Pembroke 2019-20 Phase Three: Executive Summary for Schools_11012019_08:54

2019-20 Phase Three: Executive Summary for Schools

Pembroke Elementary School
Dana Gary
1600 Pembroke-oak Grove Road
Pembroke, Kentucky, 42266
United States of America

Last Modified: 12/03/2019
Status: Open

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2019-20 Phase Three: Executive Summary for Schools

Description of the School

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

Christian County Public Schools is located in Christian County, Kentucky. Christian County is situated on the Kentucky-Tennessee border in what is considered Western Kentucky. Christian County covers 724 square miles. The county is home to the incorporated towns of Crofton,Hopkinsville, LaFayette, Oak Grove and Pembroke. The county is comprised of several smaller unincorporated communities of Fairview, Fruithill, Fearsville, Fort Campbell North, Gracey, Herndon, Kelly, Lacy and St. Elmo. From modern subdivisions to old historic homes toinner-city neighborhoods to rural farms, the diversity of Christian County is reflected in its population.Christian County Public Schools (CCPS) is the one of the largest school districts in Western Kentucky and is the second largest Kentucky district in geographical miles. The P-12 student population of just over 8,700 students is reflective of the larger diverse Christian County community. The district's free/reduced lunch rate is 73 percent. Thirty-four percent of our students are African American, seven percent of our students are Hispanic, eight percent are classified as other, and fifty percent of our students are Caucasian. Fourteen percent of our students are students with disabilities, nearly 3 percent of our students are English Learners. Within the school district, there are at least 22 different languages represented.The district consists of eight elementary schools, two middle schools, and two high schools. The district also has a Career and Technical Center - The Gateway Academy to Innovation and Technology and the newly added Gateway-Breathitt medical pathways annex, Alternative School, and a Day Treatment Facility. Fort Campbell, Kentucky, United States Army installation, is an integral part of the Christian County community. Many of our students are from military-connected families.Pembroke Elementary School currently houses 764 students in preschool to sixth grade, and is the largest elementary school in the county. Pembroke Elementary is located two miles south of Pembroke, Kentucky and six miles north of I-24. It services students in the south western portion of Christian County, which includes both the Pembroke and Oak Grove communities. We are located about 12 miles from Fort Campbell military base; therefore we service a large portion of military families. This contributes to our transient population. We also have a very diverse student body with 47% Caucasian, 11% Multi-Racial, 13% Hispanic, and 28% African American students. Of our total student population, 16% of our students are students with disabilities and 67% of our students qualify for free and reduced lunch, closely matching the averages of the district.

School's Purpose

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

The vision of Pembroke Elementary is to educate the whole child for college and career readiness with a rigorous, child centered education program that meets the needs of the 21st Century. Our mission is Pembroke Elementary where we strive for class: Children Learning All Skills Successfully in order to achieve and display proficiency. We believe every student can and will learn through effective teaching and leadership. Our staff and teachers strive to provide a 21st century education for each student. Our school leadership team meets monthly to help make decisions regarding instruction for our building. Data from various sources are utilized throughout the year to measure student progress which allows instruction to be data driven and learning to be differentiated. By using the data students can take ownership in their learning by setting academic

goals. In addition, students are expected to revise their work to proficiency at all times with the help of effective feedback from teachers. Students are taught and expected to prove, explain, and justify their answers in every subject area which supports the district vision statement in that all students are engaged in a high quality, equitable education and prepared for global responsibilities. In addition, our Arts and Humanities teachers work collaboratively to create opportunities for our students to demonstrate and perform in the arts. Each grade level is given the opportunity to perform in some type of music performance during the year. We also encourage our students to become active members in our school by participating in extra curricular clubs such as STLP, Academic Team, chess, choir, K Kids, walking club, basketball club and archery. Finally, we have implemented "House Days" once a month. House days are a day where students get to work together in vertical teams to celebrate achievements, participate in character lessons, work on service projects, and themed lessons and/or PBL lessons. All of these efforts help to support our mission of educating the whole child.

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

Our school has been awarded with several grants over the last few years. In 2016-17 we were a recipient of the Born Learning Grant. This grant helped us to reach out to our preschool families and educate them on ways to help their child succeed academically. We met each month, provided a meal for the family, students got to participate in child friendly activities while the parents received instruction on how to support their child, then they came together and had a fun culminating hands-on activity that showed the parents simple things they could do at home to help teach their child. Although this is was a 2 year grant, our FRC has worked diligently to keep this program going with like events. A second grant we received was the Project Fit America grant. This has helped to fund our physical education program, while expanding our playground. We believe that teaching our students how to be healthy and active helps to education the whole child and helps to support student learning in the classroom. In addition to these two grants, we also had to reapply for our RTA grant in 2016-17 and we did receive it again to help in the area of reading intervention for our K-2 students. In 2017-18 our district received the Striving Readers Grant, which has heavily influenced our literacy instruction.Another area of achievement was that our school was recognized as a school who implements PBIS with fidelity, which helped us to achieve silver status. This is a huge part of helping to achieve the structure and build the culture in our school. We are currently working toward our gold status. In 2017-18 our daycare was recognized for achieving four star status and our preschool has received Eckerts recognition and is a five star status. We have several clubs and programs that are students participate in and many have received recognition. Our STLP team has gone to state the last three years. We have had an archery team the last three years and many of our students have placed in competitions. We have an academic team for both fourth and fifth grade and a sixth grade team. In the 2017-18 school year our quick recall team placed in district and advanced to regional competitions. Many of our students place individually in district competitions and moved on to regional. Also in the 2017-18 school year McKenna Fisher was winner of a statewide FRYSC essay contest on display in Frankfort, we had students to place in the American Essay competition, Charlie Maddux got 2nd place in the K-6 chess tournament, Kaneil Evans Bunch placed second overall in our district third grade multiplication bee. This year we have two students recognized for the 2019 VSA Kentucky Student Traveling Exhibition. We strive for educating the whole child and we have after school clubs such as the walking club, volley ball, basketball, K Kids, and many others that help to meet the needs of our students an make them well rounded individuals.In 2017-18 we were labeled as a TSI School. As a result of gaps in proficiency, special academic indicators, and growth with African American students, students with disabilities, and free/reduced lunch students. In addition, our

Hispanic students are a gap group in separate academic indicators. For the 2018-19 school year we did make improvements in closing the gaps and we came out of TSI status and were labeled as a 2 star school. Our separate academic indicators made huge gains in the percentage of proficient and distinguished students. - Science went from 26.3% P and D to 30.9%.-Social Studies went from 33.3% P and D to 40.7% and decreased novice from 27.4% to 24.2%.- Writing went from 17.9% P and D to 31.9%.

Additional Information

CSI/TSI Schools Only: Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

NA

Additional Information

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

In the 2015-16 school year, the Board of Education went through a redistricting process. Pembroke Elementary grew from a school of about 350 students to a school of over 700 students that year. Each year since then we have grown in number. This 2018-19 school year we have over 760 students. It has taken time to get adjusted to our new culture. However, we are finally seeing the results of our hard work pay off. We have had a reduction of teacher turnover and our teachers are working together to help the administration build a positive school culture where we are building trust and support through out the building. While overall our transition of teachers has improved, we hired five new teachers this year. Four of the five are brand new teachers while one is an experienced teacher that transferred within the district. Two of these teachers are in tested areas of reading and math.Second, technology is always being updated and improved within our school. In the summer of 2017, there were 30 Chromebooks purchased for our school, each homeroom teacher received a laptop, and there where 25 iPads purchased for kindergarten. We also added additional projectors to three classrooms. In the summer of 2018 school year we purchased an additional 25 IPads for first grade and 35 additional laptops were purchased to allow all teachers to have a laptop. In the fall of 2019 we purchased 93 new Chromebooks and 3 carts. We now have 25 I pads in both kindergarten and 1st grade, a Chromebook or laptop cart for each grade level, 2 computer labs, all teachers have a lap top, and we have a Chromebook cart for our interventionist. Therefore, the expectation that technology be utilized as a tool for learning and growing for both our teachers and students is a priority to ensure 21st century skill development.

Attachment Summary

Attachment Name	Description	Associated Item(s)

2019-20 Phase One: Continuous Improvement Diagnostic for Schools_09132019_14:04

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

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Last Modified: 09/13/2019
Status: Open

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2019-20 Phase One: Continuous Improvement Diagnostic for Schools

The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2019-20 diagnostics is as follows:

Phase One: August 1 - October 1
• Continuous Improvement Diagnostic for Schools

Phase Two: October 1 - November 1
• The Needs Assessment for Schools
• School Assurances
• School Safety Report

Phase Three: November 1 - January 1
• Comprehensive School Improvement Plan
• Executive Summary for Schools
• Closing the Achievement Gap Diagnostic for Schools
• Title I Annual Review* Diagnostic

Phase Four: January 1 - December 31
• Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students.

Please enter your name and date below to certify.

Dana Gary 9-13-19

Pembroke 2019-20 Phase Two: The Needs Assessment

2019-20 Phase Two: The Needs Assessment for Schools

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Last Modified: 11/06/2019
Status: Open

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2019-20 Phase Two: The Needs Assessment for Schools

2019-20 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g. 2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/ district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

1. Continuous Improvement Team: We have established a CSIP leadership team that is comprised of the curriculum specialist, administrator, FRC coordinator, parent representative, a grade level representative from each grade level, as well as special education and related arts teachers. Of those teachers on the team, 2 of them are also members of the SBDM council. This team meets monthly to review data. In addition, teachers are continuously planning to improve the learning of all students through collaboration of the weekly PLC process. Documentation includes agendas, meeting minutes, and PLC document collection.2. Gather and organize data: Data collection is a continuous process at Pembroke Elementary. Teachers at all grade levels use multiple data points such as Reading and Math Inventories, Foundational Reading Assessment, Fountas and Pinnell Reading levels, K-PREP, unit assessments, formative assessments, LDC work, and Science Through-Course-Tasks. Non-instructional data includes attendance and behavior tracking through the PBIS committee, Infinite Campus, and Tyler Pulse reports. The PLC process allows for the monitoring of student progress through data discussions each cycle. Data is organized and tracked through tracking documents and uploaded to Google Docs.3. Review current performance:Continuous Improvement Team identifies areas where the school met/failed to meet district, state/federal targets, or school expectations for academic proficiency, academic gap, and academic growth. Continuous Improvement Team conducts disaggregated analysis by grade level, content area, within content strands (e.g. number sense in mathematics) and by gap groups.4. Describe performance trends:Current performance is compared to past performance. Directions of trends for every performance indicator are identified.5. Prioritize performance concerns:Continuous Improvement Team identifies priority performance concerns for every indicator (academic proficiency, academic gap, academic growth) for which the school did not meet federal, state and/ or local expectations. 6. Identify root and hypothesize potential causes: Continuous Improvement Team identifies root causes or hypothesizes potential causes for each priority performance concern. Specific data protocols are used to analyze performance data. Multiple sources of data are used to analyze root causes and reflection explicitly considers broad, systemic root causes. Teams consider the level of root causes (incidental or procedural; programmatic; systemic; external). The root cause identification identifies what schools can control rather than factors that the school cannot control.7. Set measurable performance targets:Long range goals based on the Kentucky Board of Education goals are set to address priority concerns. Objectives with short term targets to be attained by the end of the current school year are established.8. Identify solutions and actions steps:Based on the root cause analysis, Continuous Improvement Teams identifies research-based strategies and activities to systematically address process, practice, or condition to address the root cause in order to reach goals/objectives.9. Implement plan:The improvement plan is communicated to all stakeholders and implemented.10. Progress monitor:The improvement plan will monitor progress toward meeting performance targets. The Continuous Improvement Team using will utilize the scorecard, PLCs, and RTI meetings. The implementation plan will be responsive and changed based upon progress monitoring.

Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:
-Thirty-four (34%) of students in the achievement gap scored proficient on KPREP Reading.
-From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
-Fifty-four (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:
-Teacher Attendance: Teacher attendance rate was 84% for the 2018-19 school year – a decrease from 92% in 2017-18.
-The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
-Kentucky TELL Survey results indicated 62% of the school's teachers received adequate professional development.

Current Academic StateIn 2017-18 we were labeled a TSI school, however, we came out of that status as a result of our gap students making progress in both reading and math. - Our AA decreased the percentage of novice by 8.7% in reading and increased our percentage of P and D by 4.9% in reading.- Our AA decreased the percentage of novice in 4.3% in math and increased our percentage of P and D by 3% in math. - Our economically disadvantaged students decreased the percentage of novice by 1% in reading and increased our percentage of P and D by 3.3% in reading.-Our economically disadvantaged students decreased the percentage of novice by 1.2 % in math and increased our percentage of P and D by 3.2% in math.- Our special education population data was suppressed due to us not having the numbers to support them as a gap group.Although we still have much work to do, we continue to cut novice and increase the percentage of P and D for our gap students in reading and math. Overall our proficiency scores pretty much remained the same from 2017-18 to 2018-19. However, our separate academic indicator scores have increased in the percentage of students scoring P and D, while our growth remains very low. - In reading we increased the percentage of novice by 1.1% and decreased the percentage of P and D by 0.8%- In math we math we increased the novice by 2.5% and increased the percentage of P and D by 0.4%- In science we increased by 1.7% and increased the percentage of P and D by 4.6%- In social studies we decreased by 3.2% and increased the percentage of P and D by 7.4%- In writing we increased the percentage of novice by 12.8 and increased the percentage of P and D by 14.2%In addition our overall score, which gave us our 2 star rating, was a 54.4 which was 4.6 points from a 3 star rating. Our Proficiency was low with 63.2 which is 3.8 from being medium, our separate academic indicators was low with 55.6 which is 6.4 from the medium range, and growth is very low with 44.9DSA Data- Our Fall 2019 DSA reading data shows - In 3rd grade 46.5% of our students are proficient or above.- In 4th grade 26.7% of our students are proficient or above.- In 5th grade 37.5% of our students are proficient or above.- In 6th grade 33% of our students are proficient or above.Our Fall 2019 DSA math data shows-In 3rd grade 11.6% of our students are proficient or above- In 4th grade 9.2% of our students are proficient or above- In 5th grade 6.8 of our students are proficient or aboveIn 6th grade 6.4% of our students are proficient or above We are also showing gaps in achievement on the DSA in both reading and math with African Americans,and students with disabilities as compared to KPREP. We take the DSA 2 more times this year and will continue to compare the data each time and work on closing the achievement gap.Brigance Data- Our 2018-19 Brigance data shows 47% of our students are not ready for kindergarten, 47% are ready, and 6% are ready with enrichment. For the

2019-20 school year our data shows 49% of our students are ready with interventions, 37% ready and 14% ready with enrichment. F and P Data- We track Fountas and Pinnell reading levels from grade level to grade level. We especially monitor our kindergarten to second grade students using our scorecard data to ensure students are on track to be on grade level by 3rd grade. In the fall of 2018, we found that 39.6% of our first grade are reading on grade level, second grade has 60% of our students reading on grade level. However, we have also had further training on Fountas and Pinnell since our fall testing, and understand some new things about the comprehension part of the test that may cause this data to be on the higher end. Since then we have had ongoing and monitoring of how the assessment is given and feel our data is much cleaner. This fall our data shows that we have 4% of our students showing they are on grade level in Kindergarten, 25% in first grade and 56% in second grade. Reading Inventory- Our fall 2018 Reading Inventory data showed 37.7% below basic (N) , 28.2% basic (A), 25.8 % proficient, and 8.3% advanced (D) in grades second to sixth grade. Our fall 2019 data shows we are about the same with 37% below basic (N), 26% basic (A), 25.7% proficient, and 11.3% advanced (D), which accounts for 36% of our students in second to sixth grade being proficient or above overall in grades second to sixth. We will take the reading inventory 2 more times this year and will analyze and compare the data each time.Math Inventory- Our fall 2018 Math Inventory data showed 35% below basic (N), 20.9% basic (A), 12.1% proficient (P), and 1.4% advanced (D) in grades K-6. Our fall 2019 Math Inventory data shows 55 below basic (N), 28% basic (A), 15% (PP, and 3% advanced (D) in grades in grades K-6. This does not totally correlate to the fall of 2018 due to a change in the HMH reporting suite. We will take the math inventory three times each year and will analyze the data each time. Non Academic Indicators- Employee Engagement Survey- Our employee engagement survey showed an overall increase from 3.66 to a 3.81 from fall of 2017 to fall of 2018 on a scale of 1 to 5. We exceeded the goal we set for ourselves in the fall of 2017. We will analyze the new data we just received to create a new goal and action plan. Parent Survey- We conducted a parent satisfaction survey in the spring of 2018. Our overall score was 3.85, but we only had 38 parents complete the survey. We conducted the parent satisfaction survey again in the fall of 2018. Our goal was to first increase the number of parents participating. One way we have tried to meet this goal is to have the survey open at times where parents are in the school such as our fall festival, fall lunch and learns, and our Veteran's Day program. We also include the link on our website and in newsletters. The survey window that is open at this time and will not close until November 14th. When we get the results from this we we will analyze the new data and create an action plan to reach measurable goals. Safety- We are in the process of completing a safety audit. Our teachers, parents, and students completed a safety survey conducted by KCSS. Members of KCSS will be here on Nov. 7th, 2018 to conduct the audit and we should get the results back from our findings before the end of the semester.Discipline- We have instituted another layer of a recognition for students meeting school-wide expectations. Students receive "Hoot tickets" from adults in the building when they are seen excelling at meeting the expectations. Twice a week, 25 "Hoot tickets" are drawn and students are given small rewards. We have also received silver status recognition from PBIS network. This status reflects our commitment to incorporating positive and proactive practices with regard to student behavior. However, we are noticing an increase in office referrals when the first nine weeks of the 2017-2018 school year are compared to the first nine weeks of the current school year. In fact, referrals for infractions on the school grounds have double from the same period of time last year 21 last year as compared to 44 this year. The data is being analyzed to explain this increase.

Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages.
NOTE: These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Schools.

Example: Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

Our overall score, which gave us our 2 star rating was a 54.4 which was 4.6 points from a 3 star rating. Our Proficiency score was low with a 63.2 which is 3.8 points from the medium range, our separate academic indicators was low with a score of 55.6 which is 6.4 from the medium range, and growth is very low with 44.9. We feel that our growth is our biggest area of need right now. If our students show growth in all academic areas, then our proficient and separate academic indicator areas should also improve. We need to continue to focus on our gap groups of African American and economically disadvantaged to continue to close the gap as we have done the past two years.

Trends

Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

From the 2017-18 school year to the 2018-19 school year our reading and math scores have essentially remained the same overall. Since we have just maintained our scores, our growth is essentially low, and remains a significant area for improvement. In math there was a 2.5% increase in novice, 2.9% decrease in apprentice, 3.2% decrease in proficient, and a 3.5% increase in distinguished when comparing 2017-18 to 2018-19. Overall the proficient/ distinguished score was 44.2% in 2017-18 and 44.5% in 2018-19 for math. In addition, our gap group populations show that we are starting to close the gap with our African American students and our economically disadvantage students (see data in current state). However, we are not closing the gap enough to make a significant difference, and these groups need to continue to remain a focus. With our 2019-20 6th graders, our math data shows that as 3rd graders they were at 52.2% P and D, 42.1% P and D as 4th graders, and 41.8% P and D as 5th graders. This is a decline each year in the percentage of P and D. Our 2019-20 5th graders in math scored 56.8% P and D as 3rd graders and 37.4% as 4th graders, which again shows a decline in the percentage from one grade to the next. However, this was also a new to fourth grade math teacher, which we feel is the reason for the drastic drop in fourth grade.In reading there was a 1.1% increase in novice, 0.3% decrease in apprentice, 1.4% increase in proficient, and 2.1% decrease in distinguished when comparing 2017-18 to 2018-19. Overall the proficient/distinguished score was 46.2% in 2017-18 and 45.5% in 2018-19 for reading. In addition, our gap group populations show that we are starting to close the the gap with our African American students and our economically disadvantage students (see data in current state). With our 2019-20 6th graders, our reading data shows that as 3rd graders they were at 43.4% P and D, 45.3% as 4th graders and 38.5% P and D as 5th graders. The 5th grade ELA teacher was a first year teacher. We feel this may have been a cause of the large decline. Our 2019-20 5th graders in reading scored 54.5% P and D as 3rd graders and 53.1% as 4th graders. We noticed from 3rd to 4th the percentage of distinguished was the percentage that dropped the most. Although our special education population data was suppressed this year due to numbers, we need to continue to watch this data, as they areperforming below their non disabled peers in both reading and math. The biggest trend in our data shows a consistent decline in P and D percentages in 4th through 6th grades for both reading and math. These grades are where we have the highest teacher turnover each year, while our third grade and primary teams have remained relatively stable.

Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

KCWP2: Design and Deliver Instruction is our main area of improvement. We have a PLC process in place to make sure our instruction meets the intent of the standards. However, with the new standards we need to continue to make sure we understand them and are meeting them at the rigor necessary to meet the needs of the standards . We need to improve our tier I instruction. In addition we are also weak in designing differentiated lessons where students are cognitively engaged as opposed to passively engaged so that they can take responsibility for their own learning.KCWP 5: Design, Align and Deliver Support is another area of concern since our students did not show growth. We are currently in the process of looking at how we identify our tier 2 and tier 3 students for academic. We are also implementing several new data protocols and trying to identify the next steps for each of our students. This also goes along with the differentiation that we are trying to implement more school wide. We have to identify what students know, and what their next steps are, and how are we going to make sure they get there.

Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

KCWP: 6 Establishing Learning Culture and Environment is an area strength for us. For the past several years we have focused on creating a community where students can grow and learn. We have created shared leadership opportunities for both teachers and students. Although we are not a Leader in Me school, we have implemented the 7 Habits into our building and are working on character development utilizing these strategies. We have also done a much better job in communicating our expectations to our parents and other stakeholder. Each fall we have a family night that parents get to learn about the expectations for each grade level. We also implement a preschool reading club, and lunch and learns through out the year. In addition our student council helps the leadership analyze the student survey given each year and help communicate the expectations from this survey to the rest of the student body.

Attachment Summary

Attachment Name	Description	Associated Item(s)

Pembroke 2019-20 Phase Two: School Assurances

2019-20 Phase Two: School Assurances

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Last Modified: 10/25/2019
Status: Open

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2019-20 Phase Two: School Assurances

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Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

Teacher Performance

1. The Every Study Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rate of "Ineffective" as determined through the local performance evaluation system that meets the requirements established by KRS 157.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Responses to this assurance will be collected in the Kentucky Teacher Performance survey. Responses to each survey question should be based on data from the 2018-19 school year. Once you have completed the survey, return to the 2019-20 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has completed the Kentucky Teacher Performance survey.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

At this time we do not have any teachers that are listed as being ineffective on their summative effectiveness rating based on the local performance evaluation system that meets the requirements established by KRS 157.557. and the Kentucky Framework for Teaching. Therefore, all of our percentages were marked 0%

Title I Schoolwide Programs

2. If the school is implementing a schoolwide program, the school developed a comprehensive plan during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

- ● **Yes**
- ○ No
- ○ N/A

3. If the school is implementing a schoolwide program, the school developed a comprehensive plan with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

- ● **Yes**
- ○ No
- ○ N/A

4. If the school is implementing a schoolwide program, the school developed a comprehensive plan that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

- ● **Yes**
- ○ No
- ○ N/A

5. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

- ● **Yes**
- ○ No
- ○ N/A

6. If the school is implementing a schoolwide program, the school developed a comprehensive plan that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

- ● **Yes**
- ○ No
- ○ N/A

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA.

- ● **Yes**
- ○ No
- ○ N/A

8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

- ● **Yes**
- ○ No
- ○ N/A

Title I Targeted Assistance School Programs

9. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

- ○ Yes
- ○ No
- ● N/A

10. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

- ○ Yes
- ○ No
- ● N/A

11. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

- ○ Yes
- ○ No
- ● N/A

12. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

- ○ Yes
- ○ No
- ● N/A

13. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

- ○ Yes
- ○ No
- ● N/A

14. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

- ○ Yes
- ○ No
- ● N/A

15. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

- ○ Yes
- ○ No
- ● N/A

16. If the school is implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

- ○ Yes
- ○ No
- ● N/A

Schools Identified for Targeted Support and Improvement

17. If identified for targeted support and improvement pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

- ○ Yes
- ○ No
- ● **N/A**

All School Programs

18. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

- ● **Yes**
- ○ No
- ○ N/A

19. The school collects and publicly disseminates, in compliance with Kentucky's Consolidated State Plan and in alignment with Section 1111(g)(1)(B), data through the School Report Card that addresses students' access to effective/experienced teachers.

- ● **Yes**
- ○ No
- ○ N/A

20. The school ensures that, if the Title I application includes funding for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), there is documentation indicating such is needed to improve student achievement. This ensures the use is reasonable and necessary in compliance with the Code of Federal Regulations (CFR), including 2 CFR 200.403 and 200.405.

- ● **Yes**
- ○ No
- ○ N/A

21. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state certification and licensure requirements as required by Section 1111(g)(2)(J) of ESSA.

- ● **Yes**
- ○ No
- ○ N/A

22. The school distributes to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that complies with Section 1116(c)-(f) of ESSA and is in an understandable and uniform format as required by Section 1116(b) of ESSA. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

- ● **Yes**
- ○ No
- ○ N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)

Attachment Name	Description	Associated Item(s)

Pembroke 2019-20 Phase Three: Title I Annual Review Diagnostic_11012019_08:55

2019-20 Phase Three: Title I Annual Review Diagnostic

Pembroke Elementary School
Dana Gary
1600 Pembroke-oak Grove Road
Pembroke, Kentucky, 42266
United States of America

Last Modified: 12/03/2019
Status: Open

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eProve diagnostics

2019-20 Phase Three: Title I Annual Review Diagnostic

2019-20 Phase Three: Title I Annual Review Diagnostic

Schools with a Title I schoolwide program must conduct a yearly evaluation of the program as required under 34 CFR §200.26 and ESSA Section 1114(b)(3). Please respond to each of the following questions about the annual evaluation of your school's schoolwide program. For more information about schoolwide program requirements, consult the Title I Handbook and 34 CFR §200.26. Documentation is not required and, therefore, is optional.

Comprehensive Needs Assessment

Rationale: A school operating a schoolwide program must conduct a comprehensive needs assessment in accordance with ESSA Section 1114(b). Through the needs assessment, a school must consult with a broad range of stakeholders and examine relevant data to understand students' needs and their root causes.

1. Describe the effectiveness of your needs assessment process.

The Continuous Improvement Team for Pembroke Elementary School follows a protocol to review data to determine the effectiveness of strategies implemented. The Continuous Improvement Team consists of the principal, assistant principal, guidance counselors, teachers, parents, and students. School and District Administrators participate in monthly Administrator Academy and monthly Curriculum Leadership Team Meetings. Gather and organize data: District and school leaders gather and organize data. Data is reviewed at monthly Curriculum Leadership Team meetings. District and school leaders review: state accountability data, attendance data, Quantile, Lexile, District Standard Assessment Data, common and formative assessment data, and F&P guided reading levels. The data is shared by the schools with the district through a shared Google spreadsheet that is used for monitoring purposes. Review current performance: Continuous Improvement Team identifies areas where the school met/failed to meet district, state/federal targets, or school expectations for academic proficiency, academic gap, academic growth, transition readiness, and graduation rate. Continuous Improvement Team conducts disaggregated analysis by grade level, content area, within content strands (e.g. number sense in mathematics) and by gap groups. After a thorough review of performance data for 2016-2017, Pembroke Elementary was 8.6 points below the combined reading and math delivery target for proficient and distinguished learners. In reading, Pembroke was 9.8 points below the projected delivery target. Math data shows that Pembroke was also 7.3 points below the projected target for math. This highest gap in data was found Social Studies with a 29.4 point drop in proficient and distinguished learners. Writing was not far behind with a decline of 27.5 points. On a positive note, accoding to Reading Inventory data from the previous year, intervention students are showing growth in reading by an average of 115 Lexile points.According to Reading and Math Inventories and the universal screener from the previous year, data shows that 92% of intervention students improved in reading, while 87% of intervention students improved in math. Trends in the 2017-2018 data show that we are making gains in increasing the percent of proficient and distinguished and decreasing novice in all areas. We need to continue to work to increase the number of proficient and distinguished students in reading and math, in all identified gap areas, especially in our African American and students with disabilities populations.

ATTACHMENTS

Attachment Name

Pembroke Data Monitoring Tool

Schoolwide Plan

Rationale: The schoolwide program must incorporate strategies to improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment. ESSA Section 1114(b)(7). The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. The plan must explain how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education. ESSA Section 1114(b)(7)(A)(ii).

2. Describe the effectiveness of the strategies that were implemented as part of the schoolwide program in meeting the requirements above. Please cite the data sources used in the evaluation of the strategies.

K-6 Literacy Cohort: Provide training for teacher leaders and Instructional Coaches to develop, implement, and support a district wide guided reading model at elementary and middle school levels. Data source: F&P Levels, reading Inventory, KPREP data, District Standards Assessment, Coaching observations Instructional Rounds/ Deep Dive Data protocol workTeachers Intentionally Learning Together (TILT): Literacy Academy - Robust classroom cultures, teacher teams who study to interpret standards and develop plans, students who engage in meaningful discussions. In order for our excellence to become systemic, we need to leverage the most effective instructional practices, putting teacher leaders at the center of engaging, relevant professional dialogues aimed at improving practice districtwide to benefit ALL students. TILT is the mechanism we will use to transfer knowledge and skills teachers need in order to help ALL students meet the cognitive demand of standards for 21st century success. Data source: F&P Levels, Reading Inventory, KPREP data, District Standards Assessment, Coaching observations Instructional Rounds/ Deep Dive Data protocol workProfessional Learning and Coaching: Content area teachers will be provided with training and resources in order to deliver instruction that matches the cognitive demand of the standards. Included in this strategy is resource development, job-embedded training, and coaching. Job embedded coaching follow up for K-6 Literacy Cohort and Literacy Academy TILT sessions. Data source: F&P Levels RI Growth DSA Proficiency Coaching observations Instructional Rounds data PLC minutesCurriculum Planning and Unit Planning: Participation in developing and refining district curriculum documents and benchmark assessments. Teacher representatives from our school participated in collaborative curriculum review and planning. In addition in a four week PLC cycle in which they plan with grade level teams, vertical teams, and review data regularly. Data source: F&P Levels RI Growth DSA Proficiency Deep Dive -Differentiation Focus: Professional Development provided to all certified staff using the District developed Differentiated Instruction Model across all grade levels and all content areas. Teams include district leadership, principals, assistant principals, instructional coaches, curriculum specialist, and High Impact Teacher Team members through the Transformation Grant. The focused work for this group will include analyzing priorities for closing the achievement gap using a Core Processes KDE tool, implementation of High Impact Instruction, increasing awareness of effective strategies for teaching children of poverty through the work of Eric Jensen, and other key practices related to the fidelity of KCAS implementation, teacher leadership, and assessment literacy. Meetings will occur quarterly throughout the 2016-2017 school year. Data source: Instructional Rounds data, evaluation observationsProfessional Learning Communities (PLCs): will be implemented district wide for whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and doesn't work to enhance student achievement. Data source: F&P Levels, RI Growth DSA Proficiency Coaching observations Instructional Rounds dataPBIS: Implementing Positive Behavioral Interventions and Supports (PBIS) to minimize the impact of negative behaviors

impacting instructional time. Data source: Discipline data, PBIS fidelity auditsProfessional Development: Our entire certified staff participated in Eric Jensen training to learn how to meet the needs of low income students, which tend to be our lowest-achieving students. In addition, we strategically placed our special education students in order promote collaboration among the resource teacher and regular education teacher. With both, our staff gained strategies to implement in the classroom to help meet the needs of all students.

3. Describe the method used to evaluate the effectiveness of the strategies to improve academic achievement throughout the school, but particularly for the lowest achieving students.

Pembroke school implements the the Plan-Do-Study-Act Cycle (PDSA) as part of our Professional Learning Community (PLC) for continuous improvement. The school focuses on the following questions: 1) What problem are we trying to solve? 2) What changes might we introduce and why? 3) How will we know what change is an actual improvement?We identify clear and specific measures we will use to determine success. Measures include such things as - such as F&P Levels; Reading/Math Inventory; KPREP data; District Standards Assessments; Coaching observations; Instructional Rounds/Deep Dive Data protocol work; PLC minutes to capture both the processes and the outcomes. The PDSA cycle consists of:Plan: This step clarifies the problem and identifies the overall aim; the tool, process, or change to implement; and more specific targets or objectives of the continuous improvement process. Do: This step involves the implementation of the tool, process, or change and the collection of both process and outcome data. Study: In this step, participants examine the collected data and consider the extent to which the specific targets or objectives met those identified in the Plan step, as well as the overall aim. Act: This last step integrates all the learning generated throughout the process. The stakeholders, as needed, make adjustments to the specific objectives or targets, formulate new theories or predictions, make changes to the overarching aim of the continuous improvement work, and/or modify any tools or processes being tested. Pembroke School also engages students in goal setting. Goals are short-term and achievable. Goals are reviewed with students and progress is monitored. Student success is celebrated and intervention is provided when students struggle to meet goals.Pembroke School provides Tier II and Tier III intervention for those students who are struggling to meet academic and behavior standards. Progress is monitored through the PLC process, PBiS committee, and specific RTI meetings to determine if the intervention is successful.

Evaluation of the Schoolwide Program

Rationale:

Schools with Title I schoolwide programs are required to annually evaluate the schoolwide plan, using data from state assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. ESSA Section 1114(b)(3); 34 C.F.R. § 200.26(c).

4. What revisions will be made to next year's schoolwide plan based on the results of the evaluation?

Based on surveys, feedback, and evaluations, Pembroke Elementary will continue to strive to improve parent communication and encourage parents to be an active part of their child's education. In addition, we will strive to increase growth in all populations, across all levels and content areas. Strategies and activities encompassed in the current improvement plan for Pembroke include the continuation of family events through the incorporation of content specific family nights, lunch and learn sessions, and after school parent workshops. We will strive to offer parents and caregivers valuable information and content that will help to support their child's learning at home. In addition, we will continue to analyze multiple data points to identify students for tier 2 and tier 3 intervention. Title 1 funds will be encumbered to hire certified tutors in both reading and math. Teachers at all grade levels will also participate in professional development centered around a balanced literacy approach and differentiated instruction based on the work of Carol Ann Tomlinson in The Differentiated Classroom: Responding to the Needs of All Learners. Through PLC work, teachers will continue to track data of specific students and identify strategies to help those students grow. Furthermore, teachers will establish success criteria to share with students in order to help them identify where they are in their learning and set goals to move their learning forward.

Parent and Family Engagement (ESSA Section 1116)

Rationale:

Each school receiving Title I, Part A funds is required to conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1)-(5). Title I, Part A requires schools to develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy. In addition, as a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high academic standards. ESSA Section 1116(d).

Districts must build the capacity for involvement of parents and family members as described in ESSA Section 1116(e). To the extent practicable, districts must provide opportunities for the informed participation of parents and family members, including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, as described in ESSA Section 1116(f).

5. Describe the effectiveness of your school's parent and family engagement program and the processes and data sources used to make this determination.

Pembroke Elementary School works with parents and families to review and revise the Parent/ School/Student Compact each year. The compact outlines how parents, school staff, and students will share the responsibility for improved student achievement.Board Policy 02.4241 establishes that each school: 1) Commitment to a parent involvement process that provides for establishing an open, parent-friendly environment; Increasing parental participation; Improving two-way communication between school and home, including what their child will be expected to learn; and developing parental outreach programs. Pembroke Elementary School's SBDM Parent Involvement policy is reviewed each year by the SBDM council. An Annual Title I meeting is held each fall. The following parent and family engagement activities were held last year: Back to School open house, Boo Hoo breakfast, Grandparents Day lunches, STEM family night, parent teacher conferences, veteran's day program, Christmas program, Family Reading Night, Lunch and Learn parent events, and KPREP awards banquet. Event surveys, annual survey, and parent feedback are used to determine the effectiveness of offerings. Pembroke Elementary School also works very closely with the Family Resource and Youth Services Centers to support student achievement by supporting families.

6. Describe any changes that will be made to next year's parent and family engagement program based on your evaluation.

Based on feedback, Pembroke Elementary School will make the following changes to our Parent and Family Engagement program for the SY 19-20 school year: Offer parent workshops after school on identified topics such as test taking strategies, grade level readiness, and at home learning supportImprove communication through school-wide Class DoJoContinue to utilize the school website to house information from family nights and Title 1 informationCreate Welcome folders / brochures to offer materials and information to help parents understand the curriculum for students at all levelsOffer door prizes at events that will aid parents in educational support at home (books, magnetic letters, cards, reading resources, etc.)

Attachment Summary

Attachment Name	Description	Associated Item(s)
⊞ Pembroke Data Monitoring Tool	This is a tool that helped us to monitor all of the summative data Pembroke had for our 2018-19 school year.	• 1

Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions

Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy

- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

Measure of Success: Criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
  - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
  - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Explanations/Directions

Goal: Include long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.	An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed above or another established improvement approach (i.e. Six Sigma, Shipley, Baldridge, etc.).	Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.	Discuss the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.	List the funding source(s) used to support (or needed to support) the improvement initiative.

1: Proficiency Goal

Goal 1: Pembroke Elementary will increase the percentage of students scoring proficient or above in reading and math from 45% to 54% by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Pembroke Elementary will increase the percentage of students scoring proficient or above in Reading 45.4% to 48.42% by 2020.	KCWP1: Design and Deploy Standards	Working with our Striving Readers grant, Pembroke is working to achieve a balanced literacy approach by utilizing the literacy continuum to help guide interactive read alouds, shared reading/writing, guided reading/writing, and explicit phonics instruction.	We will see balanced literacy implemented in every classroom.	Lesson plans, observations, walk through data, Literacy learning logs,	District Striving Readers Grant, Title I funds to purchase IRA kits, guided reading resources
		Pembroke Elementary is working on implementing LDC with fidelity. We have 2 cohorts that have gone through explicit training and will help to train the other teachers in our building in order to create task that are rigorous to meet the standards and incorporate cross curricular.	We will have students participating in more rigorous task using the LDC modules and task to meet the standards and the content knowledge and writing skills will improve for students.	Literacy Learning Logs, Student work samples, lesson plans, LDC core tool usage.	District Striving Readers Grant
	KCWP1: Design and Deploy Standards	See activities listed in the achievement gap area. In order to help achieve the activities listed, our teacher are working through 2 book studies. The Teacher Clarity Playbook and The Differentiated Classroom. We are utilizing these books during our vertical and grade level PLCs	See measures of success in achievement gap area.	See progress monitoring in gap area.	See funding in gap area
	KCWP3: Design and Deliver Assessment Literacy				
Objective 2 Pembroke Elementary will increase the percentage of students scoring proficient or above in Math 44.6% to 47.57% by 2020.	KCWP1: Design and Deploy Standards	See activities listed in the achievement gap area. In order to help achieve the activities listed, our teacher are working through 2 book studies. The Teacher Clarity Playbook and The Differentiated	See measures of success in achievement gap area.	See progress monitoring in gap area.	See funding in gap area.
	KCWP3: Design and Deliver Assessment Literacy				

Goal 1: Pembroke Elementary will increase the percentage of students scoring proficient or above in reading and math from 45% to 54% by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Classroom. We are utilizing these books during our vertical and grade level PLCs			

2: Separate Academic Indicator

Goal 2: Pembroke Elementary will increase the percentage of students scoring proficient or above in the combined separate academic indicator score (science, social studies, and writing) from 34.5% to 41.4% by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Pembroke Elementary will increase the percentage of students scoring proficient or above in Science from 30.9% to 32.96% by 2020.	KCWP1: Design and Deploy Standards KCWP3: Design and Deliver Assessment Literacy	See activities listed in the achievement gap area. In order to help achieve the activities listed, our teacher are working through 2 book studies. The Teacher Clarity Playbook and The Differentiated Classroom. We are utilizing these books during our vertical and grade level PLCs	See measures of success in achievement gap area.	See progress monitoring in gap area.	See funding in gap area
	KCWP1. Design and Deploy Standards	Pembroke Elementary is working on implementing LDC with fidelity. We have 2 cohorts that have gone through explicit training and will help to train the other teachers in our building in order to create task that are rigorous to meet the standards and incorporate cross curricular.	We will have students participating in more rigorous task using the LDC modules and task to meet the standards and the content knowledge and writing skills will improve for students.	Literacy Learning Logs, Student work samples, lesson plans, LDC core tool usage.	District Striving Readers Grant
Objective 2 Pembroke Elementary will increase the percentage of students scoring proficient or above in Social Studies 40.7% to 43.41% by 2020.	KCWP1: Design and Deploy Standards KCWP3: Design and Deliver Assessment Literacy	See activities listed in the achievement gap area. In order to help achieve the activities listed, our teacher are working through 2 book studies. The Teacher Clarity Playbook and The Differentiated Classroom. We are utilizing these books during our vertical and grade level PLCs	See measures of success in achievement gap area.	See progress monitoring in gap area.	See funding in gap area
	KCWP1. Design and Deploy Standards	Pembroke Elementary is working on implementing LDC with fidelity. We have 2 cohorts that have gone through explicit training and will help to train the other teachers in	We will have students participating in more rigorous task using the LDC modules and task to meet the standards	Literacy Learning Logs, Student work samples, lesson plans, LDC core tool usage.	District Striving Readers Grant

Goal 2: Pembroke Elementary will increase the percentage of students scoring proficient or above in the combined separate academic indicator score (science, social studies, and writing) from 34.5% to 41.4% by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		our building in order to create task that are rigorous to meet the standards and incorporate cross curricular.	and the content knowledge and writing skills will improve for students.		
Objective 3 Pembroke Elementary will increase the percentage of students scoring proficient or above in Writing 31.9% to 34% by 2020.	KCWP1: Design and Deploy Standards	See activities listed in the achievement gap area. In order to	See measures of success in achievement gap area.	See progress monitoring in gap area.	See funding in gap area
	KCWP3: Design and Deliver Assessment Literacy	help achieve the activities listed, our teacher are working through 2 book studies. The Teacher Clarity Playbook and The Differentiated Classroom. We are utilizing these books during our vertical and grade level PLCs			
	KCWP1. Design and Deploy Standards	Pembroke Elementary is working on implementing LDC with fidelity. We have 2 cohorts that have gone through explicit training and will help to train the other teachers in our building in order to create task that are rigorous to meet the standards and incorporate cross curricular.	We will have students participating in more rigorous task using the LDC modules and task to meet the standards and the content knowledge and writing skills will improve for students.	Literacy Learning Logs, Student work samples, lesson plans, LDC core tool usage.	District Striving Readers Grant

3: Achievement Gap

Goal 3: Pembroke Elementary will increase the percentage of students in the consolidated gap group scoring proficient or above in reading and math from 38.05% to 41.85% by 2022.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Pembroke Elementary will increase the percentage of African American students scoring proficient or above in reading from 38.2% to 39.47%, economically disadvantaged students from 41.8% to 43.19%, and students with disabilities from 15.9% to 16.43% by 2020.	KCWP1: Design and Deploy Standards	Construct Student Friendly Learning Targets	Students will be able to use their data to articulate where they are in learning and the next steps in their learning to reach their goals. As a result students in all gap groups and students in general will be able to perform at proficient levels.	PLC agendas and documents for both vertical and grade level, data analysis from DSA, RI, BAS, and classroom assessments compared to grade level and school goals, walkthrough observations,	General Fund
		Use summative evidence to inform what comes next for individual students and groups of students.			
	KCWP3: Design and Deliver Assessment Literacy	Determine if learning targets are clear to teachers and students.			
		Create intentional opportunities for students to receive and offer feedback during learning.			
		Implement student participation in self-assessment and goal setting.			
		Use classroom assessments to inform teacher's instructional decisions.			
		Use summative evidence to inform what comes next for individual students and groups of students.(differentiation)			
		Ensure the formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.			
Objective 2 Pembroke Elementary will increase the percentage of African American students scoring proficient or above in math from 33.6% to 34.72%, economically disadvantaged	KCWP1: Design and Deploy Standards	Construct Student Friendly Learning Targets	Students will be able to use their data to articulate where they are in learning and the next steps in their learning to reach their goals. As a result	PLC agendas and documents for both vertical and grade level, data analysis from DSA, RI, BAS, and classroom assessments compared to grade level and school goals, walkthrough observations,	General Fund
		Use summative evidence to inform what comes next for individual students and groups of students.			
	KCWP3: Design and Deliver Assessment Literacy	Determine if learning targets are clear to teachers and students.			

Goal 3: Pembroke Elementary will increase the percentage of students in the consolidated gap group scoring proficient or above in reading and math from 38.05% to 41.85% by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
students from 40.6% to 41.95%, and students with disabilities from 9.1% to 9.4% by 2020.		Create intentional opportunities for students to receive and offer feedback during learning.	students in all gap groups and students in general will be able to perform at proficient levels.		
		Implement student participation in self-assessment and goal setting.			
		Use classroom assessments to inform teacher's instructional decisions.			
		Use summative evidence to inform what comes next for individual students and groups of students. (differentiation)			
		Ensure the formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.			

4: Growth

Goal 4: Pembroke Elementary will increase the combined average growth score from 44.8 to 47.79 by 2020.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Pembroke Elementary will increase the rate of student growth in reading from 44.1 to 47.04 by 2020.	KCWP 1: Design and Deploy Standards	See activities for Achievement Gap	See measures of success for Achievement Gap	See progress monitoring for Achievement Gap	See funding for Achievement Gap
	KCWP3: Design and Deliver Assessment Literacy				
	KCWP2:Design and Deliver Instruction	Ensure that students understand the success criteria within each learning target.

Ensure that instructional modifications are made based upon immediate feedback gained from formative assessments

Restructured RTI process with documentation tools including intervention programs/strategies, SMART goal measurement and progress monitoring. | Students will meet their growth goal on RI, DSA, and F&P assessments and will show growth on KPREP. | Lesson plans, classroom observations, data binders, DSA results, RI results, F&P data, Scorecard monitoring | Title I to pay for tutors and materials, general fund |
| Objective 2 Pembroke Elementary will increase the rate of student growth in math from 45.4 to 48.43 by 2020. | KCWP 1: Design and Deploy Standards | See activities for Achievement Gap | See measures of success for Achievement Gap | See progress monitoring for Achievement Gap | See funding for Achievement Gap |
| | KCWP3: Design and Deliver Assessment Literacy | | | | |
| | KCWP2:Design and Deliver Instruction | Ensure that students understand the success criteria within each learning target.

Ensure that instructional modifications are made based upon immediate feedback gained from formative assessments

Restructured RTI process with documentation tools including intervention programs/strategies, SMART goal measurement and progress monitoring. | Students will meet their growth goal on MI and DSA, assessments and will show growth on KPREP. | Lesson plans, classroom observations, data binders, DSA results, MI results, Scorecard monitoring | Title I to pay for tutors and materials, general fund |

7: Other (Optional)

Goal 7: Pembroke Elementary School will improve working conditions and positive culture for all stakeholders as evidenced by improvement on the employee engagement survey and the TELL Survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Pembroke Elementary will improve our school culture as evidence by an increase from 3.81 to a 4.0 on the Employee Engagement Survey by June 2020.	• KCWP 6: Establishing Learning Culture and Environment	Work with teachers to share the results of the survey and collaborate to create an improvement plan.	Employee Engagement results will improve.	Teacher Sign in Improvement plan implementation Charts of teacher input and collaboration, agenda sign in sheet, and improvement plan. House schedule and lesson plans	General
		Create vertical houses to build a positive culture and character across grade levels to promote and support learning for all. Teachers collaborate together to create similar character lessons and themed based lesson to share with students			
Objective 2 Pembroke Elementary will improve our school culture as evidence by an increase from and average of 3.85 to 3.95 on the Parent Satisfaction Survey by June 2020.	• KCWP 6: Establishing Learning Culture and Environment	Increase communication with families through special family nights, lunch and learns, parent folders, grades in infinite campus, positive post cards, Facebook, and Class DoJo	Parent survey results will improve	Sign in sheets from family events, Class DoJo and Facebook post	General and Title I funds
Objective 3 Pembroke Elementary will improve our school culture as evidence by an increase on the from 3.58 to 3.73 on the Student Engagement Survey by June 2020.	• KCWP 6: Establishing Learning Culture and Environment	Work with students to understand what our school wide and grade level goals are by principal speaking with student council representatives, classroom visits, lunch room talks, and mentor groups talks shared by faculty.	Student survey results will improve.	Notes from discussions with student council and students	General
Objective 2 Pembroke Elementary will increase the 5.1B TELL Survey area (students at this school follow rules of conduct) from 38%	• KCWP 6: Establishing Learning Culture and Environment	Maintain school-wide behavioral support system with the addition of Tier 2 and Tier 3 supports that aligns with the Code of Conduct as well as PBIS silver status.	We will reach gold status on PBIS and both teachers and students will feel that	PBIS Tiered Fidelity Inventory Agendas Lesson Plans Guidance Counselor schedules	District PBIS Funds and General Funds

Goal 7: Pembroke Elementary School will improve working conditions and positive culture for all stakeholders as evidenced by improvement on the employee engagement survey and the TELL Survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
of agree and strongly agree to 80% of teachers will agree or strongly agree in the 2019 school year.		Share data and PBIS strategies on a routine basis during faculty meetings, Pembroke Happenings, and PLCs.	the behavior in the school has improved.		
		Create and teach character lessons for specific groups of students to receive during safe room times, or when they are not receiving other PBIS awards.			
		School wide book study of the Leader in Me and start implementing the 7 Habits into the first day of school routines, House Day lessons, student of the month, and Extra Specials on Fridays lessons.			