



Comprehensive School Improvement Plan

Piner Elementary School
Kenton County

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Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	<p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover.</p> <p>**The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p>	I acknowledge that I have uploaded the School Equity Data.		Piner_School_Equity_Diagnostic_2016-17.xlsx

Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

The Gap group with the largest percentage of students is our Students from Poverty subgroup (51.9%), followed by our Students with Disabilities group (13.32%). This means that we must carefully select our instructional methods, materials and programs to focus on their specific needs. Most of our teachers have more than 3 years of experience (87.5%), meaning they are bringing years of experience and effective instructional strategies into the classroom to provide outstanding instruction to all of our students.

After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

The greatest barrier our students face is the fact that over half of them come from homes that fall within the range of poverty. Over half of our students start Kindergarten in the Not Ready category, as measured by Brigance.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	<p>Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover.</p> <p>***Goals should reflect an analysis of barriers, root causes and strategies.</p>	I acknowledge that I have uploaded the School Equity Goal Data.		Piner_School_Equity_Goals_2016-17.xlsx

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Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

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

Phase I - 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: 3.33

	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.	Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities 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 participation in 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.	Proficient

	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 exhibits and rotates proficient and distinguished work and provides resources to achieve at higher levels.	Distinguished

	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.	District and school staffs collaborate with parents and community members to provide training on how to support children's learning, district and school improvement efforts.	Distinguished

	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.	Distinguished

Community Partnerships

Overall Rating: 3.5

	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 staff networks and partners with multiple businesses and organizations to support student achievement at a school council and a programmatic level.	Distinguished

	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.	District and school staff leverages all partnerships to gain maximum benefit to support all students learning from the human and financial resources available.	Distinguished

	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

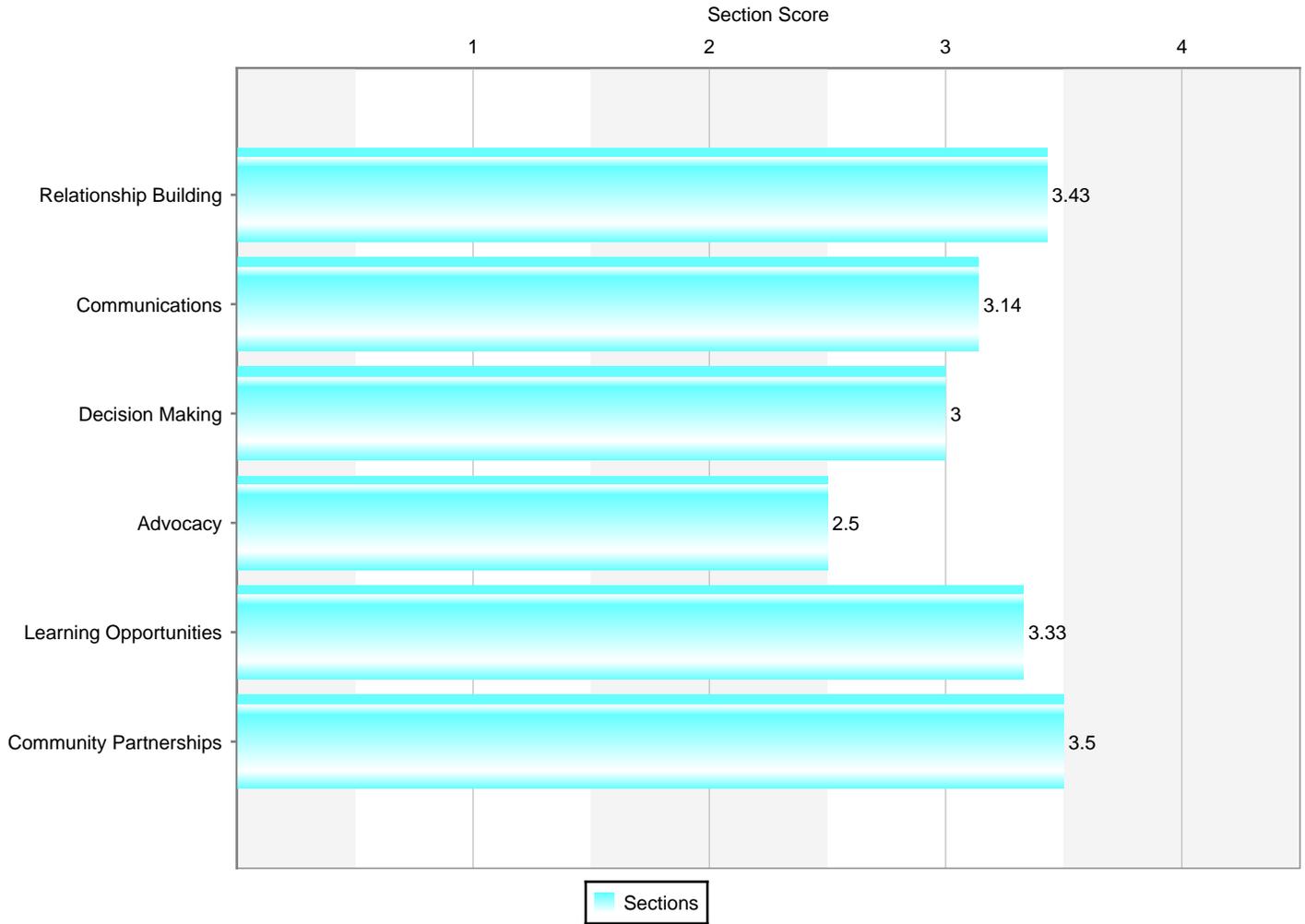
Reflect upon your responses to each of the Missing Piece objectives.

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, Sangha parent communication service, electronic emails, Twitter, and Facebook pages.

Teachers regularly conference with parents to overcome specific barriers to student learning, parents are invited to attend Student Assistance Team meetings, 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.

Phase I - 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 fell somewhat in desired growth in most academic areas. Overall growth dropped from 71.9 in 2014-15 to 67.4 in 2015-16. 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. In 2014-15 the gap was 40.6; in 2015-16, the gap decreased to 38.9 . Data also demonstrates or improvement in On Demand Writing. KPREP scores in On Demand Writing have increased from 76.3 in 2014-15 to 81.7 in 2015-16. 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 76.3 in 2014-15 to 81.7 in 2015-16.

- 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 82.1/Achievement Score for Math 81.3

- 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
- Continued training 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
- 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 40.3 (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

Novice reduction in reading-100% of target was met

- Weekly review of RTI data
- Journeys used school wide as Tier I reading program
- Read 180/System 44 used in grades 3-5 as Tier 2 and 3 reading intervention
- Read to Achieve program used in grades K-2 as Tier 2 and 3 reading intervention
- iRead program used as Tier 3 reading intervention in grades 1 and 2
- School wide training in use of Journeys program
- iRead training for primary teachers
- Compass Hybridge individualized learning paths

Opportunities for Improvement

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

Kindergarten Readiness. Our Kindergarten readiness scores, as measured by Brigance, went from 48% in 2015-16 to 49% in 2016-17. 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, incorporated the Me and My School Kindergarten Readiness program into our existing Summer Learning Program. This allows us to help prepare our incoming Kindergarten students with the specific readiness skills they need to be successful in school.

Social Studies: our scores dropped from 90.9 in 2014-15 to 76.7 in 2015-16. To address this deficit, we have departmentalized our fourth and fifth grade classrooms to allow the teachers to focus deeply on one content area, and plan meaningful and engaging lessons. We will closely follow district timelines and incorporate LDCs. The teachers are also incorporating Google classrooms with the use of Chromebooks.

Math Novice Reduction: we only met 46.2% of our math novice reduction goals. To address this deficit, we have departmentalized our fourth and fifth grade classrooms to allow the teachers to focus deeply on one content area, and plan meaningful and engaging lessons. We will closely follow district timelines and continue the use of individualized RTI based upon classroom performance and MAP scores. All teachers will use the Eureka Math program as a Tier I instructional program, and Do the Math as a Tier II strategy.

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.

Plan for Comprehensive School Improvement Plan 2016-17

Overview

Plan Name

Plan for Comprehensive School Improvement Plan 2016-17

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	GAP goal 2016-17	Objectives: 2 Strategies: 9 Activities: 12	Organizational	\$127584
2	Kindergarten Readiness 2016-17	Objectives: 1 Strategies: 5 Activities: 5	Organizational	\$10500
3	K-PREP Combined Proficiency 2016-17	Objectives: 3 Strategies: 12 Activities: 13	Organizational	\$154000
4	TELL Survey	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
5	Program Review: VPA	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0
6	Novice Reduction 2016-17	Objectives: 1 Strategies: 3 Activities: 3	Organizational	\$49000

Goal 1: GAP goal 2016-17

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 65.9% in 2016 to 72.5% by 09/29/2017 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 weekly review of student progress data and program fidelity checks during instructional walks.	Academic Support Program	07/01/2016	09/29/2017	\$70334	Title I Part A	District Literacy Consultant, Scholastic trainer, Principal, Assistant Principal, Title 1 Teacher, RTI team
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	07/01/2016	09/29/2017	\$1500	Title I Part A	Principal, Title I teacher

Strategy 2:

Compass Hybride - All students in grades K-5 will use the Compass Hybride 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

Activity - Teacher Training on Compass Hybride	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will receive ongoing training on the most effective ways to use the Compass Hybrid program to individualize student learning and to maximize the ability of the program to improve student reading achievement.	Academic Support Program	07/01/2016	05/31/2017	\$3500	Title I Part A	Principal, Associate Principal, Media Specialist, District Staff
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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 monthly review of student progress data and program fidelity checks during learning walks.	Academic Support Program	07/01/2016	05/31/2017	\$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
The RTA teacher will receive ongoing training by an iRead coach in how to correctly implement the iRead program and monitor student progress through the teacher dashboard.	Academic Support Program	07/01/2016	05/31/2017	\$750	Title I Part A	Principal, Associate Principal, district curriculum coach, RTA teacher, iRead coach

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	03/01/2017	03/31/2017	\$500	Title I Part A	Principal, Associate Principal, FRYSC, RTA Teacher, Title I teacher, media specialist

Strategy 6:

Reading RTI - Students scoring below the 40th percentile in reading on MAP in grades K-5 will be placed into Response to Intervention reading groups for 6-8 week periods of time and receive intensive reading intervention designed to address their deficits. Progress will be monitored weekly.

Category: Continuous Improvement

Activity - Reading RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students scoring below the 40th percentile in reading on MAP in grades K-5 will be placed into Response to Intervention reading groups for 6-8 week periods of time and receive intensive reading intervention designed to address their deficits. Progress will be monitored weekly.	Academic Support Program	09/26/2016	05/05/2017	\$0	No Funding Required	Principal, Associate Principal, classroom teachers

Measurable Objective 2:

collaborate to increase the percentage of students in the nonduplicated gap group scoring proficient or distinguished in math from 59.9% in 2016 to 69.2% by 09/29/2017 as measured by school report card delivery targets.

Strategy 1:

Do the Math - Teachers in grades 3-5 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	07/01/2016	09/29/2017	\$0	No Funding Required	Title 1 teacher, Special Education teachers, classroom teachers

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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	07/01/2016	09/29/2017	\$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
Do the Math modules will be purchased as needed to meet the diverse needs of our students scoring below the 40th percentile on the Math MAP test.	Academic Support Program	07/01/2016	09/29/2017	\$2500	Title I Part A	Principal, Title I teacher

Strategy 2:

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	03/01/2017	03/31/2017	\$500	Title I Part A	Principal, Associate Principal, Title I teacher, FRYSC

Strategy 3:

Math RTI - Students scoring below the 40th percentile in math on MAP in grades K-5 will be placed into Response to Intervention math groups for 6-8 week periods of time and receive intensive math intervention designed to address their deficits. Progress will be monitored weekly.

Category: Continuous Improvement

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students scoring below the 40th percentile in math on MAP in grades K-5 will be placed into Response to Intervention math groups for 6-8 week periods of time and receive intensive math intervention designed to address their deficits. Progress will be monitored weekly.	Academic Support Program	09/26/2016	05/05/2017	\$0	No Funding Required	Principal, Associate Principal, classroom teachers

Goal 2: Kindergarten Readiness 2016-17

Measurable Objective 1:

collaborate to increase the percentage of children ready (Ready with enrichments and Ready) for Kindergarten from 49.0% in 2016 to 62.6% in 2017 by 10/01/2015 as measured by Brigance (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 and readiness learning materials 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	05/04/2017	05/04/2017	\$500	Title I Part A	Principal, Kindergarten staff, Family Resource Center Coordinator

Strategy 2:

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

Category: Early Learning

Activity - PLC meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Preschool teacher will observe a district Kindergarten teacher. Afterward, Preschool and Kindergarten teachers will meet to determine strategies to help prepare preschool students for a successful transition to Kindergarten	Academic Support Program	01/03/2017	05/26/2017	\$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
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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	02/01/2017	02/28/2017	\$0	No Funding Required	Principal, Assistant Principal, FRC, Kindergarten teachers
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Strategy 4:

Me and My School - Kindergarten students will attend a summer program specifically designed to improve their readiness skills. Parents/families are encouraged to attend the weekly family days to learn strategies for helping their children learn at home.

Category: Early Learning

Activity - Me and My School	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. Parents/families are encouraged to attend the weekly family days to learn strategies for helping their children learn at home.	Parent Involvement, Academic Support Program	06/05/2017	07/28/2017	\$5000	Title I Part A	Principal, Associate principal, FRC coordinator, Kindergarten teachers

Strategy 5:

Big Day in PreK - The Big Day in Pre K preschool curriculum will be used to teach our preschool students, and ready them for Kindergarten with a comprehensive program to build early skills and concepts congruent to Kentucky Early Learning standards.

Category: Early Learning

Activity - Big Day in PreK	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Big Day in Pre K preschool curriculum will be used to teach our preschool students, and ready them for Kindergarten with a comprehensive program to build early skills and concepts congruent to Kentucky Early Learning standards.	Academic Support Program	10/03/2016	05/26/2017	\$5000	District Funding	Principal, Associate Principal, preschool teacher

Goal 3: K-PREP Combined Proficiency 2016-17

Measurable Objective 1:

collaborate to increase the average combined reading and math K-PREP scores from 62.9% in 2016 to 70.8% by 09/29/2017 as measured by the school report card delivery target.

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(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	09/01/2016	09/29/2017	\$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	08/01/2016	08/31/2016	\$0	No Funding Required	Title I teacher, district and Scholastic trainers

(shared) Strategy 2:

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

Category: Integrated Methods for Learning

Activity - Monitor Implementation of Do the Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School administrators and district curriculum coaches will monitor the implementation of Do the Math through biweekly RTI team meetings, program fidelity checks, and instructional walk throughs.	Academic Support Program	09/01/2016	05/31/2017	\$0	No Funding Required	Principal, Assistant Principal, Title I teacher, special education teachers, district curriculum coaches

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.

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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	08/01/2016	05/31/2017	\$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	12/01/2016	05/31/2017	\$0	No Funding Required	Principal, Assistant Principal, classroom teachers

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	01/03/2017	05/31/2017	\$0	No Funding Required	Principal, Associate Principal, classroom teachers

Strategy 6:

21st Century Learning Center Program - Employees of the YMCA and staff members of Piner Elementary will collaborate together to provide homework help after school 4 days per week to improve student achievement.

Category: Stakeholder Engagement

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Activity - 21st Century Learning Center Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Employees of the YMCA and staff members of Piner Elementary will collaborate together to provide homework help after school 4 days per week to improve student achievement.	Academic Support Program	09/06/2016	04/28/2017	\$100000	Grant Funds	21st CCLC Site Director, Principal, staff members working in the program

Strategy 7:

Compass Hybridge - Students in grades K-5 will use the Compass Hybridge adaptive learning system at least 45 minutes per week to follow individualized learning paths in both reading and math.

Category: Learning Systems

Activity - Compass Hybridge	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-5 will use the Compass Hybridge adaptive learning system at least 45 minutes per week to follow individualized learning paths in both reading and math.	Technology, Academic Support Program	09/06/2016	05/26/2017	\$3500	Title I Schoolwide	Principal, Associate Principal, classroom teachers

Measurable Objective 2:

collaborate to increase the percentage of proficient and distinguished students in math from 59.9% in 2016 to 67.0% by 09/29/2017 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 district curriculum coaches will monitor the implementation of Do the Math through biweekly RTI team meetings, program fidelity checks, and instructional walk throughs.	Academic Support Program	09/01/2016	05/31/2017	\$0	No Funding Required	Principal, Assistant Principal, Title I teacher, special education teachers, district curriculum coaches

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Strategy 2:

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

Category: Integrated Methods for Learning

Activity - Math RIT Band Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Following math MAP testing, students will be grouped according to their math MAP RIT bands for differentiated math instruction in addition to their core math instruction on either a daily or weekly basis, according to grade level.	Academic Support Program	10/03/2016	05/31/2017	\$0	No Funding Required	Classroom teachers

Strategy 3:

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

Category: Integrated Methods for Learning

Activity - Number Talks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the Number Talks program as a regular part of their Tier I mathematics instruction. Number Talks requires students to solve math problems mentally, using a variety of problem solving methods and collaborative problem solving to master foundational numeracy concepts.	Academic Support Program	09/01/2016	05/31/2017	\$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 65.9% in 2016 to 70.2% by 09/29/2017 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	09/01/2016	09/29/2017	\$0	No Funding Required	Principal, Assistant Principal, RTI Team members, Title I teacher

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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	08/01/2016	08/31/2016	\$0	No Funding Required	Title I teacher, district and Scholastic trainers

Strategy 2:

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

Category: Integrated Methods for Learning

Activity - Reading RIT Band Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Following Reading MAP testing, students will be grouped into differentiated reading RIT band groups and will receive differentiated reading instruction in addition to their core reading instruction on a daily basis.	Academic Support Program	10/03/2016	05/31/2017	\$0	No Funding Required	Classroom teachers

Strategy 3:

Read to Achieve - Students in grades K-2 who are identified as falling into the lowest quartile for reading by use of their Reading MAP scores will be placed into the RTA program, where they will receive small group reading instruction from a highly qualified reading teacher using the Early Intervention in Reading program.

Category: Early Learning

Activity - Read to Achieve	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-2 who are identified as falling into the lowest quartile for reading by use of their Reading MAP scores will be placed into the RTA program, where they will receive small group reading instruction from a highly qualified reading teacher using the Early Intervention in Reading program.	Academic Support Program	09/06/2016	05/26/2017	\$48500	Read to Achieve	RTA teacher, principal, district personnel

Strategy 4:

iRead - Students in grades 1 and 2 who fall between the 25th and 40th percentiles on Reading MAP will be considered for the iRead adaptive learning reading program as a Tier 2 or 3 intervention. Students will follow individualized learning paths to increase basic reading skills.

Category: Early Learning

Activity - iRead	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 1 and 2 who fall between the 25th and 40th percentiles on Reading MAP will be considered for the iRead adaptive learning reading program as a Tier 2 or 3 intervention. Students will follow individualized learning paths to increase basic reading skills.	Academic Support Program	09/06/2016	05/26/2017	\$2000	Title I Schoolwide	Principal, RTA teacher, classroom teachers

Goal 4: 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 5: Program Review: VPA

Measurable Objective 1:

collaborate to increase the percentage of VPA indicators that are distinguished from 50% to 100% meeting/exceeding expectations by 05/31/2017 as measured by the Program Review State Report..

Strategy 1:

Program Review Committee - The Program Review Committee will review progress on the VPA 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 VPA Program Review Rubric	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Monitor the implementation of the elements found on the VPA Program Review rubric through monthly meetings and regular reports to the SBDM council.	Academic Support Program	10/03/2016	05/31/2017	\$0	No Funding Required	Program Review Committee, Principal, district support staff
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Activity - Monitor the documentation of Professional Development in VPA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During monthly committee and PLC meetings, the VPA committee will participate in and document professional learning activities in arts areas (using KET arts toolkit and other online PD) as well as monitor the evidence that has been submitted in the area of professional development.	Academic Support Program	10/03/2016	05/31/2017	\$0	No Funding Required	Principal, VPA Program Review committee members, teachers

Activity - Monitor the documentation of Formative and Summative assessments in VPA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During monthly committee meetings, the VPA committee will monitor the evidence that has been submitted in the area of formative and summative assessment.	Academic Support Program	10/03/2016	05/31/2017	\$0	No Funding Required	Principal, VPA committee, teachers

Activity - Develop structured VPA rubrics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Structured VPA rubrics will be developed to assess and document student performance (summative assessment)	Academic Support Program	10/03/2016	05/31/2017	\$0	No Funding Required	VPA teachers, program review committee

Goal 6: Novice Reduction 2016-17

Measurable Objective 1:

collaborate to decrease the number of students in the nonduplicated gap group scoring in the novice range of reading from 18.4% in 2016 to 16.6% by 09/29/2017 as measured by the school report card.

Strategy 1:

Read 180 and System 44 - Students in the non-duplicated gap group who fall below the 40th percentile on the Reading MAP and who qualify for the program with further screening with RI and PI assessments will receive daily reading instruction from 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
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Students in the non-duplicated gap group who fall below the 40th percentile on the Reading MAP and who qualify for the program with further screening with RI and PI assessments will receive daily reading instruction from teachers who have been trained in Read 180 and/or System 44.	Academic Support Program	09/01/2016	05/31/2017	\$500	Title I Part A	Title I, special education teachers
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Strategy 2:

Read to Achieve - The Read to Achieve (RTA) teacher will provide instruction in early intervention in reading to the lowest quartile of kindergarten, 1st, and 2nd grade students.

Category: Early Learning

Activity - Read to Achieve	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Read to Achieve (RTA) teacher will provide instruction in early intervention in reading to the lowest quartile of kindergarten, 1st, and 2nd grade students.	Academic Support Program	09/01/2016	05/31/2017	\$48500	Grant Funds	RTA teacher, building administrators, district curriculum consultants

Strategy 3:

Flexible Grouping - After initial MAP testing, students will be divided into flexible reading groups in grades 1-5 to decrease the number of students scoring novice in the non-duplicated gap group.

Category: Continuous Improvement

Activity - Flexible Grouping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After initial MAP testing, students will be divided into flexible reading groups in grades 1-5 to decrease the number of students scoring novice in the non-duplicated gap group.	Academic Support Program	09/01/2016	05/31/2017	\$0	No Funding Required	classroom teachers and building administrators

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Big Day in PreK	The Big Day in Pre K preschool curriculum will be used to teach our preschool students, and ready them for Kindergarten with a comprehensive program to build early skills and concepts congruent to Kentucky Early Learning standards.	Academic Support Program	10/03/2016	05/26/2017	\$5000	Principal, Associate Principal, preschool teacher
Total					\$5000	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Compass Hybridge	Students in grades K-5 will use the Compass Hybridge adaptive learning system at least 45 minutes per week to follow individualized learning paths in both reading and math.	Technology, Academic Support Program	09/06/2016	05/26/2017	\$3500	Principal, Associate Principal, classroom teachers
iRead	Students in grades 1 and 2 who fall between the 25th and 40th percentiles on Reading MAP will be considered for the iRead adaptive learning reading program as a Tier 2 or 3 intervention. Students will follow individualized learning paths to increase basic reading skills.	Academic Support Program	09/06/2016	05/26/2017	\$2000	Principal, RTA teacher, classroom teachers
Total					\$5500	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Me and My School	Kindergarten students will attend a summer program specifically designed to improve their readiness skills. Parents/families are encouraged to attend the weekly family days to learn strategies for helping their children learn at home.	Parent Involvement, Academic Support Program	06/05/2017	07/28/2017	\$5000	Principal, Associate principal, FRC coordinator, Kindergarten teachers

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Read 180 and System 44	Students in the non-duplicated gap group who fall below the 40th percentile on the Reading MAP and who qualify for the program with further screening with RI and PI assessments will receive daily reading instruction from teachers who have been trained in Read 180 and/or System 44.	Academic Support Program	09/01/2016	05/31/2017	\$500	Title I, special education 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	03/01/2017	03/31/2017	\$500	Principal, Associate Principal, FRYSC, RTA Teacher, Title I teacher, media specialist
Teacher Training on Compass Hybridge	Teachers will receive ongoing training 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	07/01/2016	05/31/2017	\$3500	Principal, Associate Principal, Media Specialist, District Staff
Monitor Implementation of Read 180 and System 44	Monitor the implementation of instructional strategies through a weekly review of student progress data and program fidelity checks during instructional walks.	Academic Support Program	07/01/2016	09/29/2017	\$70334	District Literacy Consultant, Scholastic trainer, Principal, Assistant Principal, Title 1 Teacher, RTI team
Teacher Training for iRead	The RTA teacher will receive ongoing training by an iRead coach in how to correctly implement the iRead program and monitor student progress through the teacher dashboard.	Academic Support Program	07/01/2016	05/31/2017	\$750	Principal, Associate Principal, district curriculum coach, RTA teacher, iRead coach
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	07/01/2016	09/29/2017	\$1500	Principal, Title I teacher
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	03/01/2017	03/31/2017	\$500	Principal, Associate Principal, Title I teacher, FRYSC

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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	05/04/2017	05/04/2017	\$500	Principal, Kindergarten staff, Family Resource Center Coordinator
Purchase Do the Math materials	Do the Math modules will be purchased as needed to meet the diverse needs of our students scoring below the 40th percentile on the Math MAP test.	Academic Support Program	07/01/2016	09/29/2017	\$2500	Principal, Title I teacher
Total					\$85584	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Develop structured VPA rubrics	Structured VPA rubrics will be developed to assess and document student performance (summative assessment)	Academic Support Program	10/03/2016	05/31/2017	\$0	VPA teachers, program review committee
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	01/03/2017	05/26/2017	\$0	Preschool teacher, Kindergarten teachers, Principal
Reading RTI	Students scoring below the 40th percentile in reading on MAP in grades K-5 will be placed into Response to Intervention reading groups for 6-8 week periods of time and receive intensive reading intervention designed to address their deficits. Progress will be monitored weekly.	Academic Support Program	09/26/2016	05/05/2017	\$0	Principal, Associate Principal, classroom teachers
Monitor the documentation of Formative and Summative assessments in VPA	During monthly committee meetings, the VPA committee will monitor the evidence that has been submitted in the area of formative and summative assessment.	Academic Support Program	10/03/2016	05/31/2017	\$0	Principal, VPA committee, 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	07/01/2016	09/29/2017	\$0	Principal, Assistant Principal, Title 1 Teacher, RTI Team, District staff
RTI	Students scoring below the 40th percentile in math on MAP in grades K-5 will be placed into Response to Intervention math groups for 6-8 week periods of time and receive intensive math intervention designed to address their deficits. Progress will be monitored weekly.	Academic Support Program	09/26/2016	05/05/2017	\$0	Principal, Associate Principal, classroom teachers

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Kagan Strategies	Teachers will learn additional Kagan strategies for student engagement to incorporate into daily lessons in all subject areas.	Professional Learning	08/01/2016	05/31/2017	\$0	District staff, Principal, Assistant Principal
Monitor implementation of VPA Program Review Rubric	Monitor the implementation of the elements found on the VPA Program Review rubric through monthly meetings and regular reports to the SBDM council.	Academic Support Program	10/03/2016	05/31/2017	\$0	Program Review Committee, Principal, district support staff
Monitor Implementation of Do the Math	School administrators and district curriculum coaches will monitor the implementation of Do the Math through biweekly RTI team meetings, program fidelity checks, and instructional walk throughs.	Academic Support Program	09/01/2016	05/31/2017	\$0	Principal, Assistant Principal, Title I teacher, special education teachers, district curriculum coaches
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	08/01/2016	08/31/2016	\$0	Title I teacher, district and Scholastic trainers
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	02/01/2017	02/28/2017	\$0	Principal, Assistant Principal, FRC, Kindergarten 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	09/01/2016	05/31/2017	\$0	Principal, Assistant Principal, 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	10/03/2016	05/31/2017	\$0	Classroom teachers
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	01/03/2017	05/31/2017	\$0	Principal, Associate Principal, classroom teachers

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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
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	10/03/2016	05/31/2017	\$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	07/01/2016	09/29/2017	\$0	Title 1 teacher, Special Education teachers, classroom teachers
Flexible Grouping	After initial MAP testing, students will be divided into flexible reading groups in grades 1-5 to decrease the number of students scoring novice in the non-duplicated gap group.	Academic Support Program	09/01/2016	05/31/2017	\$0	classroom teachers and building administrators
Monitor the documentation of Professional Development in VPA	During monthly committee and PLC meetings, the VPA committee will participate in and document professional learning activities in arts areas (using KET arts toolkit and other online PD) as well as monitor the evidence that has been submitted in the area of professional development.	Academic Support Program	10/03/2016	05/31/2017	\$0	Principal, VPA Program Review committee members, teachers
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	09/01/2016	09/29/2017	\$0	Principal, Assistant Principal, RTI Team members, Title I teacher
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	12/01/2016	05/31/2017	\$0	Principal, Assistant Principal, classroom teachers
Total					\$0	

Read to Achieve

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Read to Achieve	Students in grades K-2 who are identified as falling into the lowest quartile for reading by use of their Reading MAP scores will be placed into the RTA program, where they will receive small group reading instruction from a highly qualified reading teacher using the Early Intervention in Reading program.	Academic Support Program	09/06/2016	05/26/2017	\$48500	RTA teacher, principal, district personnel
Monitor Implementation of RTA	Monitor the implementation of instructional strategies through a monthly review of student progress data and program fidelity checks during learning walks.	Academic Support Program	07/01/2016	05/31/2017	\$48000	Principal, Associate Principal, district consultants
Total					\$96500	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Read to Achieve	The Read to Achieve (RTA) teacher will provide instruction in early intervention in reading to the lowest quartile of kindergarten, 1st, and 2nd grade students.	Academic Support Program	09/01/2016	05/31/2017	\$48500	RTA teacher, building administrators, district curriculum consultants
21st Century Learning Center Program	Employees of the YMCA and staff members of Piner Elementary will collaborate together to provide homework help after school 4 days per week to improve student achievement.	Academic Support Program	09/06/2016	04/28/2017	\$100000	21st CCLC Site Director, Principal, staff members working in the program
Total					\$148500	

Phase II - KDE Assurances - Schools

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		

Comprehensive School Improvement Plan

Piner Elementary School

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	N/A		

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.	N/A		

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.	N/A		

Comprehensive School Improvement Plan

Piner Elementary School

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.	N/A		

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.	N/A		

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.	N/A		

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.	N/A		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	N/A		

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.	N/A		

Comprehensive School Improvement Plan

Piner Elementary School

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	www.kenton.kyschools.us	

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

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

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, 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.	N/A		

Comprehensive School Improvement Plan

Piner Elementary School

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.	N/A		

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		

Phase II - 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 2016-17

Measurable Objective 1:

collaborate to increase the average combined reading and math K-PREP scores from 62.9% in 2016 to 70.8% by 09/29/2017 as measured by the school report card delivery target.

Strategy1:

Do the Math - Through small group instruction using the Do the Math Intervention program, teachers will help students build number sense

Comprehensive School Improvement Plan

Piner Elementary School

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 district curriculum coaches will monitor the implementation of Do the Math through biweekly RTI team meetings, program fidelity checks, and instructional walk throughs.	Academic Support Program	09/01/2016	05/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, Title I teacher, special education teachers, district curriculum coaches

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	08/01/2016	08/31/2016	\$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	09/01/2016	09/29/2017	\$0 - No Funding Required	Principal, Assistant Principal, RTI Team members, Title I teacher

Strategy3:

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:

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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	01/03/2017	05/31/2017	\$0 - No Funding Required	Principal, Associate Principal, classroom teachers

Strategy4:

Compass Hybridge - Students in grades K-5 will use the Compass Hybridge adaptive learning system at least 45 minutes per week to follow individualized learning paths in both reading and math.

Category: Learning Systems

Research Cited:

Activity - Compass Hybridge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades K-5 will use the Compass Hybridge adaptive learning system at least 45 minutes per week to follow individualized learning paths in both reading and math.	Technology Academic Support Program	09/06/2016	05/26/2017	\$3500 - Title I Schoolwide	Principal, Associate Principal, classroom teachers

Strategy5:

21st Century Learning Center Program - Employees of the YMCA and staff members of Piner Elementary will collaborate together to provide homework help after school 4 days per week to improve student achievement.

Category: Stakeholder Engagement

Research Cited:

Activity - 21st Century Learning Center Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Employees of the YMCA and staff members of Piner Elementary will collaborate together to provide homework help after school 4 days per week to improve student achievement.	Academic Support Program	09/06/2016	04/28/2017	\$100000 - Grant Funds	21st CCLC Site Director, Principal, staff members working in the program

Strategy6:

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	08/01/2016	05/31/2017	\$0 - No Funding Required	District staff, Principal, Assistant Principal

Strategy7:

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Piner Elementary School

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

Category: Integrated Methods for Learning

Research Cited:

Activity - Live Scoring	Activity Type	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	12/01/2016	05/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, classroom teachers

Measurable Objective 2:

collaborate to increase the percentage of proficient and distinguished students in math from 59.9% in 2016 to 67.0% by 09/29/2017 as measured by school report card delivery target.

Strategy1:

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	09/01/2016	05/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, classroom teachers

Strategy2:

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	10/03/2016	05/31/2017	\$0 - No Funding Required	Classroom teachers

Comprehensive School Improvement Plan

Piner Elementary School

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 district curriculum coaches will monitor the implementation of Do the Math through biweekly RTI team meetings, program fidelity checks, and instructional walk throughs.	Academic Support Program	09/01/2016	05/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, Title I teacher, special education teachers, district curriculum coaches

Measurable Objective 3:

collaborate to increase the percentage of proficient and distinguished students in reading from 65.9% in 2016 to 70.2% by 09/29/2017 as measured by the school report card delivery target.

Strategy1:

Read to Achieve - Students in grades K-2 who are identified as falling into the lowest quartile for reading by use of their Reading MAP scores will be placed into the RTA program, where they will receive small group reading instruction from a highly qualified reading teacher using the Early Intervention in Reading program.

Category: Early Learning

Research Cited:

Activity - Read to Achieve	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades K-2 who are identified as falling into the lowest quartile for reading by use of their Reading MAP scores will be placed into the RTA program, where they will receive small group reading instruction from a highly qualified reading teacher using the Early Intervention in Reading program.	Academic Support Program	09/06/2016	05/26/2017	\$48500 - Read to Achieve	RTA teacher, principal, district personnel

Strategy2:

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

Category: Integrated Methods for Learning

Research Cited:

Comprehensive School Improvement Plan

Piner Elementary School

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	10/03/2016	05/31/2017	\$0 - No Funding Required	Classroom teachers

Strategy3:

iRead - Students in grades 1 and 2 who fall between the 25th and 40th percentiles on Reading MAP will be considered for the iRead adaptive learning reading program as a Tier 2 or 3 intervention. Students will follow individualized learning paths to increase basic reading skills.

Category: Early Learning

Research Cited:

Activity - iRead	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 1 and 2 who fall between the 25th and 40th percentiles on Reading MAP will be considered for the iRead adaptive learning reading program as a Tier 2 or 3 intervention. Students will follow individualized learning paths to increase basic reading skills.	Academic Support Program	09/06/2016	05/26/2017	\$2000 - Title I Schoolwide	Principal, RTA teacher, classroom teachers

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 - 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	09/01/2016	09/29/2017	\$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	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	08/01/2016	08/31/2016	\$0 - No Funding Required	Title I teacher, district and Scholastic trainers

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

Comprehensive School Improvement Plan

Piner Elementary School

Goal 1:

Kindergarten Readiness2016-17

Measurable Objective 1:

collaborate to increase the percentage of children ready (Ready with enrichments and Ready) for Kindergarten from 49.0% in 2016 to 62.6% in 2017 by 10/01/2015 as measured by Brigance (100% of Kindergarten students screened.).

Strategy1:

Me and My School - Kindergarten students will attend a summer program specifically designed to improve their readiness skills.

Parents/families are encouraged to attend the weekly family days to learn strategies for helping their children learn at home.

Category: Early Learning

Research Cited:

Activity - Me and My School	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. Parents/families are encouraged to attend the weekly family days to learn strategies for helping their children learn at home.	Academic Support Program Parent Involvement	06/05/2017	07/28/2017	\$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	02/01/2017	02/28/2017	\$0 - No Funding Required	Principal, Assistant Principal, FRC, Kindergarten teachers

Strategy3:

Big Day in PreK - The Big Day in Pre K preschool curriculum will be used to teach our preschool students, and ready them for Kindergarten with a comprehensive program to build early skills and concepts congruent to Kentucky Early Learning standards.

Category: Early Learning

Research Cited:

Comprehensive School Improvement Plan

Piner Elementary School

Activity - Big Day in PreK	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Big Day in Pre K preschool curriculum will be used to teach our preschool students, and ready them for Kindergarten with a comprehensive program to build early skills and concepts congruent to Kentucky Early Learning standards.	Academic Support Program	10/03/2016	05/26/2017	\$5000 - District Funding	Principal, Associate Principal, preschool teacher

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	01/03/2017	05/26/2017	\$0 - No Funding Required	Preschool teacher, Kindergarten teachers, Principal

Strategy5:

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 and readiness learning materials to instruct them in strategies to help ready their children for Kindergarten.

Category: Early Learning

Research Cited:

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	05/04/2017	05/04/2017	\$500 - Title I Part A	Principal, Kindergarten staff, Family Resource Center Coordinator

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

Goal 1:

Kindergarten Readiness2016-17

Measurable Objective 1:

collaborate to increase the percentage of children ready (Ready with enrichments and Ready) for Kindergarten from 49.0% in 2016 to 62.6% in 2017 by 10/01/2015 as measured by Brigance (100% of Kindergarten students screened.).

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Strategy1:

Me and My School - Kindergarten students will attend a summer program specifically designed to improve their readiness skills.

Parents/families are encouraged to attend the weekly family days to learn strategies for helping their children learn at home.

Category: Early Learning

Research Cited:

Activity - Me and My School	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. Parents/families are encouraged to attend the weekly family days to learn strategies for helping their children learn at home.	Parent Involvement Academic Support Program	06/05/2017	07/28/2017	\$5000 - Title I Part A	Principal, Associate principal, FRC coordinator, Kindergarten teachers

Strategy2:

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 and readiness learning materials to instruct them in strategies to help ready their children for Kindergarten.

Category: Early Learning

Research Cited:

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	05/04/2017	05/04/2017	\$500 - Title I Part A	Principal, Kindergarten staff, Family Resource Center Coordinator

Strategy3:

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

Category: Early Learning

Research Cited:

Activity - Kindergarten Registration	Activity Type	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	02/01/2017	02/28/2017	\$0 - No Funding Required	Principal, Assistant Principal, FRC, Kindergarten teachers

Strategy4:

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

Category: Early Learning

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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	01/03/2017	05/26/2017	\$0 - No Funding Required	Preschool teacher, Kindergarten teachers, Principal

Strategy5:

Big Day in PreK - The Big Day in Pre K preschool curriculum will be used to teach our preschool students, and ready them for Kindergarten with a comprehensive program to build early skills and concepts congruent to Kentucky Early Learning standards.

Category: Early Learning

Research Cited:

Activity - Big Day in PreK	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Big Day in Pre K preschool curriculum will be used to teach our preschool students, and ready them for Kindergarten with a comprehensive program to build early skills and concepts congruent to Kentucky Early Learning standards.	Academic Support Program	10/03/2016	05/26/2017	\$5000 - District Funding	Principal, Associate Principal, preschool teacher

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

Goal 1:

GAP goal 2016-17

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 65.9% in 2016 to 72.5% by 09/29/2017 as measured by school report card delivery targets.

Strategy1:

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:

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Activity - Monitor Implementation of RTA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of instructional strategies through a monthly review of student progress data and program fidelity checks during learning walks.	Academic Support Program	07/01/2016	05/31/2017	\$48000 - Read to Achieve	Principal, Associate Principal, district consultants

Goal 2:

Kindergarten Readiness2016-17

Measurable Objective 1:

collaborate to increase the percentage of children ready (Ready with enrichments and Ready) for Kindergarten from 49.0% in 2016 to 62.6% in 2017 by 10/01/2015 as measured by Brigance (100% of Kindergarten students screened.).

Strategy1:

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	01/03/2017	05/26/2017	\$0 - No Funding Required	Preschool teacher, Kindergarten teachers, Principal

Strategy2:

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

Category: Early Learning

Research Cited:

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	05/04/2017	05/04/2017	\$500 - Title I Part A	Principal, Kindergarten staff, Family Resource Center Coordinator

Strategy3:

Big Day in PreK - The Big Day in Pre K preschool curriculum will be used to teach our preschool students, and ready them for Kindergarten with a comprehensive program to build early skills and concepts congruent to Kentucky Early Learning standards.

Category: Early Learning

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Research Cited:

Activity - Big Day in PreK	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Big Day in Pre K preschool curriculum will be used to teach our preschool students, and ready them for Kindergarten with a comprehensive program to build early skills and concepts congruent to Kentucky Early Learning standards.	Academic Support Program	10/03/2016	05/26/2017	\$5000 - District Funding	Principal, Associate Principal, preschool teacher

Strategy4:

Me and My School - Kindergarten students will attend a summer program specifically designed to improve their readiness skills.

Parents/families are encouraged to attend the weekly family days to learn strategies for helping their children learn at home.

Category: Early Learning

Research Cited:

Activity - Me and My School	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. Parents/families are encouraged to attend the weekly family days to learn strategies for helping their children learn at home.	Parent Involvement Academic Support Program	06/05/2017	07/28/2017	\$5000 - Title I Part A	Principal, Associate principal, FRC coordinator, Kindergarten teachers

Strategy5:

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	02/01/2017	02/28/2017	\$0 - No Funding Required	Principal, Assistant Principal, FRC, Kindergarten teachers

Goal 3:

K-PREP Combined Proficiency 2016-17

Measurable Objective 1:

collaborate to increase the percentage of proficient and distinguished students in reading from 65.9% in 2016 to 70.2% by 09/29/2017 as measured by the school report card delivery target.

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Strategy1:

iRead - Students in grades 1 and 2 who fall between the 25th and 40th percentiles on Reading MAP will be considered for the iRead adaptive learning reading program as a Tier 2 or 3 intervention. Students will follow individualized learning paths to increase basic reading skills.

Category: Early Learning

Research Cited:

Activity - iRead	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 1 and 2 who fall between the 25th and 40th percentiles on Reading MAP will be considered for the iRead adaptive learning reading program as a Tier 2 or 3 intervention. Students will follow individualized learning paths to increase basic reading skills.	Academic Support Program	09/06/2016	05/26/2017	\$2000 - Title I Schoolwide	Principal, RTA teacher, classroom teachers

Goal 4:

Novice Reduction 2016-17

Measurable Objective 1:

collaborate to decrease the number of students in the nonduplicated gap group scoring in the novice range of reading from 18.4% in 2016 to 16.6% by 09/29/2017 as measured by the school report card.

Strategy1:

Read to Achieve - The Read to Achieve (RTA) teacher will provide instruction in early intervention in reading to the lowest quartile of kindergarten, 1st, and 2nd grade students.

Category: Early Learning

Research Cited:

Activity - Read to Achieve	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Read to Achieve (RTA) teacher will provide instruction in early intervention in reading to the lowest quartile of kindergarten, 1st, and 2nd grade students.	Academic Support Program	09/01/2016	05/31/2017	\$48500 - Grant Funds	RTA teacher, building administrators, district curriculum consultants

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

GAP goal 2016-17

Measurable Objective 1:

SY 2016-2017

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collaborate to increase the percentage of students in the nonduplicated gap group scoring proficient or distinguished in math from 59.9% in 2016 to 69.2% by 09/29/2017 as measured by school report card delivery targets.

Strategy1:

Do the Math - Teachers in grades 3-5 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	07/01/2016	09/29/2017	\$0 - No Funding Required	Title 1 teacher, Special Education teachers, classroom teachers

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	07/01/2016	09/29/2017	\$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	Funding Amount & Source	Staff Responsible
Do the Math modules will be purchased as needed to meet the diverse needs of our students scoring below the 40th percentile on the Math MAP test.	Academic Support Program	07/01/2016	09/29/2017	\$2500 - Title I Part A	Principal, Title I teacher

Strategy2:

Math RTI - Students scoring below the 40th percentile in math on MAP in grades K-5 will be placed into Response to Intervention math groups for 6-8 week periods of time and receive intensive math intervention designed to address their deficits. Progress will be monitored weekly.

Category: Continuous Improvement

Research Cited:

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students scoring below the 40th percentile in math on MAP in grades K-5 will be placed into Response to Intervention math groups for 6-8 week periods of time and receive intensive math intervention designed to address their deficits. Progress will be monitored weekly.	Academic Support Program	09/26/2016	05/05/2017	\$0 - No Funding Required	Principal, Associate Principal, classroom teachers

Strategy3:

Family Math Night - An annual Family Math Night will be organized by Piner teachers to engage the families in math activities, help them to

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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	03/01/2017	03/31/2017	\$500 - Title I Part A	Principal, Associate Principal, Title I teacher, FRYSC

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 65.9% in 2016 to 72.5% by 09/29/2017 as measured by school report card delivery targets.

Strategy1:

Compass Hybride - All students in grades K-5 will use the Compass Hybride 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:

Activity - Teacher Training on Compass Hybride	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive ongoing training 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	07/01/2016	05/31/2017	\$3500 - Title I Part A	Principal, Associate Principal, Media Specialist, District Staff

Strategy2:

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
The RTA teacher will receive ongoing training by an iRead coach in how to correctly implement the iRead program and monitor student progress through the teacher dashboard.	Academic Support Program	07/01/2016	05/31/2017	\$750 - Title I Part A	Principal, Associate Principal, district curriculum coach, RTA teacher, iRead coach

Strategy3:

SY 2016-2017

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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	03/01/2017	03/31/2017	\$500 - Title I Part A	Principal, Associate Principal, FRYSC, RTA Teacher, Title I teacher, media specialist

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 monthly review of student progress data and program fidelity checks during learning walks.	Academic Support Program	07/01/2016	05/31/2017	\$48000 - Read to Achieve	Principal, Associate Principal, district consultants

Strategy5:

Reading RTI - Students scoring below the 40th percentile in reading on MAP in grades K-5 will be placed into Response to Intervention reading groups for 6-8 week periods of time and receive intensive reading intervention designed to address their deficits. Progress will be monitored weekly.

Category: Continuous Improvement

Research Cited:

Activity - Reading RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students scoring below the 40th percentile in reading on MAP in grades K-5 will be placed into Response to Intervention reading groups for 6-8 week periods of time and receive intensive reading intervention designed to address their deficits. Progress will be monitored weekly.	Academic Support Program	09/26/2016	05/05/2017	\$0 - No Funding Required	Principal, Associate Principal, classroom teachers

Strategy6:

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.

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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	07/01/2016	09/29/2017	\$1500 - Title I Part A	Principal, Title I teacher

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 weekly review of student progress data and program fidelity checks during instructional walks.	Academic Support Program	07/01/2016	09/29/2017	\$70334 - Title I Part A	District Literacy Consultant, Scholastic trainer, Principal, Assistant Principal, Title 1 Teacher, RTI team

Goal 2:

Novice Reduction 2016-17

Measurable Objective 1:

collaborate to decrease the number of students in the nonduplicated gap group scoring in the novice range of reading from 18.4% in 2016 to 16.6% by 09/29/2017 as measured by the school report card.

Strategy1:

Read 180 and System 44 - Students in the non-duplicated gap group who fall below the 40th percentile on the Reading MAP and who qualify for the program with further screening with RI and PI assessments will receive daily reading instruction from 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 in the non-duplicated gap group who fall below the 40th percentile on the Reading MAP and who qualify for the program with further screening with RI and PI assessments will receive daily reading instruction from teachers who have been trained in Read 180 and/or System 44.	Academic Support Program	09/01/2016	05/31/2017	\$500 - Title I Part A	Title I, special education teachers

Strategy2:

Flexible Grouping - After initial MAP testing, students will be divided into flexible reading groups in grades 1-5 to decrease the number of students scoring novice in the non-duplicated gap group.

Category: Continuous Improvement

Research Cited:

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Activity - Flexible Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After initial MAP testing, students will be divided into flexible reading groups in grades 1-5 to decrease the number of students scoring novice in the non-duplicated gap group.	Academic Support Program	09/01/2016	05/31/2017	\$0 - No Funding Required	classroom teachers and building administrators

Strategy3:

Read to Achieve - The Read to Achieve (RTA) teacher will provide instruction in early intervention in reading to the lowest quartile of kindergarten, 1st, and 2nd grade students.

Category: Early Learning

Research Cited:

Activity - Read to Achieve	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Read to Achieve (RTA) teacher will provide instruction in early intervention in reading to the lowest quartile of kindergarten, 1st, and 2nd grade students.	Academic Support Program	09/01/2016	05/31/2017	\$48500 - Grant Funds	RTA teacher, building administrators, district curriculum consultants

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.

Goal 1:

Program Review: VPA

Measurable Objective 1:

collaborate to increase the percentage of VPA indicators that are distinguished from 50% to 100% meeting/exceeding expectations by 05/31/2017 as measured by the Program Review State Report..

Strategy1:

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

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Category: Continuous Improvement

Research Cited:

Activity - Monitor the documentation of Formative and Summative assessments in VPA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During monthly committee meetings, the VPA committee will monitor the evidence that has been submitted in the area of formative and summative assessment.	Academic Support Program	10/03/2016	05/31/2017	\$0 - No Funding Required	Principal, VPA committee, teachers

Activity - Monitor the documentation of Professional Development in VPA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During monthly committee and PLC meetings, the VPA committee will participate in and document professional learning activities in arts areas (using KET arts toolkit and other online PD) as well as monitor the evidence that has been submitted in the area of professional development.	Academic Support Program	10/03/2016	05/31/2017	\$0 - No Funding Required	Principal, VPA Program Review committee members, teachers

Activity - Monitor implementation of VPA Program Review Rubric	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the elements found on the VPA Program Review rubric through monthly meetings and regular reports to the SBDM council.	Academic Support Program	10/03/2016	05/31/2017	\$0 - No Funding Required	Program Review Committee, Principal, district support staff

Activity - Develop structured VPA rubrics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Structured VPA rubrics will be developed to assess and document student performance (summative assessment)	Academic Support Program	10/03/2016	05/31/2017	\$0 - No Funding Required	VPA teachers, program review committee

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. 51% 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, Flying Pig 26th Mile Club, the Energizers club and more. Due to the rural nature of our school, opportunities for student enrichment are limited. With the receipt of the 21st Century Learning Center grant in 2015, we have been able to collaborate with the YMCA and offer both after school homework help and multiple enrichment activities, as well as expand our Summer Learning Program.

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 2016 - 2017 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 and Math Night, the Academic Expo, Fun 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 has been ranked as a Kentucky Distinguished Elementary School for two years in a row. 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 school's writing score from 76.3 in 2015 to 81.7 in 2016. Piner Elementary has been awarded the Children, Inc. Jefferson Award for being a School of Contribution for the past ten 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 now offers an Chromebook lab, a laptop lab, a computer lab, several iPad carts, and smartboards and document cameras in every academic classroom. 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, the Flying Pig 26th Mile club, the Energizers team, STLP Team, Lego League Team, 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 continue to work on our goal of increasing student growth through a robust RTI program, RIT band (differentiated) instruction, incorporation of student engagement techniques, and use of KPREP-like assessments throughout the year. Teacher use of the Mastery Connect program in grades 2-5 allows teachers to personalize learning and monitor student mastery of academic standards.

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 College and Career Day, Junior Achievement, the Family Resource Advisory Council, 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 Sangha, Twitter, and Facebook to better inform our stakeholders of current events taking place at the school in addition to our regularly published paper school newsletter and use of the Bright Arrow automated call system. We post important school information on our school marquee and on our website, as well as archiving copies of our school's paper newsletter.