015	05/27/2016	\$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	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Title I teacher and all other teachers who teach R180 or S44 will attend training at the district PGA in effectively implementing the Read 180 and System 44 reading intervention programs.	Academic Support Program	08/03/2015	08/07/2015	\$0 - No Funding Required	Title I teacher, district and Scholastic trainers

Activity - Monitor Implementation of Read 180/System 44	Activity Type	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 biweekly RTI team meetings, program fidelity checks, and instructional walk throughs.	Academic Support Program	09/01/2015	05/27/2016	\$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 61.2% in 2015 to 64.2% by 09/30/2016 as measured by the school report card delivery target.

Strategy1:

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:

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Activity - Live Scoring	Activity Type	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

Strategy2:

Student Engagement Activity Professional Learning - Teachers will continue to 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	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn additional Kagan strategies for student engagement to incorporate into daily lessons in all subject areas.	Professional Learning	12/01/2015	05/27/2016	\$0 - No Funding Required	District staff, Principal, Assistant Principal

Strategy3:

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	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School administrators and Scholastic instructors will monitor the implementation of Do the Math through biweekly RTI team meetings, program fidelity checks, and instructional walk throughs.	Academic Support Program	10/01/2015	05/27/2016	\$0 - No Funding Required	Principal, Assistant Principal, Title I teacher, special education teachers, Scholastic instructors

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	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Title I teacher and all other teachers who teach R180 or S44 will attend training at the district PGA in effectively implementing the Read 180 and System 44 reading intervention programs.	Academic Support Program	08/03/2015	08/07/2015	\$0 - No Funding Required	Title I teacher, district and Scholastic trainers

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Activity - Monitor Implementation of Read 180/System 44	Activity Type	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 biweekly RTI team meetings, program fidelity checks, and instructional walk throughs.	Academic Support Program	09/01/2015	05/27/2016	\$0 - No Funding Required	Principal, Assistant Principal, RTI Team members, Title I teacher

Strategy5:

Scrimmage Testing in grades 3-5 - Students in grades 3-5 will take monthly KPREP-like assessments in both reading and math to measure their mastery of content. The grade levels will incorporate goal setting and use the completed assessments for instruction to improve student achievement in reading and math.

Category: Continuous Improvement

Research Cited:

Activity - Monitor Student Results of Scrimmage Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 3-5 will take monthly KPREP-like assessments in both reading and math to measure their mastery of content. The grade levels will incorporate goal setting and use the completed assessments for instruction to improve student achievement in reading and math.	Academic Support Program	01/04/2016	05/27/2016	\$0 - No Funding Required	Principal, Associate Principal, classroom teachers

All children-were screened for kindergarten readiness. If yes, name the assessment.

Goal 1:

Kindergarten Readiness

Measurable Objective 1:

collaborate to increase the percentage of children ready (Ready with enrichments and Ready) for Kindergarten from 48% in 2015 to 50% by 10/01/2015 as measured by Brigance (100% of Kindergarten students screened.).

Strategy1:

Kindergarten Round Up - Kindergarten Round Up will be provided for incoming Kindergarten parents to prepare their children for Kindergarten. This activity will include parent education activities to instruct them in strategies to help ready their children for Kindergarten.

Category: Early Learning

Research Cited:

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Activity - Kindergarten Round Up	Activity Type	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 and materials to improve Kindergarten readiness.	Parent Involvement	05/05/2016	05/05/2016	\$500 - Title I Part A	Principal, Kindergarten staff, Family Resource Center Coordinator

Strategy2:

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

Category: Early Learning

Research Cited:

Activity - PLC meetings	Activity Type	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	01/04/2016	05/27/2016	\$0 - No Funding Required	Preschool teacher, Kindergarten teachers, Principal

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	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	02/01/2016	05/27/2016	\$0 - No Funding Required	Principal, Assistant Principal, FRC, Kindergarten teachers

Strategy4:

Kindergarten Jump Start - Incoming Kindergarten students will be invited to attend a free summer program specifically designed to improve Kindergarten readiness skills.

Category: Early Learning

Research Cited:

Activity - Kindergarten Jump Start	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten students will attend a summer program specifically designed to improve their readiness skills.	Academic Support Program	06/07/2016	07/01/2016	\$5000 - Title I Part A	Principal, Associate principal, FRC coordinator, Kindergarten teachers

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 48% in 2015 to 50% by 10/01/2015 as measured by Brigance (100% of Kindergarten students screened.).

Strategy1:

Kindergarten Jump Start - Incoming Kindergarten students will be invited to attend a free summer program specifically designed to improve Kindergarten readiness skills.

Category: Early Learning

Research Cited:

Activity - Kindergarten Jump Start	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten students will attend a summer program specifically designed to improve their readiness skills.	Academic Support Program	06/07/2016	07/01/2016	\$5000 - Title I Part A	Principal, Associate principal, FRC coordinator, Kindergarten teachers

Strategy2:

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	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	02/01/2016	05/27/2016	\$0 - No Funding Required	Principal, Assistant Principal, FRC, Kindergarten teachers

Strategy3:

Kindergarten Round Up - Kindergarten Round Up will be provided for incoming Kindergarten parents to prepare their children for Kindergarten. This activity will include parent education activities to instruct them in strategies to help ready their children for Kindergarten.

Category: Early Learning

Research Cited:

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Activity - Kindergarten Round Up	Activity Type	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 and materials to improve Kindergarten readiness.	Parent Involvement	05/05/2016	05/05/2016	\$500 - Title I Part A	Principal, Kindergarten staff, Family Resource Center Coordinator

Strategy4:

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

Category: Early Learning

Research Cited:

Activity - PLC meetings	Activity Type	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	01/04/2016	05/27/2016	\$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

Measurable Objective 1:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in reading from 59.3% in 2015 to 63.37% by 09/30/2016 as measured by school report card Next Generation Learners Achievement for 3rd grade.

Strategy1:

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	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	09/01/2015	05/27/2016	\$48000 - Read to Achieve	RTA Teacher

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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	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	10/01/2015	05/27/2016	\$0 - No Funding Required	Principal, Assistant Principal, classroom teachers, special education teachers

Strategy3:

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	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	09/01/2015	05/27/2016	\$0 - No Funding Required	District staff, principal, assistant principal, classroom teachers

Strategy4:

iRead - We have purchased 30 iRead subscriptions to meet the RTI needs of our students who fall between the 26th and 49th percentiles in reading MAP in first and second grades. Selected students will work in the program daily for at least 15 minutes per day during the RTI block in their classrooms. Several students in Kindergarten who are reading above grade level will use the iRead program for enrichment.

Category: Early Learning

Research Cited:

Activity - iRead	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We have purchased 35 iRead subscriptions to meet the RTI needs of our students who fall between the 26th and 49th percentiles in reading MAP in first and second grades. Selected students will work in the program daily for at least 15 minutes per day during the RTI block in their classrooms.	Academic Support Program	10/01/2015	05/27/2016	\$1500 - Title I Part A	RTA teacher, classroom teachers

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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	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students falling below the 50th 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	09/01/2015	05/27/2016	\$0 - No Funding Required	Teachers

Strategy6:

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	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	10/01/2015	05/27/2016	\$0 - No Funding Required	Classroom teachers

Strategy7:

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

Category: Continuous Improvement

Research Cited:

Activity - Compass Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades K-5 will use the Compass Hybride 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	10/01/2015	05/27/2016	\$3000 - Title I Part A	Classroom teachers

Strategy8:

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

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Research Cited:

Activity - Monitor the implementation of System 44	Activity Type	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	09/01/2015	05/27/2016	\$0 - No Funding Required	Principal, Assistant Principal, District personnel, Scholastic trainer

Strategy9:

Journeys Reading Series - Our school has purchased the Journeys reading program for grades K-5 to provide an integrated, consistent Tier I reading program for all our students. Journeys is closely aligned to the ELA KCAS and will provide reading, spelling, and vocabulary lessons to help build strong foundational reading skills in our primary students, and provide rigorous reading instruction in the intermediate grades.

Category: Integrated Methods for Learning

Research Cited:

Activity - Journeys Reading Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school has purchased the Journeys reading program for grades K-5 to provide an integrated, consistent Tier I reading program for all elementary 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, and strengthen more advanced reading skills in the intermediate grades.	Academic Support Program	09/01/2015	05/27/2016	\$14500 - Title I Part A	Principal, assistant principal, 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 55.6% in 2015 to 60.04% by 09/30/2016 as measured by school report card delivery targets for 3rd grade.

Strategy1:

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:

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Activity - Kagan Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate Kagan engagement strategies in their daily instruction to increase student engagement and deepen their understanding of concepts.	Academic Support Program	09/01/2015	05/27/2016	\$0 - No Funding Required	District staff, principal, assistant principal, classroom teachers

Strategy2:

Primary Math Intervention - A primary teacher who has been trained in early response to instruction in math will meet with small groups of 5 or fewer students in grades 1 and 2 who fall below the 25th percentile on the math MAP test to strengthen their early numeracy skills and bring these students up to grade level in math.

Category: Early Learning

Research Cited:

Activity - Primary Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A primary teacher who has been trained in early response to instruction in math will meet daily with small groups of 5 or fewer students in grades 1 and 2 who fall below the 25th percentile on the math MAP test to strengthen their early numeracy skills and bring these students up to grade level in math.	Academic Support Program	10/01/2015	05/27/2016	\$35000 - Other	EERTI teacher

Strategy3:

Scrimmage Testing in grades 3-5 - Students in grades 3-5 will participate in monthly KPREP-like math scrimmage assessments. This process will include goal setting, graphing results, and using the corrected assessments as instructional tools.

Category: Continuous Improvement

Research Cited:

Activity - Monitor Student Results of Scrimmage Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will review the results of the monthly math scrimmages to determine areas requiring additional instruction and students who require additional support to be successful in math.	Academic Support Program	01/04/2016	05/27/2016	\$0 - No Funding Required	Principals, Associate Principal, classroom teachers

Strategy4:

Compass Hybrid Learning - All students will use the Compass Hybrid 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:

KDE Comprehensive School Improvement Plan

Piner Elementary School

Activity - Compass Hybrid Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will use the Compass Hybrid 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	09/01/2015	05/27/2016	\$3000 - Title I Part A	Classroom teachers

Strategy5:

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:

Activity - Flashbacks	Activity Type	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	09/01/2015	05/27/2016	\$0 - No Funding Required	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." 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	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	10/01/2015	05/27/2016	\$0 - No Funding Required	Principal, assistant principal, classroom teachers, special education teachers

Strategy7:

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:

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Activity - Number Talks	Activity Type	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	09/01/2015	05/27/2016	\$0 - No Funding Required	Classroom teachers

Strategy8:

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	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	09/01/2015	05/27/2016	\$0 - No Funding Required	Classroom teachers

Strategy9:

Math RTI - Students identified as falling in the 50th percentile or below on the math MAP will be placed in math RTI groups

Category: Continuous Improvement

Research Cited:

Activity - Math RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified in the 50th 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	10/01/2015	05/27/2016	\$0 - No Funding Required	Homeroom teachers, special education teachers, interventionists

Activity - DreamBox Learning	Activity Type	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 between the 26th and 49th percentiles on Math MAP testing.	Academic Support Program	10/01/2015	05/27/2016	\$1500 - Title I Part A	Classroom teachers

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

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GAP goal

Measurable Objective 1:

collaborate to increase the percentage of students in the nonduplicated gap group scoring proficient or distinguished in math from 50.0% in 2015 to 51.9% by 09/30/2016 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 - Teacher Training for Do the Math	Activity Type	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, district curriculum coaches.	Professional Learning	07/01/2015	09/30/2016	\$0 - No Funding Required	Title 1 teacher, Special Education teachers

Activity - Purchase Do the Math materials	Activity Type	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	07/01/2015	09/30/2016	\$2500 - Title I Part A	Principal, Title I teacher

Activity - Monitor Implementation of Do the Math	Activity Type	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	07/01/2015	09/30/2016	\$0 - No Funding Required	Principal, Assistant Principal, Title 1 Teacher, RTI Team, District staff

Strategy2:

Family Math Night - An annual Family Math Night will be organized by Piner teachers to engage the families in math activities, help them to gain an understanding of how they can help their children with math, and to establish a positive connection with the school.

Category: Stakeholder Engagement

Research Cited:

Activity - Family Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An annual Family Math Night will be organized by Piner teachers to engage the families in math activities, help them to gain an understanding of how they can help their children with math, and to establish a positive connection with the school.	Parent Involvement	02/01/2016	02/29/2016	\$500 - Title I Part A	Principal, Associate Principal, Title I teacher, FRYSC

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Strategy3:

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 - Monitor Implementation of DreamBox Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and the RTI team will monitor progress data and insure fidelity of implementation during biweekly review of data and on weekly classroom instructional walks.	Academic Support Program	08/19/2015	05/27/2016	\$1000 - Title I Part A	Principal, Associate Principal, RTI team

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 51.4% in 2015 to 56.8% by 09/30/2016 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 - Purchase Read 180/System 44 materials	Activity Type	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	07/01/2015	09/30/2016	\$1500 - Title I Part A	Principal, Title I teacher

Activity - Computers and Related Equipment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Replacement computers were purchased to support the implementation of the Read 180 and System 44 programs.	Academic Support Program	07/01/2015	09/30/2016	\$7000 - Title I Part A	Principal, Title I teacher, building Technology Coordinator

Activity - Monitor Implementation of Read 180 and System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of instructional strategies through a biweekly review of student progress data and program fidelity checks during instructional walks.	Academic Support Program	07/01/2015	09/30/2016	\$70334 - Title I Part A	District Literacy Consultant, Scholastic trainer, Principal, Assistant Principal, Title 1 Teacher, RTI team

Strategy2:

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iRead - Students in grades 1 and 2 who fall between the 26th and 49th percentile on the Reading MAP assessment will be placed in the iRead program for reading RTI. Students will work on the adaptive program at least 15 minutes per day and follow a personalized learning path to improve their early reading skills.

Category: Early Learning

Research Cited:

Activity - Teacher Training for iRead	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Primary teachers will receive training by a district curriculum coach in how to correctly implement the iRead program and monitor student progress through the teacher dashboard.	Academic Support Program	10/05/2015	05/27/2016	\$750 - Title I Part A	Principal, Associate Principal, district curriculum coach, RTA teacher

Strategy3:

Family Reading Night - An annual Family Reading Night will be organized by Piner teachers to engage the families in reading activities, help them to gain an understanding of how they can help their children with reading, and to establish a positive connection with the school.

Category: Stakeholder Engagement

Research Cited:

Activity - Family Reading Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An annual Family Reading Night will be organized by Piner teachers to engage the families in reading activities, help them to gain an understanding of how they can help their children with reading, and to establish a positive connection with the school.	Parent Involvement	03/01/2016	03/31/2016	\$500 - Title I Part A	Principal, Associate Principal, FRYSC, RTA Teacher, Title I teacher

Strategy4:

Read to Achieve - Students in grades K-2 who fall in the 25th percentile or below on the Reading MAP assessment will be further screened with DIBELS, and those students showing the greatest need will be placed into the Read to Achieve (RTA) reading remediation program. Students will work in groups of 4 or fewer to receive targeted early reading instruction from a highly qualified teacher.

Category: Early Learning

Research Cited:

Activity - Monitor Implementation of RTA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of instructional strategies through a biweekly review of student progress data and program fidelity checks during learning walks.	Academic Support Program	08/19/2015	05/27/2016	\$48000 - Read to Achieve	Principal, Associate Principal, district consultants

Strategy5:

Compass Hybridge - All students in grades K-5 will use the Compass Hybridge adaptive learning program at least 45 minutes per week to follow an individualized learning path and strengthen reading skills. This will provide differentiated learning for each student.

Category: Continuous Improvement

Research Cited:

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Activity - Teacher Training on Compass Hybridge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in December 2015 on the most effective ways to use the Compass Hybridge program to individualize student learning and to maximize the ability of the program to improve student reading achievement.	Academic Support Program	12/07/2015	05/27/2016	\$3500 - Title I Part A	Principal, Associate Principal, Media Specialist, District Staff

Goal 2:

Novice Reduction

Measurable Objective 1:

collaborate to decrease the number of students with disabilities scoring in the novice range of reading from 47.1% in 2015 to 42.39% by 09/30/2016 as measured by the school report card.

Strategy1:

Read 180 and System 44 - Students with disabilities who fall below the 40th percentile on the Reading MAP and who qualify for the program with further screening with SRI and SPI assessments will receive daily reading instruction from special education teachers who have been trained in Read 180 and/or System 44.

Category: Integrated Methods for Learning

Research Cited:

Activity - Read 180 and System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with disabilities who fall below the 40th percentile on the Reading MAP and who qualify for the program with further screening with SRI and SPI assessments will receive daily reading instruction from special education teachers who have been trained in Read 180 and/or System 44.	Academic Support Program	09/01/2015	05/27/2016	\$500 - Title I Part A	Title I, special education teachers

The school identified specific strategies to increase the average freshman graduation rate.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are college and career ready.

N/A (this question does not apply)

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

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Goal 1:

Program Review: Writing Score

Measurable Objective 1:

collaborate to improve our school Writing program by 05/27/2016 as measured by a score increase from 9.2 (proficient) to 9.7 (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 Formative and Summative assessments in Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During monthly committee meetings, the Writing committee will monitor the evidence that has been submitted in the area of formative and summative assessment	Academic Support Program	12/01/2015	05/27/2016	\$0 - No Funding Required	Principal, Writing committee, teachers

Activity - Monitor implementation of Writing Program Review Rubric	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the elements found on the Writing Program Review rubric through monthly meetings and regular reports to the SBDM council.	Academic Support Program	10/01/2015	05/27/2016	\$0 - No Funding Required	Program Review Committee, Principal, district support staff

Activity - Monitor the documentation of Professional Development in Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During monthly committee meetings, the Writing committee will monitor the evidence that has been submitted in the area of professional development	Academic Support Program	12/01/2015	05/27/2016	\$0 - No Funding Required	Principal, Writing Program Review committee members, teachers

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
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		

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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.	Yes		

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.	Yes		

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.	Yes		

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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
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.	Yes		

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.	Yes		

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.	Yes		

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.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components 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 serve identified Title I students.	Yes		

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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 (provide the website link below).	Yes	http://www.kenton.kyschools.us/34/Home	

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.	N/A		

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, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

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		

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.	Yes		

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Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators 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.	Yes		

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		

The Missing Piece

Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

Stakeholders

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

SBDM Council, PTA, FRC Advisory Committee, business partners Celanese and Durr Branch of the Kenton County Library.

Relationship Building

Overall Rating: 3.43

	Statement or Question	Response	Rating
2.1	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
2.2	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
2.3	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
2.4	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
2.5	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
2.6	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
2.7	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

Overall Rating: 3.14

	Statement or Question	Response	Rating
3.1	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).	Multiple two-way communications in the home language are used to communicate academic goals, class work, and homework, and grades. (See Proficient Examples)	Distinguished

	Statement or Question	Response	Rating
3.2	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 to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	Statement or Question	Response	Rating
3.3	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.	Proficient

	Statement or Question	Response	Rating
3.4	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
3.5	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
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

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	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

Decision Making

Overall Rating: 3.0

	Statement or Question	Response	Rating
4.1	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.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

	Statement or Question	Response	Rating
4.2	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
4.3	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.	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.	Proficient

	Statement or Question	Response	Rating
4.4	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
4.5	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
4.6	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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	Statement or Question	Response	Rating
4.7	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.	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 in committee work.	Proficient

Advocacy

Overall Rating: 2.5

	Statement or Question	Response	Rating
5.1	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.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students' academic goals and learning needs.	Proficient

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	Statement or Question	Response	Rating
5.3	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 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).	Proficient

	Statement or Question	Response	Rating
5.4	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.	Teachers handle parent complaints but outcomes are not tracked or reported.	Novice

	Statement or Question	Response	Rating
5.5	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
5.6	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

Overall Rating: 2.5

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - 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 as 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.	School provides open house and family nights for some parents to learn about: • 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
6.2	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.	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.	Proficient

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Proficient

	Statement or Question	Response	Rating
6.4	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.	School staff offers targeted parent workshops and meetings to help parents develop skills to support their child's learning.	Apprentice

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

	Statement or Question	Response	Rating
6.6	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

Overall Rating: 3.17

	Statement or Question	Response	Rating
7.1	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
7.2	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
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	Statement or Question	Response	Rating
7.5	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).	Parents make active use of school 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 1 coordinators connect family with community resources and follow up).	Proficient

	Statement or Question	Response	Rating
7.6	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.	District staff and school leadership ensures all stakeholders are aware of community based learning opportunities that are linked to student-specific needs.	Distinguished

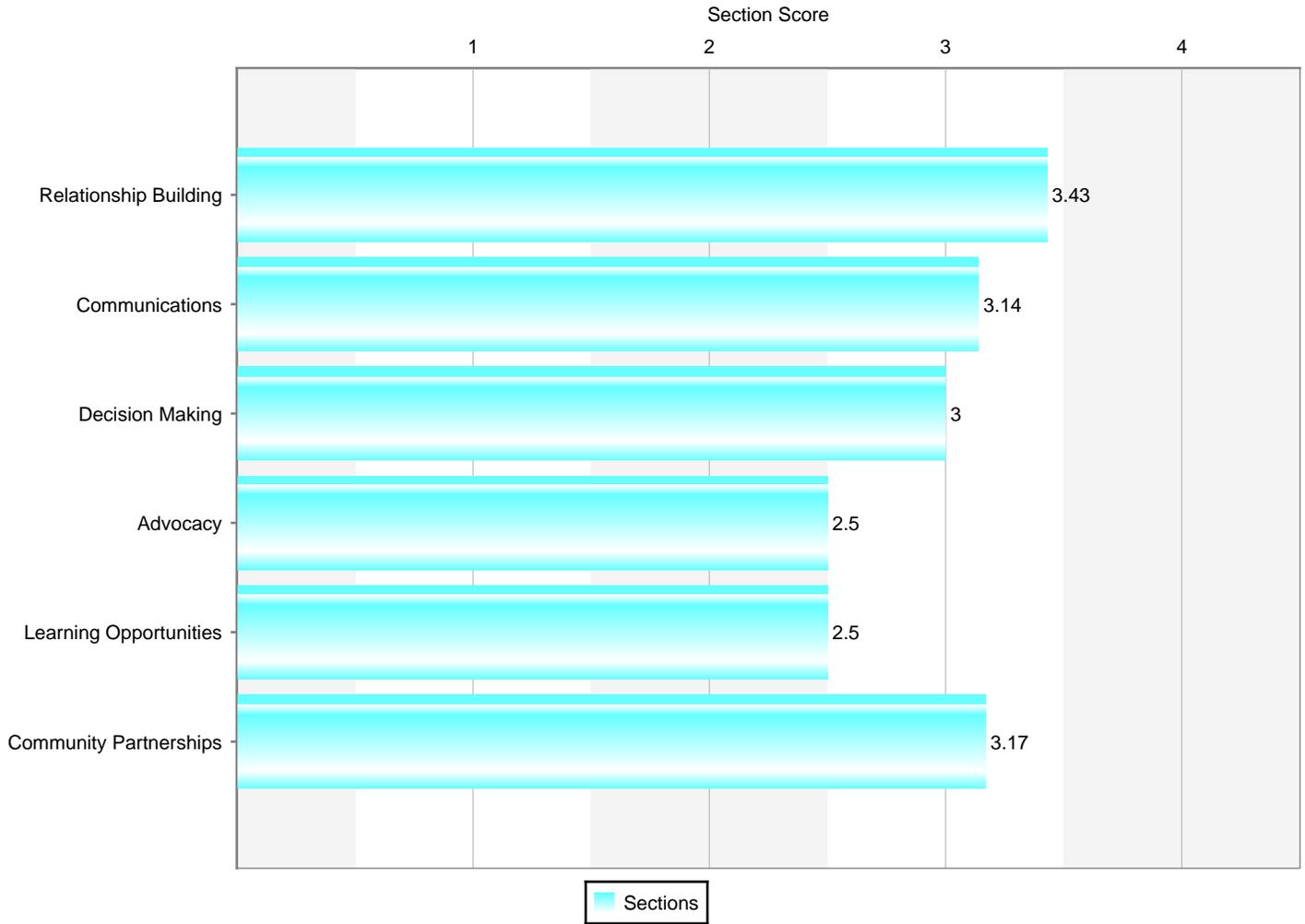
Reflection

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

District and school leadership continue to seek ways to increase two way communication with our stakeholders and community members. Parents are regularly invited to join school committees, PTA, SBDM Council, or asked to volunteer in school or serve as mentors. Parents are invited to Title I parent involvement meetings, are asked to complete surveys for Title I and the FRC, and are offered opportunities through the FRC for parenting and job training. Communication from school includes phone calls, emails, biweekly newsletters from the Principal and teachers, Bright Arrow automated calls, Remind text messaging service, electronic emails, Twitter, and Facebook pages. Teachers regularly conference with parents to overcome specific barriers to student learning, and parent education on curriculum and instruction is offered through our Kindergarten Round Up and parent information nights.

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.

School Safety Report

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	9/17/2013	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	9/17/13	

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	7/15/15	

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	8/17/15	

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
8.	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
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	October 2015	

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

Label	Assurance	Response	Comment	Attachment
11.	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
12.	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	August 2015	

Label	Assurance	Response	Comment	Attachment
13.	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		

Equitable Access Diagnostic

Introduction

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of “highly qualified” to “high effective”.

Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes		

What are the barriers identified?

Poverty, transiency, students with disabilities, lack of parent involvement in specific cases

What sources of data were used to determine the barriers?

Free and Reduced lunch data, students with disabilities data, FRYSC referrals, truancy data, mobility rate data

What are the root causes of those identified barriers?

Low income families (50a% free and reduced lunch), lack of stable housing for some families living in poverty

What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers in the school?

Student growth data indicates that the majority of our students are making typical growth, demonstrating that our teachers are effective.

Equitable Access Strategies

Placement: Describe school policies or procedures that address the assignment of students to ensure low income and minority students are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers who are not identified as low income or minority students.

All our teachers are Highly Qualified, and were hired following the procedures outlined in our SBDM Consultation Policy. Students are assigned to heterogeneous classrooms following our SBDM Student Assignment Policy by the current year teachers, with input by the special education teachers, counselor, and special area teachers and all class lists are reviewed by administrators to insure equity of gender, ethnicity, student ability level, and numbers of students who fall into the free and reduced lunch category. Our school has a parent request policy, with the final determination of student placement made by the principal.

Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?

MAP, KPREP, DIBELS, Brigance, SRI and SPI data are used along with classroom performance data to place students in heterogeneously mixed homeroom classes. No pattern of assigning inexperienced or ineffective teachers is noted at our school.

Recruitment and Retention: How does the school analyze student level data to design targeted recruitment of effective and diverse teachers?

Regular review of data (see data sources listed in 2.2) help determine student needs along with input from our FRC, Counselor, and special education teachers. Specific criteria are set for the recruitment of effective and diverse teachers to meet the needs that have been identified.

Recruitment and Retention: How does the school recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional Children and Youth?

Regular review of data (see data sources listed in 2.2) help determine student needs along with input from our FRYSC Coordinator, Counselor, and special education teachers. Specific criteria are set for the recruitment of effective and diverse teachers to meet the needs that have been identified.

Recruitment and Retention: How does the school retain effective teachers? Identify any incentives.

Teachers are afforded many opportunities to serve as teacher leaders and to influence the decisions that are made about school programs and instructional strategies. Teachers are provided the resources they need to effectively address student instructional and non-instructional needs. Support teachers need is readily available through curriculum coaches, instructional materials, technology, and administrator

coaching. Many opportunities to celebrate and recognize student and staff achievement are offered throughout the year.

Professional Learning: Identify supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.

-KTIP

-assigned mentor teachers

-district Curriculum Coaches

-administrator feedback through informal and formal observations

-district certified evaluation process

-district new teacher induction program

-new teacher orientation (for all teachers new to the school)

-24 hours of professional learning as outlined on our school's professional learning plan

-biweekly PLC meetings

Professional Learning: Utilizing PGES data, how are the professional learning needs of teachers with an effectiveness rating below accomplished addressed?

Professional growth plans with regular monitoring are implemented. Teachers with low ratings may also be placed on assistance plans with targeted assistance. District curriculum coaches are available to provide targeted support and professional learning.

Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?

TELL survey data is used in the development of our CSIP, and is regularly monitored for effectiveness. Areas of strength on the TELL survey are continued and enhanced, and lower scoring areas are addressed in the CSIP, and by the school leadership and SBDM committees.

Questions

Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.

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 51.4% in 2015 to 56.8% by 09/30/2016 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.

Activity - Monitor Implementation of Read 180 and System 44

Monitor the implementation of instructional strategies through a biweekly review of student progress data and program fidelity checks during instructional walks.

Strategy 2:

Compass Hybridge - All students in grades K-5 will use the Compass Hybridge adaptive learning program at least 45 minutes per week to follow an individualized learning path and strengthen reading skills. This will provide differentiated learning for each student.

Activities:

Read to Achieve - Students in grades K-2 who fall in the 25th percentile or below on the Reading MAP assessment will be further screened with DIBELS, and those students showing the greatest need will be placed into the Read to Achieve (RTA) reading remediation program. Students will work in groups of 4 or fewer to receive targeted early reading instruction from a highly qualified teacher.

Activity - 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

Activity - Teacher Training on Compass Hybridge

Teachers will be trained in December 2015 on the most effective ways to use the Compass Hybridge program to individualize student learning and to maximize the ability of the program to improve student reading achievement.

Goal 1: Kindergarten Readiness

Measurable Objective 1:

collaborate to increase the percentage of children ready (Ready with enrichments and Ready) for Kindergarten from 48% in 2015 to 50% by 10/01/2015 as measured by Brigance (100% of Kindergarten students screened.).

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Strategy 1:

Kindergarten Round Up - Kindergarten Round Up will be provided for incoming Kindergarten parents to prepare their children for Kindergarten. This activity will include parent education activities to instruct them in strategies to help ready their children for

Strategy 2:

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

School personnel will meet with incoming Kindergarten students and their parents to provide information about the Kindergarten program, answer parent questions and provide resources and materials to improve Kindergarten readiness.

Strategy 3:

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.

Strategy 4:

Kindergarten Jump Start - Incoming Kindergarten students will be invited to attend a free summer program specifically designed to improve Kindergarten readiness skills.

Activities:

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

Goal 1: Proficiency-3rd grade K-PREP Reading Measurable

Objective 1:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in reading from 59.3% in 2015 to 63.37% by 09/30/2016 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.

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.

Activity - Monitor the implementation of System 44

Monitor the implementation of the instructional strategies through walkthroughs and program fidelity checks.

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.

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 secondgrade students.

Students falling below the 50th 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.

Activity - 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. Students in grades Kindergarten, first and second grades 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.

Goal 1: Proficiency 3rd Grade K-PREP Math

Measurable Objective 1:

collaborate to increase the percentage of proficient and distinguished 3rd grade students in math from 55.6% in 2015 to 60.04% by 09/30/2016 as measured by school report card delivery targets for 3rd grade.

Strategy 1:

Math RTI - Students identified in the 50th 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.

Activity - DreamBox Learning

DreamBox Learning is an adaptive computer intervention program targeting students in grades 1 and 2 who fall between the 26th and 49th percentiles on Math MAP testing.

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.

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.

Strategy 4:

Compass Hybrid Learning - All students will use the Compass Hybrid 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.

Goal 1: K-PREP Combined Proficiency

Measurable Objective 1:

collaborate to increase the average combined reading and math K-PREP scores from 61.2% in 2015 to 64.2% by 09/30/2016 as measured

by the school report card delivery target.

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.

Monitor the implementation of the instructional strategies in the System 44 and Read 180 intervention programs through biweekly RTI team meetings, program fidelity checks, and instructional walkthroughs. The Title I teacher and all other teachers who teach R180 or S44 will attend training at the district PGA in effectively implementing the Read 180 and System 44 reading intervention programs.

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. School administrators and Scholastic instructors will monitor the implementation of Do the Math through biweekly RTI team meetings, program fidelity checks, and instructional walkthroughs.

Strategy 3:

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

Teachers will learn additional Kagan strategies for student engagement to incorporate into daily lessons in all subject areas.

Goal 1: Next Generation Professionals: Percentage of Proficient Certified Staff

Measurable Objective 1:

collaborate to increase the percentage of proficient certified staff members from 93% in May 31, 2016 to 96% 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

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, and in peer observation

Develop a school-wide professional learning plan to connect TPGES components with the revised Certified Evaluation Plan (CEP).

Goal 1: Novice Reduction

Measurable Objective 1:

collaborate to decrease the number of students with disabilities scoring in the novice range of reading from 47.1% in 2015 to 42.39% by 09/30/2016 as measured by the school report card.

Strategy 1:

Read 180 and System 44 - Students with disabilities who fall below the 40th percentile on the Reading MAP and who qualify for the program with further screening with SRI and SPI assessments will receive daily reading instruction from special education teachers who have been trained in Read 180 and/or System 44.