



KDE Comprehensive School Improvement Plan

Pembroke Elementary School
Christian County

Mrs. Dana Gary, Principal
1600 Pembroke-Oak Grove
Road Pembroke, KY 42266

TABLE OF CONTENTS

Introduction 1

Executive Summary

Introduction 3

Description of the School 4

School's Purpose 5

Notable Achievements and Areas of Improvement 6

Additional Information 7

2015-16 Comprehensive School Improvement Plan

Overview 9

Goals Summary 10

Goal 1: Pembroke will transform the educational environment to meet the ongoing demands of the 21st Century so that all students are engaged in a high-quality, equitable education and are prepared for community and global responsibilities 11

Goal 2: Pembroke will increase the average combined reading and math Proficient and Distinguished K-PREP scores for all students by 2016 as follows: elementary students from 48.7% to 54.8% 13

Goal 3: Pembroke will increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 43.5% to 47.6% 18

Goal 4: Pembroke will reduce the total number of students scoring novice in both reading and math by 12.5% of students per year for a total of 50% over the next 4 years 23

Activity Summary by Funding Source 29

KDE Needs Assessment

Introduction 36

Data Analysis..... 37

Areas of Strengths..... 38

Opportunities for Improvement..... 39

Conclusion..... 40

KDE Compliance and Accountability - Schools

Introduction..... 42

Planning and Accountability Requirements..... 43

KDE Assurances - School

Introduction..... 67

Assurances..... 68

The Missing Piece

Introduction..... 74

Stakeholders..... 75

Relationship Building..... 76

Communications..... 77

Decision Making..... 79

Advocacy..... 81

Learning Opportunities..... 82

Community Partnerships..... 83

Reflection..... 84

Report Summary..... 85

Improvement Plan Stakeholder Involvement

Introduction..... 87

Improvement Planning Process..... 88

School Safety Report

Introduction..... 90

School Safety Requirements..... 91

Equitable Access Diagnostic

Introduction..... 95

Needs Assessment..... 96

Equitable Access Strategies..... 98

Questions..... 101

Introduction

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

Executive Summary

Introduction

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

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

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Christian County Public Schools is located in Christian County, Kentucky. Christian County is situated on the Kentucky-Tennessee border in what is considered Western Kentucky. Christian County covers 724 square miles - more than half the size of the state of Rhode Island. Christian County Public Schools (CCPS) is the 12th largest school district in the state of Kentucky. The student population of over 8,676 students is reflective of the larger diverse Christian County community. The district's free/reduced lunch is 74%. Thirty-three percent of our students are African American, seven percent of our students are Hispanic, and fifty-five percent of our students are Caucasian.

Eleven percent of our students are students with disabilities and the mobility of students within our district is twelve percent. Within the school district, there are 22 different languages represented. The district consists of eight elementary schools, two middle schools, and two high schools.

Kentucky, United States Army installation, is an integral part of the Christian County community. Almost twenty percent of our students are from military-connected families. This contributes to the high rate of mobility of Christian County students. According to the 2014 US Census Bureau, Christian County has a estimated population of 74,250 with 20.5% persons living below poverty level compared to the state percentage of

18.8%. The data from the US Christian County Chamber website indicates that nearly 1 in 4 children in Christian County live in poverty. That is 2.2 % higher than the national poverty rate.

Recently our school district redistricted our county. In 2014-15 our school housed about 370 students in grades kindergarten to fifth. The school was built on to and remodeled. It now accommodates about 750 students in Pre-school to grade six. Sixth grade was just moved back to the elementary school setting this school year. Pembroke Elementary is located 2 miles south of Pembroke, KY and 6 miles north of I-24. It services students in the south western portion of Christian County, which includes both the Pembroke and Oak Grove communities.

We are located about 12 miles from Fort Campbell military base; therefore, we service a large portion of military families. This contributes to our transient population. We have a very diverse student body with 51% white, 10% multi racial, 12% Hispanic, 1% Pacific Islander, and 24% African American. With the transition from a small, rural school to a much larger school we have also added several new staff members added to our building. Our administration is brand new consisting of two assistant principals that are new to the building, but not to the district, and a brand new principal. There are 4 KTIP teachers this year, and 17 experienced teachers added to the faculty. Our school is in the process of becoming united, and making this new much larger Pembroke Elementary School into a team that will continue the tradition of continuous improvement. Another challenge to our school and or community is the percentage of military students and the high transient rate of these students.

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.

Pembroke believes that every student can and will learn through effective teaching and leadership. The school mission statement is Pembroke has CLASS: Children Learning All Skills Successfully. Pembroke staff and teachers strive to provide a 21st century education for each student. Our SLT (School Leadership Team) meets monthly to help make decisions regarding instruction for our building. Data from various assessments are utilized throughout the year to measure student progress which allows instruction to be data driven and learning to be differentiated. By using the data students can take ownership in their learning by setting academic goals. In addition, students are expected to revise writing to proficiency at all times with the help of effective feedback from teachers. Students are taught and expected to prove, explain, and justify their answers in every subject area which supports the districts vision statement in that all students are engaged in a high quality, equitable education and prepared for global responsibilities.

Students are given the opportunity to perform every year at Pembroke Elementary through the guidance of our Art and Humanities teachers. In addition to our regular class offerings, Pembroke students can become active members of the following clubs: STLP, Academic Team, 4-H, KYA, Chess and Choir. These clubs help support the districts mission statement in that they are helping to create an educational culture of continuous growth through shared partnerships and responsibilities.

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.

In 12-13 Pembroke scored 68.5, and was in the 87th percentile. Novice numbers in reading and math decreased and 77% of Pembroke students showed typical or greater growth. In 13-14 K-PREP scored 68.2 and is was in the 74th percentile.

Novice numbers decreased and a distinguished bonus was received in math. A problem area is the number of apprentice students in math and reading. In 14-15 Pembroke scored 69.9 and is currently in the 81st percentile. Novice numbers decreased decreased in all subjects, except for math which showed an increase 1.9. Social Studies continues to be constant strength through current and past testing systems. Our focus is to reduce novice percentages in reading and math by 50% by 2020.

Additional Information

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

Pembroke Elementary School has recently been renovated to include the addition of 20 new classrooms, a gymnasium, a media center, a cafeteria, a new kitchen and a second playground for preschool. The technology has also been updated as well. Each classroom is equipped with a Starboard which converts a regular whiteboard into a interactive board that works in conjunction with the projector and the computer. The school has also added 90 new laptops, 28 IPADs, microphone and speaker system for each classroom, and a movie size projector in the gym and library. Therefore, it is the expectation that technology be utilized as a tool for learning to prepare our students for the 21st century. This past year our STLP team demonstrated their knowledge of technology by competing at a regional competition where they received excellent marks and qualified for stated competition.

2015-16 Comprehensive School Improvement Plan

Overview

Plan Name

2015-16 Comprehensive School Improvement Plan

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	Pembroke will transform the educational environment to meet the ongoing demands of the 21st Century so that all students are engaged in a high-quality, equitable education and are prepared for community and global responsibilities.	Objectives: 1 Strategies: 5 Activities: 8	Organizational	\$4500
2	Pembroke will increase the average combined reading and math Proficient and Distinguished K-PREP scores for all students by 2016 as follows: elementary students from 48.7% to 54.8%	Objectives: 2 Strategies: 5 Activities: 12	Organizational	\$33000
3	Pembroke will increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 43.5% to 47.6%	Objectives: 2 Strategies: 4 Activities: 10	Organizational	\$41600
4	Pembroke will reduce the total number of students scoring novice in both reading and math by 12.5% of students per year for a total of 50% over the next 4 years.	Objectives: 2 Strategies: 4 Activities: 10	Organizational	\$41600

Goal 1: Pembroke will transform the educational environment to meet the ongoing demands of the 21st Century so that all students are engaged in a high-quality, equitable education and are prepared for community and global responsibilities.

Measurable Objective 1:

collaborate to create an educational culture of continuous growth through shared partnerships and responsibilities by 05/27/2016 as measured by various measures such as PBIS data, Val-Ed survey, Tell Survey, and District's Strategic Plan.

Strategy 1:

School Wide PBIS Implementation - Teachers will implement PBIS throughout the building in order to build positive relationships, proactively intervene, and manage student conduct.

Category: Continuous Improvement

Research Cited: KCID, PBIS

Activity - School Wide PBIS Training and Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided training on positive behavior intervention strategies at the beginning of the year with additional refresher courses as needed through PLCs and faculty meetings. Implementation will reduce and eliminate disruptive behaviors, promote communication between school and home, and celebrate success.	Behavioral Support Program	08/18/2015	05/27/2016	\$1000	General Fund	Leadership team and classroom teachers
Activity - School Wide PBIS Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A committee has been formed with representation from all stakeholders to meet monthly to monitor and review data (exp: walk-throughs, office referrals) and create action goals for implementation based on data.	Behavioral Support Program	08/18/2015	05/27/2016	\$0	No Funding Required	Leadership team and PBIS committee

Strategy 2:

Improve Working Conditions - Leadership and teachers will collaborate to build a positive culture and climate with Pembroke's new population of stakeholders.

Category: Human Capital Management

Activity - Enhanced Learning Environment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------------	----------	-------------------	-------------------	-------------------

KDE Comprehensive School Improvement Plan

Pembroke Elementary School

Provide continuous support for all stakeholders through PD, team building, family activities, and on-going positive personnel endeavors to enhance the learning environment for all stakeholders.	Recruitment and Retention	08/18/2015	05/27/2016	\$1300	Title I Schoolwide	Leadership, Title I coordinator, FRYSC, Culture and Climate Committee
---	---------------------------	------------	------------	--------	--------------------	---

Activity - Family Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will improve the environment of our school through the collaboration with parents through various family events such as reading night, math night, student led conferences, Born Learning Academy, and special programs. This will include videos by SBDM members and staff to help train parents for leadership roles and involvement in their child's education. In addition, parent surveys and district surveys will be administered throughout the year with encouragement for at least 50% participation.	Parent Involvement	08/18/2015	05/27/2016	\$1200	Title I Schoolwide	Title I coordinator, Leadership team, Site base members, FRYSC

Strategy 3:

Program Review - Program reviews will be used to improve the quality of teaching and learning, to allow students access and opportunities to progress in the skills that will enable them to demonstrate proficiency and be college and career ready in the areas of arts and humanities, practical living, writing, primary skills, and global communications.

Category: Integrated Methods for Learning

Research Cited: KDE Program Review Documents for A&H, PLCS, Writing, Primary, and World Language

Activity - Program Review Data Collection for School Improvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program Review Data Collection for School Improvement – The Program Review Committee and responsible teachers will meet regularly to analyze the implementation process of the A&H, PLCS, Writing, Primary, and World Language, ensuring a school-wide natural integration of 21st century skills across content areas.	Academic Support Program	08/18/2015	05/27/2016	\$0	No Funding Required	Leadership Team, Program Review Committee, Classroom Teachers

Activity - Program Review Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------------	----------	-------------------	-------------------	-------------------

KDE Comprehensive School Improvement Plan

Pembroke Elementary School

Leadership team members and teachers will attend conferences and other professional learning opportunities for program review areas. In addition, the leadership team members and Program Review teachers will provide training during faculty meetings for proficient evidence submission and collection.	Professional Learning	08/18/2015	05/27/2016	\$1000	General Fund	Leadership Team, Program Review Committee, A&H, PLCS, Writing, and WL Teachers, Classroom Teachers
--	-----------------------	------------	------------	--------	--------------	--

Strategy 4:

TPGES / OPGES - Certified personnel will participate in continuous professional learning to implement at a proficient level the components of Kentucky's Framework for teaching.

Category: Teacher PGES

Research Cited: Charlotte Danielson Framework for Teaching

Activity - Implementation of TPGES / OPGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Throughout the school year, all certified staff will complete self-reflections, growth goals, and evaluations as dictated by the Kentucky Evaluation Plan and informal walkthroughs conducted by leadership team members. This data will be utilized to improve the growth of teachers and Pembroke Elementary as a whole.	Policy and Process	08/18/2015	05/27/2016	\$0	No Funding Required	Certified staff

Strategy 5:

College and Career Readiness - Students in the sixth grade will begin to prepare for college and career readiness through the exploration of ILPs.

Category: Career Readiness Pathways

Activity - Individual Learning Plan Completion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in the 6th grade will meet with teacher leader and Assistant Principal to complete the Individual Learning Plan. They will be introduced to the process, explore opportunities, and research careers in order to draft their plan. They will use the ILP as a tool for career planning and continue using to track their progress through their secondary school experience.	Career Preparation/Orientation	08/18/2015	05/27/2016	\$0	No Funding Required	Assistant Principal, John Walsh Kandy Fear

Goal 2: Pembroke will increase the average combined reading and math Proficient and Distinguished K-PREP scores for all students by 2016 as follows: elementary students from 48.7% to 54.8%

KDE Comprehensive School Improvement Plan

Pembroke Elementary School

Measurable Objective 1:

demonstrate a proficiency by increasing the average reading proficient and distinguished KPREP scores from 50.1% to 55.6% by 05/27/2016 as measured by multiple measures (KPREP, MAP, district benchmarks, and common assessments).

(shared) Strategy 1:

Team and Vertical Planning - Teachers will actively participate in team/vertical planning meetings to determine research based strategies, activities, and assessments that are congruent to the Kentucky Core Academic Standards.

Category: Continuous Improvement

Research Cited: CASTL

Activity - 5 week PLC Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly in a collaborative setting to deconstruct standards, locate resources, share quality instruction strategies, formative planning of differentiated groups, and develop and analyze assessment data.	Academic Support Program	08/18/2015	05/27/2016	\$0	No Funding Required	Leadership team and classroom teachers
Activity - Vertical Planning Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in vertical planning meetings to increase and improve congruency and rigor across grade levels.	Academic Support Program	08/18/2015	05/27/2016	\$0	No Funding Required	Leadership team and classroom teachers.

Strategy 2:

Reading Professional Development - All teacher K to 6th will participate in individualized Professional Development, as well as job-embedded PD opportunities to assist in teaching the Kentucky Core Academic Standards with rigor and relevance.

Category: Professional Learning & Support

Research Cited: High Impact Instruction by Jim Knight, Guided Reading Practices by Daily Five, CAFE, and Fountas and Pinnell

Activity - Teacher Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will observe guided reading strategies and practices through site visits and exemplar videos.	Professional Learning	08/27/2015	05/27/2016	\$1000	Title I Schoolwide	Leadership team and classroom teachers
Activity - Reading PD Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

KDE Comprehensive School Improvement Plan

Pembroke Elementary School

Leadership along with trained Read to Achieve teachers will develop and implement a PD plan based on the reflection of reading practices by our reading teachers.	Professional Learning	08/18/2015	05/27/2016	\$1000	Title I Schoolwide	Leadership team and RTA trained teachers
---	-----------------------	------------	------------	--------	--------------------	--

Activity - Literacy Design Collaborative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content area and literacy teachers will participate in Literacy Design Collaborative (LDC) trainings and implement LDC modules into classroom instruction.	Professional Learning	08/18/2015	05/27/2016	\$500	General Fund	Leadership team and content and literacy teachers

Activity - Reading and High Impact Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers K-6 will participate in High Impact Instruction trainings and implement strategies such as learning maps, guiding questions, and formative assessment into classroom instruction.	Professional Learning	08/18/2015	05/27/2016	\$0	No Funding Required	High Impact Leadership Team and classroom teachers

(shared) Strategy 3:

CCPS and Pembroke Non Negotiables - - Leadership will monitor classroom instruction along with the implementation of CCPS and Pembroke Elementary non negotiables through the PGES coaching model.

Category: Continuous Improvement

Research Cited: Charlotte Danielson

Activity - Informal Walkthroughs/Formal Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using the PGES coaching model the leadership team will conduct informal walkthroughs in all K-6 classrooms to observe classroom management, effective use of instructional time, differentiated instruction, student engagement, and questioning techniques to meet the rigor and relevance of the Kentucky Core Academic Standards.	Academic Support Program	08/18/2015	05/27/2016	\$0	No Funding Required	Leadership Team

Activity - Fluency	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-2 students will be monitored using fluency checks at a minimum of once per 9 weeks.	Direct Instruction	08/18/2015	05/27/2016	\$0	No Funding Required	Classroom teachers and intervention teachers

Activity - Instructional Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
------------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

KDE Comprehensive School Improvement Plan

Pembroke Elementary School

To improve and enhance overall reading/math instruction research based resources will be purchased and implemented into regular classroom instruction. These resource included but are not limited to Foundations, DRA, Ready Common Core for both reading and math, books for books study, leveled reading libraries and resources, and Thoughtful Education Strategies.	Other	08/18/2015	05/27/2016	\$30000	Title I Schoolwide	Leadership team and teachers
---	-------	------------	------------	---------	--------------------	------------------------------

(shared) Strategy 4:

Kindergarten Readiness - Brigance Early Childhood Screener administered to all kindergarten students. Early childhood teachers are certified and participate in professional development and faculty meetings with elementary teachers.

Category: Early Learning

Activity - Brigance Early Childhood Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All kindergarten students will be screened for kindergarten-ready skills through the Brigance Early Childhood Screener by the end of September.	Other - Kindergarten Readiness	08/18/2015	05/27/2016	\$0	District Funding	Kindergarten Teachers, Guidance Counselors

Measurable Objective 2:

demonstrate a proficiency by increasing the average math proficient and distinguished KPREP scores from 48.3% to 54% by 05/27/2016 as measured by mutiple measures (KPREP, MAP, district benchmarks, and common assessments).

(shared) Strategy 1:

Team and Vertical Planning - Teachers will actively participate in team/vertical planning meetings to determine research based strategies, activities, and assessments that are congruent to the Kentucky Core Academic Standards.

Category: Continuous Improvement

Research Cited: CASTL

Activity - 5 week PLC Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly in a collaborative setting to deconstruct standards, locate resources, share quality instruction strategies, formative planning of differentiated groups, and develop and analyze assessment data.	Academic Support Program	08/18/2015	05/27/2016	\$0	No Funding Required	Leadership team and classroom teachers

Activity - Vertical Planning Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in vertical planning meetings to increase and improve congruency and rigor across grade levels.	Academic Support Program	08/18/2015	05/27/2016	\$0	No Funding Required	Leadership team and classroom teachers.

KDE Comprehensive School Improvement Plan

Pembroke Elementary School

(shared) Strategy 2:

CCPS and Pembroke Non Negotiables - - Leadership will monitor classroom instruction along with the implementation of CCPS and Pembroke Elementary non negotiables through the PGES coaching model.

Category: Continuous Improvement

Research Cited: Charlotte Danielson

Activity - Informal Walkthroughs/Formal Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using the PGES coaching model the leadership team will conduct informal walkthroughs in all K-6 classrooms to observe classroom management, effective use of instructional time, differentiated instruction, student engagement, and questioning techniques to meet the rigor and relevance of the Kentucky Core Academic Standards.	Academic Support Program	08/18/2015	05/27/2016	\$0	No Funding Required	Leadership Team

Activity - Fluency	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-2 students will be monitored using fluency checks at a minimum of once per 9 weeks.	Direct Instruction	08/18/2015	05/27/2016	\$0	No Funding Required	Classroom teachers and intervention teachers

Activity - Instructional Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To improve and enhance overall reading/math instruction research based resources will be purchased and implemented into regular classroom instruction. These resource included but are not limited to Foundations, DRA, Ready Common Core for both reading and math, books for books study, leveled reading libraries and resources, and Thoughtful Education Strategies.	Other	08/18/2015	05/27/2016	\$30000	Title I Schoolwide	Leadership team and teachers

Strategy 3:

Math Professional Development - All teacher K to 6th will participate in individualized Professional Development as well as job-embedded PD opportunities to assist in teaching the Kentucky Core Academic Standards with rigor and relevance.

Category: Professional Learning & Support

Research Cited: High Impact Instruction by Jim Knight

Activity - MFAL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math content teachers will participate in MFAL trainings and implement MFAL modules into classroom instruction.	Academic Support Program	08/18/2015	05/27/2016	\$500	General Fund	Leadership and math content teachers

KDE Comprehensive School Improvement Plan

Pembroke Elementary School

Activity - Math and High Impact Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers K-6 will participate in High Impact Instruction trainings and implement strategies such as learning maps, guiding questions, and formative assessment into classroom instruction.	Academic Support Program	08/18/2015	05/27/2016	\$0	No Funding Required	High Impact Leadership Team and classroom teachers

(shared) Strategy 4:

Kindergarten Readiness - Brigance Early Childhood Screener administered to all kindergarten students. Early childhood teachers are certified and participate in professional development and faculty meetings with elementary teachers.

Category: Early Learning

Activity - Brigance Early Childhood Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All kindergarten students will be screened for kindergarten-ready skills through the Brigance Early Childhood Screener by the end of September.	Other - Kindergarten Readiness	08/18/2015	05/27/2016	\$0	District Funding	Kindergarten Teachers, Guidance Counselors

Goal 3: Pembroke will increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 43.5% to 47.6%

Measurable Objective 1:

collaborate to close the achievement gap by increasing the average reading proficiency ratings for all students in the non-duplicated gap group from 43.5% to 48.9% by 05/27/2016 as measured by multiple measures (KPREP, MAP, district benchmarks, and common assessments).

(shared) Strategy 1:

Targeted Intervention - Targeted intervention instruction will be delivered to at-risk (gap, novice, bubble) student populations in the areas of reading and math.

Category: Learning Systems

Research Cited: Scholastic programs

Activity - Academic Intervention Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on the results of SRI/SPI testing students were placed in System 44 and Read 180 groups with the reading interventionist. In addition students were placed in math intervention based on MAP data. Programs for the math intervention include Do the Math and Moby Max.	Academic Support Program	08/18/2015	05/27/2016	\$1000	Title I Schoolwide	Leadership team, interventionists, and classroom teachers

KDE Comprehensive School Improvement Plan

Pembroke Elementary School

Activity - Instructional Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The master schedule is designed to have an RTI/enrichment time built into the schedule. This is a time that all students are placed on either an RTI track or enrichment track based on data. Students have the opportunity to receive targeted small group instruction focused in the areas of reading and math.	Academic Support Program	08/18/2015	05/27/2016	\$0	No Funding Required	Principal, classroom teachers, and interventionists

Activity - Support Personnel	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using Title I funds, two certified reading tutors and one certified math tutor have been added to our personnel to work with our at-risk population as well as provide support during classroom instruction for 18 hours each week for 25 weeks.	Tutoring	08/18/2015	05/27/2016	\$40000	Title I Schoolwide	Principal and tutors

(shared) Strategy 2:

Student Tracking - Student progress will be strategically tracked and routinely updated. Interventions and/or strategies will be implemented on an as needed basis based on the data.

Category: Management Systems

Activity - RTI meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are required to update their tracking sheet on all students after common assessments, MAP testing, and district benchmark assessments. Gap students have been identified on this tracking sheet. After the data analysis week of each PLC cycle, we will meet the next day in an Rtl meeting to look specifically at our Rtl/Gap/Novice students and the strategies we are using. If progress is being made, no changes will be made. If progress is not being made, we will try to figure out why and look for interventions and support to help the student.	Academic Support Program	08/18/2015	05/27/2016	\$0	No Funding Required	Leadership team classroom teachers, Interventionists

Activity - Novice Board	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A novice board will be created to identify students who are performing at the novice level. The purpose of this board is to help us strategically track the progress of these students and push them to the next level. We have looked at the cut scores of each of these students, and grade levels have identified at least 10 bubble students they feel they can move to the next performance level.	Academic Support Program	08/18/2015	05/27/2016	\$100	General Fund	Leadership and teachers

(shared) Strategy 3:

Student Mentoring - Gap, novice, intensive behavior, and bubble students will receive support and guidance from adult mentors. These students will be assigned a building level adult to counsel and guide them with behavior and academics throughout the school year.

Category: Other - Student Support

KDE Comprehensive School Improvement Plan

Pembroke Elementary School

Activity - Boys Club	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On the last Wednesday of each month, identified at-risk male students will participate in scheduled activities such as guest speakers, military group, and games for the purpose of motivation and relationship building.	Behavioral Support Program	08/18/2015	05/27/2016	\$0	No Funding Required	Assistant principals

Activity - Testing buddies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESL and Special Education students will be placed with a testing buddy that will help support them in their testing accommodations throughout the year.	Academic Support Program	08/18/2015	05/27/2016	\$0	No Funding Required	Leadership Team, ESL teacher, and special education teachers

(shared) Strategy 4:

Special Populations PD - Instructional assistants and teachers will receive PD opportunities through PD days, G-Days, PLC, faculty meetings, and specialized scheduled time on how to best help special education students.

Category: Professional Learning & Support

Activity - Autism Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Janet Godsey trained our instructional assistants on strategies to assist classroom teachers with special education students (especially autism) during a G-Day. Teachers and administration have been working with the Western Kentucky Autism Center on best practices for these students. Teachers will continue to reflect on their practices and work with Janet throughout the year to improve strategies during planning and faculty meetings.	Behavioral Support Program	08/18/2015	05/27/2016	\$500	General Fund	Leadership team, instructional assistants, and teachers

Activity - ESL training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two of our classroom teachers went to a training at Indian Hills to learn about how to better work with our ESL students. These teachers will come back and share their learning with other teachers. In addition our ESL teacher does monthly ESL trainings in faculty meetings.	Professional Learning	08/18/2015	05/27/2016	\$0	No Funding Required	Principal, ESL teacher, and trained ESL teachers.

Activity - Novice Reduction PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will participate in the Equity Institute and Ruby Payne trainings. Members of the High Impact Instruction Team will also participate in quarterly Deep Dive meetings. These trainings will all be focused on the intent of reducing the number of novice students and addressing the needs of special populations within our buildings. Teachers will be able to implement effective strategies with help at-risk students succeed.	Professional Learning	08/18/2015	05/27/2016	\$0	District Funding	Leadership team, IBC, High Impact Instruction Team, Certified teachers

KDE Comprehensive School Improvement Plan

Pembroke Elementary School

Measurable Objective 2:

collaborate to close the achievement gap by increasing the average math proficiency ratings for all students in the non-duplicated gap group from 43.5% to 46.4% by 05/27/2016 as measured by multiple measures (KPREP, MAP, district benchmarks, and common assessments).

(shared) Strategy 1:

Targeted Intervention - Targeted intervention instruction will be delivered to at-risk (gap, novice, bubble) student populations in the areas of reading and math.

Category: Learning Systems

Research Cited: Scholastic programs

Activity - Academic Intervention Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on the results of SRI/SPI testing students were placed in System 44 and Read 180 groups with the reading interventionist. In addition students were placed in math intervention based on MAP data. Programs for the math intervention include Do the Math and Moby Max.	Academic Support Program	08/18/2015	05/27/2016	\$1000	Title I Schoolwide	Leadership team, interventionists, and classroom teachers

Activity - Instructional Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The master schedule is designed to have an RTI/enrichment time built into the schedule. This is a time that all students are placed on either an RTI track or enrichment track based on data. Students have the opportunity to receive targeted small group instruction focused in the areas of reading and math.	Academic Support Program	08/18/2015	05/27/2016	\$0	No Funding Required	Principal, classroom teachers, and interventionists

Activity - Support Personnel	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using Title I funds, two certified reading tutors and one certified math tutor have been added to our personnel to work with our at-risk population as well as provide support during classroom instruction for 18 hours each week for 25 weeks.	Tutoring	08/18/2015	05/27/2016	\$40000	Title I Schoolwide	Principal and tutors

(shared) Strategy 2:

Student Tracking - Student progress will be strategically tracked and routinely updated. Interventions and/or strategies will be implemented on an as needed basis based on the data.

Category: Management Systems

Activity - RTI meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

KDE Comprehensive School Improvement Plan

Pembroke Elementary School

Teachers are required to update their tracking sheet on all students after common assessments, MAP testing, and district benchmark assessments. Gap students have been identified on this tracking sheet. After the data analysis week of each PLC cycle, we will meet the next day in an Rtl meeting to look specifically at our Rtl/Gap/Novice students and the strategies we are using. If progress is being made, no changes will be made. If progress is not being made, we will try to figure out why and look for interventions and support to help the student.	Academic Support Program	08/18/2015	05/27/2016	\$0	No Funding Required	Leadership team classroom teachers, Interventionists
---	--------------------------	------------	------------	-----	---------------------	--

Activity - Novice Board	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A novice board will be created to identify students who are performing at the novice level. The purpose of this board is to help us strategically track the progress of these students and push them to the next level. We have looked at the cut scores of each of these students, and grade levels have identified at least 10 bubble students they feel they can move to the next performance level.	Academic Support Program	08/18/2015	05/27/2016	\$100	General Fund	Leadership and teachers

(shared) Strategy 3:

Student Mentoring - Gap, novice, intensive behavior, and bubble students will receive support and guidance from adult mentors. These students will be assigned a building level adult to counsel and guide them with behavior and academics throughout the school year.

Category: Other - Student Support

Activity - Boys Club	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On the last Wednesday of each month, identified at-risk male students will participate in scheduled activities such as guest speakers, military group, and games for the purpose of motivation and relationship building.	Behavioral Support Program	08/18/2015	05/27/2016	\$0	No Funding Required	Assistant principals

Activity - Testing buddies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESL and Special Education students will be placed with a testing buddy that will help support them in their testing accommodations throughout the year.	Academic Support Program	08/18/2015	05/27/2016	\$0	No Funding Required	Leadership Team, ESL teacher, and special education teachers

(shared) Strategy 4:

Special Populations PD - Instructional assistants and teachers will receive PD opportunities through PD days, G-Days, PLC, faculty meetings, and specialized scheduled time on how to best help special education students.

Category: Professional Learning & Support

Activity - Autism Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
----------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

KDE Comprehensive School Improvement Plan

Pembroke Elementary School

Janet Godsey trained our instructional assistants on strategies to assist classroom teachers with special education students (especially autism) during a G-Day. Teachers and administration have been working with the Western Kentucky Autism Center on best practices for these students. Teachers will continue to reflect on their practices and work with Janet throughout the year to improve strategies during planning and faculty meetings.	Behavioral Support Program	08/18/2015	05/27/2016	\$500	General Fund	Leadership team, instructional assistants, and teachers
Activity - ESL training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two of our classroom teachers went to a training at Indian Hills to learn about how to better work with our ESL students. These teachers will come back and share their learning with other teachers. In addition our ESL teacher does monthly ESL trainings in faculty meetings.	Professional Learning	08/18/2015	05/27/2016	\$0	No Funding Required	Principal, ESL teacher, and trained ESL teachers.
Activity - Novice Reduction PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will participate in the Equity Institute and Ruby Payne trainings. Members of the High Impact Instruction Team will also participate in quarterly Deep Dive meetings. These trainings will all be focused on the intent of reducing the number of novice students and addressing the needs of special populations within our buildings. Teachers will be able to implement effective strategies with help at-risk students succeed.	Professional Learning	08/18/2015	05/27/2016	\$0	District Funding	Leadership team, IBC, High Impact Instruction Team, Certified teachers

Goal 4: Pembroke will reduce the total number of students scoring novice in both reading and math by 12.5% of students per year for a total of 50% over the next 4 years.

Measurable Objective 1:

collaborate to reduce the percentage of students scoring novice in reading from 28.5% to 24.8% by 05/27/2016 as measured by multiple measures (KPREP, MAP, district benchmarks, and common assessments).

(shared) Strategy 1:

Targeted Intervention - Targeted Intervention instruction will be delivered to at risk (gap, novice, bubble) student populations in the areas of reading and math.

Category: Learning Systems

Research Cited: Scholastic programs

Activity - Academic Intervention Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	----------------------	-------------------	-----------------	--------------------------	--------------------------	--------------------------

KDE Comprehensive School Improvement Plan

Pembroke Elementary School

Based on the results of SRI/SPI testing, students were placed in System 44 and Read 180 groups with the reading interventionist. In addition students were placed in math intervention based on MAP data. Programs for the math intervention include Do the Math and Moby Max.	Academic Support Program	08/18/2015	05/27/2016	\$1000	Title I Schoolwide	Leadership team, interventionist, and classroom teachers
--	--------------------------	------------	------------	--------	--------------------	--

Activity - Instructional Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The master schedule is designed to have an RTI/Enrichment time built into the schedule. This is a time that all students are placed on either an RTI track or enrichment track based on data. Students have the opportunity to receive targeted small group instruction focused on the areas of reading and math.	Academic Support Program	08/18/2015	05/27/2016	\$0	No Funding Required	Principal, classroom teachers, interventionist

Activity - Support Personnel	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using Title I funds, 2 certified reading tutors and 1 certified math tutor have been added to our personnel to work with our at risk population as well as provide support during classroom instruction for 18 hours each week for 25 weeks.	Tutoring	08/18/2015	05/27/2016	\$40000	Title I Schoolwide	Principal and tutors

(shared) Strategy 2:

Student Tracking - Student progress will be strategically tracked and routinely updated. Interventions and/or strategies will be implemented on an as needed basis based on the data.

Category: Management Systems

Activity - RTI meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are required to update their tracking sheet on all students after common assessments, MAP testing, and district benchmark assessments. Gap students have been identified on this tracking sheet. After the data analysis week of each PLC cycle we will meet the next day in an RTI meeting to look specifically at our RTI/Gap/Novice students and the strategies we are using. If progress is being made by these students, no changes will be made. If progress is not being made, we will try to figure out why and look for interventions and support to help the student.	Academic Support Program	08/18/2015	05/27/2016	\$0	No Funding Required	Leadership team, classroom teachers, interventionist

Activity - Novice Board	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A novice board will be created to identify students who are performing at the novice level. The purpose of this board is to help us strategically track the progress of these students and push them to the next level. We have looked at the cut scores of each of these students and grade levels have identified at least 10 bubble students they feel they can move to the next performance level.	Academic Support Program	08/18/2015	05/27/2016	\$100	General Fund	Leadership team and teachers

KDE Comprehensive School Improvement Plan

Pembroke Elementary School

(shared) Strategy 3:

Student Mentoring - Gap, novice, intensive behavior, and bubble students will receive support and guidance from adult mentors. These students will be assigned a building level adult to council and guide them with behavior and academics throughout the school year.

Category: Other - Student Support

Activity - Boys Club	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On the last Wednesday of each month, identified at risk male students will participate in scheduled activities such as guest speakers, military group, and games for the purpose of motivation and relationship building.	Behavioral Support Program	08/18/2015	05/27/2016	\$0	No Funding Required	Assistant principals
Activity - Testing buddies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESL and special education students will be placed with a testing buddy that will help support them in their testing accommodations throughout the year.	Academic Support Program	08/18/2015	05/27/2016	\$0	No Funding Required	Leadership team, ESL teacher, and special education teachers

(shared) Strategy 4:

Special Populations PD - Instructional assistants and teachers will receive PD opportunities through PD days, G-Days, PLC, faculty meetings and specialized scheduled time on how to best help special education students.

Category: Professional Learning & Support

Activity - Autism Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Janet Godsey trained our instructional assistants on strategies to assist classroom teachers with special education students (especially autism) on a G-Day. Teachers and administration have been working with the Western Kentucky Autism Center on best practices for these students. Teachers will continue to reflect on their practices and work with Janet throughout the year to improve strategies during planning and faculty meetings.	Behavioral Support Program	08/18/2015	05/27/2016	\$500	General Fund	Leadership team, instructional assistants, and teachers
Activity - ESL training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two of our classroom teachers went to a training at Indian Hills to learn how to better work with our ESL students. These teachers will come back and share their learning with other teachers. In addition, our ESL teacher does monthly ESL trainings in faculty meetings.	Professional Learning	08/18/2015	05/27/2016	\$0	No Funding Required	Principal, ESL teacher, and trained ESL teachers

KDE Comprehensive School Improvement Plan

Pembroke Elementary School

Activity - Novice Reduction PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will participate in the Equity Institute and Ruby Payne trainings. Members of the High Impact Instruction Team will also participate in quarterly Deep Dive meetings. These trainings will all be focused on the intent of reducing the number of novice students and addressing the needs of special populations within our buildings. Teachers will be able to implement effective strategies with help at-risk students succeed.	Professional Learning	08/18/2015	05/27/2016	\$0	District Funding	Leadership team, IBC, Certified Teachers, High Impact Instruction Team

Measurable Objective 2:

collaborate to reduce the percentage of students scoring novice in math from 22.6% to 19.7% by 05/27/2016 as measured by multiple measures (KPREP, MAP, district benchmarks, and common assessments).

(shared) Strategy 1:

Targeted Intervention - Targeted Intervention instruction will be delivered to at risk (gap, novice, bubble) student populations in the areas of reading and math.

Category: Learning Systems

Research Cited: Scholastic programs

Activity - Academic Intervention Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on the results of SRI/SPI testing, students were placed in System 44 and Read 180 groups with the reading interventionist. In addition students were placed in math intervention based on MAP data. Programs for the math intervention include Do the Math and Moby Max.	Academic Support Program	08/18/2015	05/27/2016	\$1000	Title I Schoolwide	Leadership team, interventionist, and classroom teachers

Activity - Instructional Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The master schedule is designed to have an RTI/Enrichment time built into the schedule. This is a time that all students are placed on either an RTI track or enrichment track based on data. Students have the opportunity to receive targeted small group instruction focused on the areas of reading and math.	Academic Support Program	08/18/2015	05/27/2016	\$0	No Funding Required	Principal, classroom teachers, interventionist

Activity - Support Personnel	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using Title I funds, 2 certified reading tutors and 1 certified math tutor have been added to our personnel to work with our at risk population as well as provide support during classroom instruction for 18 hours each week for 25 weeks.	Tutoring	08/18/2015	05/27/2016	\$40000	Title I Schoolwide	Principal and tutors

(shared) Strategy 2:

Student Tracking - Student progress will be strategically tracked and routinely updated. Interventions and/or strategies will be implemented on an as needed basis based on the data.

KDE Comprehensive School Improvement Plan

Pembroke Elementary School

Category: Management Systems

Activity - RTI meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are required to update their tracking sheet on all students after common assessments, MAP testing, and district benchmark assessments. Gap students have been identified on this tracking sheet. After the data analysis week of each PLC cycle we will meet the next day in an RTI meeting to look specifically at our RTI/Gap/Novice students and the strategies we are using. If progress is being made by these students, no changes will be made. If progress is not being made, we will try to figure out why and look for interventions and support to help the student.	Academic Support Program	08/18/2015	05/27/2016	\$0	No Funding Required	Leadership team, classroom teachers, interventionist

Activity - Novice Board	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A novice board will be created to identify students who are performing at the novice level. The purpose of this board is to help us strategically track the progress of these students and push them to the next level. We have looked at the cut scores of each of these students and grade levels have identified at least 10 bubble students they feel they can move to the next performance level.	Academic Support Program	08/18/2015	05/27/2016	\$100	General Fund	Leadership team and teachers

(shared) Strategy 3:

Student Mentoring - Gap, novice, intensive behavior, and bubble students will receive support and guidance from adult mentors. These students will be assigned a building level adult to council and guide them with behavior and academics throughout the school year.

Category: Other - Student Support

Activity - Boys Club	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On the last Wednesday of each month, identified at risk male students will participate in scheduled activities such as guest speakers, military group, and games for the purpose of motivation and relationship building.	Behavioral Support Program	08/18/2015	05/27/2016	\$0	No Funding Required	Assistant principals

Activity - Testing buddies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESL and special education students will be placed with a testing buddy that will help support them in their testing accommodations throughout the year.	Academic Support Program	08/18/2015	05/27/2016	\$0	No Funding Required	Leadership team, ESL teacher, and special education teachers

(shared) Strategy 4:

Special Populations PD - Instructional assistants and teachers will receive PD opportunities through PD days, G-Days, PLC, faculty meetings and specialized

KDE Comprehensive School Improvement Plan

Pembroke Elementary School

scheduled time on how to best help special education students.

Category: Professional Learning & Support

Activity - Autism Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Janet Godsey trained our instructional assistants on strategies to assist classroom teachers with special education students (especially autism) on a G-Day. Teachers and administration have been working with the Western Kentucky Autism Center on best practices for these students. Teachers will continue to reflect on their practices and work with Janet throughout the year to improve strategies during planning and faculty meetings.	Behavioral Support Program	08/18/2015	05/27/2016	\$500	General Fund	Leadership team, instructional assistants, and teachers
Activity - ESL training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two of our classroom teachers went to a training at Indian Hills to learn how to better work with our ESL students. These teachers will come back and share their learning with other teachers. In addition, our ESL teacher does monthly ESL trainings in faculty meetings.	Professional Learning	08/18/2015	05/27/2016	\$0	No Funding Required	Principal, ESL teacher, and trained ESL teachers
Activity - Novice Reduction PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will participate in the Equity Institute and Ruby Payne trainings. Members of the High Impact Instruction Team will also participate in quarterly Deep Dive meetings. These trainings will all be focused on the intent of reducing the number of novice students and addressing the needs of special populations within our buildings. Teachers will be able to implement effective strategies with help at-risk students succeed.	Professional Learning	08/18/2015	05/27/2016	\$0	District Funding	Leadership team, IBC, Certified Teachers, High Impact Instruction Team

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Informal Walkthroughs/Formal Observations	Using the PGES coaching model the leadership team will conduct informal walkthroughs in all K-6 classrooms to observe classroom management, effective use of instructional time, differentiated instruction, student engagement, and questioning techniques to meet the rigor and relevance of the Kentucky Core Academic Standards.	Academic Support Program	08/18/2015	05/27/2016	\$0	Leadership Team
RTI meeting	Teachers are required to update their tracking sheet on all students after common assessments, MAP testing, and district benchmark assessments. Gap students have been identified on this tracking sheet. After the data analysis week of each PLC cycle, we will meet the next day in an Rtl meeting to look specifically at our Rtl/Gap/Novice students and the strategies we are using. If progress is being made, no changes will be made. If progress is not being made, we will try to figure out why and look for interventions and support to help the student.	Academic Support Program	08/18/2015	05/27/2016	\$0	Leadership team classroom teachers, Interventionists
Instructional Schedule	The master schedule is designed to have an RTI/Enrichment time built into the schedule. This is a time that all students are placed on either an RTI track or enrichment track based on data. Students have the opportunity to receive targeted small group instruction focused on the areas of reading and math.	Academic Support Program	08/18/2015	05/27/2016	\$0	Principal, classroom teachers, interventionist
Boys Club	On the last Wednesday of each month, identified at-risk male students will participate in scheduled activities such as guest speakers, military group, and games for the purpose of motivation and relationship building.	Behavioral Support Program	08/18/2015	05/27/2016	\$0	Assistant principals
RTI meeting	Teachers are required to update their tracking sheet on all students after common assessments, MAP testing, and district benchmark assessments. Gap students have been identified on this tracking sheet. After the data analysis week of each PLC cycle we will meet the next day in an RTI meeting to look specifically at our RTI/Gap/Novice students and the strategies we are using. If progress is being made by these students, no changes will be made. If progress is not being made, we will try to figure out why and look for interventions and support to help the student.	Academic Support Program	08/18/2015	05/27/2016	\$0	Leadership team, classroom teachers, interventionist

KDE Comprehensive School Improvement Plan

Pembroke Elementary School

Fluency	K-2 students will be monitored using fluency checks at a minimum of once per 9 weeks.	Direct Instruction	08/18/2015	05/27/2016	\$0	Classroom teachers and intervention teachers
ESL training	Two of our classroom teachers went to a training at Indian Hills to learn about how to better work with our ESL students. These teachers will come back and share their learning with other teachers. In addition our ESL teacher does monthly ESL trainings in faculty meetings.	Professional Learning	08/18/2015	05/27/2016	\$0	Principal, ESL teacher, and trained ESL teachers.
5 week PLC Process	Teachers will meet weekly in a collaborative setting to deconstruct standards, locate resources, share quality instruction strategies, formative planning of differentiated groups, and develop and analyze assessment data.	Academic Support Program	08/18/2015	05/27/2016	\$0	Leadership team and classroom teachers
School Wide PBIS Monitoring	A committee has been formed with representation from all stakeholders to meet monthly to monitor and review data (exp: walk-throughs, office referrals) and create action goals for implementation based on data.	Behavioral Support Program	08/18/2015	05/27/2016	\$0	Leadership team and PBIS committee
Implementation of TPGES / OPGES	Throughout the school year, all certified staff will complete self-reflections, growth goals, and evaluations as dictated by the Kentucky Evaluation Plan and informal walkthroughs conducted by leadership team members. This data will be utilized to improve the growth of teachers and Pembroke Elementary as a whole.	Policy and Process	08/18/2015	05/27/2016	\$0	Certified staff
Program Review Data Collection for School Improvement	Program Review Data Collection for School Improvement – The Program Review Committee and responsible teachers will meet regularly to analyze the implementation process of the A&H, PLCS, Writing, Primary, and World Language, ensuring a school-wide natural integration of 21st century skills across content areas.	Academic Support Program	08/18/2015	05/27/2016	\$0	Leadership Team, Program Review Committee, Classroom Teachers
Reading and High Impact Instruction	All teachers K-6 will participate in High Impact Instruction trainings and implement strategies such as learning maps, guiding questions, and formative assessment into classroom instruction.	Professional Learning	08/18/2015	05/27/2016	\$0	High Impact Leadership Team and classroom teachers
Math and High Impact Instruction	All teachers K-6 will participate in High Impact Instruction trainings and implement strategies such as learning maps, guiding questions, and formative assessment into classroom instruction.	Academic Support Program	08/18/2015	05/27/2016	\$0	High Impact Leadership Team and classroom teachers
Instructional Schedule	The master schedule is designed to have an RTI/enrichment time built into the schedule. This is a time that all students are placed on either an RTI track or enrichment track based on data. Students have the opportunity to receive targeted small group instruction focused in the areas of reading and math.	Academic Support Program	08/18/2015	05/27/2016	\$0	Principal, classroom teachers, and interventionists

KDE Comprehensive School Improvement Plan

Pembroke Elementary School

Vertical Planning Meetings	Teachers will meet in vertical planning meetings to increase and improve congruency and rigor across grade levels.	Academic Support Program	08/18/2015	05/27/2016	\$0	Leadership team and classroom teachers.
Individual Learning Plan Completion	Students in the 6th grade will meet with teacher leader and Assistant Principal to complete the Individual Learning Plan. They will be introduced to the process, explore opportunities, and research careers in order to draft their plan. They will use the ILP as a tool for career planning and continue using to track their progress through their secondary school experience.	Career Preparation/Orientation	08/18/2015	05/27/2016	\$0	Assistant Principal, John Walsh Kandy Fear
Testing buddies	ESL and special education students will be placed with a testing buddy that will help support them in their testing accommodations throughout the year.	Academic Support Program	08/18/2015	05/27/2016	\$0	Leadership team, ESL teacher, and special education teachers
Boys Club	On the last Wednesday of each month, identified at risk male students will participate in scheduled activities such as guest speakers, military group, and games for the purpose of motivation and relationship building.	Behavioral Support Program	08/18/2015	05/27/2016	\$0	Assistant principals
ESL training	Two of our classroom teachers went to a training at Indian Hills to learn how to better work with our ESL students. These teachers will come back and share their learning with other teachers. In addition, our ESL teacher does monthly ESL trainings in faculty meetings.	Professional Learning	08/18/2015	05/27/2016	\$0	Principal, ESL teacher, and trained ESL teachers
Testing buddies	ESL and Special Education students will be placed with a testing buddy that will help support them in their testing accommodations throughout the year.	Academic Support Program	08/18/2015	05/27/2016	\$0	Leadership Team, ESL teacher, and special education teachers
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
School Wide PBIS Training and Implementation	Teachers will be provided training on positive behavior intervention strategies at the beginning of the year with additional refresher courses as needed through PLCs and faculty meetings. Implementation will reduce and eliminate disruptive behaviors, promote communication between school and home, and celebrate success.	Behavioral Support Program	08/18/2015	05/27/2016	\$1000	Leadership team and classroom teachers

KDE Comprehensive School Improvement Plan

Pembroke Elementary School

Novice Board	A novice board will be created to identify students who are performing at the novice level. The purpose of this board is to help us strategically track the progress of these students and push them to the next level. We have looked at the cut scores of each of these students and grade levels have identified at least 10 bubble students they feel they can move to the next performance level.	Academic Support Program	08/18/2015	05/27/2016	\$100	Leadership team and teachers
MFAL	Math content teachers will participate in MFAL trainings and implement MFAL modules into classroom instruction.	Academic Support Program	08/18/2015	05/27/2016	\$500	Leadership and math content teachers
Literacy Design Collaborative	Content area and literacy teachers will participate in Literacy Design Collaborative (LDC) trainings and implement LDC modules into classroom instruction.	Professional Learning	08/18/2015	05/27/2016	\$500	Leadership team and content and literacy teachers
Autism Training	Janet Godsey trained our instructional assistants on strategies to assist classroom teachers with special education students (especially autism) during a G-Day. Teachers and administration have been working with the Western Kentucky Autism Center on best practices for these students. Teachers will continue to reflect on their practices and work with Janet throughout the year to improve strategies during planning and faculty meetings.	Behavioral Support Program	08/18/2015	05/27/2016	\$500	Leadership team, instructional assistants, and teachers
Novice Board	A novice board will be created to identify students who are performing at the novice level. The purpose of this board is to help us strategically track the progress of these students and push them to the next level. We have looked at the cut scores of each of these students, and grade levels have identified at least 10 bubble students they feel they can move to the next performance level.	Academic Support Program	08/18/2015	05/27/2016	\$100	Leadership and teachers
Program Review Professional Development	Leadership team members and teachers will attend conferences and other professional learning opportunities for program review areas. In addition, the leadership team members and Program Review teachers will provide training during faculty meetings for proficient evidence submission and collection.	Professional Learning	08/18/2015	05/27/2016	\$1000	Leadership Team, Program Review Committee, A&H, PLCS, Writing, and WL Teachers, Classroom Teachers
Autism Training	Janet Godsey trained our instructional assistants on strategies to assist classroom teachers with special education students (especially autism) on a G-Day. Teachers and administration have been working with the Western Kentucky Autism Center on best practices for these students. Teachers will continue to reflect on their practices and work with Janet throughout the year to improve strategies during planning and faculty meetings.	Behavioral Support Program	08/18/2015	05/27/2016	\$500	Leadership team, instructional assistants, and teachers
Total					\$4200	

KDE Comprehensive School Improvement Plan

Pembroke Elementary School

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading PD Plan	Leadership along with trained Read to Achieve teachers will develop and implement a PD plan based on the reflection of reading practices by our reading teachers.	Professional Learning	08/18/2015	05/27/2016	\$1000	Leadership team and RTA trained teachers
Support Personnel	Using Title I funds, two certified reading tutors and one certified math tutor have been added to our personnel to work with our at-risk population as well as provide support during classroom instruction for 18 hours each week for 25 weeks.	Tutoring	08/18/2015	05/27/2016	\$40000	Principal and tutors
Academic Intervention Programs	Based on the results of SRI/SPI testing, students were placed in System 44 and Read 180 groups with the reading interventionist. In addition students were placed in math intervention based on MAP data. Programs for the math intervention include Do the Math and Moby Max.	Academic Support Program	08/18/2015	05/27/2016	\$1000	Leadership team, interventionist, and classroom teachers
Family Involvement	We will improve the environment of our school through the collaboration with parents through various family events such as reading night, math night, student led conferences, Born Learning Academy, and special programs. This will include videos by SBDM members and staff to help train parents for leadership roles and involvement in their child's education. In addition, parent surveys and district surveys will be administered throughout the year with encouragement for at least 50% participation.	Parent Involvement	08/18/2015	05/27/2016	\$1200	Title I coordinator, Leadership team, Site base members, FRYSC
Enhanced Learning Environment	Provide continuous support for all stakeholders through PD, team building, family activities, and on-going positive personnel endeavors to enhance the learning environment for all stakeholders.	Recruitment and Retention	08/18/2015	05/27/2016	\$1300	Leadership, Title I coordinator, FRYSC, Culture and Climate Committee
Instructional Resources	To improve and enhance overall reading/math instruction research based resources will be purchased and implemented into regular classroom instruction. These resource included but are not limited to Foundations, DRA, Ready Common Core for both reading and math, books for books study, leveled reading libraries and resources, and Thoughtful Education Strategies.	Other	08/18/2015	05/27/2016	\$30000	Leadership team and teachers
Academic Intervention Programs	Based on the results of SRI/SPI testing students were placed in System 44 and Read 180 groups with the reading interventionist. In addition students were placed in math intervention based on MAP data. Programs for the math intervention include Do the Math and Moby Max.	Academic Support Program	08/18/2015	05/27/2016	\$1000	Leadership team, interventionists, and classroom teachers

KDE Comprehensive School Improvement Plan

Pembroke Elementary School

Support Personnel	Using Title I funds, 2 certified reading tutors and 1 certified math tutor have been added to our personnel to work with our at risk population as well as provide support during classroom instruction for 18 hours each week for 25 weeks.	Tutoring	08/18/2015	05/27/2016	\$40000	Principal and tutors
Teacher Observations	Teachers will observe guided reading strategies and practices through site visits and exemplar videos.	Professional Learning	08/27/2015	05/27/2016	\$1000	Leadership team and classroom teachers
Total					\$116500	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Novice Reduction PD	All teachers will participate in the Equity Institute and Ruby Payne trainings. Members of the High Impact Instruction Team will also participate in quarterly Deep Dive meetings. These trainings will all be focused on the intent of reducing the number of novice students and addressing the needs of special populations within our buildings. Teachers will be able to implement effective strategies with help at-risk students succeed.	Professional Learning	08/18/2015	05/27/2016	\$0	Leadership team, IBC, High Impact Instruction Team, Certified teachers
Brigance Early Childhood Screener	All kindergarten students will be screened for kindergarten-ready skills through the Brigance Early Childhood Screener by the end of September.	Other - Kindergarten Readiness	08/18/2015	05/27/2016	\$0	Kindergarten Teachers, Guidance Counselors
Novice Reduction PD	All teachers will participate in the Equity Institute and Ruby Payne trainings. Members of the High Impact Instruction Team will also participate in quarterly Deep Dive meetings. These trainings will all be focused on the intent of reducing the number of novice students and addressing the needs of special populations within our buildings. Teachers will be able to implement effective strategies with help at-risk students succeed.	Professional Learning	08/18/2015	05/27/2016	\$0	Leadership team, IBC, Certified Teachers, High Impact Instruction Team
Total					\$0	

KDE Needs Assessment

Introduction

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

Data Analysis

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

The questions we are trying to answer when looking at our data are who are our students that are scoring novice in reading/math, what gap groups are we not reaching, and how does the non duplicated gap group compare to the overall percentages of our school. The data has shown us that we need to reduce overall novice by 9 students in reading and 8 students in math each year over the next 4 years. In reading our total novice was 78 students, of those 71 were identified as gap students. In math the total novice was 62 students, of those 59 are gap students. Free and reduced lunch scored 38% novice in the area of reading, 50% of our special education population scored novice in the area of reading, and 30% of our African American population scored novice. In math free and reduced lunch scored 30% novice, special ed scored 50% novice, and our African American population scored 27% novice. Compared to the overall percentages of our school our novice in both reading and math for the non duplicated gap group is very close to percentages of all 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?

When analyzing data of students who are currently in our building our percentage of students scoring at the proficient and distinguished levels are higher than the percentage of students scoring novice in the areas of reading and math for overall achievement. While 50% of our special education students are scoring novice, we are excited about the fact that 50% are higher than novice. In addition, we have cause to celebrate High Impact Instruction strategies that are taking place throughout the building. PLCs are also a strength in our building with an emphasis on data analysis, formative planning, and standards deconstruction. We also have RTI / Enrichment in our schedule that allows our teachers to meet the needs of students at all levels. We have several PD opportunities to address the needs of special populations as well. We are training our teachers in co-teaching strategies and training our staff in how to better help support special education students in the regular education classroom.

Opportunities for Improvement

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

We are below the state average in both reading and math for the percentage of proficient and distinguished, and above the state average for the percentage of novice. We MUST reduce our percent of novice and increase our proficient and distinguished percentage. We are improving our overall reading instruction by providing guided reading and more opportunities for students to read across content areas. In grade K-2 we are tracking student reading fluency in reading, in 3rd grade we are targeting novice students using System 44 and other tier instruction as needed, and in 4th to 5th we are targeting novice students by using Read 180 and other tier instruction as needed. In math we are tracking math fact fluency in all grade levels, and we are using Moby Max and Do the Math for tier instruction as needed. In addition to all of this, we will track students through the use of a Novice Board. Students will be tracked throughout the year for their performance on KPREP, benchmark assessments, and common assessments. We have RTI / Enrichment time in the schedule to address the needs of students at all levels, especially novice students in the areas of math and reading. We will also have continued PD throughout the year to address the needs of gap students across all grade levels.

Conclusion

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

We are going to continue to track student progress using our tracking sheets and novice boards to document and monitor student progress toward proficiency in the areas of both reading and math. We will also celebrate successes on multiple measures such as KPREP, benchmark assessments, and PBIS. We will continue with the 5-week PLC cycle to continue to deconstruct standards (with an added emphasis on learning maps and guiding questions for each unit, formatively plan groups, and analyze data. School wide PD in the areas of High Impact Instruction, guided reading, Read 180, System 44, LDC, MFAL, etc. will be completed and best practice instruction from each of these will be implemented by teachers and monitored by the leadership team.

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:

Pembroke will transform the educational environment to meet the ongoing demands of the 21st Century so that all students are engaged in a high-quality, equitable education and are prepared for community and global responsibilities.

Measurable Objective 1:

collaborate to create an educational culture of continuous growth through shared partnerships and responsibilities by 05/27/2016 as measured by various measures such as PBIS data, Val-Ed survey, Tell Survey, and District's Strategic Plan.

Strategy1:

Improve Working Conditions - Leadership and teachers will collaborate to build a positive culture and climate with Pembroke's new population of stakeholders.

Category: Human Capital Management

Research Cited:

Activity - Family Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will improve the environment of our school through the collaboration with parents through various family events such as reading night, math night, student led conferences, Born Learning Academy, and special programs. This will include videos by SBDM members and staff to help train parents for leadership roles and involvement in their child's education. In addition, parent surveys and district surveys will be administered throughout the year with encouragement for at least 50% participation.	Parent Involvement	08/18/2015	05/27/2016	\$1200 - Title I Schoolwide	Title I coordinator, Leadership team, Site base members, FRYSC

Activity - Enhanced Learning Environment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide continuous support for all stakeholders through PD, team building, family activities, and on-going positive personnel endeavors to enhance the learning environment for all stakeholders.	Recruitment and Retention	08/18/2015	05/27/2016	\$1300 - Title I Schoolwide	Leadership, Title I coordinator, FRYSC, Culture and Climate Committee

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

Goal 1:

KDE Comprehensive School Improvement Plan

Pembroke Elementary School

Pembroke will increase the average combined reading and math Proficient and Distinguished K-PREP scores for all students by 2016 as follows: elementary students from 48.7% to 54.8%

Measurable Objective 1:

demonstrate a proficiency by increasing the average reading proficient and distinguished KPREP scores from 50.1% to 55.6% by 05/27/2016 as measured by multiple measures (KPREP, MAP, district benchmarks, and common assessments).

Strategy1:

Kindergarten Readiness - Brigance Early Childhood Screener administered to all kindergarten students. Early childhood teachers are certified and participate in professional development and faculty meetings with elementary teachers.

Category: Early Learning

Research Cited:

Activity - Brigance Early Childhood Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All kindergarten students will be screened for kindergarten-ready skills through the Brigance Early Childhood Screener by the end of September.	Other - Kindergarten Readiness	08/18/2015	05/27/2016	\$0 - District Funding	Kindergarten Teachers, Guidance Counselors

Strategy2:

Team and Vertical Planning - Teachers will actively participate in team/vertical planning meetings to determine research based strategies, activities, and assessments that are congruent to the Kentucky Core Academic Standards.

Category: Continuous Improvement

Research Cited: CASTL

Activity - 5 week PLC Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly in a collaborative setting to deconstruct standards, locate resources, share quality instruction strategies, formative planning of differentiated groups, and develop and analyze assessment data.	Academic Support Program	08/18/2015	05/27/2016	\$0 - No Funding Required	Leadership team and classroom teachers

Activity - Vertical Planning Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in vertical planning meetings to increase and improve congruency and rigor across grade levels.	Academic Support Program	08/18/2015	05/27/2016	\$0 - No Funding Required	Leadership team and classroom teachers.

Strategy3:

Reading Professional Development - All teacher K to 6th will participate in individualized Professional Development, as well as job-embedded PD opportunities to assist in teaching the Kentucky Core Academic Standards with rigor and relevance.

Category: Professional Learning & Support

Research Cited: High Impact Instruction by Jim Knight, Guided Reading Practices by Daily Five, CAFE, and Fountas and Pinnell

SY 2015-2016

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

KDE Comprehensive School Improvement Plan

Pembroke Elementary School

Activity - Reading and High Impact Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers K-6 will participate in High Impact Instruction trainings and implement strategies such as learning maps, guiding questions, and formative assessment into classroom instruction.	Professional Learning	08/18/2015	05/27/2016	\$0 - No Funding Required	High Impact Leadership Team and classroom teachers

Activity - Teacher Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will observe guided reading strategies and practices through site visits and exemplar videos.	Professional Learning	08/27/2015	05/27/2016	\$1000 - Title I Schoolwide	Leadership team and classroom teachers

Activity - Literacy Design Collaborative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area and literacy teachers will participate in Literacy Design Collaborative (LDC) trainings and implement LDC modules into classroom instruction.	Professional Learning	08/18/2015	05/27/2016	\$500 - General Fund	Leadership team and content and literacy teachers

Activity - Reading PD Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership along with trained Read to Achieve teachers will develop and implement a PD plan based on the reflection of reading practices by our reading teachers.	Professional Learning	08/18/2015	05/27/2016	\$1000 - Title I Schoolwide	Leadership team and RTA trained teachers

Strategy4:

CCPS and Pembroke Non Negotiables - - Leadership will monitor classroom instruction along with the implementation of CCPS and Pembroke Elementary non negotiables through the PGES coaching model.

Category: Continuous Improvement

Research Cited: Charlotte Danielson

Activity - Informal Walkthroughs/Formal Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using the PGES coaching model the leadership team will conduct informal walkthroughs in all K-6 classrooms to observe classroom management, effective use of instructional time, differentiated instruction, student engagement, and questioning techniques to meet the rigor and relevance of the Kentucky Core Academic Standards.	Academic Support Program	08/18/2015	05/27/2016	\$0 - No Funding Required	Leadership Team

KDE Comprehensive School Improvement Plan

Pembroke Elementary School

Activity - Instructional Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To improve and enhance overall reading/math instruction research based resources will be purchased and implemented into regular classroom instruction. These resource included but are not limited to Foundations, DRA, Ready Common Core for both reading and math, books for books study, leveled reading libraries and resources, and Thoughtful Education Strategies.	Other	08/18/2015	05/27/2016	\$30000 - Title I Schoolwide	Leadership team and teachers

Activity - Fluency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-2 students will be monitored using fluency checks at a minimum of once per 9 weeks.	Direct Instruction	08/18/2015	05/27/2016	\$0 - No Funding Required	Classroom teachers and intervention teachers

Measurable Objective 2:

demonstrate a proficiency by increasing the average math proficient and distinguished KPREP scores from 48.3% to 54% by 05/27/2016 as measured by mutiple measures (KPREP, MAP, district benchmarks, and common assessments).

Strategy1:

Math Professional Development - All teacher K to 6th will participate in individualized Professional Development as well as job-embedded PD opportunities to assist in teaching the Kentucky Core Academic Standards with rigor and relevance.

Category: Professional Learning & Support

Research Cited: High Impact Instruction by Jim Knight

Activity - Math and High Impact Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers K-6 will participate in High Impact Instruction trainings and implement strategies such as learning maps, guiding questions, and formative assessment into classroom instruction.	Academic Support Program	08/18/2015	05/27/2016	\$0 - No Funding Required	High Impact Leadership Team and classroom teachers

Activity - MFAL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math content teachers will participate in MFAL trainings and implement MFAL modules into classroom instruction.	Academic Support Program	08/18/2015	05/27/2016	\$500 - General Fund	Leadership and math content teachers

Strategy2:

Team and Vertical Planning - Teachers will actively participate in team/vertical planning meetings to determine research based strategies, activities, and assessments that are congruent to the Kentucky Core Academic Standards.

Category: Continuous Improvement

Research Cited: CASTL

KDE Comprehensive School Improvement Plan

Pembroke Elementary School

Activity - Vertical Planning Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in vertical planning meetings to increase and improve congruency and rigor across grade levels.	Academic Support Program	08/18/2015	05/27/2016	\$0 - No Funding Required	Leadership team and classroom teachers.

Activity - 5 week PLC Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly in a collaborative setting to deconstruct standards, locate resources, share quality instruction strategies, formative planning of differentiated groups, and develop and analyze assessment data.	Academic Support Program	08/18/2015	05/27/2016	\$0 - No Funding Required	Leadership team and classroom teachers

Strategy3:

CCPS and Pembroke Non Negotiables - - Leadership will monitor classroom instruction along with the implementation of CCPS and Pembroke Elementary non negotiables through the PGES coaching model.

Category: Continuous Improvement

Research Cited: Charlotte Danielson

Activity - Instructional Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To improve and enhance overall reading/math instruction research based resources will be purchased and implemented into regular classroom instruction. These resource included but are not limited to Foundations, DRA, Ready Common Core for both reading and math, books for books study, leveled reading libraries and resources, and Thoughtful Education Strategies.	Other	08/18/2015	05/27/2016	\$30000 - Title I Schoolwide	Leadership team and teachers

Activity - Fluency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-2 students will be monitored using fluency checks at a minimum of once per 9 weeks.	Direct Instruction	08/18/2015	05/27/2016	\$0 - No Funding Required	Classroom teachers and intervention teachers

Activity - Informal Walkthroughs/Formal Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using the PGES coaching model the leadership team will conduct informal walkthroughs in all K-6 classrooms to observe classroom management, effective use of instructional time, differentiated instruction, student engagement, and questioning techniques to meet the rigor and relevance of the Kentucky Core Academic Standards.	Academic Support Program	08/18/2015	05/27/2016	\$0 - No Funding Required	Leadership Team

Strategy4:

Kindergarten Readiness - Brigance Early Childhood Screener administered to all kindergarten students. Early childhood teachers are certified and participate in professional development and faculty meetings with elementary teachers.

Category: Early Learning

KDE Comprehensive School Improvement Plan

Pembroke Elementary School

Research Cited:

Activity - Brigance Early Childhood Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All kindergarten students will be screened for kindergarten-ready skills through the Brigance Early Childhood Screener by the end of September.	Other - Kindergarten Readiness	08/18/2015	05/27/2016	\$0 - District Funding	Kindergarten Teachers, Guidance Counselors

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

Goal 1:

Pembroke will increase the average combined reading and math Proficient and Distinguished K-PREP scores for all students by 2016 as follows: elementary students from 48.7% to 54.8%

Measurable Objective 1:

demonstrate a proficiency by increasing the average reading proficient and distinguished KPREP scores from 50.1% to 55.6% by 05/27/2016 as measured by mutiple measures (KPREP, MAP, district benchmarks, and common assessments).

Strategy1:

Kindergarten Readiness - Brigance Early Childhood Screener administered to all kindergarten students. Early childhood teachers are certified and participate in professional development and faculty meetings with elementary teachers.

Category: Early Learning

Research Cited:

Activity - Brigance Early Childhood Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All kindergarten students will be screened for kindergarten-ready skills through the Brigance Early Childhood Screener by the end of September.	Other - Kindergarten Readiness	08/18/2015	05/27/2016	\$0 - District Funding	Kindergarten Teachers, Guidance Counselors

Measurable Objective 2:

demonstrate a proficiency by increasing the average math proficient and distinguished KPREP scores from 48.3% to 54% by 05/27/2016 as measured by mutiple measures (KPREP, MAP, district benchmarks, and common assessments).

Strategy1:

Kindergarten Readiness - Brigance Early Childhood Screener administered to all kindergarten students. Early childhood teachers are certified and participate in professional development and faculty meetings with elementary teachers.

Category: Early Learning

Research Cited:

KDE Comprehensive School Improvement Plan

Pembroke Elementary School

Activity - Brigrance Early Childhood Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All kindergarten students will be screened for kindergarten-ready skills through the Brigrance Early Childhood Screener by the end of September.	Other - Kindergarten Readiness	08/18/2015	05/27/2016	\$0 - District Funding	Kindergarten Teachers, Guidance Counselors

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

Goal 1:

Pembroke will increase the average combined reading and math Proficient and Distinguished K-PREP scores for all students by 2016 as follows: elementary students from 48.7% to 54.8%

Measurable Objective 1:

demonstrate a proficiency by increasing the average reading proficient and distinguished KPREP scores from 50.1% to 55.6% by 05/27/2016 as measured by mutiple measures (KPREP, MAP, district benchmarks, and common assessments).

Strategy1:

CCPS and Pembroke Non Negotiables - - Leadership will monitor classroom instruction along with the implementation of CCPS and Pembroke Elementary non negotiables through the PGES coaching model.

Category: Continuous Improvement

Research Cited: Charlotte Danielson

Activity - Fluency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-2 students will be monitored using fluency checks at a minimum of once per 9 weeks.	Direct Instruction	08/18/2015	05/27/2016	\$0 - No Funding Required	Classroom teachers and intervention teachers

Activity - Informal Walkthroughs/Formal Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using the PGES coaching model the leadership team will conduct informal walkthroughs in all K-6 classrooms to observe classroom management, effective use of instructional time, differentiated instruction, student engagement, and questioning techniques to meet the rigor and relevance of the Kentucky Core Academic Standards.	Academic Support Program	08/18/2015	05/27/2016	\$0 - No Funding Required	Leadership Team

KDE Comprehensive School Improvement Plan

Pembroke Elementary School

Activity - Instructional Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To improve and enhance overall reading/math instruction research based resources will be purchased and implemented into regular classroom instruction. These resource included but are not limited to Foundations, DRA, Ready Common Core for both reading and math, books for books study, leveled reading libraries and resources, and Thoughtful Education Strategies.	Other	08/18/2015	05/27/2016	\$30000 - Title I Schoolwide	Leadership team and teachers

Strategy2:

Reading Professional Development - All teacher K to 6th will participate in individualized Professional Development, as well as job-embedded PD opportunities to assist in teaching the Kentucky Core Academic Standards with rigor and relevance.

Category: Professional Learning & Support

Research Cited: High Impact Instruction by Jim Knight, Guided Reading Practices by Daily Five, CAFE, and Fountas and Pinnell

Activity - Reading PD Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership along with trained Read to Achieve teachers will develop and implement a PD plan based on the reflection of reading practices by our reading teachers.	Professional Learning	08/18/2015	05/27/2016	\$1000 - Title I Schoolwide	Leadership team and RTA trained teachers

Activity - Teacher Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will observe guided reading strategies and practices through site visits and exemplar videos.	Professional Learning	08/27/2015	05/27/2016	\$1000 - Title I Schoolwide	Leadership team and classroom teachers

Activity - Reading and High Impact Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers K-6 will participate in High Impact Instruction trainings and implement strategies such as learning maps, guiding questions, and formative assessment into classroom instruction.	Professional Learning	08/18/2015	05/27/2016	\$0 - No Funding Required	High Impact Leadership Team and classroom teachers

Activity - Literacy Design Collaborative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area and literacy teachers will participate in Literacy Design Collaborative (LDC) trainings and implement LDC modules into classroom instruction.	Professional Learning	08/18/2015	05/27/2016	\$500 - General Fund	Leadership team and content and literacy teachers

Strategy3:

Kindergarten Readiness - Brigance Early Childhood Screener administered to all kindergarten students. Early childhood teachers are certified and participate in professional development and faculty meetings with elementary teachers.

Category: Early Learning

Research Cited:

KDE Comprehensive School Improvement Plan

Pembroke Elementary School

Activity - Brigance Early Childhood Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All kindergarten students will be screened for kindergarten-ready skills through the Brigance Early Childhood Screener by the end of September.	Other - Kindergarten Readiness	08/18/2015	05/27/2016	\$0 - District Funding	Kindergarten Teachers, Guidance Counselors

Strategy4:

Team and Vertical Planning - Teachers will actively participate in team/vertical planning meetings to determine research based strategies, activities, and assessments that are congruent to the Kentucky Core Academic Standards.

Category: Continuous Improvement

Research Cited: CASTL

Activity - Vertical Planning Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in vertical planning meetings to increase and improve congruency and rigor across grade levels.	Academic Support Program	08/18/2015	05/27/2016	\$0 - No Funding Required	Leadership team and classroom teachers.

Activity - 5 week PLC Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly in a collaborative setting to deconstruct standards, locate resources, share quality instruction strategies, formative planning of differentiated groups, and develop and analyze assessment data.	Academic Support Program	08/18/2015	05/27/2016	\$0 - No Funding Required	Leadership team and classroom teachers

Measurable Objective 2:

demonstrate a proficiency by increasing the average math proficient and distinguished KPREP scores from 48.3% to 54% by 05/27/2016 as measured by multiple measures (KPREP, MAP, district benchmarks, and common assessments).

Strategy1:

Team and Vertical Planning - Teachers will actively participate in team/vertical planning meetings to determine research based strategies, activities, and assessments that are congruent to the Kentucky Core Academic Standards.

Category: Continuous Improvement

Research Cited: CASTL

Activity - Vertical Planning Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in vertical planning meetings to increase and improve congruency and rigor across grade levels.	Academic Support Program	08/18/2015	05/27/2016	\$0 - No Funding Required	Leadership team and classroom teachers.

KDE Comprehensive School Improvement Plan

Pembroke Elementary School

Activity - 5 week PLC Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly in a collaborative setting to deconstruct standards, locate resources, share quality instruction strategies, formative planning of differentiated groups, and develop and analyze assessment data.	Academic Support Program	08/18/2015	05/27/2016	\$0 - No Funding Required	Leadership team and classroom teachers

Strategy2:

Kindergarten Readiness - Brigance Early Childhood Screener administered to all kindergarten students. Early childhood teachers are certified and participate in professional development and faculty meetings with elementary teachers.

Category: Early Learning

Research Cited:

Activity - Brigance Early Childhood Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All kindergarten students will be screened for kindergarten-ready skills through the Brigance Early Childhood Screener by the end of September.	Other - Kindergarten Readiness	08/18/2015	05/27/2016	\$0 - District Funding	Kindergarten Teachers, Guidance Counselors

Strategy3:

CCPS and Pembroke Non Negotiables - - Leadership will monitor classroom instruction along with the implementation of CCPS and Pembroke Elementary non negotiables through the PGES coaching model.

Category: Continuous Improvement

Research Cited: Charlotte Danielson

Activity - Fluency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-2 students will be monitored using fluency checks at a minimum of once per 9 weeks.	Direct Instruction	08/18/2015	05/27/2016	\$0 - No Funding Required	Classroom teachers and intervention teachers

Activity - Instructional Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To improve and enhance overall reading/math instruction research based resources will be purchased and implemented into regular classroom instruction. These resource included but are not limited to Foundations, DRA, Ready Common Core for both reading and math, books for books study, leveled reading libraries and resources, and Thoughtful Education Strategies.	Other	08/18/2015	05/27/2016	\$30000 - Title I Schoolwide	Leadership team and teachers

KDE Comprehensive School Improvement Plan

Pembroke Elementary School

Activity - Informal Walkthroughs/Formal Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using the PGES coaching model the leadership team will conduct informal walkthroughs in all K-6 classrooms to observe classroom management, effective use of instructional time, differentiated instruction, student engagement, and questioning techniques to meet the rigor and relevance of the Kentucky Core Academic Standards.	Academic Support Program	08/18/2015	05/27/2016	\$0 - No Funding Required	Leadership Team

Strategy4:

Math Professional Development - All teacher K to 6th will participate in individualized Professional Development as well as job-embedded PD opportunities to assist in teaching the Kentucky Core Academic Standards with rigor and relevance.

Category: Professional Learning & Support

Research Cited: High Impact Instruction by Jim Knight

Activity - MFAL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math content teachers will participate in MFAL trainings and implement MFAL modules into classroom instruction.	Academic Support Program	08/18/2015	05/27/2016	\$500 - General Fund	Leadership and math content teachers

Activity - Math and High Impact Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers K-6 will participate in High Impact Instruction trainings and implement strategies such as learning maps, guiding questions, and formative assessment into classroom instruction.	Academic Support Program	08/18/2015	05/27/2016	\$0 - No Funding Required	High Impact Leadership Team and classroom teachers

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

Goal 1:

Pembroke will transform the educational environment to meet the ongoing demands of the 21st Century so that all students are engaged in a high-quality, equitable education and are prepared for community and global responsibilities.

Measurable Objective 1:

collaborate to create an educational culture of continuous growth through shared partnerships and responsibilities by 05/27/2016 as measured by various measures such as PBIS data, Val-Ed survey, Tell Survey, and District's Strategic Plan.

Strategy1:

Program Review - Program reviews will be used to improve the quality of teaching and learning, to allow students access and opportunities to progress in the skills that will enable them to demonstrate proficiency and be college and career ready in the areas of arts and humanities,

KDE Comprehensive School Improvement Plan

Pembroke Elementary School

practical living, writing, primary skills, and global communications.

Category: Integrated Methods for Learning

Research Cited: KDE Program Review Documents for A&H, PLCS, Writing, Primary, and World Language

Activity - Program Review Data Collection for School Improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review Data Collection for School Improvement – The Program Review Committee and responsible teachers will meet regularly to analyze the implementation process of the A&H, PLCS, Writing, Primary, and World Language, ensuring a school-wide natural integration of 21st century skills across content areas.	Academic Support Program	08/18/2015	05/27/2016	\$0 - No Funding Required	Leadership Team, Program Review Committee, Classroom Teachers

Activity - Program Review Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership team members and teachers will attend conferences and other professional learning opportunities for program review areas. In addition, the leadership team members and Program Review teachers will provide training during faculty meetings for proficient evidence submission and collection.	Professional Learning	08/18/2015	05/27/2016	\$1000 - General Fund	Leadership Team, Program Review Committee, A&H, PLCS, Writing, and WL Teachers, Classroom Teachers

Goal 2:

Pembroke will increase the average combined reading and math Proficient and Distinguished K-PREP scores for all students by 2016 as follows: elementary students from 48.7% to 54.8%

Measurable Objective 1:

demonstrate a proficiency by increasing the average reading proficient and distinguished KPREP scores from 50.1% to 55.6% by 05/27/2016 as measured by multiple measures (KPREP, MAP, district benchmarks, and common assessments).

Strategy1:

Team and Vertical Planning - Teachers will actively participate in team/vertical planning meetings to determine research based strategies, activities, and assessments that are congruent to the Kentucky Core Academic Standards.

Category: Continuous Improvement

Research Cited: CASTL

Activity - Vertical Planning Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in vertical planning meetings to increase and improve congruency and rigor across grade levels.	Academic Support Program	08/18/2015	05/27/2016	\$0 - No Funding Required	Leadership team and classroom teachers.

KDE Comprehensive School Improvement Plan

Pembroke Elementary School

Activity - 5 week PLC Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly in a collaborative setting to deconstruct standards, locate resources, share quality instruction strategies, formative planning of differentiated groups, and develop and analyze assessment data.	Academic Support Program	08/18/2015	05/27/2016	\$0 - No Funding Required	Leadership team and classroom teachers

Strategy2:

CCPS and Pembroke Non Negotiables - - Leadership will monitor classroom instruction along with the implementation of CCPS and Pembroke Elementary non negotiables through the PGES coaching model.

Category: Continuous Improvement

Research Cited: Charlotte Danielson

Activity - Informal Walkthroughs/Formal Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using the PGES coaching model the leadership team will conduct informal walkthroughs in all K-6 classrooms to observe classroom management, effective use of instructional time, differentiated instruction, student engagement, and questioning techniques to meet the rigor and relevance of the Kentucky Core Academic Standards.	Academic Support Program	08/18/2015	05/27/2016	\$0 - No Funding Required	Leadership Team

Activity - Instructional Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To improve and enhance overall reading/math instruction research based resources will be purchased and implemented into regular classroom instruction. These resource included but are not limited to Foundations, DRA, Ready Common Core for both reading and math, books for books study, leveled reading libraries and resources, and Thoughtful Education Strategies.	Other	08/18/2015	05/27/2016	\$30000 - Title I Schoolwide	Leadership team and teachers

Activity - Fluency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-2 students will be monitored using fluency checks at a minimum of once per 9 weeks.	Direct Instruction	08/18/2015	05/27/2016	\$0 - No Funding Required	Classroom teachers and intervention teachers

Strategy3:

Reading Professional Development - All teacher K to 6th will participate in individualized Professional Development, as well as job-embedded PD opportunities to assist in teaching the Kentucky Core Academic Standards with rigor and relevance.

Category: Professional Learning & Support

Research Cited: High Impact Instruction by Jim Knight, Guided Reading Practices by Daily Five, CAFE, and Fountas and Pinnell

KDE Comprehensive School Improvement Plan

Pembroke Elementary School

Activity - Teacher Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will observe guided reading strategies and practices through site visits and exemplar videos.	Professional Learning	08/27/2015	05/27/2016	\$1000 - Title I Schoolwide	Leadership team and classroom teachers

Activity - Reading PD Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership along with trained Read to Achieve teachers will develop and implement a PD plan based on the reflection of reading practices by our reading teachers.	Professional Learning	08/18/2015	05/27/2016	\$1000 - Title I Schoolwide	Leadership team and RTA trained teachers

Activity - Literacy Design Collaborative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area and literacy teachers will participate in Literacy Design Collaborative (LDC) trainings and implement LDC modules into classroom instruction.	Professional Learning	08/18/2015	05/27/2016	\$500 - General Fund	Leadership team and content and literacy teachers

Activity - Reading and High Impact Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers K-6 will participate in High Impact Instruction trainings and implement strategies such as learning maps, guiding questions, and formative assessment into classroom instruction.	Professional Learning	08/18/2015	05/27/2016	\$0 - No Funding Required	High Impact Leadership Team and classroom teachers

Strategy4:

Kindergarten Readiness - Brigance Early Childhood Screener administered to all kindergarten students. Early childhood teachers are certified and participate in professional development and faculty meetings with elementary teachers.

Category: Early Learning

Research Cited:

Activity - Brigance Early Childhood Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All kindergarten students will be screened for kindergarten-ready skills through the Brigance Early Childhood Screener by the end of September.	Other - Kindergarten Readiness	08/18/2015	05/27/2016	\$0 - District Funding	Kindergarten Teachers, Guidance Counselors

Measurable Objective 2:

demonstrate a proficiency by increasing the average math proficient and distinguished KPREP scores from 48.3% to 54% by 05/27/2016 as measured by multiple measures (KPREP, MAP, district benchmarks, and common assessments).

Strategy1:

Math Professional Development - All teacher K to 6th will participate in individualized Professional Development as well as job-embedded PD opportunities to assist in teaching the Kentucky Core Academic Standards with rigor and relevance.

KDE Comprehensive School Improvement Plan

Pembroke Elementary School

Category: Professional Learning & Support

Research Cited: High Impact Instruction by Jim Knight

Activity - Math and High Impact Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers K-6 will participate in High Impact Instruction trainings and implement strategies such as learning maps, guiding questions, and formative assessment into classroom instruction.	Academic Support Program	08/18/2015	05/27/2016	\$0 - No Funding Required	High Impact Leadership Team and classroom teachers

Activity - MFAL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math content teachers will participate in MFAL trainings and implement MFAL modules into classroom instruction.	Academic Support Program	08/18/2015	05/27/2016	\$500 - General Fund	Leadership and math content teachers

Strategy2:

CCPS and Pembroke Non Negotiables - - Leadership will monitor classroom instruction along with the implementation of CCPS and Pembroke Elementary non negotiables through the PGES coaching model.

Category: Continuous Improvement

Research Cited: Charlotte Danielson

Activity - Informal Walkthroughs/Formal Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using the PGES coaching model the leadership team will conduct informal walkthroughs in all K-6 classrooms to observe classroom management, effective use of instructional time, differentiated instruction, student engagement, and questioning techniques to meet the rigor and relevance of the Kentucky Core Academic Standards.	Academic Support Program	08/18/2015	05/27/2016	\$0 - No Funding Required	Leadership Team

Activity - Instructional Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To improve and enhance overall reading/math instruction research based resources will be purchased and implemented into regular classroom instruction. These resource included but are not limited to Foundations, DRA, Ready Common Core for both reading and math, books for books study, leveled reading libraries and resources, and Thoughtful Education Strategies.	Other	08/18/2015	05/27/2016	\$30000 - Title I Schoolwide	Leadership team and teachers

Activity - Fluency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-2 students will be monitored using fluency checks at a minimum of once per 9 weeks.	Direct Instruction	08/18/2015	05/27/2016	\$0 - No Funding Required	Classroom teachers and intervention teachers

KDE Comprehensive School Improvement Plan

Pembroke Elementary School

Strategy3:

Kindergarten Readiness - Brigance Early Childhood Screener administered to all kindergarten students. Early childhood teachers are certified and participate in professional development and faculty meetings with elementary teachers.

Category: Early Learning

Research Cited:

Activity - Brigance Early Childhood Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All kindergarten students will be screened for kindergarten-ready skills through the Brigance Early Childhood Screener by the end of September.	Other - Kindergarten Readiness	08/18/2015	05/27/2016	\$0 - District Funding	Kindergarten Teachers, Guidance Counselors

Strategy4:

Team and Vertical Planning - Teachers will actively participate in team/vertical planning meetings to determine research based strategies, activities, and assessments that are congruent to the Kentucky Core Academic Standards.

Category: Continuous Improvement

Research Cited: CASTL

Activity - 5 week PLC Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly in a collaborative setting to deconstruct standards, locate resources, share quality instruction strategies, formative planning of differentiated groups, and develop and analyze assessment data.	Academic Support Program	08/18/2015	05/27/2016	\$0 - No Funding Required	Leadership team and classroom teachers

Activity - Vertical Planning Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in vertical planning meetings to increase and improve congruency and rigor across grade levels.	Academic Support Program	08/18/2015	05/27/2016	\$0 - No Funding Required	Leadership team and classroom teachers.

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Pembroke will increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 43.5% to 47.6%

Measurable Objective 1:

collaborate to close the achievement gap by increasing the average reading proficiency ratings for all students in the non-duplicated gap group from 43.5% to 48.9% by 05/27/2016 as measured by multiple measures (KPREP, MAP, district benchmarks, and common assessments).

KDE Comprehensive School Improvement Plan

Pembroke Elementary School

Strategy1:

Special Populations PD - Instructional assistants and teachers will receive PD opportunities through PD days, G-Days, PLC, faculty meetings, and specialized scheduled time on how to best help special education students.

Category: Professional Learning & Support

Research Cited:

Activity - ESL training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two of our classroom teachers went to a training at Indian Hills to learn about how to better work with our ESL students. These teachers will come back and share their learning with other teachers. In addition our ESL teacher does monthly ESL trainings in faculty meetings.	Professional Learning	08/18/2015	05/27/2016	\$0 - No Funding Required	Principal, ESL teacher, and trained ESL teachers.

Activity - Autism Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Janet Godsey trained our instructional assistants on strategies to assist classroom teachers with special education students (especially autism) during a G-Day. Teachers and administration have been working with the Western Kentucky Autism Center on best practices for these students. Teachers will continue to reflect on their practices and work with Janet throughout the year to improve strategies during planning and faculty meetings.	Behavioral Support Program	08/18/2015	05/27/2016	\$500 - General Fund	Leadership team, instructional assistants, and teachers

Activity - Novice Reduction PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in the Equity Institute and Ruby Payne trainings. Members of the High Impact Instruction Team will also participate in quarterly Deep Dive meetings. These trainings will all be focused on the intent of reducing the number of novice students and addressing the needs of special populations within our buildings. Teachers will be able to implement effective strategies with help at-risk students succeed.	Professional Learning	08/18/2015	05/27/2016	\$0 - District Funding	Leadership team, IBC, High Impact Instruction Team, Certified teachers

Strategy2:

Student Tracking - Student progress will be strategically tracked and routinely updated. Interventions and/or strategies will be implemented on an as needed basis based on the data.

Category: Management Systems

Research Cited:

KDE Comprehensive School Improvement Plan

Pembroke Elementary School

Activity - Novice Board	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A novice board will be created to identify students who are performing at the novice level. The purpose of this board is to help us strategically track the progress of these students and push them to the next level. We have looked at the cut scores of each of these students, and grade levels have identified at least 10 bubble students they feel they can move to the next performance level.	Academic Support Program	08/18/2015	05/27/2016	\$100 - General Fund	Leadership and teachers

Activity - RTI meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are required to update their tracking sheet on all students after common assessments, MAP testing, and district benchmark assessments. Gap students have been identified on this tracking sheet. After the data analysis week of each PLC cycle, we will meet the next day in an Rtl meeting to look specifically at our Rtl/Gap/Novice students and the strategies we are using. If progress is being made, no changes will be made. If progress is not being made, we will try to figure out why and look for interventions and support to help the student.	Academic Support Program	08/18/2015	05/27/2016	\$0 - No Funding Required	Leadership team classroom teachers, Interventionists

Strategy3:

Targeted Intervention - Targeted intervention instruction will be delivered to at-risk (gap, novice, bubble) student populations in the areas of reading and math.

Category: Learning Systems

Research Cited: Scholastic programs

Activity - Instructional Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The master schedule is designed to have an RTI/enrichment time built into the schedule. This is a time that all students are placed on either an RTI track or enrichment track based on data. Students have the opportunity to receive targeted small group instruction focused in the areas of reading and math.	Academic Support Program	08/18/2015	05/27/2016	\$0 - No Funding Required	Principal, classroom teachers, and interventionists

Activity - Support Personnel	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using Title I funds, two certified reading tutors and one certified math tutor have been added to our personnel to work with our at-risk population as well as provide support during classroom instruction for 18 hours each week for 25 weeks.	Tutoring	08/18/2015	05/27/2016	\$40000 - Title I Schoolwide	Principal and tutors

KDE Comprehensive School Improvement Plan

Pembroke Elementary School

Activity - Academic Intervention Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on the results of SRI/SPI testing students were placed in System 44 and Read 180 groups with the reading interventionist. In addition students were placed in math intervention based on MAP data. Programs for the math intervention include Do the Math and Moby Max.	Academic Support Program	08/18/2015	05/27/2016	\$1000 - Title I Schoolwide	Leadership team, interventionists, and classroom teachers

Strategy4:

Student Mentoring - Gap, novice, intensive behavior, and bubble students will receive support and guidance from adult mentors. These students will be assigned a building level adult to counsel and guide them with behavior and academics throughout the school year.

Category: Other - Student Support

Research Cited:

Activity - Boys Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On the last Wednesday of each month, identified at-risk male students will participate in scheduled activities such as guest speakers, military group, and games for the purpose of motivation and relationship building.	Behavioral Support Program	08/18/2015	05/27/2016	\$0 - No Funding Required	Assistant principals

Activity - Testing buddies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESL and Special Education students will be placed with a testing buddy that will help support them in their testing accommodations throughout the year.	Academic Support Program	08/18/2015	05/27/2016	\$0 - No Funding Required	Leadership Team, ESL teacher, and special education teachers

Measurable Objective 2:

collaborate to close the achievement gap by increasing the average math proficiency ratings for all students in the non-duplicated gap group from 43.5% to 46.4% by 05/27/2016 as measured by multiple measures (KPREP, MAP, district benchmarks, and common assessments).

Strategy1:

Targeted Intervention - Targeted intervention instruction will be delivered to at-risk (gap, novice, bubble) student populations in the areas of reading and math.

Category: Learning Systems

Research Cited: Scholastic programs

Activity - Instructional Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The master schedule is designed to have an RTI/enrichment time built into the schedule. This is a time that all students are placed on either an RTI track or enrichment track based on data. Students have the opportunity to receive targeted small group instruction focused in the areas of reading and math.	Academic Support Program	08/18/2015	05/27/2016	\$0 - No Funding Required	Principal, classroom teachers, and interventionists

KDE Comprehensive School Improvement Plan

Pembroke Elementary School

Activity - Support Personnel	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using Title I funds, two certified reading tutors and one certified math tutor have been added to our personnel to work with our at-risk population as well as provide support during classroom instruction for 18 hours each week for 25 weeks.	Tutoring	08/18/2015	05/27/2016	\$40000 - Title I Schoolwide	Principal and tutors

Activity - Academic Intervention Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on the results of SRI/SPI testing students were placed in System 44 and Read 180 groups with the reading interventionist. In addition students were placed in math intervention based on MAP data. Programs for the math intervention include Do the Math and Moby Max.	Academic Support Program	08/18/2015	05/27/2016	\$1000 - Title I Schoolwide	Leadership team, interventionists, and classroom teachers

Strategy2:

Special Populations PD - Instructional assistants and teachers will receive PD opportunities through PD days, G-Days, PLC, faculty meetings, and specialized scheduled time on how to best help special education students.

Category: Professional Learning & Support

Research Cited:

Activity - Autism Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Janet Godsey trained our instructional assistants on strategies to assist classroom teachers with special education students (especially autism) during a G-Day. Teachers and administration have been working with the Western Kentucky Autism Center on best practices for these students. Teachers will continue to reflect on their practices and work with Janet throughout the year to improve strategies during planning and faculty meetings.	Behavioral Support Program	08/18/2015	05/27/2016	\$500 - General Fund	Leadership team, instructional assistants, and teachers

Activity - Novice Reduction PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in the Equity Institute and Ruby Payne trainings. Members of the High Impact Instruction Team will also participate in quarterly Deep Dive meetings. These trainings will all be focused on the intent of reducing the number of novice students and addressing the needs of special populations within our buildings. Teachers will be able to implement effective strategies with help at-risk students succeed.	Professional Learning	08/18/2015	05/27/2016	\$0 - District Funding	Leadership team, IBC, High Impact Instruction Team, Certified teachers

KDE Comprehensive School Improvement Plan

Pembroke Elementary School

Activity - ESL training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two of our classroom teachers went to a training at Indian Hills to learn about how to better work with our ESL students. These teachers will come back and share their learning with other teachers. In addition our ESL teacher does monthly ESL trainings in faculty meetings.	Professional Learning	08/18/2015	05/27/2016	\$0 - No Funding Required	Principal, ESL teacher, and trained ESL teachers.

Strategy3:

Student Tracking - Student progress will be strategically tracked and routinely updated. Interventions and/or strategies will be implemented on an as needed basis based on the data.

Category: Management Systems

Research Cited:

Activity - RTI meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are required to update their tracking sheet on all students after common assessments, MAP testing, and district benchmark assessments. Gap students have been identified on this tracking sheet. After the data analysis week of each PLC cycle, we will meet the next day in an Rtl meeting to look specifically at our Rtl/Gap/Novice students and the strategies we are using. If progress is being made, no changes will be made. If progress is not being made, we will try to figure out why and look for interventions and support to help the student.	Academic Support Program	08/18/2015	05/27/2016	\$0 - No Funding Required	Leadership team classroom teachers, Interventionists

Activity - Novice Board	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A novice board will be created to identify students who are performing at the novice level. The purpose of this board is to help us strategically track the progress of these students and push them to the next level. We have looked at the cut scores of each of these students, and grade levels have identified at least 10 bubble students they feel they can move to the next performance level.	Academic Support Program	08/18/2015	05/27/2016	\$100 - General Fund	Leadership and teachers

Strategy4:

Student Mentoring - Gap, novice, intensive behavior, and bubble students will receive support and guidance from adult mentors. These students will be assigned a building level adult to counsel and guide them with behavior and academics throughout the school year.

Category: Other - Student Support

Research Cited:

KDE Comprehensive School Improvement Plan

Pembroke Elementary School

Activity - Boys Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On the last Wednesday of each month, identified at-risk male students will participate in scheduled activities such as guest speakers, military group, and games for the purpose of motivation and relationship building.	Behavioral Support Program	08/18/2015	05/27/2016	\$0 - No Funding Required	Assistant principals

Activity - Testing buddies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESL and Special Education students will be placed with a testing buddy that will help support them in their testing accommodations throughout the year.	Academic Support Program	08/18/2015	05/27/2016	\$0 - No Funding Required	Leadership Team, ESL teacher, and special education teachers

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

Goal 1:

Pembroke will transform the educational environment to meet the ongoing demands of the 21st Century so that all students are engaged in a high-quality, equitable education and are prepared for community and global responsibilities.

Measurable Objective 1:

collaborate to create an educational culture of continuous growth through shared partnerships and responsibilities by 05/27/2016 as measured by various measures such as PBIS data, Val-Ed survey, Tell Survey, and District's Strategic Plan.

Strategy1:

Program Review - Program reviews will be used to improve the quality of teaching and learning, to allow students access and opportunities to progress in the skills that will enable them to demonstrate proficiency and be college and career ready in the areas of arts and humanities, practical living, writing, primary skills, and global communications.

Category: Integrated Methods for Learning

Research Cited: KDE Program Review Documents for A&H, PLCS, Writing, Primary, and World Language

KDE Comprehensive School Improvement Plan

Pembroke Elementary School

Activity - Program Review Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership team members and teachers will attend conferences and other professional learning opportunities for program review areas. In addition, the leadership team members and Program Review teachers will provide training during faculty meetings for proficient evidence submission and collection.	Professional Learning	08/18/2015	05/27/2016	\$1000 - General Fund	Leadership Team, Program Review Committee, A&H, PLCS, Writing, and WL Teachers, Classroom Teachers

Activity - Program Review Data Collection for School Improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review Data Collection for School Improvement – The Program Review Committee and responsible teachers will meet regularly to analyze the implementation process of the A&H, PLCS, Writing, Primary, and World Language, ensuring a school-wide natural integration of 21st century skills across content areas.	Academic Support Program	08/18/2015	05/27/2016	\$0 - No Funding Required	Leadership Team, Program Review Committee, Classroom Teachers

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

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

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

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

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

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

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

KDE Comprehensive School Improvement Plan

Pembroke 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.	Yes		

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	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		

KDE Comprehensive School Improvement Plan

Pembroke 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.	Yes		

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes		

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

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

KDE Comprehensive School Improvement Plan

Pembroke 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		

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.	Yes		

KDE Comprehensive School Improvement Plan

Pembroke 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.	Yes		

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

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

The Missing Piece

Introduction

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

Stakeholders

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

Dana Gary, Principal

Jason Russell, Assistant Principal

John Walsh, Assistant Principal

Jennifer Meacham, Curriculum Specialist

Krista Stratton, IBC

Classroom Teachers

SBDM Members (Jennifer Jatczak, Jettie Payne, Jessica Meriwether, Allison Arvin, Jennifer Maddox)

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).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	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.	Students/family feedback data on school welcoming and engagement efforts is retained in a usable confidential format and can be retrieved for district or school assistance to families.	Distinguished

Communications

Overall Rating: 3.29

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

	Statement or Question	Response	Rating
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).	District/school staff, parents and community stakeholder's work together to learn from the use of all resources available to meet the student's and parent's learning needs.	Distinguished

	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 and district staffs use several strategies to involve community leaders to assist in parent education on issues directly related to student achievement.	Distinguished

	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.	District and school leadership ensure that student achievement is discussed each semester with all parents.	Distinguished

	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.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

KDE Comprehensive School Improvement Plan

Pembroke Elementary School

	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: 2.14

	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.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

	Statement or Question	Response	Rating
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 have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	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.	School council chair sends council minutes to largest parent organization with no follow-up.	Novice

	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

KDE Comprehensive School Improvement Plan

Pembroke Elementary School

	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.	Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents.	Novice

Advocacy

Overall Rating: 2.83

	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.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

	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.	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.	Proficient

	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.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.	Proficient

Learning Opportunities

Overall Rating: 2.83

	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 displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Proficient

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.	Proficient

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

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

Community Partnerships

Overall Rating: 3.0

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

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	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 occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request.	Apprentice

	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.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

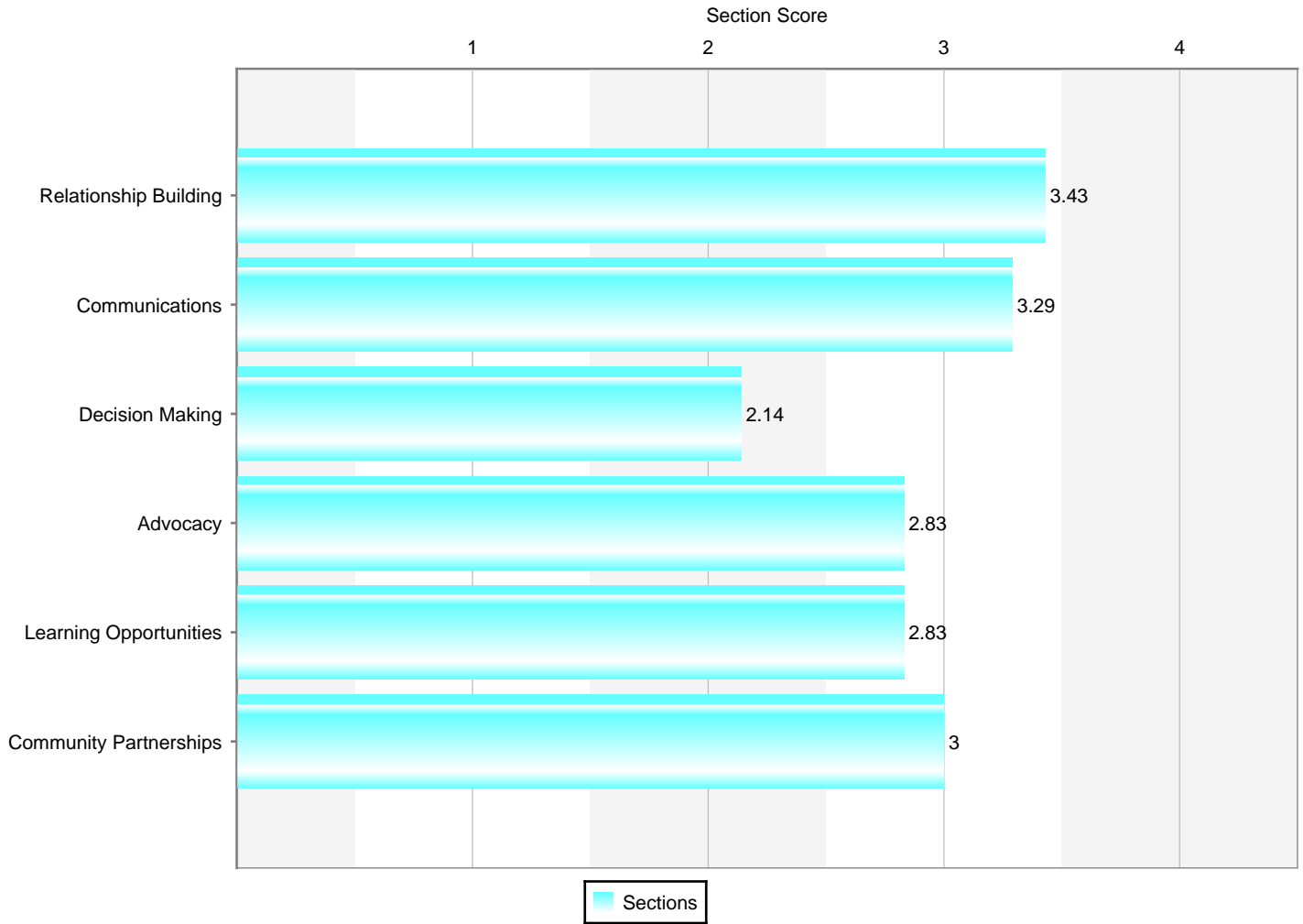
Reflection

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

Relationship Building is our area of strength with four areas of proficient and three areas of distinguished. Communications also had three areas of distinguished and two areas of proficient. However, we scored apprentice on 3.6 because we have less than 50% of our parents respond to surveys. We will help improve this by incorporating surveys into our parent nights and offering incentives for completion. In the areas of Advocacy, Learning Opportunities, and Community Partnerships we have only one area of apprentice in each. Our weakest area is Decision Making. With two areas of apprentice and one area of novice. All of these areas have to do with training parents for SBDM. Working with others we will develop a plan in order to better train parents for SBDM.

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.

On G-Day faculty and staff were asked to work in committees on analyzing the KPREP data. They were also asked to come up with activities to help address areas of concern based on the data. This feedback was collected by the leadership team and used to create the plan. The plan was then brought before our SBDM for review. This meeting is publicized to the public and anyone is welcome to attend. The SBDM meeting are held after school. This has been a time that parents indicate is best for them based on the title I survey. Stakeholders are also encouraged to complete surveys such as the Tell Survey and Val Ed survey for feedback on how to improve our school. This data is also analyzed and used to help develop our plan. We also have a student council. A student from each homeroom in grades 4 to 6 was elected by their class as a class representative. These students meet with the principal once a month during their lunch and give feedback on ideas to help with our school culture.

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

All certified employees helped to analyze data and gave feedback on ideas to improve the findings from our analysis. The principal and curriculum specialist took these ideas, what we are currently doing in the building, feedback from the district, state diagnostics, and survey results to inform us on creating our goals, strategies, and activities. Our assistant principals helped to complete the safety survey. Once all items were completed we brought the plan before our SBDM council for further review. In addition, certified teachers reviewed the plan during a PLC and faculty meetings for input and implantation. The plan was also submitted to our district representative and feedback was given. Adjustments were made as needed based on their feedback.

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

The plan is communicated to faculty and staff during a faculty meeting. The plan will be reviewed each month during faculty meetings to check for implementation and impact. Notes will be made in CITTs on the progression of the goals, strategies, and actives each month based on these meetings. The plan is also brought to SBDM council for approval. The progress discussed in the faculty meeting will be shared with them. The SBDM council is an open meeting that is advertised to the public. The plan is posted on our school website for all stakeholder to view.

School Safety Report

Introduction

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

School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes	The Emergency Management Plan is located in every classroom in red binders along with class rosters.	

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	The Emergency Management Plan was reviewed and approved in closed session by SBDM Council on 9-21-15.	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	The council adopted the plan on 9-21-15.	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes	A copy of the Emergency Management Plan with the floor plan has been provided to the Pembroke Volunteer Fire Department and to the Pembroke Police Department.	

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	The Emergency Management Plan has been reviewed and revised by the SBDM council and the principal on 9-21-15. However, it has not been reviewed or revised with the first responders.	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	No	The Emergency Management Plan was not reviewed until 10-9-15. The review was delayed was due to the fact that the district changed the way schools conducted lock downs. Therefore, we did not want to train employees on an outdated method. The new lockdown procedures as well as the Emergency Management Plan were reviewed on the same day.	

KDE Comprehensive School Improvement Plan

Pembroke Elementary School

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes	Local law enforcement participated in the new lockdown training on 10-9-15.	

Label	Assurance	Response	Comment	Attachment
8.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes	Evacuations routes are posted in every classroom with secondary routes noted.	

Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	Local Emergency Management officials conducted a building walk before school began to designate safe areas in the building for severe weather. These areas are posted in each classroom.	

Label	Assurance	Response	Comment	Attachment
10.	Have practices been developed for students to follow during an earthquake?	Yes	Procedures have been developed for students to follow during an earthquake. They have been reviewed and practiced as well.	

Label	Assurance	Response	Comment	Attachment
11.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes	There is a buzzer system located in the front of the building to control access of who enters the building. When visitors are buzzed in they have to report to the office and show identification and state their business. If they need to go into the school they must sign in and obtain a visitors sticker.	

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	No	We only conducted one fire drill during the first 30 days instead of two. Also, the lockdown was conducted on 10-16-15 due to the new procedure.	

KDE Comprehensive School Improvement Plan

Pembroke Elementary School

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes	All the required drills have been scheduled and will be conducted within the first week of the new semester.	

Equitable Access Diagnostic

Introduction

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

Needs Assessment

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

What are the barriers identified?

- Teacher preparation to meet diverse learner needs
- Teacher retention rates
- Teacher retention rates
- Number of highly qualified teacher applicants in critical shortage area
- Teacher transfers within the district
- Teachers leaving the profession
- Decline in individuals entering the teaching profession

What sources of data were used to determine the barriers?

- Review of existing district policies on hiring, recruiting, retaining, and supporting teachers.
- Staffing allocations for district schools
- Analysis of budget status
- Review of working condition data
- Review the number of teachers pursuing Alternate Certification Routes
- Review the number of Emergency Certified Teachers in the district
- Review the teacher summative evaluation ratings
- Review of TELL Survey data

What are the root causes of those identified barriers?

- Teacher preparation programs
- Number of highly qualified teacher applicants
- Perception of Christian County Public Schools
- The number of highly qualified middle and high school content area teachers
- The district uses a variety of recruitment strategies at regional, state, and out of state universities. The district has been successful at hiring and retaining elementary teacher. The hiring and retention of secondary teacher is limited due to the lack of highly qualified applicants.
- Quality of highly effective candidates
- Lower performing schools have higher teacher turnover rates

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

Professional Growth and Effectiveness System data from the Observation Summary Report reflects that the majority of schools overall teacher effectiveness fall in the accomplished or exemplary rating categories.

Domain Component/District Average	Developing	Accomplished	Exemplary
1a: demonstrating knowing of content and pedagogy	42%	42%	
1b: demonstrating knowledge of students	58%	26%	
1c: setting instructional outcomes	63%	21%	
1d: demonstrating knowledge of resources	58%	26%	
1e: designing coherent instruction	63%	21%	
1f: designing student assessments	63%	21%	
2a: creating an environment of respect and rapport	32%	68%	
2b: establishing a culture for learning	42%	58%	
2c: managing classroom procedures	42%	58%	
2d: managing student behavior	37%	63%	
2e: organizing physical space	11%	89%	
3a: communicating with students	42%	58%	
3b: using questioning and discussion techniques	84%	16%	
3c: engaging students in learning	53%	47%	
3d: using assessment in instruction	68%	32%	
3e: demonstrating flexibility and responsiveness	32%	68%	
4a: reflecting on teaching	63%	21%	
4b: maintaining accurate records	47%	37%	
4c: communicating with families	5%	47%	32%
4d: participating in a professional community	47%	37%	
4e: growing and developing professionally	68%	16%	
4f: showing professionalism	21%	63%	

Equitable Access Strategies

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

All district policies and or procedures are aligned with the Kentucky Revised Statutes. The goal of Christian County Public Schools is to ensure highly effective teacher who hold the correct Kentucky certification. The district will ensure teachers receive adequate professional development and mentoring programs to increase teacher retention.

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

Christian County implements recruitment strategies that enable the employment of effective diverse teachers. The goal is for all teachers to hold the correct Kentucky teaching certification. A teacher induction program that ensures ongoing highly effective professional development will improve teaching and learning strategies and support for teachers. Professional Learning Communities (PLC's) are in place in all schools that provide teachers the opportunity to grow in content and teaching and assessment strategies. Human resource management through collaboration with the individual schools will ensure that school have equitable highly qualified staff.

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

The Christian County Board of Education approves the district staffing allocation on a yearly basis. Individual schools allocations are distributed each February in order to begin staffing schools for the upcoming school year. Schools are then able to begin the process of building a draft master schedule. Items considered for the schedule include the specific student needs. The district and schools collaborate to determine the number of classes and content area teachers needed in each school. Several different data points are considered including but not limited to KPREP, ACT, CCR, graduation rates and high school career pathways. The attrition rate of teachers is also analyzed. After analysis of data a targeted recruitment list is prepared.

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

The district utilizes human resource data to analyze the district and school hiring needs. Data regarding teacher performance, working conditions, retention, attrition and student population growth are examples of data that will be utilized. After data has been analyzed a specific recruitment plan that addresses the specific certification needs will be developed.

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

The district has several supports in place to enable the retention of effective teachers. Teacher Onboarding is the first step in giving new teachers the tools necessary to be successful in the classroom. Onboarding includes giving teachers the tools necessary to be successful on the first day of school. Topics covered are the Professional Growth and Effectiveness System, Positive Behavioral Intervention & Supports, Infinite Campus, CIITS, Technology and Restraint/Seclusion. During the 2016-2017 school year an additional day of training will be added. The training will encompass an overview of district instructional practices.

School administration will assign teacher mentors for new teachers in the district that are not a part of the KTIP process. This practice may be outgrowth of the PLC process. Teacher support is a main focus that will be part of retention strategies.

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

The district has several supports in place to enable the retention of effective teachers. Teacher Onboarding is the first step in giving new teachers the tools necessary to be successful in the classroom. Onboarding includes giving teachers the tools necessary to be successful on the first day of school. Topics covered are the Professional Growth and Effectiveness System, Positive Behavioral Intervention & Supports, Infinite Campus, CIITS, Technology & Restraint/Seclusion. During the 2016-2017 school year an additional day of training will be added. The training will encompass an overview of district instructional practices.

School administration will assign teacher mentors for new teachers in the district that are not a part of the KTIP process. This practice may be an outgrowth of the PLC process. Teacher support is a main focus that will be part of retention strategies.

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

PGES data indicated that 86% of teachers receiving summative evaluations in Christian County had an effectiveness rating in the Exemplary/Accomplished category. Teachers rating below the accomplished level will receive assistance based on areas of need. Individual assistance plans will be developed that will address specific areas of classroom needs. Assistance may be addressed through work with the school instructional leaders, curriculum specialist, discipline coordinator, teacher mentors, PLC process, or specified professional development opportunities.

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

Tell surveys are analyzed in three categories that inform teacher retention and student achievement.

Working Conditions	Rating	District
Managing Student Conduct	Strongly Agree/Agree	81.7%

KDE Comprehensive School Improvement Plan

Pembroke Elementary School

Community Engagement and Support	Strongly Agree/Agree	81%
School Leadership	Strongly Agree/Agree	85.4%

Questions

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

Goals:

A. Implement strategies to improve the perception of our district

-Publishing district accomplishment

- Use local media and technology to celebrate district achievements in student achievement, academics, leadership and citizenship.
- Attend regional recruitment fairs with displays and team that point out the positive aspects of Christian County Public Schools.

-Implementation of our district communication and recruitment plans

- Utilize the district communication plan and resources to communicate district teaching positions.
- Create a formalized recruitment plan that includes attendance at regional recruitment fair.

B. Create a recruitment plan and support system to attract and hire highly effective certified candidates.

-Develop an effective recruitment plan

- Create a formalized recruitment plan that includes attendance at regional fair
- Host a district recruitment fair
- Host student teachers at all levels
- Host students completing practicum requirements

-Create a schedule of recruitment visits that includes school administrators, teachers, and students.

-Effective onboarding professional development for new teachers

- Host a two day onboarding professional development that focuses on district operational and instructional needs.

C. Lower performing school have higher teacher turnover rates

-Continue to track school turnover with exit interviews to determine why turnover is occurring.

-Professional development for administrators on effective hiring practices.

-Effective onboarding professional development for new teachers.

-Create mentoring programs to support new teachers.