



KDE Comprehensive School Improvement Plan

West Broadway Elementary School

Hopkins County

Charles Gant, Principal
127 West Broadway
Madisonville, KY 42431

TABLE OF CONTENTS

Introduction.....	1
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Executive Summary

Introduction.....	3
-------------------	---

Description of the School.....	4
--------------------------------	---

School's Purpose.....	5
-----------------------	---

Notable Achievements and Areas of Improvement.....	6
--	---

Additional Information.....	7
-----------------------------	---

West Broadway 2014-2015 CSIP

Overview.....	9
---------------	---

Goals Summary.....	10
--------------------	----

Goal 1: All students at West Broadway Elementary School will be taught by an effective teacher.....	11
---	----

Goal 2: Increase third grade math scores for all students from 74.1 to 76 in 2014-2015.....	11
---	----

Goal 3: All West Broadway personnel will implement PBIS strategies.....	12
---	----

Goal 4: Professional learning opportunities will be embedded to address faculty needs.....	13
--	----

Goal 5: Increase the averaged combined reading and math proficiency ratings for the Non-Duplicated gap group from 43.6 to 73.1 in 2017.....	13
---	----

Goal 6: Increase the averaged combined reading and math scores for students from 53.9 to 78.1 in 2017.....	14
--	----

Goal 7: All students entering kindergarten for the first time will be screened using BRIGANCE.....	15
--	----

Goal 8: Program Reviews will be completed and submitted.....	16
--	----

Goal 9: Maintain third grade reading scores for all students at 78.1 in 2014-2015.....	18
--	----

Goal 10: All students at West Broadway Elementary School will be led by an effective principal.....	18
---	----

Goal 11: Students at West Broadway Elementary School will close the literacy gap.....	19
---	----

Activity Summary by Funding Source.....	20
---	----

KDE Needs Assessment

Introduction 24

Data Analysis 25

Areas of Strengths 26

Opportunities for Improvement 27

Conclusion 28

The Missing Piece

Introduction 30

Stakeholders 31

Relationship Building 32

Communications 33

Decision Making 35

Advocacy 37

Learning Opportunities 38

Community Partnerships 40

Reflection 41

Report Summary 42

Improvement Plan Stakeholder Involvement

Introduction 44

Improvement Planning Process 45

KDE Assurances - School

Introduction 47

Assurances 48

Compliance and Accountability - Elementary Schools

Introduction 54

Planning and Accountability Requirements 55

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

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?

West Broadway Elementary currently has 426 students (333 Caucasian; 44 African-American; 32 multi-racial; 16 Hispanic; 1 Asian). There are 27 teachers with an average teaching experience of 14.7 years. We are located in Hopkins County in the town of Madisonville which is in rural Western Kentucky. Our school has seen a reduction in various budget cuts, and an increase in free/reduced lunch participants.

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.

Mission Statement: West Broadway School is a safe place to learn, develop talents, and become successful. Our mission statement was developed during the 2002-2003 school year. It was the culminating experience of a professional development session on creating a mission statement attended by our faculty/staff. Our mission statement was last reviewed December 13, 2011, during a PTA meeting.

West Broadway has adopted PBIS (Positive Behavioral Intervention and Supports) strategies which is a framework for assisting school personnel in organizing evidence based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students.

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.

There continues to be a literacy gap. Our reading scores are improving at a faster pace than writing. To address the gap, all primary teachers will receive two-day training on common core writing strategies. In addition, third through fifth grade teachers will also receive professional learning which targets On-Demand techniques. Some teachers will visit a district elementary school with high scores in writing. West Broadway achieved a distinguished rating and had the highest overall score in the district. Our third grade has exceeded the state's 2017 reading goal and is on track to surpass the state's 2017 math goal. In reading, math and social studies we have consistently made gains. In Science, we have maintained a score of 100 for several testing cycles.

Additional Information

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

West Broadway Elementary is known and respected throughout our community for having a positive and encouraging atmosphere for students, parents, and faculty/staff. While we adhere to the belief that learning is important, we believe the overall well-being of our student population is equally valuable.

West Broadway 2014-2015 CSIP

Overview

Plan Name

West Broadway 2014-2015 CSIP

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at West Broadway Elementary School will be taught by an effective teacher.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
2	Increase third grade math scores for all students from 74.1 to 76 in 2014-2015.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$18000
3	All West Broadway personnel will implement PBIS strategies.	Objectives: 1 Strategies: 3 Activities: 4	Organizational	\$0
4	Professional learning opportunities will be embedded to address faculty needs.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
5	Increase the averaged combined reading and math proficiency ratings for the Non-Duplicated gap group from 43.6 to 73.1 in 2017.	Objectives: 2 Strategies: 1 Activities: 1	Academic	\$0
6	Increase the averaged combined reading and math scores for students from 53.9 to 78.1 in 2017.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$83000
7	All students entering kindergarten for the first time will be screened using BRIGANCE.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
8	Program Reviews will be completed and submitted.	Objectives: 4 Strategies: 4 Activities: 4	Organizational	\$0
9	Maintain third grade reading scores for all students at 78.1 in 2014-2015.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$68000
10	All students at West Broadway Elementary School will be led by an effective principal.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
11	Students at West Broadway Elementary School will close the literacy gap.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$3000

Goal 1: All students at West Broadway Elementary School will be taught by an effective teacher.

Measurable Objective 1:

demonstrate a proficiency as an effective teacher by 05/29/2015 as measured by TPGES.

Strategy 1:

TPGES - All components of the TPGES will be completed.

Category: Teacher PGES

Research Cited: Kentucky Department of Education Proficiency Delivery Plan

Activity - TPGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure all teachers are knowledgeable of TPGES components and expectations.	Professional Learning	08/06/2014	05/29/2015	\$0	No Funding Required	Charles Gant - Principal

Goal 2: Increase third grade math scores for all students from 74.1 to 76 in 2014-2015.

Measurable Objective 1:

76% of Third grade students will demonstrate a proficiency in the content area in Mathematics by 05/29/2015 as measured by 2015 Spring KPREP results.

Strategy 1:

Curriculum and Assessment Alignment - Teachers will address curriculum/instructional gaps, utilize appropriate instructional materials and assessments that are aligned to KCAS and use standards-based reporting to communicate progress for each student.

Category: Continuous Improvement

Research Cited: Kentucky Department of Education Proficiency Delivery Plan

Activity - enVision Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All third grade students will participate daily in the research-based enVision math program.	Direct Instruction	08/06/2014	05/29/2015	\$15000	District Funding	Melissa Parker - Curriculum Specialist

Activity - Extended School Services (ESS)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan

West Broadway Elementary School

Based on MAP data and teacher referrals, students will be given the opportunity to participate in ESS math club 30-60 minutes per week.	Academic Support Program	01/05/2015	04/30/2015	\$3000	Title I Schoolwide	Marcy Hancock - ESS Coordinator
Activity - Kentucky System of Interventions/Response to Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on MAP result and teacher referral, students will receive additional instruction in math.	Academic Support Program	08/06/2014	05/29/2015	\$0	No Funding Required	Melissa Parker-Curriculum Specialist

Goal 3: All West Broadway personnel will implement PBIS strategies.

Measurable Objective 1:

demonstrate a behavior to achieve both social and academic success by 05/29/2015 as measured by at least 80% of students in Tier I supports.

Strategy 1:

Maintain Fidelity in PBIS Strategies - School personnel will be trained in PBIS techniques to effectively respond to behaviors. Positive social expectations will be defined and taught to all students. Data collection will be an ongoing process and used for decision making.

Category: Persistence to Graduation

Research Cited: Kentucky Center for Instructional Discipline

Activity - Common Area Guidelines	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the beginning of school and after all breaks, students will view the Common Area Guidelines video which demonstrates positive and negative behavioral responses.	Direct Instruction	08/06/2014	04/13/2015	\$0	No Funding Required	Jennifer Tucker - PBIS Building Coach
Activity - Citizen Bobcat Cards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students' positive behaviors will be rewarded by the receiving of Citizen Bobcat cards. Each Friday, names will be drawn and winning cards will have the choice of a reward such as eating lunch with a favorite teacher, being a student helper in library, etc.	Behavioral Support Program	08/06/2014	05/29/2015	\$0	No Funding Required	Jennifer Tucker - PBIS Building Coach

Strategy 2:

Benchmarks of Quality Implementation - The PBIS team and staff will implement the critical elements of the Benchmarks of Quality with a minimal rating of 70%.

Category: Persistence to Graduation

Research Cited: Kentucky Center for Instructional Discipline

KDE Comprehensive School Improvement Plan

West Broadway Elementary School

Activity - Submission of Benchmarks of Quality Scoring Form	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school PBIS team will complete the BOQ scoring form and submit our findings to KYCID.	Behavioral Support Program	08/06/2014	02/27/2015	\$0	No Funding Required	PBIS Team

Strategy 3:

PBIS Tier II Team - Based on behavioral data, the PBIS Tier II team will identify and provide support to students not responding to Tier I strategies.

Category: Persistence to Graduation

Research Cited: Kentucky Center for Instructional Discipline

Activity - PBIS Tier II Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In order to promote success for targeted students, the Tier II team will develop and implement systems of support, utilizing consistent interventions.	Behavioral Support Program	09/02/2014	05/29/2015	\$0	No Funding Required	PBIS Tier II Team

Goal 4: Professional learning opportunities will be embedded to address faculty needs.

Measurable Objective 1:

collaborate to share successful instructional strategies by 05/29/2015 as measured by consistent, school-wide methods.

Strategy 1:

Professional Learning Communities (PLCs) - Teachers will have the opportunity to participate in professional learning communities tailored to meet the differentiated needs in their classroom.

Category: Professional Learning & Support

Research Cited: Kentucky Department of Education Proficiency Delivery Plan

Activity - PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level PLCs will meet weekly and vertical PLCs will meet monthly.	Professional Learning	09/15/2014	05/29/2015	\$0	No Funding Required	Charles Gant - Principal

Goal 5: Increase the averaged combined reading and math proficiency ratings for the Non-Duplicated gap group from 43.6 to 73.1 in 2017.

Measurable Objective 1:

65% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and Two or More Races students will demonstrate a proficiency in reading performance in English Language Arts by 05/29/2015 as measured by Spring 2015 KPREP.

(shared) Strategy 1:

Curriculum and Assessment Alignment - In order to provide students with access and opportunity to become proficient with KCAS, teachers will address curricular and instructional gaps.

Category: Continuous Improvement

Research Cited: Kentucky Department of Education Proficiency Delivery Plan

Activity - Learning Checks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete Journeys Benchmark Tests and learning checks aligned with KCAS ELA standards. Testing environments will be conducive to teachable moments, and students with disabilities will use modifications as indicated on their IEP.	Direct Instruction	09/08/2014	05/29/2015	\$0	No Funding Required	Testing Proctors

Measurable Objective 2:

66% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and Two or More Races students will demonstrate a proficiency when being assessed in Mathematics by 05/29/2015 as measured by Spring 2014 KPREP.

(shared) Strategy 1:

Curriculum and Assessment Alignment - In order to provide students with access and opportunity to become proficient with KCAS, teachers will address curricular and instructional gaps.

Category: Continuous Improvement

Research Cited: Kentucky Department of Education Proficiency Delivery Plan

Activity - Learning Checks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete Journeys Benchmark Tests and learning checks aligned with KCAS ELA standards. Testing environments will be conducive to teachable moments, and students with disabilities will use modifications as indicated on their IEP.	Direct Instruction	09/08/2014	05/29/2015	\$0	No Funding Required	Testing Proctors

Goal 6: Increase the averaged combined reading and math scores for students from 53.9 to 78.1 in 2017.

KDE Comprehensive School Improvement Plan

West Broadway Elementary School

Measurable Objective 1:

75% of Third, Fourth and Fifth grade students will demonstrate a proficiency in reading in English Language Arts by 05/29/2015 as measured by Spring 2015 KPREP.

Strategy 1:

Curriculum and Assessment Alignment - In order to provide students with access and opportunity to become proficient with KCAS, teachers will address curriculum/instructional gaps, utilize appropriate instructional materials and assessments that are aligned to KCAS and use standards-based reporting to communicate progress for each student.

Category: Continuous Improvement

Research Cited: Kentucky Department of Education Proficiency Delivery Plan

Activity - Extended School Services (ESS)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 3-5 will be offered the opportunity to participate in ESS clubs based on their Spring 2014 KPREP results, MAP data, and teacher referrals.Clubs will meet 30-60 minutes each week.	Academic Support Program	01/05/2015	04/30/2015	\$3000	Title I Schoolwide	Marcy Hancock - ESS Coordinator

Activity - Learning Checks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Four times per year, students in grades three-five will take scrimmage tests and/or Benchmark Tests in assessed content areas. Teachers will use this as a teachable moment providing modeling and feedback and re-teaching opportunities.	Direct Instruction	09/08/2014	05/29/2015	\$0	No Funding Required	Ginger Blakeley - Building Assessment Coordinator

Activity - Journeys Reading Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Journeys, a research-based reading program, will be implemented in all K-5 ELA classrooms.	Direct Instruction	08/06/2014	05/29/2015	\$65000	District Funding	Melissa Parker - Curriculum Specialist

Activity - enVision Math Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
enVision, a research-based math program, will be utilized in all math K-5 classrooms.	Direct Instruction	08/06/2014	05/29/2015	\$15000	District Funding	Melissa Parker - Curriculum Specialist

Goal 7: All students entering kindergarten for the first time will be screened using BRIGANCE.

Measurable Objective 1:

100% of Kindergarten grade students will complete a portfolio or performance on BRIGANCE screening in Practical Living by 09/18/2014 as measured by OMS data.

Strategy 1:

School Readiness and Early Learning - Each child will be screened in the five developmental areas of: approaches to learning; health and physical well-being; language and communication development; social and emotional development; and cognitive and general knowledge.

Category: Early Learning

Research Cited: Kentucky Department of Education Proficiency Development Plan

Activity - BRIGANCE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom and individual instructional decisions will be made based on BRIGANCE screening results.	Academic Support Program	07/16/2014	09/18/2014	\$0	No Funding Required	Trained BRIGANCE Administrators

Goal 8: Program Reviews will be completed and submitted.

Measurable Objective 1:

collaborate to discuss, plan, and collect evidence by 05/29/2015 as measured by the Arts and Humanities Program Review Report.

Strategy 1:

Arts and Humanities Program Review Committee - The Arts and Humanities Program Review will allow for a school-wide natural integration of program skills across all content areas.

Category: Learning Systems

Research Cited: Kentucky Department of Education Proficiency Development Plan

Activity - Arts and Humanities PR Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Arts and Humanities Program Review committee will frequently convene to gather evidence and discuss educational strategies relating to the four demonstrators.	Policy and Process	08/06/2014	05/29/2015	\$0	No Funding Required	Arts and Humanities Committee

Measurable Objective 2:

collaborate to discuss, plan, and collect evidence by 05/29/2015 as measured by the Practical Living/Career Studies Program Review report.

KDE Comprehensive School Improvement Plan

West Broadway Elementary School

Strategy 1:

Practical Living/Career Studies Program Review Committee - The Practical Living/Career Studies Program Review will allow for a school-wide natural integration of program skills across all content areas.

Category: Learning Systems

Research Cited: Kentucky Department of Education Proficiency Development Plan

Activity - Practical Living/Career Studies PR Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Practical Living/Career Studies Program Review committee will frequently convene to gather evidence and discuss educational strategies relating to the four demonstrators.	Policy and Process	08/06/2014	05/29/2015	\$0	No Funding Required	Practical Living/Career Studies Program Review Committee

Measurable Objective 3:

collaborate to discuss, plan, and collect evidence by 05/29/2015 as measured by the Primary Program Review Report.

Strategy 1:

Primary Program Review Committee - The Primary Program Review will allow for a school-wide natural integration of program skills across all content areas.

Category: Learning Systems

Research Cited: Kentucky Department of Education Proficiency Development Plan

Activity - Primary PR Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Primary Program Review committee will frequently convene to gather evidence and discuss educational strategies relating to the four demonstrators.	Policy and Process	08/06/2014	05/29/2015	\$0	No Funding Required	Primary Program Review Committee

Measurable Objective 4:

collaborate to discuss, plan, and collect evidence by 05/29/2015 as measured by the Writing Program Review report.

Strategy 1:

Writing Program Review Committee - The Writing Program Review will allow for a school-wide natural integration of program skills across all content areas.

Category: Learning Systems

Research Cited: Kentucky Department of Education Proficiency Development Plan

Activity - Writing PR Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan

West Broadway Elementary School

The Writing Program Review committee will frequently convene to gather evidence and discuss educational strategies relating to the four demonstrators.	Policy and Process	08/06/2014	05/29/2015	\$0	No Funding Required	Writing Program Review Committee
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Goal 9: Maintain third grade reading scores for all students at 78.1 in 2014-2015.

Measurable Objective 1:

78% of Third grade students will demonstrate a proficiency in reading in English Language Arts by 05/29/2015 as measured by Spring 2015 K-PREP results..

Strategy 1:

Curriculum and Assessment Alignment - Teachers will address curriculum/instructional gaps, utilize appropriate instructional materials and assessments that are aligned to KCAS and use standards-based reporting to communicate progress for each student.

Category: Continuous Improvement

Research Cited: Kentucky Department of Education Proficiency Delivery Plan

Activity - Journeys Reading Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Third grade students will participate in 90 minutes of uninterrupted instruction in reading.	Direct Instruction	08/06/2014	05/29/2015	\$65000	District Funding	Third Grade Team

Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using MAP data and teacher referrals, third grade students will be offered the opportunity to participate in ESS 30-60 minutes per week.	Academic Support Program	01/12/2015	04/24/2015	\$3000	District Funding	Marcy Hancock - ESS Coordinator

Activity - Kentucky System of Interventions/Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on MAP results and teacher referrals, students who qualify will receive additional instruction.	Academic Support Program	08/06/2014	05/29/2015	\$0	No Funding Required	Melissa Parker, Curriculum Specialist

Goal 10: All students at West Broadway Elementary School will be led by an effective principal.

Measurable Objective 1:

demonstrate a proficiency as an effective leader by 05/29/2015 as measured by PPGES.

Strategy 1:

PPGES - All components of the PPGES will be completed.

Category: Principal PGES

Research Cited: Kentucky Department of Education Proficiency Delivery Plan

Activity - PPGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure principal is knowledgeable to PPGES components and expectations.	Professional Learning	08/06/2014	05/29/2015	\$0	No Funding Required	Charles Gant - Principal

Goal 11: Students at West Broadway Elementary School will close the literacy gap.

Measurable Objective 1:

A 10% increase of Fourth and Fifth grade students will demonstrate a proficiency in language mechanics and on-demand in Writing by 05/29/2015 as measured by 2015 K-PREP scores..

Strategy 1:

Curriculum and Assessment Alignment - Teachers will address curriculum/instructional gaps, utilize appropriate instructional materials and assessments that are aligned to KCAS and use standards-based reporting to communicate progress for each student.

Category: Continuous Improvement

Research Cited: Kentucky Department of Education Proficiency Delivery Plan

Activity - Abell & Atherton Writing Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will attend training workshops provided by Abell & Atherton.	Academic Support Program	11/11/2014	02/12/2015	\$3000	Title I Schoolwide	Charles Gant

Activity - Site Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing teachers in grades 3-5 will visit district schools with high writing performance.	Professional Learning	11/10/2014	11/13/2014	\$0	No Funding Required	Ginger Blakeley

Activity - Vertical Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will apply the 3.8 - 2.6 - 2.4 - 1.2 writing across the curriculum.	Academic Support Program	08/06/2014	05/29/2015	\$0	No Funding Required	Marcy Hancock

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
TPGES	Ensure all teachers are knowledgeable of TPGES components and expectations.	Professional Learning	08/06/2014	05/29/2015	\$0	Charles Gant - Principal
Learning Checks	Four times per year, students in grades three-five will take scrimmage tests and/or Benchmark Tests in assessed content areas. Teachers will use this as a teachable moment providing modeling and feedback and re-teaching opportunities.	Direct Instruction	09/08/2014	05/29/2015	\$0	Ginger Blakeley - Building Assessment Coordinator
Arts and Humanities PR Committee	The Arts and Humanities Program Review committee will frequently convene to gather evidence and discuss educational strategies relating to the four demonstrators.	Policy and Process	08/06/2014	05/29/2015	\$0	Arts and Humanities Committee
Site Visits	Writing teachers in grades 3-5 will visit district schools with high writing performance.	Professional Learning	11/10/2014	11/13/2014	\$0	Ginger Blakeley
Submission of Benchmarks of Quality Scoring Form	The school PBIS team will complete the BOQ scoring form and submit our findings to KYCID.	Behavioral Support Program	08/06/2014	02/27/2015	\$0	PBIS Team
Writing PR Committee	The Writing Program Review committee will frequently convene to gather evidence and discuss educational strategies relating to the four demonstrators.	Policy and Process	08/06/2014	05/29/2015	\$0	Writing Program Review Committee
Practical Living/Career Studies PR Committee	The Practical Living/Career Studies Program Review committee will frequently convene to gather evidence and discuss educational strategies relating to the four demonstrators.	Policy and Process	08/06/2014	05/29/2015	\$0	Practical Living/Career Studies Program Review Committee
PBIS Tier II Team	In order to promote success for targeted students, the Tier II team will develop and implement systems of support, utilizing consistent interventions.	Behavioral Support Program	09/02/2014	05/29/2015	\$0	PBIS Tier II Team
BRIGANCE	Classroom and individual instructional decisions will be made based on BRIGANCE screening results.	Academic Support Program	07/16/2014	09/18/2014	\$0	Trained BRIGANCE Administrators

KDE Comprehensive School Improvement Plan

West Broadway Elementary School

Primary PR Committee	The Primary Program Review committee will frequently convene to gather evidence and discuss educational strategies relating to the four demonstrators.	Policy and Process	08/06/2014	05/29/2015	\$0	Primary Program Review Committee
Kentucky System of Interventions/Response to Interventions	Based on MAP result and teacher referral, students will receive additional instruction in math.	Academic Support Program	08/06/2014	05/29/2015	\$0	Melissa Parker-Curriculum Specialist
PLCs	Grade level PLCs will meet weekly and vertical PLCs will meet monthly.	Professional Learning	09/15/2014	05/29/2015	\$0	Charles Gant - Principal
Vertical Alignment	All teachers will apply the 3.8 - 2.6 - 2.4 - 1.2 writing across the curriculum.	Academic Support Program	08/06/2014	05/29/2015	\$0	Marcy Hancock
Common Area Guidelines	At the beginning of school and after all breaks, students will view the Common Area Guidelines video which demonstrates positive and negative behavioral responses.	Direct Instruction	08/06/2014	04/13/2015	\$0	Jennifer Tucker - PBIS Building Coach
PPGES	Ensure principal is knowledgeable to PPGES components and expectations.	Professional Learning	08/06/2014	05/29/2015	\$0	Charles Gant - Principal
Learning Checks	Students will complete Journeys Benchmark Tests and learning checks aligned with KCAS ELA standards. Testing environments will be conducive to teachable moments, and students with disabilities will use modifications as indicated on their IEP.	Direct Instruction	09/08/2014	05/29/2015	\$0	Testing Proctors
Citizen Bobcat Cards	Students' positive behaviors will be rewarded by the receiving of Citizen Bobcat cards. Each Friday, names will be drawn and winning cards will have the choice of a reward such as eating lunch with a favorite teacher, being a student helper in library, etc.	Behavioral Support Program	08/06/2014	05/29/2015	\$0	Jennifer Tucker - PBIS Building Coach
Kentucky System of Interventions/Response to Intervention	Based on MAP results and teacher referrals, students who qualify will receive additional instruction.	Academic Support Program	08/06/2014	05/29/2015	\$0	Melissa Parker, Curriculum Specialist
Total					\$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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KDE Comprehensive School Improvement Plan

West Broadway Elementary School

Extended School Services (ESS)	Based on MAP data and teacher referrals, students will be given the opportunity to participate in ESS math club 30-60 minutes per week.	Academic Support Program	01/05/2015	04/30/2015	\$3000	Marcy Hancock - ESS Coordinator
Abell & Atherton Writing Training	All teachers will attend training workshops provided by Abell & Atherton.	Academic Support Program	11/11/2014	02/12/2015	\$3000	Charles Gant
Extended School Services (ESS)	Students in grades 3-5 will be offered the opportunity to participate in ESS clubs based on their Spring 2014 KPREP results, MAP data, and teacher referrals. Clubs will meet 30-60 minutes each week.	Academic Support Program	01/05/2015	04/30/2015	\$3000	Marcy Hancock - ESS Coordinator
Total					\$9000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
enVision Math	All third grade students will participate daily in the research-based enVision math program.	Direct Instruction	08/06/2014	05/29/2015	\$15000	Melissa Parker - Curriculum Specialist
Journeys Reading Program	Third grade students will participate in 90 minutes of uninterrupted instruction in reading.	Direct Instruction	08/06/2014	05/29/2015	\$65000	Third Grade Team
ESS	Using MAP data and teacher referrals, third grade students will be offered the opportunity to participate in ESS 30-60 minutes per week.	Academic Support Program	01/12/2015	04/24/2015	\$3000	Marcy Hancock - ESS Coordinator
Journeys Reading Program	Journeys, a research-based reading program, will be implemented in all K-5 ELA classrooms.	Direct Instruction	08/06/2014	05/29/2015	\$65000	Melissa Parker - Curriculum Specialist
enVision Math Program	enVision, a research-based math program, will be utilized in all math K-5 classrooms.	Direct Instruction	08/06/2014	05/29/2015	\$15000	Melissa Parker - Curriculum Specialist
Total					\$163000	

KDE Needs Assessment

Introduction

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?

What does the data/information not tell you?

Data tells us we are on track in all content areas with the exception of Language Mechanics and On-Demand Writing. In Language Mechanics our quarter two percent is above district, state and national samples whereas, our quarter three is below. In On-Demand Writing, our percent of students scoring apprentice is above the district percentage and our percent proficient is below district and state.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

West Broadway achieved a distinguished rating and had the highest overall score in the district. Our third grade has exceeded the state's 2017 reading goal and is on track to surpass the state's 2017 math goal. In reading, math and social studies we have consistently made gains. In Science, we have maintained a score of 100 for several testing cycles.

Our FRYSC coordinator continues to provide the basic needs for our student body as well as offer assistive programs to West Broadway families.

Opportunities for Improvement

What were areas in need of improvement? What plans are you making to improve the areas of need?

There continues to be a literacy gap. Our reading scores are improving at a faster pace than writing. To address the gap, all primary teachers will receive two-day training on common core writing strategies. In addition, third through fifth grade teachers will also receive professional learning which targets On-Demand techniques. Some teachers will visit a district elementary school with high scores in writing.

Conclusion

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

Student growth and success continues to be an ongoing process. MAP results, learning checks, and district common assessments provide us the opportunity to identify gaps in learning, address student weaknesses and the opportunity to reteach. Following the pacing guides insures that all content areas standards are being addressed.

The Missing Piece

Introduction

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

Stakeholders

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

Ginger Blakeley - Guidance Counselor

Julie Faulk - FRYSC Coordinator

Allison Farmer - PTO President

Melissa Parker - Curriculum Specialist

Amy Utley - Parent

Relationship Building

School staff builds productive, personal relationships with parents of all their students.

Overall Rating: 3.29

	Statement or Question	Response	Rating
1.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Teachers and staff have developed collaborative partnering relationships with all parents and students to improve teaching and learning.	Distinguished

	Statement or Question	Response	Rating
2.	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	Relationships with parents of new and ESL students are informal, occasional or accidental, and information is provided if requested.	Apprentice

	Statement or Question	Response	Rating
3.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	District and school staff provide training to involve all stakeholders in the process of improving the interaction between school, home and community.	Distinguished

	Statement or Question	Response	Rating
4.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents and community stakeholders have authentic participation, help plan and implement school and district improvement activities.	Distinguished

	Statement or Question	Response	Rating
5.	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	Statement or Question	Response	Rating
6.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

	Statement or Question	Response	Rating
7.	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice

Communications

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

Overall Rating: 3.43

	Statement or Question	Response	Rating
1.	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	Multiple two-way communications in the home language are used to communicate academic goals, class work, and homework, and grades. (See Proficient examples.)	Distinguished

	Statement or Question	Response	Rating
2.	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, and making home visits.)	Proficient

	Statement or Question	Response	Rating
3.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School and district staffs use several strategies to involve community leaders to assist in parent education on issues directly related to student achievement.	Distinguished

	Statement or Question	Response	Rating
4.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
5.	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	A conference is held twice a year for all students and includes parent or advocate, student and teachers. School council develops ways to address data that is collected.	Distinguished

	Statement or Question	Response	Rating
6.	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

KDE Comprehensive School Improvement Plan

West Broadway Elementary School

	Statement or Question	Response	Rating
7.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

Decision Making

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating: 2.86

	Statement or Question	Response	Rating
1.	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

	Statement or Question	Response	Rating
2.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
3.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	Statement or Question	Response	Rating
4.	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	Statement or Question	Response	Rating
5.	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
6.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

KDE Comprehensive School Improvement Plan

West Broadway Elementary School

	Statement or Question	Response	Rating
7.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff fosters a community of stakeholders and parents who continually sustain and support each other in school council and committee work.	Distinguished

Advocacy

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 2.67

	Statement or Question	Response	Rating
1.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students academic goals and learning needs.	Proficient

	Statement or Question	Response	Rating
2.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

	Statement or Question	Response	Rating
3.	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130.)	Proficient

	Statement or Question	Response	Rating
4.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School council has a policy and a process to resolve issues or complaints and outcomes are sometimes tracked and reported to the council.	Apprentice

	Statement or Question	Response	Rating
5.	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
6.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.	Proficient

Learning Opportunities

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

Overall Rating: 3.33

	Statement or Question	Response	Rating
1.	<p>Parents have multiple opportunities to learn about and discuss the following:</p> <ul style="list-style-type: none"> - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys 	<p>Parents have multiple opportunities to learn about and discuss:</p> <ul style="list-style-type: none"> • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities to participate on SBDM councils and committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. • Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys. 	Proficient

	Statement or Question	Response	Rating
2.	<p>School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.</p>	<p>All stakeholders are engaged in conversation and written communication about the academic progress of all students in school and district.</p>	Distinguished

	Statement or Question	Response	Rating
3.	<p>School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.</p>	<p>School staff exhibits and rotates proficient and distinguished work and provides resources to achieve at higher levels.</p>	Distinguished

	Statement or Question	Response	Rating
4.	<p>School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.</p>	<p>School staff offers parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.</p>	Proficient

	Statement or Question	Response	Rating
5.	<p>School council has a classroom observation policy that welcomes families to visit all classrooms.</p>	<p>School council has a classroom observation policy that welcomes families to visit all classrooms.</p>	Proficient

KDE Comprehensive School Improvement Plan

West Broadway Elementary School

	Statement or Question	Response	Rating
6.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Proficient

Community Partnerships

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

Overall Rating: 3.33

	Statement or Question	Response	Rating
1.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School staff networks and partners with multiple businesses and organizations to support student achievement at a school council and a programmatic level.	Distinguished

	Statement or Question	Response	Rating
2.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	Statement or Question	Response	Rating
3.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

	Statement or Question	Response	Rating
4.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	Statement or Question	Response	Rating
5.	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up.)	School staff and parents have seamless integration of consistent and sustained family support services from school and the community to reduce student barriers to learning.	Distinguished

	Statement or Question	Response	Rating
6.	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

Reflection

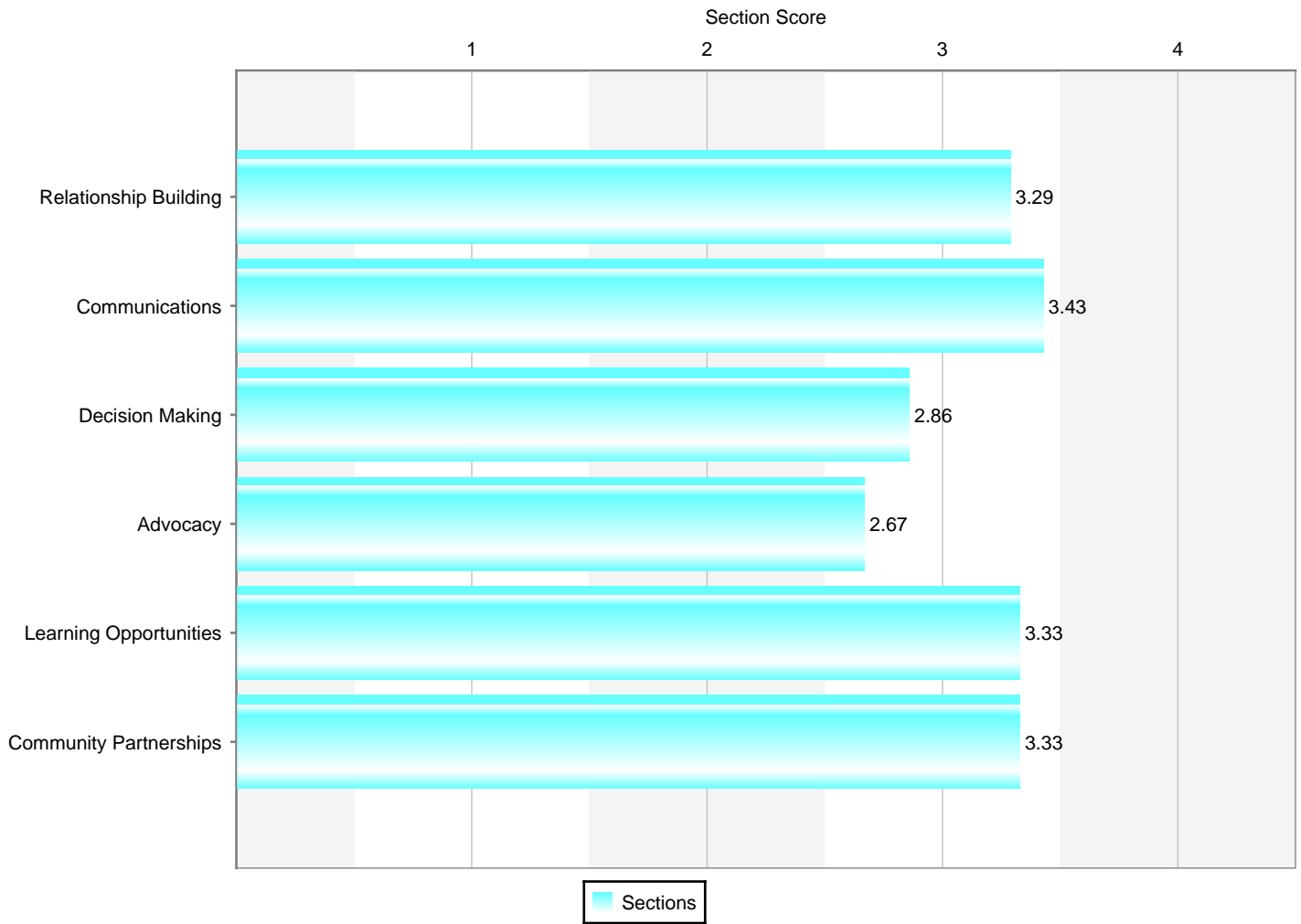
Reflect upon your responses to each of the Missing Piece objectives.

Reflect upon your responses to each of the Missing Piece objectives.

Communication, Learning Opportunities, and Community Partnerships are our greatest strength. We could improve in Relationship Building by asking for feedback on a more regular basis and not just when required.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

As a faculty, along with our school psychologist, K-PREP data was disaggregated utilizing BIG Button strategies. The FRYSC coordinator, the PTO president, and an additional parent were chosen to rate the school on The Missing Piece rubric. TELL survey results were compiled and considered, by the Leadership Team, in the development of the CSIP.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

*SBDM - principal, three teacher representatives, two parent representatives

*PLC - grade level teams with supporting staff

*Missing Piece Committee - FRYSC Coordinator, two parent representatives

*Leadership Team - Ginger Blakeley, Guidance Counselor; Melissa Parker, Curriculum Specialist

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

Before submitting the CSIP to the district for approval, our SBDM and PLC reviewed the document. On completion, the CSIP will be placed on our school website, on our school's server, and notification will be made via Infinite Campus announcements to parents.

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes		

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes		

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes		

KDE Comprehensive School Improvement Plan

West Broadway Elementary School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes		

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	No	We are school-wide Title I.	

KDE Comprehensive School Improvement Plan

West Broadway Elementary School

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	No	We are school-wide Title I.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	No	We are school-wide Title I.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	No	All paraprofessionals are highly qualified, however we are school-wide Title I.	

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	No	We are school-wide Title I.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	No	We are school-wide Title I.	

KDE Comprehensive School Improvement Plan

West Broadway Elementary School

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website and linked to our district website. (provide the website link below)	Yes	www.hopkins.kyschools.us	

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	No	Title I does not fund such positions listed.	

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

KDE Comprehensive School Improvement Plan

West Broadway Elementary School

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	No	We are school-wide Title I.	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only	No	We are school-wide Title I.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	No	Title II funds are used to fund CSRT.	

Compliance and Accountability - Elementary Schools

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELL KY Survey results.

Goal 1:

Professional learning opportunities will be embedded to address faculty needs.

Measurable Objective 1:

collaborate to share successful instructional strategies by 05/29/2015 as measured by consistent, school-wide methods.

Strategy1:

Professional Learning Communities (PLCs) - Teachers will have the opportunity to participate in professional learning communities tailored to meet the differentiated needs in their classroom.

Category: Professional Learning & Support

Research Cited: Kentucky Department of Education Proficiency Delivery Plan

Activity - PLCs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level PLCs will meet weekly and vertical PLCs will meet monthly.	Professional Learning			09/15/2014	05/29/2015	\$0 - No Funding Required	Charles Gant - Principal

The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

Goal 1:

Increase the averaged combined reading and math scores for students from 53.9 to 78.1 in 2017.

Measurable Objective 1:

75% of All Students will demonstrate a proficiency in reading in English Language Arts by 05/29/2015 as measured by Spring 2015 KPREP.

Strategy1:

Curriculum and Assessment Alignment - In order to provide students with access and opportunity to become proficient with KCAS, teachers will address

curriculum/instructional gaps, utilize appropriate instructional materials and assessments that are aligned to KCAS and use standards-based reporting to communicate progress for each student.

Category: Continuous Improvement

KDE Comprehensive School Improvement Plan

West Broadway Elementary School

Research Cited: Kentucky Department of Education Proficiency Delivery Plan

Activity - Extended School Services (ESS)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 3-5 will be offered the opportunity to participate in ESS clubs based on their Spring 2014 KPREP results, MAP data, and teacher referrals. Clubs will meet 30-60 minutes each week.	Academic Support Program			01/05/2015	04/30/2015	\$3000 - Title I Schoolwide	Marcy Hancock - ESS Coordinator

Activity - Learning Checks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Four times per year, students in grades three-five will take scrimmage tests and/or Benchmark Tests in assessed content areas. Teachers will use this as a teachable moment providing modeling and feedback and re-teaching opportunities.	Direct Instruction			09/08/2014	05/29/2015	\$0 - No Funding Required	Ginger Blakeley - Building Assessment Coordinator

Activity - enVision Math Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
enVision, a research-based math program, will be utilized in all math K-5 classrooms.	Direct Instruction			08/06/2014	05/29/2015	\$15000 - District Funding	Melissa Parker - Curriculum Specialist

Activity - Journeys Reading Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Journeys, a research-based reading program, will be implemented in all K-5 ELA classrooms.	Direct Instruction			08/06/2014	05/29/2015	\$65000 - District Funding	Melissa Parker - Curriculum Specialist

All children were screened for kindergarten readiness.

Goal 1:

All students entering kindergarten for the first time will be screened using BRIGANCE.

Measurable Objective 1:

100% of All Students will complete a portfolio or performance on BRIGANCE screening in Practical Living by 09/18/2014 as measured by OMS data.

KDE Comprehensive School Improvement Plan

West Broadway Elementary School

Strategy1:

School Readiness and Early Learning - Each child will be screened in the five developmental areas of: approaches to learning; health and physical well-being;

language and communication development; social and emotional development; and cognitive and general knowledge.

Category: Early Learning

Research Cited: Kentucky Department of Education Proficiency Development Plan

Activity - BRIGANCE	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom and individual instructional decisions will be made based on BRIGANCE screening results.	Academic Support Program			07/16/2014	09/18/2014	\$0 - No Funding Required	Trained BRIGANCE Administrators

The school identified specific strategies to increase the percentage of students who are Kindergarten ready

Goal 1:

All students entering kindergarten for the first time will be screened using BRIGANCE.

Measurable Objective 1:

100% of All Students will complete a portfolio or performance on BRIGANCE screening in Practical Living by 09/18/2014 as measured by OMS data.

Strategy1:

School Readiness and Early Learning - Each child will be screened in the five developmental areas of: approaches to learning; health and physical well-being;

language and communication development; social and emotional development; and cognitive and general knowledge.

Category: Early Learning

Research Cited: Kentucky Department of Education Proficiency Development Plan

Activity - BRIGANCE	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom and individual instructional decisions will be made based on BRIGANCE screening results.	Academic Support Program			07/16/2014	09/18/2014	\$0 - No Funding Required	Trained BRIGANCE Administrators

KDE Comprehensive School Improvement Plan

West Broadway Elementary School

The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.

Goal 1:

Increase third grade math scores for all students from 74.1 to 76 in 2014-2015.

Measurable Objective 1:

76% of All Students will demonstrate a proficiency in the content area in Mathematics by 05/29/2015 as measured by 2015 Spring KPREP results.

Strategy1:

Curriculum and Assessment Alignment - Teachers will address curriculum/instructional gaps, utilize appropriate instructional materials and assessments that are

aligned to KCAS and use standards-based reporting to communicate progress for each student.

Category: Continuous Improvement

Research Cited: Kentucky Department of Education Proficiency Delivery Plan

Activity - enVision Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All third grade students will participate daily in the research-based enVision math program.	Direct Instruction			08/06/2014	05/29/2015	\$15000 - District Funding	Melissa Parker - Curriculum Specialist

Activity - Kentucky System of Interventions/Response to Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on MAP result and teacher referral, students will receive additional instruction in math.	Academic Support Program			08/06/2014	05/29/2015	\$0 - No Funding Required	Melissa Parker - Curriculum Specialist

Activity - Extended School Services (ESS)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on MAP data and teacher referrals, students will be given the opportunity to participate in ESS math club 30-60 minutes per week.	Academic Support Program			01/05/2015	04/30/2015	\$3000 - Title I Schoolwide	Marcy Hancock - ESS Coordinator

Goal 2:

Maintain third grade reading scores for all students at 78.1 in 2014-2015.

Measurable Objective 1:

KDE Comprehensive School Improvement Plan

West Broadway Elementary School

78% of All Students will demonstrate a proficiency in reading in English Language Arts by 05/29/2015 as measured by Spring 2015 K-PREP results..

Strategy1:

Curriculum and Assessment Alignment - Teachers will address curriculum/instructional gaps, utilize appropriate instructional materials and assessments that are

aligned to KCAS and use standards-based reporting to communicate progress for each student.

Category: Continuous Improvement

Research Cited: Kentucky Department of Education Proficiency Delivery Plan

Activity - ESS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using MAP data and teacher referrals, third grade students will be offered the opportunity to participate in ESS 30-60 minutes per week.	Academic Support Program			01/12/2015	04/24/2015	\$3000 - District Funding	Marcy Hancock - ESS Coordinator

Activity - Journeys Reading Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Third grade students will participate in 90 minutes of uninterrupted instruction in reading.	Direct Instruction			08/06/2014	05/29/2015	\$65000 - District Funding	Third Grade Team

Activity - Kentucky System of Interventions/Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on MAP results and teacher referrals, students who qualify will receive additional instruction.	Academic Support Program			08/06/2014	05/29/2015	\$0 - No Funding Required	Melissa Parker, Curriculum Specialist

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the averaged combined reading and math proficiency ratings for the Non-Duplicated gap group from 43.6 to 73.1 in 2017.

Measurable Objective 1:

65% of All Students will demonstrate a proficiency in reading performance in English Language Arts by 05/29/2015 as measured by Spring 2015 KPREP.

KDE Comprehensive School Improvement Plan

West Broadway Elementary School

Strategy1:

Curriculum and Assessment Alignment - In order to provide students with access and opportunity to become proficient with KCAS, teachers will address curricular and instructional gaps.

Category: Continuous Improvement

Research Cited: Kentucky Department of Education Proficiency Delivery Plan

Activity - Learning Checks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete Journeys Benchmark Tests and learning checks aligned with KCAS ELA standards. Testing environments will be conducive to teachable moments, and students with disabilities will use modifications as indicated on their IEP.	Direct Instruction			09/08/2014	05/29/2015	\$0 - No Funding Required	Testing Proctors

Measurable Objective 2:

66% of All Students will demonstrate a proficiency when being assessed in Mathematics by 05/29/2015 as measured by Spring 2014 KPREP.

Strategy1:

Curriculum and Assessment Alignment - In order to provide students with access and opportunity to become proficient with KCAS, teachers will address curricular and instructional gaps.

Category: Continuous Improvement

Research Cited: Kentucky Department of Education Proficiency Delivery Plan

Activity - Learning Checks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete Journeys Benchmark Tests and learning checks aligned with KCAS ELA standards. Testing environments will be conducive to teachable moments, and students with disabilities will use modifications as indicated on their IEP.	Direct Instruction			09/08/2014	05/29/2015	\$0 - No Funding Required	Testing Proctors

The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

Goal 1:

Program Reviews will be completed and submitted.

KDE Comprehensive School Improvement Plan

West Broadway Elementary School

Measurable Objective 1:

collaborate to discuss, plan, and collect evidence by 05/29/2015 as measured by the Arts and Humanities Program Review Report.

Strategy1:

Arts and Humanities Program Review Committee - The Arts and Humanities Program Review will allow for a school-wide natural integration of

program skills across all content areas.

Category: Learning Systems

Research Cited: Kentucky Department of Education Proficiency Development Plan

Activity - Arts and Humanities PR Committee	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Arts and Humanities Program Review committee will frequently convene to gather evidence and discuss educational strategies relating to the four demonstrators.	Policy and Process			08/06/2014	05/29/2015	\$0 - No Funding Required	Arts and Humanities Committee

Measurable Objective 2:

collaborate to discuss, plan, and collect evidence by 05/29/2015 as measured by the Practical Living/Career Studies Program Review report.

Strategy1:

Practical Living/Career Studies Program Review Committee - The Practical Living/Career Studies Program Review will allow for a school-wide natural integration of

program skills across all content areas.

Category: Learning Systems

Research Cited: Kentucky Department of Education Proficiency Development Plan

Activity - Practical Living/Career Studies PR Committee	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Practical Living/Career Studies Program Review committee will frequently convene to gather evidence and discuss educational strategies relating to the four demonstrators.	Policy and Process			08/06/2014	05/29/2015	\$0 - No Funding Required	Practical Living/Career Studies Program Review Committee

Measurable Objective 3:

collaborate to discuss, plan, and collect evidence by 05/29/2015 as measured by the Writing Program Review report.

Strategy1:

Writing Program Review Committee - The Writing Program Review will allow for a school-wide natural integration of program skills across all

KDE Comprehensive School Improvement Plan

West Broadway Elementary School

content areas.

Category: Learning Systems

Research Cited: Kentucky Department of Education Proficiency Development Plan

Activity - Writing PR Committee	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Writing Program Review committee will frequently convene to gather evidence and discuss educational strategies relating to the four demonstrators.	Policy and Process			08/06/2014	05/29/2015	\$0 - No Funding Required	Writing Program Review Committee

Measurable Objective 4:

collaborate to discuss, plan, and collect evidence by 05/29/2015 as measured by the Primary Program Review Report.

Strategy1:

Primary Program Review Committee - The Primary Program Review will allow for a school-wide natural integration of program skills across all content areas.

Category: Learning Systems

Research Cited: Kentucky Department of Education Proficiency Development Plan

Activity - Primary PR Committee	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Primary Program Review committee will frequently convene to gather evidence and discuss educational strategies relating to the four demonstrators.	Policy and Process			08/06/2014	05/29/2015	\$0 - No Funding Required	Primary Program Review Committee