

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

The first area of weakness is math in 4th and 5th grade. We need to increase math proficiency in all grade levels. We have a majority of students in the apprentice range in 4th and 5th grade math. In 4th grade, 44% of students met proficiency. In 5th grade, 46% of students met proficiency. 3rd grade students had 58% of students reach proficiency which could also improve. There were no big gaps between boys (59%) and girls (56%), economically disadvantaged (53%) and there was no score for non-economically disadvantaged. 30% of students with IEPs that reached proficiency. There is a big gap in 3rd grade students with IEPs. In 4th grade math, there was a big gap between economically disadvantaged (38%) and non-economically disadvantaged (55%) students. There was not a significant difference between boys (41%) and girls (48%). Students with IEPs did not have a percentage recorded for proficiency. 5th grade showed a gap in boys (36%) and girls (55%) and economically disadvantaged (31%) and non-economically disadvantaged (64%). There was not a percentage recorded for students with IEPs that met proficiency in math. The second area of weakness is reading in 4th grade as well as 3rd grade, with 4th grade being the focus. In 4th grade, 39% of students met proficiency in reading. In 3rd grade, 52% of students met proficiency in reading. 3rd grade had a gap between students with IEPs that met proficiency (27%) and students without IEPs that met proficiency (65%). 4th grade gap between students that are economically disadvantaged that met proficiency (38%) and students that are non-economically disadvantaged (55%). 5th grade had a gap between boys (36%) and girls (55%), and economically disadvantaged (31%) and non-economically disadvantaged (64%). The third area of need is social studies in 5th grade and science in 4th grade. 43% of students in 5th grade met proficiency. 44% of students in 4th grade met proficiency. There were no significant gaps among groups. In social studies, there was a gap between economically disadvantaged students (31%) and non-economically disadvantaged students (64%).

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

Measure of grades, classroom data, and checkpoint data such as MAP, progress monitoring data to determine next steps. Review of lesson plans. PLCs and PAC discussion of implementation and data.

Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	70.4	Maintain
State Assessment Results in science, social studies and writing	69.1	Increase
English Learner Progress	No Score	
Quality of School Climate and Safety	80.4	Increase
Postsecondary Readiness (high schools and districts only)		
Graduation Rate (high schools and districts only)		

1: State Assessment Results in Reading and Mathematics

Goal 1: By 2028, West Broadway Elementary School will increase the combined Reading and Math proficiency from 52% to 62% proficient or distinguished as measured by KSA assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percent of students scoring proficient and distinguished on MAP reading from 52% in Fall 2023 to 62% in Spring 2024.	KWCP 1: Design and Deploy Standards	Professional Learning Communities will focus and dedicate time to unpacking standards and aligning instruction to specific strategies.	Formative and Summative Assessment Data PLC minutes Lesson Plans Winter MAP data		Title I
		New Teacher Support			Title II
	KWCP 1: Design and Deploy Standards KWCP 2: Design and Deliver Instruction	Based on assessment results, classroom performance, and teacher referrals, students will receive additional instruction that aligns with standards.	KSI Progress Monitoring, small group and individual running records Exact Path data, IXL data, Study Island data ESS in reading and math for grades 1st-5th		Title I Title V ESS funding
		Utilize Classroom Size Reduction Teacher (CSRT), Title I teacher and Title I aid to provide small group instruction and interventions with targeted standards/skills.	Formative and Summative Assessment Data Exact Path data, IXL data, Study Island data		Title II, Title I Title V
Objective 2 Increase the percent of students scoring proficient	KWCP 1: Design and Deploy Standards	Time set aside in Professional Learning Communities dedicated to increasing the rigor in math to align	Formative and Summative Assessment Data		Title I

Goal 1: By 2028, West Broadway Elementary School will increase the combined Reading and Math proficiency from 52% to 62% proficient or distinguished as measured by KSA assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
and distinguished on MAP math from 52% in Fall 2023 to 62% in Spring 2024.		with the expectations set by the standards. New Teacher Support	PLC minutes Lesson Plans Winter MAP data		Title II
	KWCP 1: Design and Deploy Standards	Provide practical application of content through project based learning opportunities that align with standards.	Formative and Summative Assessment Data		Title I
	KWCP 2: Design and Deliver Instruction	Utilize CSRT and Title I teacher to provide small group instruction for fourth and fifth grade in small groups, collaboration settings, and individualized targets standards/skills.	KSI Progress Monitoring Exact Path data, IXL data, Study Island data		Title I, Title II Title V

2: State Assessment Results in Science, Social Studies and Writing

Goal 2 (State your science, social studies, and writing goal.): By 2028, West Broadway Elementary School will increase the percentage of Proficient and Distinguished students from 46% to 56% in Social Studies, Science, and On-Demand Writing as measured by the KSA assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percent of students scoring proficient and distinguished on KSA Social Studies from 43% in 2023 to 48% in 2024.	KWCP 1: Design and Deploy Standards	Attend and participate in training (WKEC) to unpack new social studies standards, best practices, and strategies that will help teachers to focus on inquiry based learning.	Formative and Summative Assessment Data Lesson Plans		Title I
		Teacher led PD with resources, strategies and best practices	Assessment Data		Title II
		Teacher Trainings			Title II
		New Teacher Support			Title I
		Professional Learning Communities will focus and dedicate time to unpacking standards and aligning instruction to specific strategies.	Formative and Summative Assessment Data PLC minutes Lesson Plans		Title I
	KWCP 2: Design and Deliver Instruction	Skill-based small groups and project based learning in social studies that is cross curricular (especially in reading) to maximize understanding and application, utilizing help from interventionist and Title I aid	Formative and Summative Assessment Data IXL data		Title I
Objective 2 Increase the percent of students scoring proficient	KWCP 1: Design and Deploy Standards	Attend and participate in training (WKEC) to unpack Next Generation Science standards, best practices,	Formative and Summative Assessment Data		Title I

Goal 2 (State your science, social studies, and writing goal.): By 2028, West Broadway Elementary School will increase the percentage of Proficient and Distinguished students from 46% to 56% in Social Studies, Science, and On-Demand Writing as measured by the KSA assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
and distinguished on KSA Science from 43% in 2023 to 48% in 2024.		and strategies that will help teachers to focus on understanding and application. Teacher led PD with standards, resources, and best practices	Lesson Plans		
		Professional Learning Communities will focus and dedicate time to unpacking standards and aligning instruction to specific strategies.	Formative and Summative Assessment Data PLC minutes Lesson Plans		Title I
	KWCP 1: Design and Deploy Standards	Skill-based small groups and project based learning in science that is cross curricular (especially in math) to maximize understanding and application, utilizing help from interventionist and Title I aid	Formative and Summative Assessment Data Science MAP data IXL data		Title I
Objective 3 Increase the percent of students scoring proficient and distinguished on KSA On-Demand from 53% in 2023 to 58% in 2024.	KWCP 1: Design and Deploy Standards	Utilize Simplify Writing to focus on writing standards, best practices, and strategies that will help teachers to focus on student work accountability and writing checklists to build foundations.	Formative and Summative Assessment Data Writing Checks		Title I
		Professional Learning Communities will focus and dedicate time to unpacking standards and aligning instruction to specific strategies.	Formative and Summative Assessment Data PLC minutes		Title I

Goal 2 (State your science, social studies, and writing goal.): By 2028, West Broadway Elementary School will increase the percentage of Proficient and Distinguished students from 46% to 56% in Social Studies, Science, and On-Demand Writing as measured by the KSA assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			Lesson Plans		
	KWCP 1: Design and Deploy Standards	Skill-based writing that is cross curricular and embedded to maximize understanding and application, utilizing help from interventionist and Title I aid	Formative and Summative Assessment Data		Title I

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school’s underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school’s climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percent of students scoring proficient or distinguished on MAP Reading from 29% in Fall 2023 to 39% in Spring 2024 for students in the special education subgroup.	KWCP 1: Design and Deploy Standards	Include special education teachers in planning and processes, specifically related to dissecting and implementing reading standards for students' success. Utilize item analysis during PLCs to determine student needs and develop an action plan while naming and claiming gap students.	Formative and Summative Assessments; PLC minutes Exact Path data, IXL data, Study Island data		Title I Title V
	KWCP 1: Design and Deploy Standards	Monthly special education PLCs that are led by the special education building coach to incorporate reading standard alignment with a focus on increasing rigor for all students.	Formative and Summative Assessments PLC minutes Winter MAP data		IDEA B funds
	KWCP 6: Establishing Learning Culture and Environment	Utilize Family Resource Center to support basic needs and attendance of students in the special education subgroup so students are here and ready to receive instruction.	FRYSC coordinator reports		FRYSC funds FRYSC grant funds
		PBIS will be implemented at the Tier I and Tier II level to ensure procedures are in place to support effective classroom instruction and social emotional wellness for all	PBIS data and minutes		PBIS

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		students. Students at risk for high level behaviors will be provided additional support by special education teachers and the special education building coach.			
Objective 2 Increase the percent of students scoring proficient or distinguished on MAP Math from 20% in Fall 2023 to 30% in Spring 2024 for students in the special education subgroup.	KWCP 1: Design and Deploy Standards	Include special education teachers in planning and processes, specifically related to dissecting and implementing math standards for students' success. Utilize item analysis during PLCs to determine student needs and develop an action plan while naming and claiming gap students.	Formative and Summative Assessments; PLC minutes Exact Path data, IXL data, Study Island data		Title I Title V
	KWCP 1: Design and Deploy Standards	Monthly special education PLCs that are led by the special education building coach to incorporate math standard alignment with a focus on increasing rigor for all students.	Formative and Summative Assessments PLC minutes Winter MAP data		IDEA B funds
	KWCP 6: Establishing Learning Culture and Environment	Utilize Family Resource Center to support basic needs and attendance of students in the special education subgroup so students are here and ready to receive instruction.	FRYSC coordinator reports		FRYSC funds FRYSC grant funds
		PBIS will be implemented at the Tier I and Tier II level to ensure procedures are in place to support effective classroom instruction and social emotional wellness for all students. Students at risk for high level behaviors will be provided additional support by special	PBIS data and minutes		PBIS

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		education teachers and the special education building coach.			

4: English Learner Progress

Goal 4 (State your English Learner goal.):By 2028, 70% of EL students at West Broadway Elementary will be proficient in Reading and 40% will be proficient in Math as measured by the MAP assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percent of EL students scoring proficient or distinguished on MAP Reading from 67% in Fall 2023 to 77% in Spring 2024.	KWCP 6: Establishing Learning Culture and Environment	EL staff support frequently and consistently to support ELL students in reading and build student success through EL and classroom resources.	Formative and Summative Assessment data Winter MAP data, Study Island data, IXL data, Exact Path data		Title I and Title III Title V
	KWCP 1: Design and Deploy Standards	Text readers utilized to provide a reader for students through chrome books as a tool/resource to aid students in mastering standards.	Formative and Summative Assessment data Winter MAP data, Study Island data, IXL data, Exact Path data		Title V
		Project based learning in reading implemented to aid in application of content knowledge to directly align with standards and criteria for success.	Formative and Summative Assessment data		Title I
		Instructional focus on building reading background knowledge and vocabulary that aligns with reading standards.	Formative and Summative Assessment data Winter MAP data, Study Island data, IXL data, Exact Path data		Title V
Objective 2 Increase the percent of EL students scoring proficient or distinguished on MAP Math	KWCP 6: Establishing Learning Culture and Environment	EL staff support frequently and consistently to support ELL students in math and build student success through EL and classroom resources.	Formative and Summative Assessment data		Title I and Title III Title V

Goal 4 (State your English Learner goal.):By 2028, 70% of EL students at West Broadway Elementary will be proficient in Reading and 40% will be proficient in Math as measured by the MAP assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
from 32% in Fall 2023 to 42% in Spring 2024.			Winter MAP data, Study Island data, IXL data, Exact Path data		
	KWCP 1: Design and Deploy Standards	Text readers utilized to provide a reader for students through chrome books as a tool/resource to aid students in mastering standards.	Formative and Summative Assessment data Winter MAP data, Study Island data, IXL data, Exact Path data		Title V
		Project based learning in math implemented to aid in application of content knowledge to directly align with standards and criteria for success.	Formative and Summative Assessment data		Title I

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By the Spring of 2024, the climate and safety score as measured by KSA will increase to 85.	KCWP 6: Establishing Learning Culture and Environment	PBIS initiatives (Citizen Bobcat, Student of the Month, Fun Fridays activities), FRYSC (Backpack blessings, Christmas assistance, family programs), HCS therapist (mental health counseling), and school counselor (classroom guidance lessons, guidance programs, Project Wisdom). Safety walkthroughs with SRO McCance	Rounding with students and staff Student questionnaire		Title IV, School Safety funds District FRYSC funds FRYSC grant funds PBIS Mental Health Grant
Objective 2 By the Spring of 2024, the climate and safety score reported by economically disadvantaged students will increase to 85.	KCWP 6: Establishing Learning Culture and Environment	PBIS initiatives (Citizen Bobcat, Student of the Month, Fun Fridays activities), FRYSC (Backpack blessings, Christmas assistance, family programs), HCS therapist (mental health counseling), and school counselor (classroom guidance lessons, guidance programs, Project Wisdom). Safety walkthroughs with SRO McCance	Rounding with students and staff Student questionnaire		Title IV, School Safety funds District FRYSC funds FRYSC grant funds PBIS Mental Health Grant

