



PEMBROKE 2022-23 Phase One: Executive Summary for Schools OCT. 1

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Pembroke Elementary School
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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 to inner-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 close to 700 students in preschool to sixth grade, and is the second 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 46% Caucasian, 11% Multi-Racial, 18% Hispanic, and 24% 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: Pembroke Elementary where we strive for class: Children Learning All Skills Successfully . The mission of Pembroke Elementary, in collaboration with all stakeholders, is to provide a meaningful learning experience to educate the whole child and promote growth of ALL students to meet THEIR full potential. 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. 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, band, KYA, 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.

In recent years, our school / district has been awarded several grants that have impacted our instruction such as the Born Learning Grant, Project Fit America Grant, Striving Readers Grant, and Read to Achieve Grant. The work that was done in the initial phases of these grants has been sustained to provide meaningful learning experiences to educate the whole child and promote their growth. We currently still serve students in our school to help in the area of reading and intervention for our K-2 students with the use of certified tutors. Another area of achievement for Pembroke Elementary is that our school has been 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. Our afterschool 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 our students participate in and many have received recognition. Our STLP team has been competed at the district and state level for multiple years, and we hope to renew that recognition this school year. This year, we will continue with our archery team from which many of our students have placed in competitions. We have an

academic team for both fourth and fifth grade and a sixth grade team, where students compete and place at the district level in both quick recall and academic composition in multiple subject areas. Our music teacher also promotes various theatrical experiences from the community where our students can participate and excel in the arts as well. Overall, we strive for educating the whole child. While in the past year we have not been able to hold such clubs due to COVID, we are slowly getting those things implemented again. We look forward to offering after school clubs such as the archery, KYA, K Kids, and many others that help to meet the needs of our students and make them well rounded individuals. We are a data rich school / district. Some notable achievements from our 2020-2021 KPREP data include: third grade students had the highest percentage of Proficient and Distinguished in the district, and were second highest in math. In addition, our sixth grade students had the third highest percentage of Proficient and Distinguished within the district in reading. In fourth grade, our novice percentage was less than the state average in the area of science. In addition, our overall percentage of Proficient and Distinguished in math was higher than the state average. We also celebrate several grade levels within our primary grades being above the district mean and grade level MAP in both reading and math. Even with our celebrations, there are areas of improvement stem from our academic data. We still have high percentages of our students performing at the Apprentice level. We continue to struggle with our gap groups in both reading and math. Students with disabilities are performing significantly lower than their peers in both reading and math. In addition to these specific areas, another area of concern continues to be filling in the gaps that students have lost due to the pandemic. Our MAP data shows that students are performing at higher levels in reading than they are in math. We need to continue to reduce our novice and increase our proficient and distinguished in all areas.

Additional Information

CSI/TSI (including ATSI) 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.

Pembroke has worked hard to improve the culture of the building with students and staff over the past several years. We are seeing the results of our hard work pay off. 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. We have a strong support system in place to support our new teachers with monthly new teacher meetings, mentors, and coaching for all teachers. In addition to this, we are starting to see teacher leaders and model teachers emerge from our staff here at Pembroke Elementary, as well as a continuity of staff in our intermediate grades.

Technology is always being updated and improved within our school. We have been able to provide each certified teacher, as well as each student a one-to-one device. The expectation is that technology will be utilized as a tool for learning and growing for both our teachers and students is a priority to ensure 21st century skill development, while continuing to implement direct, explicit instruction in all subject areas. We have worked with our guidance department to identify students who may benefit from counseling services. We have screeners in place to identify children that may have an emotional need impeding their growth in the classroom. In order to meet the needs of the whole child, we have placed children in small group sessions, individual counseling sessions with outside agencies, matched with mentors, as well as provided supports for all tier 2 and tier 3 students in order to help them achieve their best potential.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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