



2024-2025 Phase Three: Comprehensive School Improvement Plan PE

2024-2025 Phase Three: Comprehensive School Improvement Plan

Pembroke Elementary School
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2024-2025 Phase Three: Comprehensive School Improvement Plan Rationale

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

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Operational Definitions

Goal: Long-term three- to five-year targets based on the required school level goals. Elementary/middle schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. 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. Objectives should address state assessment results and/or aligned formative assessments. 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, as identified in the Needs Assessment for Schools, 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*, *Shiple*y, *Baldrige*, etc.).

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 Results](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establish Learning Environment and Culture](#)

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

Measure of Success: Criteria that shows how well the school is accomplishing their action steps. 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. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals.

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

Requirements for Building an Improvement Plan

The required goals for elementary/middle schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Achievement Gap

The required goals for high schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness (high school only)
- Graduation Rate (high school only)
- Achievement Gap

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan \(CSIP\) Template](#).

- **b. Upload your completed template in the attachment area directly below.**

ATTACHMENTS

Attachment Name






Pembroke CSIP 2024-2025

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

Our proficiency and separate academic indicators goals have been modified to reflect the data for spring 2024 KSA data as well as the adjusted data with the change in population at Pembroke Elementary due to district realignment. The strategies around clarifying learning goals and success criteria and alignment of assessments and instruction to the rigor of the standards remains the same in all areas. This year, we are adding a layer of increasing cognitive engagement for our students through explicit instruction and utilizing high quality instructional resources. Our achievement gap group remains the same with our students with disabilities. We will continue to ensure our teachers know how to provide accommodations and how to teach and support our students to use their accommodations correctly. We will continue to monitor our MTSS instruction, name and claim students, and track multiple data points throughout the year to make progress towards our goals. The strategies for our ELL objective remain the same as those for our gap group. The final goal is around the quality of school climate and safety. We will continue to use survey data to improve the culture of our school through PBIS, feedback from the student advisory council, as well as guidance lessons with all grade levels. We have included two evidence based practices this year around the Clarity for Learning as well as Explicit Instruction. The intent of these practices is to build capacity around clear and relevant standards based instruction that actively and cognitively engages our students in explicit instruction around the intent of the standards. These practices will not only support our gap groups, but benefit all students through tier one instruction as well.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Pembroke CSIP 2024-2025	Pembroke CSIP 2024-2025	•
 Pembroke Elementary Evidence Based Practice #1 24-25	Pembroke Elementary Evidence Based Practice #1 24-25	•
 Pembroke Elementary Evidence Based Practice #2 24-25	Pembroke Elementary Evidence Based Practice #2 24-25	•