

# **2016-17 Goals and Plans**

Pembroke Elementary School

Christian County

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Pembroke, KY 42266

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## **Overview**

### **Plan Name**

2016-17 Goals and Plans

### **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	16-17 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: 2 Strategies: 6 Activities: 9	Organizational	\$4500
2	16-17 Pembroke Elementary will increase its combined reading and math proficiency from 40.2% in 2015-16 to 58.1% by 2019 as indicated by the state assessment results.	Objectives: 2 Strategies: 5 Activities: 12	Organizational	\$112000
3	16-17 Pembroke Elementary will increase the combined reading and math proficiency in the non duplicated group from 34.2% in 2015-16 to 53.9% in 2019 as indicated by the state assessment scores.	Objectives: 2 Strategies: 4 Activities: 10	Organizational	\$41600
4	16-17 Pembroke Elementary will decrease the percentage of novice students in READING from 29.8 in 15-16 to 14.9 by 2019 and in MATH from 25.1 in 2015-16 to 12.55 by 2019.	Objectives: 6 Strategies: 3 Activities: 8	Organizational	\$41000

## Goal 1: 16-17 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 06/30/2017 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	08/09/2016	06/30/2017	\$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	08/09/2016	06/30/2017	\$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
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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	08/09/2016	06/30/2017	\$1300	Title I Schoolwide	Leadership, Title I coordinator, FRYSC, Culture and Climate Committee
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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 Watch Dogs, 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	08/09/2016	06/30/2017	\$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	08/09/2016	06/30/2017	\$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
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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	08/09/2016	06/30/2017	\$1000	General Fund	Leadership Team, Program Review Committee, A&H, PLCS, Writing, and WL Teachers, Classroom Teachers
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### 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	08/08/2016	06/30/2017	\$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	08/08/2016	06/30/2017	\$0	No Funding Required	Assistant Principal, John Walsh 6th grade teachers

### Measurable Objective 2:

collaborate to increase percentage of parents/guardians with Parent Portal access from 76% to 95% by 06/30/2017 as measured by the number of families signed up for parent portal..

### Strategy 1:

Communication between home and school - Work with all stakeholders to increase the understanding of what parent portal is and the importance of it in communicating with families about their student(s).

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Category: Other - Parent Involvement

Research Cited: Research citation: National Center for Education Statistics. "School-aged children in both two-parent and single-parent families are more likely to get mostly A's, to enjoy school, and to participate in extracurricular activities and are less likely to have ever repeated a grade and to have ever been suspended or expelled if their fathers or mothers have high as opposed to low levels of involvement in their schools."

The National PTA has also set the following National Standards for Parent/Family Involvement Programs. Below are some possible strategies and activities:

Activity - Parent Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School and district will provide training on accessing information within Parent Portal at all parent nights, posting on website, calling system, and sending notes home to remind those that do not have a parent portal of the importance.	Parent Involvement	08/08/2016	06/30/2017	\$0	No Funding Required	Attendance Clerk and Leadership Team

## Goal 2: 16-17 Pembroke Elementary will increase its combined reading and math proficiency from 40.2% in 2015-16 to 58.1% by 2019 as indicated by the state assessment results.

### Measurable Objective 1:

demonstrate a proficiency by increasing the average reading proficient and distinguished KPREP scores from 45.8% to 51.2% by 06/30/2017 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, construct learning maps and guiding questions, locate resources, share quality instruction strategies, review formative and common assessments, discuss intervention strategies and progress, as well as analyze data.	Academic Support Program	08/08/2016	06/30/2017	\$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
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Teachers will meet in vertical planning meetings to increase and improve congruency and rigor across grade levels.	Academic Support Program	08/08/2016	06/30/2017	\$0	No Funding Required	Leadership team and classroom teachers.
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### Strategy 2:

Reading Professional Development - All teachers 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	Resource Assigned	Source Of Funding	Staff Responsible
Leadership along with trained Read to Achieve teachers and Literacy Cohort teachers will develop and implement a PD plan based on the reflection of reading practices by our reading teachers. The teacher leaders mentioned will help to lead the vertical PLCs around the topics. Also, teachers received training this summer on the new Benchmark Reading program and the Benchmark assessment kits. Teachers will also receive visits from district coaches to help implement the Benchmark reading program. In addition our tip has offered training on Reading A to Z and district grant facilitators continue to offer support for IRead, System 44, and Read 180.	Professional Learning	08/08/2016	06/30/2017	\$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	08/08/2016	06/30/2017	\$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	08/08/2016	06/30/2017	\$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

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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	08/08/2016	06/30/2017	\$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. Students in grades K-3 will also be monitored on Fry Word progress. Goals have been set at each grade level. K- 100 words, 1st 300 words, 2nd 700 words, and 3rd 1000 words. Students will also be monitored on their reading level based on their Benchmark Assessment testing.	Direct Instruction	08/08/2016	06/30/2017	\$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, Fountas and Pinnell, Benchmark Literacy, Story Works, Ready Common Core for both reading and math, books for books study, leveled reading libraries and resources, and Thoughtful Education Strategies, Write Steps, Moby Max, Eureka Math, Do the Math, and Math 180, System 44, IRead, Read 180, LLI, Wilson	Other	08/08/2016	06/30/2017	\$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. Also preschool will test with Brigance and the information will be used to help in the transition from preschool to kindergarten.	Other - Kindergarten Readiness	08/08/2016	06/30/2017	\$0	District Funding	Kindergarten Teachers, Guidance Counselors

Activity - Born Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Pembroke applied for a Born Learning Grant and received it for the 2016-17 and 2017-18 school year. This grant is geared to help close the gap for our early childhood students. Each month families are invited to attend family nights. These nights are designed to help support the families in preparing their child for success here at school.	Academic Support Program	08/08/2016	06/30/2017	\$80000	Grant Funds	FRC, PreK teacher, and Grant team
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### Measurable Objective 2:

demonstrate a proficiency by increasing the average math proficient and distinguished KPREP scores from 34.5% to 41.1% by 06/30/2017 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, construct learning maps and guiding questions, locate resources, share quality instruction strategies, review formative and common assessments, discuss intervention strategies and progress, as well as analyze data.	Academic Support Program	08/08/2016	06/30/2017	\$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	08/08/2016	06/30/2017	\$0	No Funding Required	Leadership team and classroom teachers.

### (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	08/08/2016	06/30/2017	\$0	No Funding Required	Leadership Team

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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, Fountas and Pinnell, Benchmark Literacy, Story Works, Ready Common Core for both reading and math, books for books study, leveled reading libraries and resources, and Thoughtful Education Strategies, Write Steps, Moby Max, Eureka Math, Do the Math, and Math 180, System 44, IRead, Read 180, LLI, Wilson	Other	08/08/2016	06/30/2017	\$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 - Math Trainings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A math team leader is being trained by a district math coach. This math team leader is helping to lead vertical planning meetings. Math content teachers will participate in vertical planning meetings and Math Solutions trainings implement the strategies into classroom instruction.	Academic Support Program	08/08/2016	06/30/2017	\$500	General Fund	Leadership and math content teachers

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	08/08/2016	06/30/2017	\$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.

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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. Also preschool will test with Brigance and the information will be used to help in the transition from preschool to kindergarten.	Other - Kindergarten Readiness	08/08/2016	06/30/2017	\$0	District Funding	Kindergarten Teachers, Guidance Counselors
Activity - Born Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pembroke applied for a Born Learning Grant and received it for the 2016-17 and 2017-18 school year. This grant is geared to help close the gap for our early childhood students. Each month families are invited to attend family nights. These nights are designed to help support the families in preparing their child for success here at school.	Academic Support Program	08/08/2016	06/30/2017	\$80000	Grant Funds	FRC, PreK teacher, and Grant team

**Goal 3: 16-17 Pembroke Elementary will increase the combined reading and math proficiency in the non duplicated group from 34.2% in 2015-16 to 53.9% in 2019 as indicated by the state assessment scores.**

### 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 39.6% in 2015-16 to 45.6% in 2016-17 by 06/30/2017 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, Read 180, LLI and Wilson (K-2) groups with the reading interventionist. In addition based on results of Math Inventory and MAP, students were placed in math intervention. Programs for the math intervention include Do the Math, Math 180 and Moby Max.	Academic Support Program	08/08/2016	06/30/2017	\$1000	Title I Schoolwide	Leadership team, interventionists, and classroom teachers

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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	08/08/2016	06/30/2017	\$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 13 hours each week for 25 weeks.	Tutoring	08/08/2016	06/30/2017	\$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. An RTI week has been built into the PLC schedule for us to look specifically at our Rti/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 other interventions and support to help the student.	Academic Support Program	08/08/2016	06/30/2017	\$0	No Funding Required	Leadership team classroom teachers, Interventionists

Activity - Novice Tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A novice board will be created to identify the number of students in each subsection that are novice. The purpose of this board is to help us strategically track the percentage of students scoring novice in each area. After taking the MAP test and district benchmark test, we will compare our KPREP numbers and current numbers and see where we are in meeting our goal. We will then make changes as needed when we are short from our goal.	Academic Support Program	08/08/2016	06/30/2017	\$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

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Activity - Gender Clubs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At risk females and males have been identified for girls and boys clubs. These students are pulled each Friday into a small group for lessons on behavior management and leadership skills. They may also participate in scheduled activities with guest speakers and games for the purpose of motivation and relationship building.	Behavioral Support Program	08/08/2016	06/30/2017	\$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	08/08/2016	06/30/2017	\$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	08/08/2016	06/30/2017	\$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
Our ESL teacher does monthly ESL trainings in faculty meetings to provide teachers with resources and strategies that they can use to help ESL students be successful in the classroom setting.	Professional Learning	08/08/2016	06/30/2017	\$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
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All teachers will participate in the Equity Institute and Eric Jensen 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 that will help at-risk students to succeed.	Professional Learning	08/08/2016	06/30/2017	\$0	District Funding	Leadership team, IBC, High Impact Instruction Team, Certified teachers
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### 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 28.8% in 2015-16 to 35.9% in 2016-17 by 06/30/2017 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, Read 180, LLI and Wilson (K-2) groups with the reading interventionist. In addition based on results of Math Inventory and MAP, students were placed in math intervention. Programs for the math intervention include Do the Math, Math 180 and Moby Max.	Academic Support Program	08/08/2016	06/30/2017	\$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	08/08/2016	06/30/2017	\$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 13 hours each week for 25 weeks.	Tutoring	08/08/2016	06/30/2017	\$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



## 2016-17 Goals and Plans

Pembroke Elementary School

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. An RTI week has been built into the PLC schedule for us 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 other interventions and support to help the student.	Academic Support Program	08/08/2016	06/30/2017	\$0	No Funding Required	Leadership team classroom teachers, Interventionists

Activity - Novice Tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A novice board will be created to identify the number of students in each subsection that are novice. The purpose of this board is to help us strategically track the percentage of students scoring novice in each area. After taking the MAP test and district benchmark test, we will compare our KPREP numbers and current numbers and see where we are in meeting our goal. We will then make changes as needed when we are short from our goal.	Academic Support Program	08/08/2016	06/30/2017	\$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 - Gender Clubs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At risk females and males have been identified for girls and boys clubs. These students are pulled each Friday into a small group for lessons on behavior management and leadership skills. They may also participate in scheduled activities with guest speakers and games for the purpose of motivation and relationship building.	Behavioral Support Program	08/08/2016	06/30/2017	\$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	08/08/2016	06/30/2017	\$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

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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	08/08/2016	06/30/2017	\$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
Our ESL teacher does monthly ESL trainings in faculty meetings to provide teachers with resources and strategies that they can use to help ESL students be successful in the classroom setting.	Professional Learning	08/08/2016	06/30/2017	\$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 Eric Jensen 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 that will help at-risk students to succeed.	Professional Learning	08/08/2016	06/30/2017	\$0	District Funding	Leadership team, IBC, High Impact Instruction Team, Certified teachers

## Goal 4: 16-17 Pembroke Elementary will decrease the percentage of novice students in READING from 29.8 in 15-16 to 14.9 by 2019 and in MATH from 25.1 in 2015-16 to 12.55 by 2019.

### Measurable Objective 1:

collaborate to reduce the percentage of students scoring novice in READING from 29.8% in 2015-16 to 26.82% in 2016-17 and in MATH from 25.1% in 2015-16 to 22.59% in 2016-17 by 06/30/2017 as measured by multiple measures (KPREP, MAP, district benchmarks, and common assessments).

### (shared) Strategy 1:

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

Category: Learning Systems

Research Cited: Read 180, System 44, Math 180 and Do the Math

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Activity - Academic Intervention Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on the results of the RI/PI testing, students were placed in System 44, Read 180 for 3rd to 6th and LLI and Wilson for K-2 students for reading. In addition students were placed in math intervention based on MAP data and MI testing. Programs for intervention include Do the Math, Math 180, and Moby Max.	Academic Support Program	08/08/2016	06/30/2017	\$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	08/08/2016	06/30/2017	\$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 13 hours a week for 25 weeks.	Tutoring	10/17/2016	06/30/2017	\$40000	Title I Schoolwide	Principal and tutors

### (shared) Strategy 2:

Tracking Novice Students - 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 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 students.	Academic Support Program	08/08/2016	06/30/2017	\$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
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A novice board will be created to identify the number of students in each subsection that are novice. The purpose of this board is to help us strategically track the percentage of students scoring novice in each area. After taking the MAP test and district benchmark test, we will compare our KPREP numbers and current numbers and see where we are in meeting our goal. We will then make changes as needed when we are short from our goal.	Academic Support Program	08/08/2016	06/30/2017	\$0	No Funding Required	Leadership team and teachers
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### (shared) Strategy 3:

Mentoring Students - 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: Continuous Improvement

Activity - Gender Clubs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At risk females and males have been identified for girls and boys clubs. These students are pulled each Friday into a small group for lessons on behavior management and leadership skills. They may also participate in scheduled activities with guest speakers and games for the purpose of motivation and relationship building.	Behavioral Support Program	11/14/2016	06/30/2017	\$0	No Funding Required	Leadership team and special education teacher

Activity - 5th grade Academic Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Due to last year's 4th grade, this years 5th grade, having more than 40% novice students in both reading and math, these will receive extra incentives each week for meeting expectations academically in reading and math. Students will be pre and post tested every two weeks. Students meeting expectations will be given extra time in the gym and/or computer lab as a reward. Students not meeting expectations, will stay in classroom to make up work and/or reteaching. Expectations are to score no less than a 70 on their post test each week and having no missing assignments.	Academic Support Program	11/28/2016	06/30/2017	\$0	No Funding Required	Leadership team and 5th grade teachers

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	08/08/2016	06/30/2017	\$0	No Funding Required	Leadership team, ESL teacher, and special education teachers

### Measurable Objective 2:

collaborate to reduce the percentage of African American students scoring novice in READING from 42.6% in 2015-16 to 38.34% in 2016-17 and in MATH from 35.6% in 2015-16 to 32.04% in 2016-17 by 06/30/2017 as measured by multiple measures (KPREP, MAP, district benchmarks, and common assessments)..

### (shared) Strategy 1:

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

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Category: Learning Systems

Research Cited: Read 180, System 44, Math 180 and Do the Math

Activity - Academic Intervention Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on the results of the RI/PI testing, students were placed in System 44, Read 180 for 3rd to 6th and LLI and Wilson for K-2 students for reading. In addition students were placed in math intervention based on MAP data and MI testing. Programs for intervention include Do the Math, Math 180, and Moby Max.	Academic Support Program	08/08/2016	06/30/2017	\$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	08/08/2016	06/30/2017	\$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 13 hours a week for 25 weeks.	Tutoring	10/17/2016	06/30/2017	\$40000	Title I Schoolwide	Principal and tutors

### (shared) Strategy 2:

Tracking Novice Students - 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 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 students.	Academic Support Program	08/08/2016	06/30/2017	\$0	No Funding Required	Leadership team, classroom teachers, interventionist

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Activity - Novice Board	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A novice board will be created to identify the number of students in each subsection that are novice. The purpose of this board is to help us strategically track the percentage of students scoring novice in each area. After taking the MAP test and district benchmark test, we will compare our KPREP numbers and current numbers and see where we are in meeting our goal. We will then make changes as needed when we are short from our goal.	Academic Support Program	08/08/2016	06/30/2017	\$0	No Funding Required	Leadership team and teachers

### (shared) Strategy 3:

Mentoring Students - 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: Continuous Improvement

Activity - Gender Clubs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At risk females and males have been identified for girls and boys clubs. These students are pulled each Friday into a small group for lessons on behavior management and leadership skills. They may also participate in scheduled activities with guest speakers and games for the purpose of motivation and relationship building.	Behavioral Support Program	11/14/2016	06/30/2017	\$0	No Funding Required	Leadership team and special education teacher

Activity - 5th grade Academic Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Due to last year's 4th grade, this years 5th grade, having more than 40% novice students in both reading and math, these will receive extra incentives each week for meeting expectations academically in reading and math. Students will be pre and post tested every two weeks. Students meeting expectations will be given extra time in the gym and/or computer lab as a reward. Students not meeting expectations, will stay in classroom to make up work and/or reteaching. Expectations are to score no less than a 70 on their post test each week and having no missing assignments.	Academic Support Program	11/28/2016	06/30/2017	\$0	No Funding Required	Leadership team and 5th grade teachers

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	08/08/2016	06/30/2017	\$0	No Funding Required	Leadership team, ESL teacher, and special education teachers

### Measurable Objective 3:

collaborate to reduce the percentage of F/R students scoring novice in READING from 35.4% in 2015-16 to 31.86% in 2016-17 and in MATH from 28.9% in 2015-16 to 26.01% in 2016-17 by 06/30/2017 as measured by multiple measures (KPREP, MAP, district benchmarks, and common assessments)..

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### (shared) Strategy 1:

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

Category: Learning Systems

Research Cited: Read 180, System 44, Math 180 and Do the Math

Activity - Academic Intervention Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on the results of the RI/PI testing, students were placed in System 44, Read 180 for 3rd to 6th and LLI and Wilson for K-2 students for reading. In addition students were placed in math intervention based on MAP data and MI testing. Programs for intervention include Do the Math, Math 180, and Moby Max.	Academic Support Program	08/08/2016	06/30/2017	\$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	08/08/2016	06/30/2017	\$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 13 hours a week for 25 weeks.	Tutoring	10/17/2016	06/30/2017	\$40000	Title I Schoolwide	Principal and tutors

### (shared) Strategy 2:

Tracking Novice Students - 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 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 students.	Academic Support Program	08/08/2016	06/30/2017	\$0	No Funding Required	Leadership team, classroom teachers, interventionist

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Activity - Novice Board	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A novice board will be created to identify the number of students in each subsection that are novice. The purpose of this board is to help us strategically track the percentage of students scoring novice in each area. After taking the MAP test and district benchmark test, we will compare our KPREP numbers and current numbers and see where we are in meeting our goal. We will then make changes as needed when we are short from our goal.	Academic Support Program	08/08/2016	06/30/2017	\$0	No Funding Required	Leadership team and teachers

### (shared) Strategy 3:

Mentoring Students - 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: Continuous Improvement

Activity - Gender Clubs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At risk females and males have been identified for girls and boys clubs. These students are pulled each Friday into a small group for lessons on behavior management and leadership skills. They may also participate in scheduled activities with guest speakers and games for the purpose of motivation and relationship building.	Behavioral Support Program	11/14/2016	06/30/2017	\$0	No Funding Required	Leadership team and special education teacher

Activity - 5th grade Academic Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Due to last year's 4th grade, this years 5th grade, having more than 40% novice students in both reading and math, these will receive extra incentives each week for meeting expectations academically in reading and math. Students will be pre and post tested every two weeks. Students meeting expectations will be given extra time in the gym and/or computer lab as a reward. Students not meeting expectations, will stay in classroom to make up work and/or reteaching. Expectations are to score no less than a 70 on their post test each week and having no missing assignments.	Academic Support Program	11/28/2016	06/30/2017	\$0	No Funding Required	Leadership team and 5th grade teachers

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	08/08/2016	06/30/2017	\$0	No Funding Required	Leadership team, ESL teacher, and special education teachers

### Measurable Objective 4:

collaborate to reduce the percentage of students with a disabilities scoring novice in READING from 60% in 2015-16 to 54% in 2016-17 and in MATH from 64% in 2015-16 to 57.6% in 2016-17. by 06/30/2017 as measured by multiple measures (KPREP, MAP, district benchmarks, and common assessments)..



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### (shared) Strategy 1:

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

Category: Learning Systems

Research Cited: Read 180, System 44, Math 180 and Do the Math

Activity - Academic Intervention Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on the results of the RI/PI testing, students were placed in System 44, Read 180 for 3rd to 6th and LLI and Wilson for K-2 students for reading. In addition students were placed in math intervention based on MAP data and MI testing. Programs for intervention include Do the Math, Math 180, and Moby Max.	Academic Support Program	08/08/2016	06/30/2017	\$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	08/08/2016	06/30/2017	\$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 13 hours a week for 25 weeks.	Tutoring	10/17/2016	06/30/2017	\$40000	Title I Schoolwide	Principal and tutors

### (shared) Strategy 2:

Tracking Novice Students - 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 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 students.	Academic Support Program	08/08/2016	06/30/2017	\$0	No Funding Required	Leadership team, classroom teachers, interventionist

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Activity - Novice Board	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A novice board will be created to identify the number of students in each subsection that are novice. The purpose of this board is to help us strategically track the percentage of students scoring novice in each area. After taking the MAP test and district benchmark test, we will compare our KPREP numbers and current numbers and see where we are in meeting our goal. We will then make changes as needed when we are short from our goal.	Academic Support Program	08/08/2016	06/30/2017	\$0	No Funding Required	Leadership team and teachers

### (shared) Strategy 3:

Mentoring Students - 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: Continuous Improvement

Activity - Gender Clubs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At risk females and males have been identified for girls and boys clubs. These students are pulled each Friday into a small group for lessons on behavior management and leadership skills. They may also participate in scheduled activities with guest speakers and games for the purpose of motivation and relationship building.	Behavioral Support Program	11/14/2016	06/30/2017	\$0	No Funding Required	Leadership team and special education teacher

Activity - 5th grade Academic Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Due to last year's 4th grade, this years 5th grade, having more than 40% novice students in both reading and math, these will receive extra incentives each week for meeting expectations academically in reading and math. Students will be pre and post tested every two weeks. Students meeting expectations will be given extra time in the gym and/or computer lab as a reward. Students not meeting expectations, will stay in classroom to make up work and/or reteaching. Expectations are to score no less than a 70 on their post test each week and having no missing assignments.	Academic Support Program	11/28/2016	06/30/2017	\$0	No Funding Required	Leadership team and 5th grade teachers

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	08/08/2016	06/30/2017	\$0	No Funding Required	Leadership team, ESL teacher, and special education teachers

### Measurable Objective 5:

collaborate to reduce the percentage of non-duplicated gap students scoring novice in Reading from 35.5% in 2015-16 to 31.95% in 2016-17 and in MATH from 30% in 2015-16 to 27% in 2016-17 by 06/30/2017 as measured by multiple measures (KPREP, MAP, district benchmarks, and common assessments)..

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### (shared) Strategy 1:

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

Category: Learning Systems

Research Cited: Read 180, System 44, Math 180 and Do the Math

Activity - Academic Intervention Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on the results of the RI/PI testing, students were placed in System 44, Read 180 for 3rd to 6th and LLI and Wilson for K-2 students for reading. In addition students were placed in math intervention based on MAP data and MI testing. Programs for intervention include Do the Math, Math 180, and Moby Max.	Academic Support Program	08/08/2016	06/30/2017	\$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	08/08/2016	06/30/2017	\$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 13 hours a week for 25 weeks.	Tutoring	10/17/2016	06/30/2017	\$40000	Title I Schoolwide	Principal and tutors

### (shared) Strategy 2:

Tracking Novice Students - 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 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 students.	Academic Support Program	08/08/2016	06/30/2017	\$0	No Funding Required	Leadership team, classroom teachers, interventionist

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Activity - Novice Board	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A novice board will be created to identify the number of students in each subsection that are novice. The purpose of this board is to help us strategically track the percentage of students scoring novice in each area. After taking the MAP test and district benchmark test, we will compare our KPREP numbers and current numbers and see where we are in meeting our goal. We will then make changes as needed when we are short from our goal.	Academic Support Program	08/08/2016	06/30/2017	\$0	No Funding Required	Leadership team and teachers

### (shared) Strategy 3:

Mentoring Students - 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: Continuous Improvement

Activity - Gender Clubs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At risk females and males have been identified for girls and boys clubs. These students are pulled each Friday into a small group for lessons on behavior management and leadership skills. They may also participate in scheduled activities with guest speakers and games for the purpose of motivation and relationship building.	Behavioral Support Program	11/14/2016	06/30/2017	\$0	No Funding Required	Leadership team and special education teacher

Activity - 5th grade Academic Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Due to last year's 4th grade, this years 5th grade, having more than 40% novice students in both reading and math, these will receive extra incentives each week for meeting expectations academically in reading and math. Students will be pre and post tested every two weeks. Students meeting expectations will be given extra time in the gym and/or computer lab as a reward. Students not meeting expectations, will stay in classroom to make up work and/or reteaching. Expectations are to score no less than a 70 on their post test each week and having no missing assignments.	Academic Support Program	11/28/2016	06/30/2017	\$0	No Funding Required	Leadership team and 5th grade teachers

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	08/08/2016	06/30/2017	\$0	No Funding Required	Leadership team, ESL teacher, and special education teachers

### Measurable Objective 6:

collaborate to reduce the percentage of Hispanic students scoring novice in READING from 19% in 2015-16 to 17.1% in 2016-17 and in MATH from 21.4% in 2015-16 to 19.26% in 2016-17 by 06/30/2017 as measured by multiple measures (KPREP, MAP, district benchmark assessments).

## 2016-17 Goals and Plans

Pembroke Elementary School

### (shared) Strategy 1:

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

Category: Learning Systems

Research Cited: Read 180, System 44, Math 180 and Do the Math

Activity - Academic Intervention Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on the results of the RI/PI testing, students were placed in System 44, Read 180 for 3rd to 6th and LLI and Wilson for K-2 students for reading. In addition students were placed in math intervention based on MAP data and MI testing. Programs for intervention include Do the Math, Math 180, and Moby Max.	Academic Support Program	08/08/2016	06/30/2017	\$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	08/08/2016	06/30/2017	\$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 13 hours a week for 25 weeks.	Tutoring	10/17/2016	06/30/2017	\$40000	Title I Schoolwide	Principal and tutors

### (shared) Strategy 2:

Tracking Novice Students - 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 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 students.	Academic Support Program	08/08/2016	06/30/2017	\$0	No Funding Required	Leadership team, classroom teachers, interventionist

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Activity - Novice Board	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A novice board will be created to identify the number of students in each subsection that are novice. The purpose of this board is to help us strategically track the percentage of students scoring novice in each area. After taking the MAP test and district benchmark test, we will compare our KPREP numbers and current numbers and see where we are in meeting our goal. We will then make changes as needed when we are short from our goal.	Academic Support Program	08/08/2016	06/30/2017	\$0	No Funding Required	Leadership team and teachers

### (shared) Strategy 3:

Mentoring Students - 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: Continuous Improvement

Activity - Gender Clubs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At risk females and males have been identified for girls and boys clubs. These students are pulled each Friday into a small group for lessons on behavior management and leadership skills. They may also participate in scheduled activities with guest speakers and games for the purpose of motivation and relationship building.	Behavioral Support Program	11/14/2016	06/30/2017	\$0	No Funding Required	Leadership team and special education teacher

Activity - 5th grade Academic Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Due to last year's 4th grade, this years 5th grade, having more than 40% novice students in both reading and math, these will receive extra incentives each week for meeting expectations academically in reading and math. Students will be pre and post tested every two weeks. Students meeting expectations will be given extra time in the gym and/or computer lab as a reward. Students not meeting expectations, will stay in classroom to make up work and/or reteaching. Expectations are to score no less than a 70 on their post test each week and having no missing assignments.	Academic Support Program	11/28/2016	06/30/2017	\$0	No Funding Required	Leadership team and 5th grade teachers

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	08/08/2016	06/30/2017	\$0	No Funding Required	Leadership team, ESL teacher, and special education teachers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Born Learning	Pembroke applied for a Born Learning Grant and received it for the 2016-17 and 2017-18 school year. This grant is geared to help close the gap for our early childhood students. Each month families are invited to attend family nights. These nights are designed to help support the families in preparing their child for success here at school.	Academic Support Program	08/08/2016	06/30/2017	\$80000	FRC, PreK teacher, and Grant team
<b>Total</b>					\$80000	

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Academic Intervention Programs	Based on the results of the RI/PI testing, students were placed in System 44, Read 180 for 3rd to 6th and LLI and Wilson for K-2 students for reading. In addition students were placed in math intervention based on MAP data and MI testing. Programs for intervention include Do the Math, Math 180, and Moby Max.	Academic Support Program	08/08/2016	06/30/2017	\$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 Watch Dogs, 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	08/09/2016	06/30/2017	\$1200	Title I coordinator, Leadership team, Site base members, FRYSC

## 2016-17 Goals and Plans

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Reading PD Plan	Leadership along with trained Read to Achieve teachers and Literacy Cohort teachers will develop and implement a PD plan based on the reflection of reading practices by our reading teachers. The teacher leaders mentioned will help to lead the vertical PLCs around the topics. Also, teachers received training this summer on the new Benchmark Reading program and the Benchmark assessment kits. Teachers will also receive visits from district coaches to help implement the Benchmark reading program. In addition our tip has offered training on Reading A to Z and district grant facilitators continue to offer support for IRead, System 44, and Read 180.	Professional Learning	08/08/2016	06/30/2017	\$1000	Leadership team and RTA trained teachers
Academic Intervention Programs	Based on the results of SRI/SPI testing students were placed in System 44, Read 180, LLI and Wilson (K-2) groups with the reading interventionist. In addition based on results of Math Inventory and MAP, students were placed in math intervention. Programs for the math intervention include Do the Math, Math 180 and Moby Max.	Academic Support Program	08/08/2016	06/30/2017	\$1000	Leadership team, interventionists, and classroom 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 13 hours each week for 25 weeks.	Tutoring	08/08/2016	06/30/2017	\$40000	Principal and tutors
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	08/09/2016	06/30/2017	\$1300	Leadership, Title I coordinator, FRYSC, Culture and Climate Committee
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 13 hours a week for 25 weeks.	Tutoring	10/17/2016	06/30/2017	\$40000	Principal and tutors
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, Fountas and Pinnell, Benchmark Literacy, Story Works, Ready Common Core for both reading and math, books for books study, leveled reading libraries and resources, and Thoughtful Education Strategies, Write Steps, Moby Max, Eureka Math, Do the Math, and Math 180, System 44, IRead, Read 180, LLI, Wilson	Other	08/08/2016	06/30/2017	\$30000	Leadership team and teachers
<b>Total</b>					<b>\$115500</b>	

### District Funding



## 2016-17 Goals and Plans

Pembroke Elementary School

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 Eric Jensen 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 that will help at-risk students to succeed.	Professional Learning	08/08/2016	06/30/2017	\$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. Also preschool will test with Brigance and the information will be used to help in the transition from preschool to kindergarten.	Other - Kindergarten Readiness	08/08/2016	06/30/2017	\$0	Kindergarten Teachers, Guidance Counselors
<b>Total</b>					<b>\$0</b>	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Training	School and district will provide training on accessing information within Parent Portal at all parent nights, posting on website, calling system, and sending notes home to remind those that do not have a parent portal of the importance.	Parent Involvement	08/08/2016	06/30/2017	\$0	Attendance Clerk and Leadership Team
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	08/08/2016	06/30/2017	\$0	High Impact Leadership Team and classroom teachers
Fluency	K-2 students will be monitored using fluency checks at a minimum of once per 9 weeks. Students in grades K-3 will also be monitored on Fry Word progress. Goals have been set at each grade level. K- 100 words, 1st 300 words, 2nd 700 words, and 3rd 1000 words. Students will also be monitored on their reading level based on their Benchmark Assessment testing.	Direct Instruction	08/08/2016	06/30/2017	\$0	Classroom teachers and intervention 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	08/08/2016	06/30/2017	\$0	Assistant Principal, John Walsh 6th grade teachers

## 2016-17 Goals and Plans

Pembroke Elementary School

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	08/08/2016	06/30/2017	\$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	08/09/2016	06/30/2017	\$0	Leadership Team, Program Review Committee, Classroom 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	08/08/2016	06/30/2017	\$0	Leadership Team, ESL teacher, and special education teachers
Gender Clubs	At risk females and males have been identified for girls and boys clubs. These students are pulled each Friday into a small group for lessons on behavior management and leadership skills. They may also participate in scheduled activities with guest speakers and games for the purpose of motivation and relationship building.	Behavioral Support Program	08/08/2016	06/30/2017	\$0	Assistant principals
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	08/08/2016	06/30/2017	\$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 on the areas of reading and math.	Academic Support Program	08/08/2016	06/30/2017	\$0	Principal, classroom teachers, interventionist
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	08/08/2016	06/30/2017	\$0	Leadership Team
Vertical Planning Meetings	Teachers will meet in vertical planning meetings to increase and improve congruency and rigor across grade levels.	Academic Support Program	08/08/2016	06/30/2017	\$0	Leadership team and classroom teachers.

## 2016-17 Goals and Plans

Pembroke Elementary School

Gender Clubs	At risk females and males have been identified for girls and boys clubs. These students are pulled each Friday into a small group for lessons on behavior management and leadership skills. They may also participate in scheduled activities with guest speakers and games for the purpose of motivation and relationship building.	Behavioral Support Program	11/14/2016	06/30/2017	\$0	Leadership team and special education teacher
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 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 students.	Academic Support Program	08/08/2016	06/30/2017	\$0	Leadership team, classroom teachers, interventionist
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	08/08/2016	06/30/2017	\$0	Principal, classroom teachers, and interventionists
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	08/08/2016	06/30/2017	\$0	Leadership team, ESL teacher, and special education teachers
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. An RTI week has been built into the PLC schedule for us 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 other interventions and support to help the student.	Academic Support Program	08/08/2016	06/30/2017	\$0	Leadership team classroom teachers, Interventionists
5 week PLC Process	Teachers will meet weekly in a collaborative setting to deconstruct standards, construct learning maps and guiding questions, locate resources, share quality instruction strategies, review formative and common assessments, discuss intervention strategies and progress, as well as analyze data.	Academic Support Program	08/08/2016	06/30/2017	\$0	Leadership team and classroom teachers

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Pembroke Elementary School

Novice Board	A novice board will be created to identify the number of students in each subsection that are novice. The purpose of this board is to help us strategically track the percentage of students scoring novice in each area. After taking the MAP test and district benchmark test, we will compare our KPREP numbers and current numbers and see where we are in meeting our goal. We will then make changes as needed when we are short from our goal.	Academic Support Program	08/08/2016	06/30/2017	\$0	Leadership team and teachers
ESL training	Our ESL teacher does monthly ESL trainings in faculty meetings to provide teachers with resources and strategies that they can use to help ESL students be successful in the classroom setting.	Professional Learning	08/08/2016	06/30/2017	\$0	Principal, ESL teacher, and trained ESL 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	08/09/2016	06/30/2017	\$0	Leadership team and PBIS committee
5th grade Academic Support	Due to last year's 4th grade, this years 5th grade, having more than 40% novice students in both reading and math, these will receive extra incentives each week for meeting expectations academically in reading and math. Students will be pre and post tested every two weeks. Students meeting expectations will be given extra time in the gym and/or computer lab as a reward. Students not meeting expectations, will stay in classroom to make up work and/or reteaching. Expectations are to score no less than a 70 on their post test each week and having no missing assignments.	Academic Support Program	11/28/2016	06/30/2017	\$0	Leadership team and 5th grade teachers
<b>Total</b>					<b>\$0</b>	

## General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	08/09/2016	06/30/2017	\$1000	Leadership Team, Program Review Committee, A&H, PLCS, Writing, and WL Teachers, Classroom 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	08/08/2016	06/30/2017	\$500	Leadership team and content and literacy teachers

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Novice Tracking	A novice board will be created to identify the number of students in each subsection that are novice. The purpose of this board is to help us strategically track the percentage of students scoring novice in each area. After taking the MAP test and district benchmark test, we will compare our KPREP numbers and current numbers and see where we are in meeting our goal. We will then make changes as needed when we are short from our goal.	Academic Support Program	08/08/2016	06/30/2017	\$100	Leadership and teachers
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	08/09/2016	06/30/2017	\$1000	Leadership team and classroom 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	08/08/2016	06/30/2017	\$500	Leadership team, instructional assistants, and teachers
Math Trainings	A math team leader is being trained by a district math coach. This math team leader is helping to lead vertical planning meetings. Math content teachers will participate in vertical planning meetings and Math Solutions trainings implement the strategies into classroom instruction.	Academic Support Program	08/08/2016	06/30/2017	\$500	Leadership and math content teachers
<b>Total</b>					<b>\$3600</b>	