Comprehensive School Improvement Plan

David T. Wilson Elementary

Meade County

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Executive Summary

Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf
Goals: http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf
Objectives: http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf
Strategies: http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf
Activities: http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf
Executive Summary: http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover. **The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the School Equity Data.		DTW Equity Data

Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

Over half of the students attending DTW come from poverty. The staff is just a little bit below the district average when it comes to job experience.

After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

DTW students achieve at high levels. A seasoned staff and a turnover rate that is lower than the state average helps in this area.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover. \n\n***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.		DTW Equity Goals

Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders,

particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 45.6% in 2014 to 72.8% in 2019.

Measurable Objective 1:

57% of Fourth, Fifth and Sixth grade students will demonstrate a proficiency in Reading and in Mathematics by 05/26/2017 as measured by the combined Reading and Math proficiency targets on SRC.

Strategy1:

Least Restrictive Environment - David T Wilson strives to put each student in the best environment for learning, based on individual student data. Whenever possible, students are integrated into the general education environment with same age peers (unless data supports otherwise). At present time, less than 1% of our student population receive all of their instruction in a resource setting.

Category: Other - Coteaching/Resource

Research Cited: Co-teaching by Marilyn Friend

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PASS program is implemented for students with an IEP (containing behavioral goals) in order to give them extra supports in the general education classroom. An Assistant Principal will be added to oversee PASS and the school-wide PBIS system at DTW. The PBIS structure at DTW will help improve the overall school-wide discipline, engagement, and parent/school relationships. This structure will be a leading contributor to improved student achievement at DTW.	Behavioral Support Program	08/03/2015	06/30/2016	$60000 - Title I Part A	Principal; Assistant Principal

Goal 2:

Ensure that all teachers receive training and are provided support and guidance of the Professional Growth and Effectiveness System (PGES).

Measurable Objective 1:

collaborate to ensure that all teachers are trained and coached in the multiple measures of PGES by 05/13/2016 as measured by the training and guidance provided during the initial implementation/preparatory pilot phase..

Strategy1:

Professional Growth Goals - Use of models to provide examples and stimulate discussion among professional staff to analyze school data and emphasize areas of professional growth for certified staff. We will provide instructional sessions for all teachers on the PGES multiple measures for writing an effective and measureable Professional Growth Goal.

Category: Professional Learning & Support

Research Cited: Charlotte Danielson Work - The Framework for Teaching is a researched-based set of components of instruction, aligned to the INTASC standards, and grounded in constructivist view of learning and teaching.

Activity - Mid-Year Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
By December 15th, provide guidance on the expectation of a mid-year review of PGPs and facilitate discussion and feedback on progress during a mid-year conference.	Policy and Process	11/16/2015	12/18/2015	$0 - No Funding Required	Principal and Certified Staff

Activity - Initial Self Reflection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guide teachers through the process of self-reflection utilizing the TPGES Framework or OPGES Framework which applies to their role. Provide guidance and direction on entering this information in to CIITS.	Professional Learning	07/21/2014	08/14/2015	$0 - No Funding Required	Principal and Certified Staff

Activity - Professional Growth Goals Guidance and Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide teachers with exemplars for PGPs and provide guidance on how to use data and other resources for writing professional growth goals and entering goals into CIITS.	Professional Learning	08/05/2015	09/30/2015	$0 - No Funding Required	Principal and Certified Staff

Strategy2:

Student Growth Goal Guidance and Support - Provide instructional sessions for all teachers on the PGES multiple measures for writing an effective and measurable Student Growth Goal.

Category: Professional Learning & Support

Research Cited: Teacher PGES

Comprehensive School Improvement Plan

David T. Wilson Elementary

Activity - SGG Guidance and Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide teachers with exemplars for SGGs and guidance on the process to gather data for writing measurable SGGs. Instruction and support will also be provided on entering goals into a district template.	Professional Learning	08/05/2015	09/30/2015	$0 - No Funding Required	Principal, Assistant Principal and Certified Staff

Strategy3:

Student Voice Survey - Provide instructional sessions for all teachers on the PGES multiple measures from the results of the student Voice Survey and interpreting the results to determine professional growth areas.

Category: Professional Learning & Support

Research Cited: The effective use of student voice surveys is featured in the Gates Foundation Measures of Effective Teacher (MET) Study of teaching quality.

Activity - Student Voice Guidance and Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide teachers with information on the administration of the student voice survey, the research behind a student voice survey and provide guidance on interpreting the results to determine growth areas.	Professional Learning	01/05/2016	05/02/2016	$0 - No Funding Required	Principal and Certified Staff

Goal 3:

To increase the percentages of favorable TELL Survey results to 90% by 2017 (where applicable withresources and legalities).

Measurable Objective 1:

collaborate to understand and analyze the results of the TELL Survey and create a plan for favorable results by 05/26/2017 as measured by of scores of 90% or better.

Strategy1:

Data Analysis - This strategy will work by ensuring that all the David T Wilson educators have an awareness of the TELL survey results and are stakeholders in the improvement process. By focusing on the data provided by our staff we can become a more efficient work environment and this will support our students.

Category: Continuous Improvement

Research Cited: www.tellkentucky.org

Activity - Time/Routine Paperwork	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Work with the PLC Leadership Team and grade level PLC teams to identify two to three ways to increase favorable results with the focus areas of Time and Professional Development.	Professional Learning	08/12/2016	05/12/2017	$0 - No Funding Required	Principal, teachers

Phase I - The Missing Piece

Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

Stakeholders

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

The stakeholders that David T Wilson Elementary engaged for the purpose of completing the Missing Piece diagnostic was our Leadership Team working with our grade level PLCs.

Donna Foushee - Principal

Annette Fackler - Interventionist

Amy English - Counselor

Andrea Pike-Goff - Family Resource Coordinator

Robin Parks - Special Education Teacher

Ruth Shacklett - Arts Teacher

Beth Robinson, Susan Barley, Pam English - Homeroom Teachers

Relationship Building

Overall Rating: 3.71

	Statement or Question	**Response**	**Rating**
2.1	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**
2.2	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).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	**Response**	**Rating**
2.3	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**
2.4	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**
2.5	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**
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

	Statement or Question	**Response**	**Rating**
2.7	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.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

Communications

Overall Rating: 3.29

	Statement or Question	Response	Rating
3.1	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
3.2	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).	District/school staff, parents and community stakeholder's work together to learn from the use of all resources available to meet the student's and parent's learning needs.	Distinguished

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

	Statement or Question	Response	Rating
3.4	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
3.5	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).	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, opportunities for student-led conferences).	Proficient

	Statement or Question	Response	Rating
3.6	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

	Statement or Question	Response	Rating
3.7	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

Overall Rating: 2.86

	Statement or Question	**Response**	**Rating**
4.1	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.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

	Statement or Question	**Response**	**Rating**
4.2	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**
4.3	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.	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.	Proficient

	Statement or Question	**Response**	**Rating**
4.4	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**
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council actively recruits parents to serve on committees related to school improvement that review and revise objectives continuously and is informed by data.	Distinguished

	Statement or Question	**Response**	**Rating**
4.6	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

	Statement or Question	Response	Rating
4.7	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 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 in committee work.	Proficient

Advocacy

Overall Rating: 3.0

	Statement or Question	**Response**	**Rating**
5.1	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.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

	Statement or Question	**Response**	**Rating**
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	District and school staff partners with all parents and advocates to discuss, monitor and share successful strategies for meeting individual learning needs.	Distinguished

	Statement or Question	**Response**	**Rating**
5.3	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 that district and school staff facilitates sharing of ideas and training to effectively participate in developing IEPs, ILPs, GSPs, 504 plans and interventions for college readiness.	Distinguished

	Statement or Question	**Response**	**Rating**
5.4	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 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.	Proficient

	Statement or Question	**Response**	**Rating**
5.5	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**
5.6	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.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

Learning Opportunities

Overall Rating: 3.17

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - 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.	School provides open house and family nights for some parents to learn about: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM 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.	Apprentice

	Statement or Question	Response	Rating
6.2	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.	All stakeholders are engaged in conversation and written communication about the academic progress of all students in school and district.	Distinguished

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

	Statement or Question	Response	Rating
6.4	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.	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.	Proficient

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that welcomes families to visit all classrooms.	Proficient

	Statement or Question	Response	Rating
6.6	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

Overall Rating: 3.0

	Statement or Question	**Response**	**Rating**
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	Statement or Question	**Response**	**Rating**
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	District and school staff leverages all partnerships to gain maximum benefit to support all students learning from the human and financial resources available.	Distinguished

	Statement or Question	**Response**	**Rating**
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership rarely invites employers to support adult participation in education.	Novice

	Statement or Question	**Response**	**Rating**
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	District and school staffs collaborate with all willing organizations to support parents and advocates in addressing individual student needs.	Distinguished

	Statement or Question	**Response**	**Rating**
7.5	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).	Parents make active use of school 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 1 coordinators connect family with community resources and follow up).	Proficient

	Statement or Question	**Response**	**Rating**
7.6	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.

The areas of strength noted were in relationship building and communications, including stakeholders feeling welcome when they visit the school. District and school staff also identify family interests, needs, and barriers, and provide services to ensure academic success. Staff,parents, and stakeholders work together to learn from and use all available resources to meet student and parent learning needs. To sustain these areas of strength, we will continue to use multi-media methods of communication and continue to look at ways to help involve parents in our school climate. The areas in need of improvement were decision-making and learning opportunities. To improve in these areas, we will revisit policies and continue to analyze the parent satisfaction survey.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Relationship Building — 3.71

Communications — 3.29

Decision Making — 2.86

Advocacy — 3

Learning Opportunities — 3.17

Community Partnerships — 3
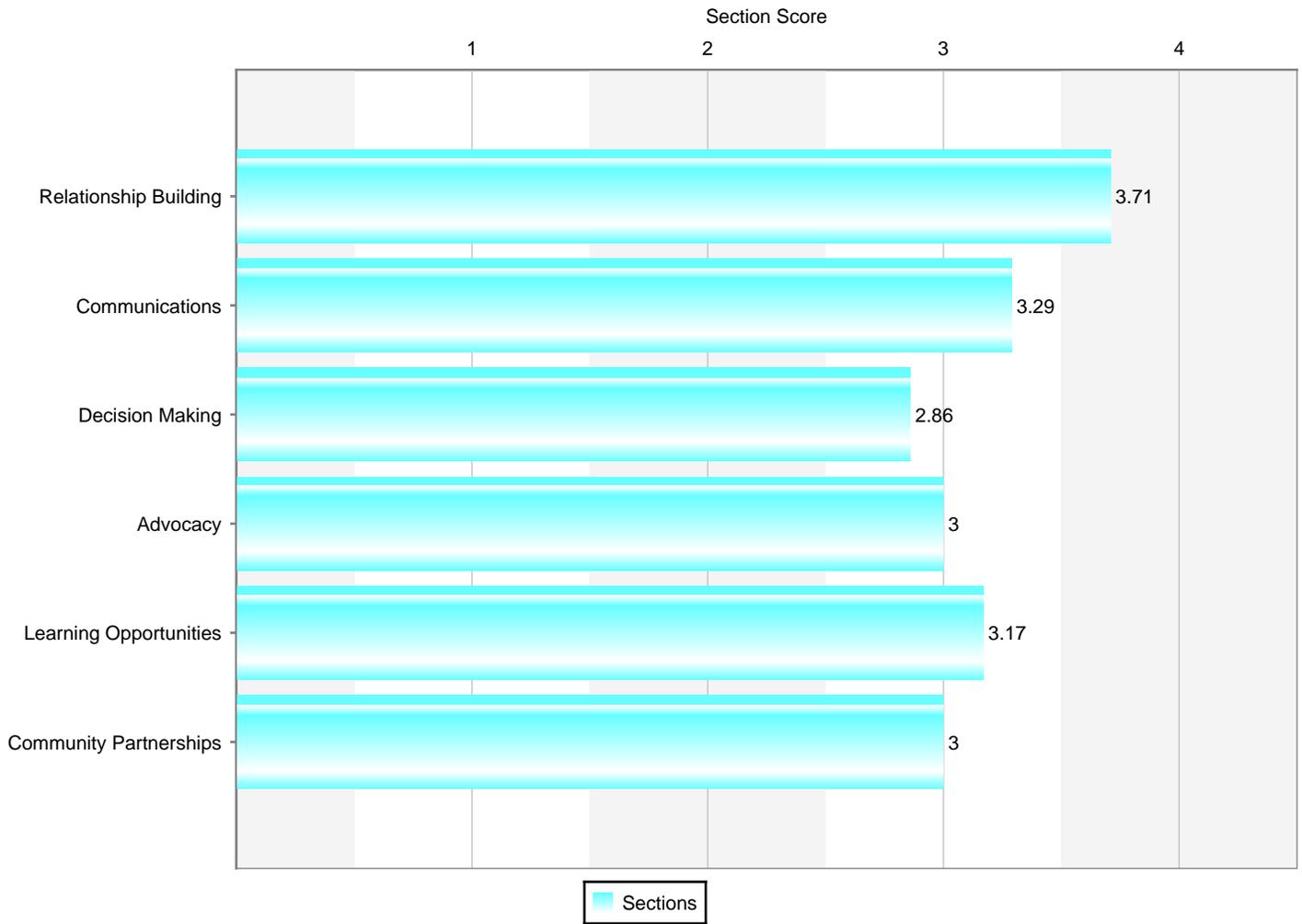
Sections

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.

David T. Wilson operates as a Professional Learning Community and strives to include all stakeholders in the development of the school's improvement plan. The administrative team meets to discuss the current improvement plan and revisions. These ideas and strategies are brought before the Leadership Team at the school. The Leadership Team consists of the administrative team, one teacher from each grade level, one special education teacher, and one specialty area teacher. The leadership team is appointed by the principal and changes each year to build many teacher leaders within our school. The Leadership Team meets each Monday at 7:30 am, when teachers are not responsible for supervising students, and then brings the discussion and data to the team level. After all the goals and strategies are discussed the draft CSIP is presented to the SBDM for revisions and approval.

Finally, the approved CSIP plan is brought before the entire staff at a faculty meeting and posted on our web page.

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

All stakeholders are required to analyze data for discussion and offer suggestions and strategies for improvement. The Leadership Team works directly with the teachers in the building in order to ensure that all staff has a voice in the discussion and that all decisions are based on data/evidence. The SBDM is comprised of three teachers, two parents, and the principal as dictated by policy.

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

The improvement plan is presented in its final draft for submission during a staff meeting to all stakeholders. It is also connected with a link on our school webpage. Twice a year the SBDM conducts an implementation/impact in order to ensure that progress is being made on all of the CSIP goals for the school.

Phase I - 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?

David T Wilson Elementary uses the data from the K-PREP test, MAP, STAR, grade level interim assessments, SVS, and TELL to determine our areas of strength. PLC teams meet to acknowledge strategies that are working with students and continue to follow those best practices. We also use the data to determine areas of weakness in our instruction. Our school continues to hold the rating of Proficient but it was discouraging to miss Distinguish by only 1 point. After analyzing the K-PREP data, we realize that we need to look at our Writing Program and Social Studies. Our GAP area also continues to be an area of concern particularly in the area of special education. Our area of concentration this year will continue to be novice reduction. DTW's goal this year is to create strategies that will result in novice percentages below 10% at every grade level for all content areas.

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?

David T Wilson is proud of the fact that we are above the district and state average in reading, math, social studies, & writing. We are especially proud of the fact that our math scores have remained well above the state average and attribute this to our consistent learning village time where students are provided enrichment or reteach opportunities. In order to sustain this specific area of strength, we will continue keeping math our focus during learning village time. In order to sustain our high averages in all subject areas, the teachers are continuing work in our Professional Learning Communities. These grade level teams meet weekly with the principal and then with each other to analyze data and then plan and design instruction for our students based on the data.

Opportunities for Improvement

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

It was clear from our data that Novice Reduction in the area of reading continues to be a schoolwide focus for David T Wilson Elementary. Our school novice rate was reduced by one point from the 2014-15 but continues to be high at 14.9%. The 4th grade did benefit from strategies put in place and reduced their novice students by 6% from the 2014-15 scores. Writing is also an area of concern this year because for the first time our school has over 10% novice in this area. We have implemented the following strategies to improve our literacy scores:

Each member of the administrative team is working with a different grade level to encourage students that are not meeting their AR goals. The school librarian is also rewarding homerooms with banners for overall reading achievement. The 4th grade teachers were given release time to visit a reading class at Brandenburg Primary School, a distinguished school in our district. These same teachers were then given a release day to work on weekly plans for their reading classes. STAR data is also being used by the teams to watch student growth as the year progresses. Title 1 funds have been used to add additional staff to help with literacy and math classes. The school Master Schedule was rewritten for this school year to allow for additional help in all literacy classes. Professional Development in the area of writing was offered to teachers with the help of Atherton and Abell.

Conclusion

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

The next steps in addressing our areas of concern are to make sure that our school keeps the focus on reading/writing throughout the rest of the school year. We will do this through our weekly PLC teams and by using our embedded professional development days where reading/writing will remain at the forefront.

In October we have scheduled student led conferences. This conference is two fold in its purpose - we want the students to take ownership and be knowledgeable about their learning, set personal learning goals, and accept greater responsibility for their academic progress. We also want to keep parents informed about what is taking place in the classroom and the growth of their child.

2016-17 DTW Comprehensive School Improvement Plan

Overview

Plan Name

2016-17 DTW Comprehensive School Improvement Plan

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	Increase the combined reading and mathematics K-Prep scores for elementary from 58.8% in 2014 to 79.9% in 2019.	Objectives: 1 Strategies: 4 Activities: 8	Academic	$6000
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 45.6% in 2014 to 72.8% in 2019.	Objectives: 1 Strategies: 2 Activities: 5	Academic	$60000
3	David T Wilson Elementary will reduce Novice Scores by 50% in math/reading by 2020 from the 2014-2015 Novice Percentages of 16.1 % in Reading and 9.2% in Math.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	$600

Goal 1: Increase the combined reading and mathematics K-Prep scores for elementary from 58.8% in 2014 to 79.9% in 2019.

Measurable Objective 1:

80% of Fourth, Fifth and Sixth grade students will collaborate to increase the overall proficiency percentage at David T Wilson Elementary in reading and in Mathematics by 05/31/2019 as measured by K-Prep..

Strategy 1:

Professional Development - Certified staff and principal will be trained to use the additional supplement, AR 360, provided by Renaissance Learning. This program will help expose students to more digital nonfiction texts, thus improving reading comprehension of such texts. Certified staff will also be trained by the principal to implement the MAP Learning Continuum.

Category: Professional Learning & Support

Research Cited: All programs adopted are research based instruments (NWEA and Renaissance Learning)

Activity - Teacher Training on MAP Learning Continuum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This will be conducted during embedded pd days & staff meetings during the school year. Follow up will be conducted during PLC meetings during the school day.	Professional Learning	11/04/2015	01/03/2017	$0	No Funding Required	The administrative team

Activity - Literacy Atherton and Abell PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development to assist literacy instruction.	Academic Support Program	09/12/2016	09/15/2016	$500	District Funding	Certified Teachers

Strategy 2:

Best Practice: Formative Assessments - The staff at David T. Wilson Elementary embrace formative assessment as a way to continuously assess our students' performance. We now have a systematic process in place to weekly assess student progress in Math and Reading. Each student is scored using an exit slip containing weekly skills. All students scoring below 80% go into a daily reteach class for that week's skills.

Part of our continuous improvement with formatively assessing our students involved better aligning our interim assessments with the common core standards. This year, all students are assessed using a research-based IA that is directly aligned with their Reading and Math series.

David T. Wilson certified staff and principal will be revisiting "I Can" statements and how to use them to support independent learning for students.

Category: Continuous Improvement

Research Cited: Best Practice, Bringing Standards to Life in America's Classrooms, Steven Zemelman, Harvey "Smokey" Daniels, and Arthur Hyde

Activity - Math and Reading Reteach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students complete an exit slip weekly on that week's objectives. Students that have not reached mastery will be given an additional thirty minutes daily of instruction to reach mastery in a small group setting.	Academic Support Program	08/12/2016	05/12/2017	$0	No Funding Required	Reading and math teachers at all grade levels. The Title 1 assistant principal will be responsible for providing the information to the teachers and administrative staff.

Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive after school tutoring to support math, reading and writing instruction for students that are struggling to meet Proficiency. Daytime waiver is being used to support at-risk students.	Academic Support Program	08/15/2016	05/12/2017	$5500	Other	Certified teachers and administrative team

Activity - Multiplication Mastery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students are assessed on multiplication facts and receive additional instruction/support until they reach mastery. Certified teachers submit student names to principal. Those students receive additional instruction 3+ times per week until they reach mastery of the multiplication facts.	Academic Support Program	08/12/2016	02/03/2017	$0	No Funding Required	Administration and certified teachers

Strategy 3:

Implementation of School-wide Accelerated Reader - All students will take the STAR test in computer lab four times per year. Each student will be assigned a ZPD and

data will be monitored by their literacy teacher weekly. David T Wilson is following AR "best practices". All students will be encouraged to score a 85% on

comprehension test. A new supplement will be added called AR 360. This is a digital nonfiction component that can be used in addition to the traditional AR program.

Category: Continuous Improvement

Research Cited: Renaissance Learning

Activity - AR Best Practices School-wide	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| The school will use the "best practices" as indicated by AR for implementing the program in our school. Students will be given 30 minutes of independent reading time per day unless they are in a reading reteach group for that week. Students in reteach for the week will be given 30 minutes of direct instruction in reading in a small group setting with a certified literacy teacher. Students will be expected to score an average of 85% on all AR book tests. Students will take the STAR test a minimum of 4 times per year. | Academic Support Program | 08/12/2016 | 05/05/2017 | $0 | No Funding Required | Administration and Teachers |

Strategy 4:

Title 1 Parental Involvement - Effective schools are a result of families and staff working together to ensure that children are successful in school. A learning compact is an agreement among groups that firmly unites them. This is an invitation to families to partner with their child's school.

Category: Continuous Improvement

Research Cited: 9 Epstein, Joyce L. School, Family, and Community

Partnerships: Preparing Educators and Improving

Schools. Westview Press, 2010.

Activity - Learning Compact	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To ensure that parents have the opportunity to be actively involved, parents are sent the Learning Compact to sign every school year to acknowledge their involvement and participation in the learning process of their child.	Academic Support Program	08/05/2016	05/05/2017	$0	No Funding Required	Administrative staff and teachers

Activity - Parent Involvement Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
David T. Wilson confirms the rights of parents and teachers to jointly address the needs of students receiving funding by Title 1 as adopted by the guidelines of "No Child Left Behind". Wilson Elementary recognizes the importance of the parent's role in providing the student with a quality education. In order for the relationship between parents, teachers, and administrators to be effective, all parents shall be notified of meetings that will provide parents and teachers the opportunity to have input into the design and implementation of the Title 1 goals.	Academic Support Program	08/12/2016	05/05/2017	$0	No Funding Required	Administrative staff and teachers

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 45.6% in 2014 to 72.8% in 2019.

Measurable Objective 1:

57% of Fourth, Fifth and Sixth grade students will demonstrate a proficiency in Reading and in Mathematics by 05/31/2016 as measured by the combined Reading and Math proficiency targets on SRC.

Strategy 1:

Curriculum Assessment & Alignment - Special Education teachers, administrative staff, and the district special education director are analyzing individual student skill levels to create specially designed instruction to help fill student skill gaps.

Reading and Math Interventionists have been hired (part-time) to work with gap students in the classroom.

Category: Continuous Improvement

Research Cited: DuFour, Richard, Dufour, Rebecca, Eaker, Robert, Many, Thomas, 2006. Learning by Doing: A Handbook for Professional Learning Communities at Work. Bloomington, IN: Solution Tree

Activity - Learning Villages	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with IEP's are given 30 minutes in a small group setting with a special education teacher to work on their identified goals. Other GAP students will attend reteach Math and/or Reading as designated by weekly formative assessments.	Academic Support Program	08/11/2014	05/31/2016	$0	No Funding Required	All Staff

Activity - Student Data Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At least once per year, all students will complete a student data sheet using their student kept goal/data sheets and information provided by their teachers to understand the progression of their learning. An opportunity will be given for all parents/guardians to come to school and have students lead them through this data sheet to inform all stakeholders of the learning level of the child.	Parent Involvement	08/11/2014	05/31/2016	$0	No Funding Required	Administration and all teachers.

Strategy 2:

Least Restrictive Environment - David T Wilson strives to put each student in the best environment for learning, based on individual student data. Whenever possible, students are integrated into the general education environment with same age peers (unless data supports otherwise). At present time, less than 1% of our student population receive all of their instruction in a resource setting.

Category: Other - Coteaching/Resource

Research Cited: Co-teaching by Marilyn Friend

Activity - Coteaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education and general education teachers collaborate to deliver instruction to students.	Academic Support Program	08/07/2015	05/13/2016	$0	No Funding Required	Principal and certified teachers

Activity - PASS Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| PASS program is implemented for students with an IEP (containing behavioral goals) in order to give them extra supports in the general education classroom. | Behavioral Support Program | 08/07/2015 | 05/13/2016 | $0 | No Funding Required | Principal and staff |

Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PASS program is implemented for students with an IEP (containing behavioral goals) in order to give them extra supports in the general education classroom. An Assistant Principal will be added to oversee PASS and the school-wide PBIS system at DTW. The PBIS structure at DTW will help improve the overall school-wide discipline, engagement, and parent/school relationships. This structure will be a leading contributor to improved student achievement at DTW.	Behavioral Support Program	08/03/2015	06/30/2016	$60000	Title I Part A	Principal; Assistant Principal

Goal 3: David T Wilson Elementary will reduce Novice Scores by 50% in math/reading by 2020 from the 2014-2015 Novice Percentages of 16.1 % in Reading and 9.2% in Math.

Measurable Objective 1:

collaborate to decrease the number of Novice in Math (.92% yearly) and Reading (1.61% yearly) by 05/29/2020 as measured by a Novice percentage of 8.05% in reading and a Novice percentage of 4.6% in math.

Strategy 1:

Reading Professional Development - Literacy teachers from DTW will be offered embedded days to visit BPS to observe a distinguished reading program. Our Special education resource teacher will also be allowed to visit in order to observe the rigor of the program at BPS.

Category: Professional Learning & Support

Research Cited: Scott Foresman Reading Series

Activity - Observation of a distinguished reading program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Observation to learn strategies for novice reduction.	Academic Support Program	11/07/2016	11/16/2016	$600	District Funding	Certified Teachers and Administration

Activity - Closing the GAP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Wide Professional Development	Academic Support Program	08/03/2016	08/03/2016	$0	No Funding Required	Certified Teachers and Administrative Staff

Strategy 2:

Data Analysis - MAP, K-PREP and STAR data will be used to target students with projected novice scores in math and reading.

Category: Continuous Improvement

Research Cited: NWEA, STAR

Activity - Targeting Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instruction will be geared based on deficits from the MAP Learning Continuum.	Academic Support Program	11/07/2016	05/12/2017	$0	No Funding Required	Administrative Team and Certified Teachers

Activity - Math/Reading Reteach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will get one week of reteach based on weekly data.	Academic Support Program	08/12/2016	05/05/2017	$0	No Funding Required	Certified Teachers and Administrative Team

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
Learning Compact	To ensure that parents have the opportunity to be actively involved, parents are sent the Learning Compact to sign every school year to acknowledge their involvement and participation in the learning process of their child.	Academic Support Program	08/05/2016	05/05/2017	$0	Administrative staff and teachers
Targeting Students	Instruction will be geared based on deficits from the MAP Learning Continuum.	Academic Support Program	11/07/2016	05/12/2017	$0	Administrative Team and Certified Teachers
Parent Involvement Policy	David T. Wilson confirms the rights of parents and teachers to jointly address the needs of students receiving funding by Title 1 as adopted by the guidelines of "No Child Left Behind". Wilson Elementary recognizes the importance of the parent's role in providing the student with a quality education. In order for the relationship between parents, teachers, and administrators to be effective, all parents shall be notified of meetings that will provide parents and teachers the opportunity to have input into the design and implementation of the Title 1 goals.	Academic Support Program	08/12/2016	05/05/2017	$0	Administrative staff and teachers
Coteaching	Special education and general education teachers collaborate to deliver instruction to students.	Academic Support Program	08/07/2015	05/13/2016	$0	Principal and certified teachers
Math and Reading Reteach	All students complete an exit slip weekly on that week's objectives. Students that have not reached mastery will be given an additional thirty minutes daily of instruction to reach mastery in a small group setting.	Academic Support Program	08/12/2016	05/12/2017	$0	Reading and math teachers at all grade levels. The Title 1 assistant principal will be responsible for providing the information to the teachers and administrative staff.

Student Data Conferences	At least once per year, all students will complete a student data sheet using their student kept goal/data sheets and information provided by their teachers to understand the progression of their learning. An opportunity will be given for all parents/guardians to come to school and have students lead them through this data sheet to inform all stakeholders of the learning level of the child.	Parent Involvement	08/11/2014	05/31/2016	$0	Administration and all teachers.
Teacher Training on MAP Learning Continuum	This will be conducted during embedded pd days & staff meetings during the school year. Follow up will be conducted during PLC meetings during the school day.	Professional Learning	11/04/2015	01/03/2017	$0	The administrative team
Learning Villages	Students with IEP's are given 30 minutes in a small group setting with a special education teacher to work on their identified goals. Other GAP students will attend reteach Math and/or Reading as designated by weekly formative assessments.	Academic Support Program	08/11/2014	05/31/2016	$0	All Staff
Multiplication Mastery	All students are assessed on multiplication facts and receive additional instruction/support until they reach mastery. Certified teachers submit student names to principal. Those students receive additional instruction 3+ times per week until they reach mastery of the multiplication facts.	Academic Support Program	08/12/2016	02/03/2017	$0	Administration and certified teachers
Math/Reading Reteach	Students will get one week of reteach based on weekly data.	Academic Support Program	08/12/2016	05/05/2017	$0	Certified Teachers and Administrative Team
PASS Program	PASS program is implemented for students with an IEP (containing behavioral goals) in order to give them extra supports in the general education classroom.	Behavioral Support Program	08/07/2015	05/13/2016	$0	Principal and staff
Closing the GAP	District Wide Professional Development	Academic Support Program	08/03/2016	08/03/2016	$0	Certified Teachers and Administrative Staff
AR Best Practices School-wide	The school will use the "best practices" as indicated by AR for implementing the program in our school. Students will be given 30 minutes of independent reading time per day unless they are in a reading reteach group for that week. Students in reteach for the week will be given 30 minutes of direct instruction in reading in a small group setting with a certified literacy teacher. Students will be expected to score an average of 85% on all AR book tests. Students will take the STAR test a minimum of 4 times per year.	Academic Support Program	08/12/2016	05/05/2017	$0	Administration and Teachers
				Total	$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Comprehensive School Improvement Plan

David T. Wilson Elementary

ESS	Students will receive after school tutoring to support math, reading and writing instruction for students that are struggling to meet Proficiency. Daytime waiver is being used to support at-risk students.	Academic Support Program	08/15/2016	05/12/2017	$5500	Certified teachers and administrative team
				Total	$5500	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PBIS	PASS program is implemented for students with an IEP (containing behavioral goals) in order to give them extra supports in the general education classroom. An Assistant Principal will be added to oversee PASS and the school-wide PBIS system at DTW. The PBIS structure at DTW will help improve the overall school-wide discipline, engagement, and parent/school relationships. This structure will be a leading contributor to improved student achievement at DTW.	Behavioral Support Program	08/03/2015	06/30/2016	$60000	Principal; Assistant Principal
				Total	$60000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy Atherton and Abell PD	Professional Development to assist literacy instruction.	Academic Support Program	09/12/2016	09/15/2016	$500	Certified Teachers
Observation of a distinguished reading program	Observation to learn strategies for novice reduction.	Academic Support Program	11/07/2016	11/16/2016	$600	Certified Teachers and Administration
				Total	$1100	

Phase II - KDE Assurances - Schools

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	The school regularly reviews student data for needs assessments. This includes a review of academic data in the form of interim assessments, MAP reports, STAR reports,weekly exit slips, IEP goal data, and K-PREP scores.	

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	We look at our MAP scores 3 times per year to make sure that our core reading and math programs have an 80% success rate for children. This ensures that our research based series are being taught with fidelity over time. This year we have also concentrated on student engagement based on John Antonetti strategies and student questioning and discussion.	

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

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	Our school has a KSI program for students that provides additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards. In addition, we have 30 minutes of math reteach each day and we also have reading reteach time incorporated into the school day.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	Our school only hires teachers that are highly qualified. Our district office has planned strategies to recruit teachers. The PGES evaluation system helps us to retain highly qualified teachers.	

Comprehensive School Improvement Plan

David T. Wilson Elementary

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	Our school follows all district and federal guidelines for Title 1 funds. The district office gives support and guidance on how to appropriate these funds and in maintaining appropriate financial records.	

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	Our school has student led conferences each year. Students go over MAP and K-PREP assessment data with their parents on this night. In addition, our school developed and implements a Parent Compact and a Parent Involvement Policy. This is sent home every year with parents.	

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

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	Our school includes all staff that will be serving students in professional development. This year our school district had four embedded PD days throughout the school year. Appropriate professional development activities are conducted on each of these four days.	

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	Our SBDM conducts an Implementation/Impact of the CSIP twice a year. All changes are noted in the SBDM minutes and reported to all DTW stakeholders.	

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	Our school has a KSI program that reviews academic achievement data that identifies students for Title 1 services 3 times per year. The criteria for identifying students is set by the district office and follows all the state and federal mandates.	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	Our instructional strategies for identified students are research based. Many of the instructional strategies used come from our research-based reading and math series.	

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.	Yes	Our school has activities for identified students that coordinate and integrate with other federal, state, and local programs.	

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.	Yes	Identified students receive the same instruction from the regular education programs and the same number of minutes. Activities may be targeted by interventionist during learning centers for these identified students. The most intensive needs students receive additional instruction outside of the regular classroom schedule.	

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

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.	N/A		

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.	Yes	Yes, our school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	

Comprehensive School Improvement Plan

David T. Wilson Elementary

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	David T Wilson met all requirements for Title 1 funds for programs and activities for students. Appropriate financial records on Title 1, Part A programs and activities are maintained.	

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.	Yes	David T Wilson has been successful in implementing parental involvement for the students at our school. Our school has an active PTO that is involved with all activities both during the school day and after school.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	N/A		

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	Our staff that work with Title 1 identified students have received appropriate professional development activities.	

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	The Comprehensive Improvement Plan in our school is an ever evolving document. Our school does an annual evaluation each year after the KPREP results are released and then continue to evaluated specific goals of the plan throughout the school year for the TELL Survey, Program Review, and PGES updates.	

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 (provide the website link below).	Yes	http://wilson.ky.mce.schoolinsites.com	

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	All of our teachers are highly qualified.	

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	Our school provides PD for staff based on a comprehensive needs assessment to ensure all students are college and career ready. For example, after analyzing KPREP data and noting that reading was a priority need, teachers were provided PD in an effort to increase the rigor in reading.	

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes	There is documentation to support our school using a media specialist and an academic/behavior interventionist.	

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	Our paraprofessionals work under the direct supervision of a highly qualified classroom teacher to provide instruction to students.	

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.	Yes	Our paraprofessionals work under the direct supervision of a highly qualified classroom teacher to provide instruction to students.	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes	All para-educators have an assigned schedule. This schedule is created by the administrative team and non-instructional duties are on a limited basis only.	

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.	Yes	Non-instructional duties completed by para-educators are on a limited basis. This is evidenced by work day schedules.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes	Our school meets its cap size requirements without using Title 1 funds	

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

Phase II - KDE Compliance and Accountability - 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 TELLKY Survey results.

Goal 1:

To increase the percentages of favorable TELL Survey results to 90% by 2017 (where applicable withresources and legalities).

Measurable Objective 1:

collaborate to understand and analyze the results of the TELL Survey and create a plan for favorable results by 05/26/2017 as measured by of scores of 90% or better.

Strategy1:

Data Analysis - This strategy will work by ensuring that all the David T Wilson educators have an awareness of the TELL survey results and are stakeholders in the improvement process. By focusing on the data provided by our staff we can become a more efficient work environment and this will support our students.

Category: Continuous Improvement

Research Cited: www.tellkentucky.org

Activity - Time/Routine Paperwork	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Work with the PLC Leadership Team and grade level PLC teams to identify two to three ways to increase favorable results with the focus areas of Time and Professional Development.	Professional Learning	08/12/2016	05/12/2017	$0 - No Funding Required	Principal, teachers

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

Goal 1:

Increase the combined reading and mathematics K-Prep scores for elementary from 58.8% in 2014 to 79.9% in 2019.

Measurable Objective 1:

80% of Fourth, Fifth and Sixth grade students will collaborate to increase the overall proficiency percentage at David T Wilson Elementary in reading and in Mathematics by 05/31/2019 as measured by K-Prep..

Strategy1:

Implementation of School-wide Accelerated Reader - All students will take the STAR test in computer lab four times per year. Each student

will be assigned a ZPD and data will be monitored by their literacy teacher weekly. David T Wilson is following AR "best practices". All students will be encouraged to score a 85% on comprehension test. A new supplement will be added called AR 360. This is a digital nonfiction component that can be used in addition to the traditional AR program.

Category: Continuous Improvement

Research Cited: Renaissance Learning

Activity - AR Best Practices School-wide	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will use the "best practices" as indicated by AR for implementing the program in our school. Students will be given 30 minutes of independent reading time per day unless they are in a reading reteach group for that week. Students in reteach for the week will be given 30 minutes of direct instruction in reading in a small group setting with a certified literacy teacher. Students will be expected to score an average of 85% on all AR book tests. Students will take the STAR test a minimum of 4 times per year.	Academic Support Program	08/12/2016	05/05/2017	$0 - No Funding Required	Administration and Teachers

Strategy2:

Professional Development - Certified staff and principal will be trained to use the additional supplement, AR 360, provided by Renaissance Learning. This program will help expose students to more digital nonfiction texts, thus improving reading comprehension of such texts. Certified staff will also be trained by the principal to implement the MAP Learning Continuum.

Category: Professional Learning & Support

Research Cited: All programs adopted are research based instruments (NWEA and Renaissance Learning)

Activity - KASC Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Developing a Growth Mindset Classroom	Academic Support Program	08/01/2016	08/01/2016	$500 - District Funding	Certified Teachers and Administration

Activity - KASC Conference	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KASC Conference in Louisville	Academic Support Program	09/13/2016	09/14/2016	$1000 - District Funding	Certified teachers and administration

Activity - Literacy Atherton and Abell PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development to assist literacy instruction.	Academic Support Program	09/12/2016	09/15/2016	$500 - District Funding	Certified Teachers

Activity - GRREC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Building Foundations with Fractions	Academic Support Program	10/27/2016	02/16/2017	$750 - District Funding	Beth Robinson-Woolfolk

Activity - Teacher Training on MAP Learning Continuum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This will be conducted during embedded pd days & staff meetings during the school year. Follow up will be conducted during PLC meetings during the school day.	Professional Learning	11/04/2015	01/03/2017	$0 - No Funding Required	The administrative team

Strategy3:

Best Practice: Formative Assessments - The staff at David T. Wilson Elementary embrace formative assessment as a way to continuously assess our students' performance. We now have a systematic process in place to weekly assess student progress in Math and Reading. Each student is scored using an exit slip containing weekly skills. All students scoring below 80% go into a daily reteach class for that week's skills.

Part of our continuous improvement with formatively assessing our students involved better aligning our interim assessments with the common core standards. This year, all students are assessed using a research-based IA that is directly aligned with their Reading and Math series.

David T. Wilson certified staff and principal will be revisiting "I Can" statements and how to use them to support independent learning for students.

Category: Continuous Improvement

Research Cited: Best Practice, Bringing Standards to Life in America's Classrooms, Steven Zemelman, Harvey "Smokey" Daniels, and Arthur Hyde

Activity - Math and Reading Reteach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students complete an exit slip weekly on that week's objectives. Students that have not reached mastery will be given an additional thirty minutes daily of instruction to reach mastery in a small group setting.	Academic Support Program	08/12/2016	05/12/2017	$0 - No Funding Required	Reading and math teachers at all grade levels. The Title 1 assistant principal will be responsible for providing the information to the teachers and administrative staff.

Activity - Multiplication Mastery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students are assessed on multiplication facts and receive additional instruction/support until they reach mastery. Certified teachers submit student names to principal. Those students receive additional instruction 3+ times per week until they reach mastery of the multiplication facts.	Academic Support Program	08/12/2016	02/03/2017	$0 - No Funding Required	Administration and certified teachers

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive after school tutoring to support math, reading and writing instruction for students that are struggling to meet Proficiency. Daytime waiver is being used to support at-risk students.	Academic Support Program	08/15/2016	05/12/2017	$5500 - Other	Certified teachers and administrative team

Activity - Universal MAP Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP test taken 3 times per year	Academic Support Program	08/08/2016	03/31/2017	$3500 - District Funding	Certified Teachers and Administration

Strategy4:

Title 1 Parental Involvement - Effective schools are a result of families and staff working together to ensure that children are successful in school. A learning compact is an agreement among groups that firmly unites them. This is an invitation to families to partner with their child's school.

Category: Continuous Improvement

Research Cited: 9 Epstein, Joyce L. School, Family, and Community

Partnerships: Preparing Educators and Improving

Schools. Westview Press, 2010.

Activity - Parent Involvement Policy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
David T. Wilson confirms the rights of parents and teachers to jointly address the needs of students receiving funding by Title 1 as adopted by the guidelines of "No Child Left Behind". Wilson Elementary recognizes the importance of the parent's role in providing the student with a quality education. In order for the relationship between parents, teachers, and administrators to be effective, all parents shall be notified of meetings that will provide parents and teachers the opportunity to have input into the design and implementation of the Title 1 goals.	Academic Support Program	08/12/2016	05/05/2017	$0 - No Funding Required	Administrative staff and teachers

Activity - Learning Compact	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To ensure that parents have the opportunity to be actively involved, parents are sent the Learning Compact to sign every school year to acknowledge their involvement and participation in the learning process of their child.	Academic Support Program	08/05/2016	05/05/2017	$0 - No Funding Required	Administrative staff and teachers

All children-were screened for kindergarten readiness. If yes, name the assessment.

N/A (this question does not apply)

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

N/A (this question does not apply)

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

N/A (this question does not apply)

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 45.6% in 2014 to 72.8% in 2019.

Measurable Objective 1:

57% of Fourth, Fifth and Sixth grade students will demonstrate a proficiency in Reading and in Mathematics by 05/31/2016 as measured by the combined Reading and Math proficiency targets on SRC.

Strategy1:

Least Restrictive Environment - David T Wilson strives to put each student in the best environment for learning, based on individual student data. Whenever possible, students are integrated into the general education environment with same age peers (unless data supports otherwise). At present time, less than 1% of our student population receive all of their instruction in a resource setting.

Category: Other - Coteaching/Resource

Research Cited: Co-teaching by Marilyn Friend

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PASS program is implemented for students with an IEP (containing behavioral goals) in order to give them extra supports in the general education classroom. An Assistant Principal will be added to oversee PASS and the school-wide PBIS system at DTW. The PBIS structure at DTW will help improve the overall school-wide discipline, engagement, and parent/school relationships. This structure will be a leading contributor to improved student achievement at DTW.	Behavioral Support Program	08/03/2015	06/30/2016	$60000 - Title I Part A	Principal; Assistant Principal

Activity - Coteaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education and general education teachers collaborate to deliver instruction to students.	Academic Support Program	08/07/2015	05/13/2016	$0 - No Funding Required	Principal and certified teachers

Activity - PASS Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PASS program is implemented for students with an IEP (containing behavioral goals) in order to give them extra supports in the general education classroom.	Behavioral Support Program	08/07/2015	05/13/2016	$0 - No Funding Required	Principal and staff

Strategy2:

Curriculum Assessment & Alignment - Special Education teachers, administrative staff, and the district special education director are

analyzing individual student skill levels to create specially designed instruction to help fill student skill gaps.

Reading and Math Interventionists have been hired (part-time) to work with gap students in the classroom.

Category: Continuous Improvement

Research Cited: DuFour, Richard, Dufour, Rebecca, Eaker, Robert, Many, Thomas, 2006. Learning by Doing: A Handbook for Professional

Learning Communities at Work. Bloomington, IN: Solution Tree

Activity - Learning Villages	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with IEP's are given 30 minutes in a small group setting with a special education teacher to work on their identified goals. Other GAP students will attend reteach Math and/or Reading as designated by weekly formative assessments.	Academic Support Program	08/11/2014	05/31/2016	$0 - No Funding Required	All Staff

Activity - Student Data Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At least once per year, all students will complete a student data sheet using their student kept goal/data sheets and information provided by their teachers to understand the progression of their learning. An opportunity will be given for all parents/guardians to come to school and have students lead them through this data sheet to inform all stakeholders of the learning level of the child.	Parent Involvement	08/11/2014	05/31/2016	$0 - No Funding Required	Administration and all teachers.

The school identified specific strategies to increase the average freshman graduation rate.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are college and career ready.

N/A (this question does not apply)

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

Goal 1:

David T Wilson Elementary School will score proficient on each of the Kentucky Program Reviews

Measurable Objective 1:

100% of Fourth, Fifth and Sixth grade students will demonstrate a proficiency in Writing, PL/CS, and GCWL in Art & Humanities by 05/26/2017 as measured by the program review rubric..

Strategy1:

Professional Development - Time will be scheduled yearly for embedded 21st Century Skills Professional Development in each of the three Program Review Areas focused on research based best practices and planned based on school and student data and teacher PGP.

Category: Professional Learning & Support

Research Cited: "Learning by Doing" Richard DuFour, Rebecca DuFour, Robert Eaker, and Thomas Many

Activity - Gheens Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review of the changes to the Program Review for the State	Academic Support Program	09/23/2016	09/23/2016	$0 - No Funding Required	Ms. English, Mr. Thompson, and Ms. Shacklett attending and then gave our staff updates on the changes.

Activity - Working Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Time will be allotted a minimum of 3 times per year for PLC's to meet to discuss aspects of the Program Review in each of the three areas.	Professional Learning	08/07/2015	05/13/2016	$0 - No Funding Required	Leadership Team with the Principal acting as the lead

Strategy2:

Interval Review Teams - Teams meet a minimum of 3 times per school year to review the components of the rubric and ensure that the action plan is being followed for each component.

Category: Continuous Improvement

Research Cited: Professional Learning Communities

Comprehensive School Improvement Plan

David T. Wilson Elementary

Activity - DTW Wellness Policy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
David T. Wilson Elementary School Wellness Policy All students shall participate in moderate to vigorous physical activity each day, as follows: • Each student shall engage in at least 10 minutes of planned moderate to vigorous physical activity each day. With input from the teachers and the rest of the staff, the principal shall work out how this activity will be handled. The arrangements must fit within the limits of our building and staffing and be compatible with our school improvement plan. • Each student shall participate in physical education class twice a week. • Teachers shall make all reasonable efforts to avoid periods of more than sixty minutes when students are physically inactive. When possible, physical activity should be integrated into learning activities. When that is not possible, students should be given periodic breaks during which they are encouraged to stand and be moderately active. • Every effort will be made to avoid students being deprived of recess or other physical activity as a consequence for behavior or academic performance. • Appropriate accommodations shall be made for students with special needs, as required by law and sound professional judgment. Our school shall assess students' level of physical activity at least once a year. The council shall select an assessment tool by the start of each school year, and the principal shall develop a schedule for completing that assessment. Our school shall encourage healthy choices among students using the following methods: • Our school shall implement the nutritional standards required by federal and state laws and regulations. Those rules apply to our food program and to other food and beverages available during the school day. • Our Practical Living curriculum shall address the full Core Content, including health, consumerism, and physical education. • The rest of our curriculum shall reflect an integrated concern for wellness, including connections to Science, Social Studies, and other subjects.	Policy and Process	08/07/2015	05/13/2016	$0 - No Funding Required	All DTW staff

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?

David T. Wilson Elementary School, located in Meade County, is an intermediate school serving approximately 487 students in and around the city of Brandenburg, Kentucky. Our school has a staff of 27.5 certified teachers. Most of our population attends Brandenburg Primary School for their primary experience and transitions to us in the fourth grade. Our school community has been affected and enriched by our geographic proximity to Fort Knox Military Installation. While military families become adept at transferring and adapting quickly, students who have attended multiple schools in many different states may have experienced different educational standards than students who have been fortunate enough to spend their entire elementary career in high performing Kentucky schools. Like all other public schools, our school has struggled with too few financial resources and increased demands in meeting the common core standards, but the dedication of our school board, administration, teachers, SBDM and school families has helped our school to remain a high performing school in the state of Kentucky.

School's Purpose

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

The Meade County School District and David T. Wilson Elementary School will be recognized for EXCELLENCE and improvement in all areas of student performance. We aspire for every child to be proficient and prepared for success after graduation. David T. Wilson Elementary will establish an atmosphere of EXCELLENCE by exhibiting a "We Care" attitude as evidenced by: ~Supporting our students, families and each other through our actions, attitudes, and teamwork in both academic and extra-curricular programs. Our school uses researched-based best practices in instruction and is continually searching for ways to improve. We encourage lifelong learning and believe in the unique gifts and abilities of all students. David T. Wilson has high expectations for ALL students and seeks to educate the whole child by providing a wide array of extra-curricular activities, both academic and non-academic.

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.

David T. Wilson has always celebrated the success of its students. We have had students competing and winning awards in District Governors Cup, art and essay contests sponsored through our community, and several competing in the state fair competitions through 4-H and our county fair. Our student body is involved in many outside curricular activities sponsored by both the school and public. Our sixth grade students participate in the annual Kentucky Youth Assembly and have been awarded the Outstanding Statesmanship Trophy by the event advisors. Our school is striving to improve yearly through our program reviews so all students have a full menu of experiences in order to assist them in being college and career ready. In particular, we will seek out opportunities to begin implementation of the World Languages component of the program review. As a school, our challenge for the upcoming year is to score Distinguished in the state of Kentucky on the K-PREP assessment.

Additional Information

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

David T. Wilson Elementary is striving to meet the 21st Century Skills needed and wanted by our parents and families. In order to improve communication with our school family we have launched a Facebook page to help with school communication and to be able to celebrate student events and successes. Our Family Resource Center is working with our principal to update the page because we realize that especially the younger families in our community utilize Facebook as a primary means of gathering information on a daily basis. In addition, teachers are using various forms of technology to communicate with parents on a regular basis including Remind 101 texts and Class DoJo e-mails.