



KDE Comprehensive School Improvement Plan

David T. Wilson Elementary

Meade County

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

David T. Wilson Elementary School, located in Meade County, is an intermediate school serving approximately 475 students in and around the city of Brandenburg, Kentucky. Most of our population attends Brandenburg Primary School for their primary experience and transition to us in the fourth grade. Our school community has been affected and enriched by our geographic proximity to Fort Knox Military Installation. This year our school has experienced a slight drop in enrollment due to decreasing population at the base. 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.
- ~Using researched based best practices in instruction and continually searching for ways to improve.
- ~Encouraging lifelong learning and believing in the unique gifts and abilities of all students.
- ~Maintaining flexibility when change is needed.
- ~Holding ourselves and students to higher standards.
- ~Showing passion and persistence in our continued efforts of excellence.

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. This year we have students taking advance math classes at the middle school. We have had students competing and winning awards in District Governors Cup, Art 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 both school sponsored and public competitions. Our sixth grade students participate in the annual Kentucky Youth Assembly and this year were awarded the Outstanding Statesmanship trophy by the event advisors. Our school is striving to improve yearly our program review so all students have a full menu of experiences. 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.

2014-15 CSIP -- DTW

Overview

Plan Name

2014-15 CSIP -- DTW

Plan Description

Revised December 15, 2014

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 average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017. | Objectives: 1 Strategies: 2 Activities: 5 | Academic | \$10000 |
| 2 | Increase the combined reading and mathematics K-Prep scores for elementary from 44% in 2012 to 72% in 2017. | Objectives: 1 Strategies: 4 Activities: 6 | Academic | \$17836 |
| 3 | David T Wilson Elementary School will score proficient on each of the Kentucky Program Reviews | Objectives: 1 Strategies: 2 Activities: 4 | Academic | \$50 |
| 4 | Ensure that all teachers receive training and are provided support and guidance of the Professional Growth and Effectiveness System (PGES). | Objectives: 1 Strategies: 3 Activities: 5 | Organizational | \$0 |
| 5 | Tell Survey | Objectives: 1 Strategies: 1 Activities: 1 | Organizational | \$0 |

Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:

61% of Fourth, Fifth and Sixth grade students will demonstrate a proficiency in Math and in English Language Arts by 05/29/2015 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.

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 | 05/20/2015 | \$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 | 05/20/2015 | \$0 | No Funding Required | Administration and all teachers. |
| Activity - Math and Reading Interventionists | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Two certified teachers are employed 3 days per week to target gap students in the areas of Reading and Math. Students receive this extra instruction using research-based interventions. These teachers also collaborate with classroom teachers to provide differentiated instruction. | Academic Support Program | 09/15/2014 | 05/20/2015 | \$10000 | Title I Part A | Principal and certified 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 | 08/07/2014 | 05/20/2015 | \$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 | 08/07/2014 | 05/20/2015 | \$0 | No Funding Required | Principal and staff |

Goal 2: Increase the combined reading and mathematics K-Prep scores for elementary from 44% in 2012 to 72% in 2017.

Measurable Objective 1:

71% 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 05/29/2015 as measured by K-Prep..

Strategy 1:

Adoption of New Math Series - The Envision Math series is now being implemented across all grade levels at David T Wilson Elementary.

Category: Continuous Improvement

Research Cited: Pearson Envision (common core) 2013

| Activity - Researched Based-Math Program | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|-------------------|-------------------------------|
| 4th, 5th, and 6th Grade students will receive the same research-based math instruction aligned with the common core. | Academic Support Program | 07/24/2014 | 06/12/2015 | \$12336 | Text Books | Principal and certified staff |

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Strategy 2:

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 AR and NWEA Learning Continuum | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|---------------------|-------------------------|
| This will be conducted during PD Days in January and February 2015; follow up will be conducted during PLC meetings during the school day. | Professional Learning | 01/05/2015 | 05/20/2015 | \$0 | No Funding Required | The administrative team |

Strategy 3:

Best Practice: Formative Assessment - David T. Wilson Elementary staff 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 |
|-------------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|-------------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

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| 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 | 08/11/2014 | 05/20/2015 | \$0 | No Funding Required | Reading and math teachers at all grade levels. The Interventionist and Assessment Specialist 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 | 09/01/2014 | 05/20/2015 | \$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 | 08/11/2014 | 05/20/2015 | \$0 | No Funding Required | Administration and certified teachers |

Strategy 4:

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 |
|--|---------------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------------|----------|-------------------|-------------------|-------------------|

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|---|--------------------------|------------|------------|-----|---------------------|-----------------------------|
| 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 | 08/07/2014 | 05/20/2015 | \$0 | No Funding Required | Administration and Teachers |
|---|--------------------------|------------|------------|-----|---------------------|-----------------------------|

Goal 3: 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, Practical Living/Consumer Skills, and in Art & Humanities by 05/20/2015 as measured by the program review four times per school year.

Strategy 1:

Program Review Teams - Teams meet a minimum of 4 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

| Activity - Program Review Action Plan | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|---|
| A school action plan has been created in each of the three areas; writing, practical living, and arts & humanities to ensure that the components are implemented with fidelity. Included in this plan is implementation of the SBDM Wellness Policy and review of goals for school wellness. This plan will be reviewed four times per year by the created teams and shared once a year with the SBDM. The Family Resource Center coordinator will be a member of the Practical Living/Career Studies team and will use their resources to implement components of the Program Review. | Policy and Process | 08/07/2014 | 05/20/2015 | \$0 | No Funding Required | All certified staff is involved with this process. The principal will chair the team for arts & humanities, the counselor will chair the team for practical living/career studies, and the curriculum resource teacher will chair the team for writing. |

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| Activity - DTW Wellness Policy | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|-------------------|
| <p>David T. Wilson Elementary School Wellness Policy</p> <p>All students shall participate in moderate to vigorous physical activity each day, as follows:</p> <ul style="list-style-type: none"> • 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. <p>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.</p> <p>Our school shall encourage healthy choices among students using the following methods:</p> <ul style="list-style-type: none"> • 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 | 08/07/2014 | 05/20/2015 | \$0 | No Funding Required | All DTW staff |
| Activity - Evidence Collection | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| All staff have been trained and will use Google Docs as an evidence collection resource for Program Review. | Technology | 11/04/2014 | 05/20/2015 | \$50 | State Funds | All staff |

Strategy 2:

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 - Working Sessions | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|---------------------|---|
| Time will be allotted four times per year for PLC's to meet to discuss aspects of the Program Review in each of the three areas. | Professional Learning | 08/07/2014 | 05/20/2015 | \$0 | No Funding Required | Leadership Team with the Principal acting as the lead |

Goal 4: 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 05/29/2015 as measured by the training and guidance provided during the initial implementation/preparatory pilot phase..

Strategy 1:

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 measurable 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 - Initial Self Reflection | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | 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 | 08/15/2014 | \$0 | No Funding Required | Principal and Certified Staff |

| Activity - Professional Growth Goals Guidance and Support | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------------|----------|-------------------|-------------------|-------------------|

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| | | | | | | |
|---|-----------------------|-------------------|-----------------|--------------------------|--------------------------|-------------------------------|
| 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 | 08/11/2014 | 09/30/2014 | \$0 | No Funding Required | Principal and Certified Staff |
| Activity - Mid-Year Review | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | 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 | 11/18/2014 | 12/15/2014 | \$0 | No Funding Required | Principal and Certified Staff |

Strategy 2:

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

| | | | | | | |
|--|-----------------------|-------------------|-----------------|--------------------------|--------------------------|---|
| Activity - SGG Guidance and Support | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | 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 CIITS. | Professional Learning | 08/11/2014 | 09/30/2014 | \$0 | No Funding Required | Principal, Assessment Intervention Specialist and Certified Staff |

Strategy 3:

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 | Resource Assigned | Source Of Funding | 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 | 01/05/2015 | 05/01/2015 | \$0 | No Funding Required | Principal and Certified Staff |

Goal 5: Tell Survey

Measurable Objective 1:

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collaborate to understand and analyze the results of the TELL Survey and create a plan for favorable results by 05/22/2015 as measured by scores of 90% or better.

Strategy 1:

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/Professional Development | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | 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 | 12/06/2013 | 05/29/2015 | \$0 | No Funding Required | Principal, teachers |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|--|--------------------------|------------|------------|-------------------|--|
| 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 | 09/01/2014 | 05/20/2015 | \$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 |
|-----------------------------------|---|--------------------------|------------|------------|-------------------|----------------------------------|
| Math and Reading Interventionists | Two certified teachers are employed 3 days per week to target gap students in the areas of Reading and Math. Students receive this extra instruction using research-based interventions. These teachers also collaborate with classroom teachers to provide differentiated instruction. | Academic Support Program | 09/15/2014 | 05/20/2015 | \$10000 | Principal and certified teachers |
| Total | | | | | \$10000 | |

No Funding Required

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--|--|--------------------------|------------|------------|-------------------|---------------------------------------|
| Professional Growth Goals Guidance and Support | 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 | 08/11/2014 | 09/30/2014 | \$0 | Principal and Certified 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 | 08/11/2014 | 05/20/2015 | \$0 | Administration and certified teachers |
| Student Voice Guidance and Support | 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 | 01/05/2015 | 05/01/2015 | \$0 | Principal and Certified Staff |

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| | | | | | | |
|-------------------------------|---|--------------------------|------------|------------|-----|--|
| 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 | 08/07/2014 | 05/20/2015 | \$0 | Administration and Teachers |
| Initial Self Reflection | 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 | 08/15/2014 | \$0 | Principal and Certified Staff |
| SGG Guidance and Support | 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 CIITS. | Professional Learning | 08/11/2014 | 09/30/2014 | \$0 | Principal, Assessment Intervention Specialist and Certified Staff |
| 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 | 05/20/2015 | \$0 | All Staff |
| 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 | 08/11/2014 | 05/20/2015 | \$0 | Reading and math teachers at all grade levels. The Interventionist and Assessment Specialist will be responsible for providing the information to the teachers and administrative staff. |
| Coteaching | Special education and general education teachers collaborate to deliver instruction to students. | Academic Support Program | 08/07/2014 | 05/20/2015 | \$0 | Principal and certified teachers |
| Working Sessions | Time will be allotted four times per year for PLC's to meet to discuss aspects of the Program Review in each of the three areas. | Professional Learning | 08/07/2014 | 05/20/2015 | \$0 | Leadership Team with the Principal acting as the lead |

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David T. Wilson Elementary

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|-------------------------------|---|-----------------------|------------|------------|-----|----------------------------------|
| Time/Professional Development | 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 | 12/06/2013 | 05/29/2015 | \$0 | Principal, teachers |
| 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 | 05/20/2015 | \$0 | Administration and all teachers. |

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David T. Wilson Elementary

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|----------------------------|--|---------------------------|-------------------|-------------------|------------|----------------------|
| <p>DTW Wellness Policy</p> | <p>David T. Wilson Elementary School Wellness Policy</p> <p>All students shall participate in moderate to vigorous physical activity each day, as follows:</p> <ul style="list-style-type: none"> • 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. <p>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.</p> <p>Our school shall encourage healthy choices among students using the following methods:</p> <ul style="list-style-type: none"> • 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. | <p>Policy and Process</p> | <p>08/07/2014</p> | <p>05/20/2015</p> | <p>\$0</p> | <p>All DTW staff</p> |
|----------------------------|--|---------------------------|-------------------|-------------------|------------|----------------------|

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|--|--|----------------------------|------------|------------|-----|---|
| | Social Studies, and other subjects. | | | | | |
| Mid-Year Review | 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 | 11/18/2014 | 12/15/2014 | \$0 | Principal and Certified Staff |
| 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 | 08/07/2014 | 05/20/2015 | \$0 | Principal and staff |
| Teacher Training on AR and NWEA Learning Continuum | This will be conducted during PD Days in January and February 2015; follow up will be conducted during PLC meetings during the school day. | Professional Learning | 01/05/2015 | 05/20/2015 | \$0 | The administrative team |
| Program Review Action Plan | A school action plan has been created in each of the three areas; writing, practical living, and arts & humanities to ensure that the components are implemented with fidelity. Included in this plan is implementation of the SBDM Wellness Policy and review of goals for school wellness. This plan will be reviewed four times per year by the created teams and shared once a year with the SBDM. The Family Resource Center coordinator will be a member of the Practical Living/Career Studies team and will use their resources to implement components of the Program Review. | Policy and Process | 08/07/2014 | 05/20/2015 | \$0 | All certified staff is involved with this process. The principal will chair the team for arts & humanities, the counselor will chair the team for practical living/career studies, and the curriculum resource teacher will chair the team for writing. |
| Total | | | | | \$0 | |

Text Books

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-------------------------------|--|--------------------------|------------|------------|-------------------|-------------------------------|
| Researched Based-Math Program | 4th, 5th, and 6th Grade students will receive the same research-based math instruction aligned with the common core. | Academic Support Program | 07/24/2014 | 06/12/2015 | \$12336 | Principal and certified staff |
| Total | | | | | \$12336 | |

State Funds

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------------|---|---------------|------------|------------|-------------------|-------------------|
| Evidence Collection | All staff have been trained and will use Google Docs as an evidence collection resource for Program Review. | Technology | 11/04/2014 | 05/20/2015 | \$50 | All staff |
| Total | | | | | \$50 | |

KDE Needs Assessment

Introduction

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

Data Analysis

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?
What does the data/information not tell you?**

In analyzing the K-PREP data, David T. Wilson is attempting to look at academic areas of strengths and weaknesses in order to drive instruction.

The K-PREP data tells us that our greatest area of strength is achievement, with a score of 83.8. We know that we want to continue in the area of growth. Our goal is to be in the 90th percentile. Our gap is an area of continued concern, with a score of 52, specifically in the area of students with IEPs. Our area of concentration this year will be to move our students with disabilities out of the novice arena and to reduce the number of apprentice readers at our school.

One positive factor that contributes to the success of our students is our strong parent/guardian support system. This is a nonreported factor, but it greatly impacts student success. Another factor that doesn't show up in our data is the number of students that move into our district who have not had strong academic support and thus fall into the tier 2 or tier 3 intervention levels.

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?

Our greatest area of strength was achievement, with an overall score of 83.8. Every grade level had the highest percentage of students in the proficient performance category in math. Another area of strength for our school was science with 78.6 percent proficient/distinguished score. In order to sustain the areas of strength, we are continuing to implement learning villages where we provide intervention and enrichment activities according to student need. We continue to progress monitor (KSI) to provide individualized instruction for our at risk and already identified students. We will use extended school service to target our gap groups.

An unreported area of strength for our school is our strong Professional Learning Community structure within our building. As soon as the scores were released, our teachers started meeting within our PLC groups to analyze the data and determine strategies to improve learning for our school. We believe that working together to solve the academic decline will result in improved student learning. The teacher leaders in our building working alongside the administration will determine areas of concentration for improvement. This year having two more of our staff members certified as National Board Teachers is a cause for celebration. This brings our school percentage of National Board Certified Teachers to 14% of our total population.

Another area of strength for our school is our strong parent support. Our PTO supplies financial support and a strong parent involvement base that supplants the work of our teachers.

Opportunities for Improvement

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

David T Wilson's main area of concern is reading. The focus for our school this year is to reduce the number of novice by 10% and increase the percentage of distinguished by 10%.

David T Wilson has listed reading as our greatest area in need of improvement for our school. After analyzing the K-PREP data, we believe that improving our reading program will lead to higher scores in all three areas of achievement, gap, and growth and will prepare our students to be college and career ready. The following strategies are underway at our school to improve literacy among our students:

The adoption of the Scott Foresman Reading Series for 4th and 5th grades. This is a research-based curriculum that is also used by our feeder school, Brandenburg Primary.

Implementing the Accelerated Reader Program with the STAR assessment. The school will be following "best-practices" as outlined by the AR program.

Revamping the Master Schedule to allow "re-teach" time each week for students not mastering weekly objectives.

Revamping the Master Schedule to allow 20-30 minutes per day of silent reading for students.

Another area of improvement listed in our TELL survey was more feedback from Professional Development. After every PD our staff is now surveyed concerning the effectiveness of the session and information is shared with all stakeholders to improve the quality of our schools professional learning.

Conclusion

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

David T Wilson will continue to strive to be a Distinguished School in Kentucky. We want to be recognized for excellence and improvement in all areas of student performance. We aspire for every child to be proficient and prepared for success. Our school will use best practices in instruction and continually search for ways to improve. We know that our staff will have to maintain flexibility when change is needed and will hold ourselves and our students to higher standards. David T Wilson is dedicated to showing passion and persistence in continued efforts of excellence.

The Missing Piece

Introduction

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

Stakeholders

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

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

Donna Foushee - Principal

Amy English - Counselor

Annette Fackler - School Interventionist and Curriculum Specialist

Andrea Pike-Goff - Family Resource Coordinator

Poula Gogol - 6th Grade Teacher

Relationship Building

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

Overall Rating: 3.14

| | Statement or Question | Response | Rating |
|----|--|--|------------|
| 1. | Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning. | Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning. | Proficient |

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

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

| | Statement or Question | Response | Rating |
|----|---|---|------------|
| 4. | School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning. | School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning. | Proficient |

| | Statement or Question | Response | Rating |
|----|---|---|------------|
| 5. | School staff involves parents in personal communication about their students' progress at least once a month. | School staff involves parents in personal communication about their students' progress at least once a month. | Proficient |

| | Statement or Question | Response | Rating |
|----|---|---|---------------|
| 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 |
|----|--|---|------------|
| 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

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

Overall Rating: 3.0

| | Statement or Question | Response | Rating |
|----|--|--|------------|
| 1. | School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books). | 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, using classroom contracts, student assignment books, homework websites, and online grade books.) | Proficient |

| | Statement or Question | Response | Rating |
|----|--|--|---------------|
| 2. | School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods). | District/school staff, parents and community stakeholders work together to learn from and use all resources available to meet the student's and parent's learning needs. | Distinguished |

| | Statement or Question | Response | Rating |
|----|--|--|------------|
| 3. | School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results. | School staff sometimes provides community organizations with information about academic expectations for parents who use their services. | Apprentice |

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

| | Statement or Question | Response | Rating |
|----|--|--|------------|
| 5. | School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences). | 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 |
|----|--|---|------------|
| 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 |

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

Decision Making

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

Overall Rating: 2.14

| | Statement or Question | Response | Rating |
|----|--|--|------------|
| 1. | The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees. | 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 |
|----|---|--|------------|
| 2. | School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election. | School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election. | Apprentice |

| | Statement or Question | Response | Rating |
|----|--|--|--------|
| 3. | Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods. | School council chair sends council minutes to largest parent organization with no follow-up. | Novice |

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

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

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

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| | Statement or Question | Response | Rating |
|----|--|---|---------------|
| 7. | School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work. | Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents. | Novice |

Advocacy

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

Overall Rating: 2.33

| | Statement or Question | Response | Rating |
|----|--|---|------------|
| 1. | School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs. | 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 |
|----|--|--|------------|
| 2. | Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs. | Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs. | Proficient |

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

| | Statement or Question | Response | Rating |
|----|--|---|--------|
| 4. | School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements. | Teachers handle parent complaints but outcomes are not tracked or reported. | Novice |

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

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

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

Overall Rating: 1.83

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

| | Statement or Question | Response | Rating |
|----|---|---|------------|
| 2. | <p>School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.</p> | <p>School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.</p> | Proficient |

| | Statement or Question | Response | Rating |
|----|--|--|------------|
| 3. | <p>School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.</p> | <p>School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.</p> | Proficient |

| | Statement or Question | Response | Rating |
|----|---|--|--------|
| 4. | <p>School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.</p> | <p>School staff offers some information to parents to learn how to support their child's learning.</p> | Novice |

| | Statement or Question | Response | Rating |
|----|--|---|--------|
| 5. | <p>School council has a classroom observation policy that welcomes families to visit all classrooms.</p> | <p>School staff allows parents to visit regular education classrooms upon request. There is no school policy.</p> | Novice |

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| | Statement or Question | Response | Rating |
|----|--|--|---------------|
| 6. | School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs. | School staff relies on the parent organizations to provide learning opportunities for parent leadership. | Apprentice |

Community Partnerships

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

Overall Rating: 2.5

| | Statement or Question | Response | Rating |
|----|--|--|------------|
| 1. | School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts. | School leadership periodically meets with some business leaders to discuss information on student achievement. | Apprentice |

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

| | Statement or Question | Response | Rating |
|----|---|---|------------|
| 3. | School leadership collaborates with employers to support parent and volunteer participation in students' education. | Employer-partners adopt practices to promote and support parent and volunteer participation in students' education. | Apprentice |

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

| | Statement or Question | Response | Rating |
|----|---|---|------------|
| 5. | Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up.) | 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 |
|----|--|--|------------|
| 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 maintains a resource directory on some agencies, programs and services that will provide services for students. | Apprentice |

Reflection

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

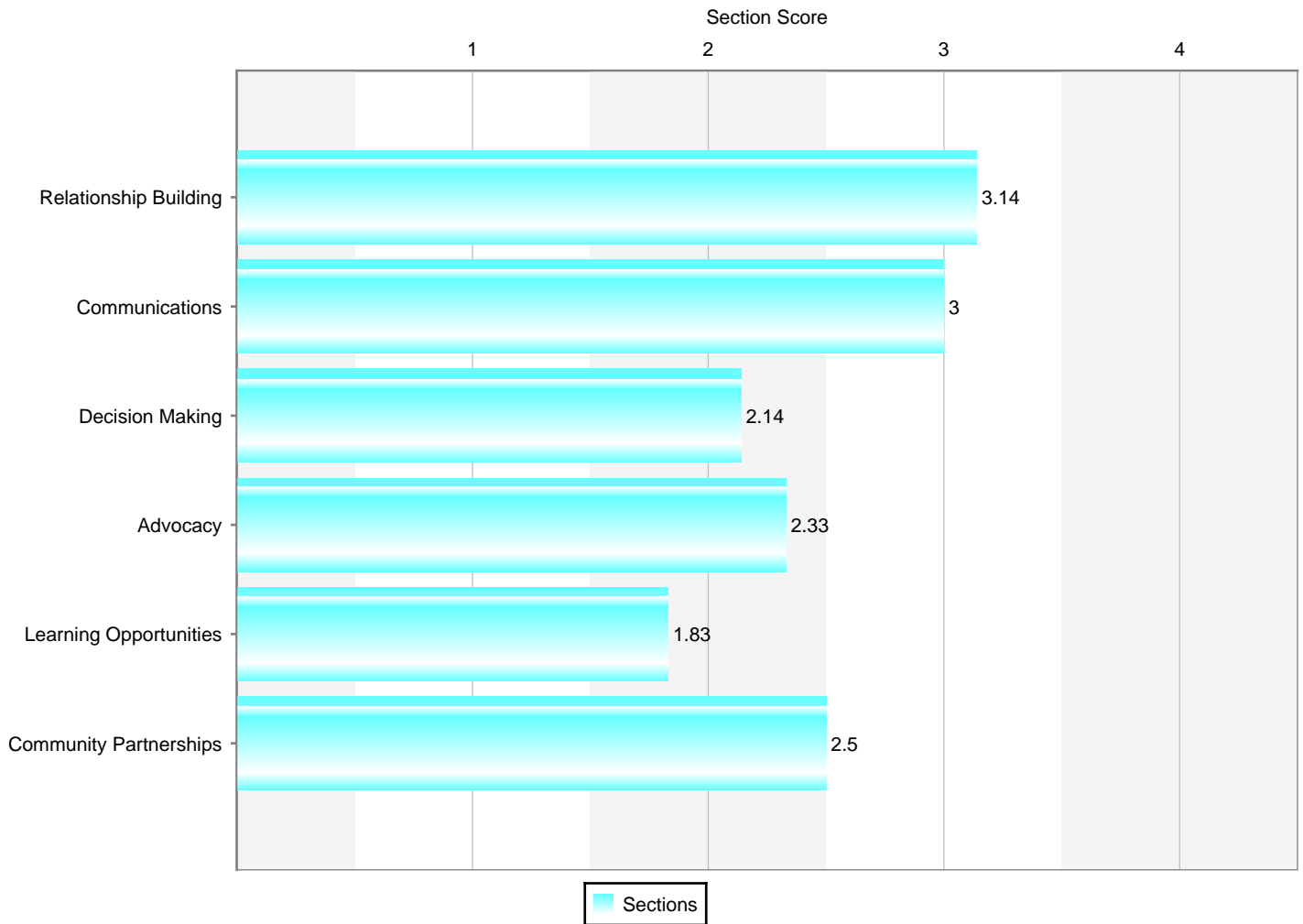
Reflect upon your responses to each of the Missing Piece objectives.

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 revise the parent satisfaction survey.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

David T. Wilson operates as a Professional Learning Community and strives to include all stakeholders in the development of the institutions 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 meets 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.

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

| Label | Assurance | Response | Comment | Attachment |
|--------------------------------|--|----------|--|------------|
| Comprehensive Needs Assessment | The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components. | Yes | The school conducts ongoing comprehensive needs assessment based on K-PREP, MAP, interim assessments, STAR data, and AIMSweb data to assess the needs of the students in our school. | |

| 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 | The Pearson Envision Math Series was adopted to ensure that all students are receiving the same research based math instruction. All math classes are expected to have learning centers at least twice per week. KSI groups have been formed schoolwide to meet the demands of all student groups both at-risk and above grade level. A school interventionist is working with students scoring below proficiency. These students are given an additional 90 minutes per week of math instruction. All students are expected to know 50 basic math multiplication facts at 90% accuracy in four minutes. | |

| Label | Assurance | Response | Comment | Attachment |
|----------------------|--|----------|-------------------------------|------------|
| Preschool Transition | The school planned preschool transition strategies and the implementation process. | No | Intermediate grades only 4-6. | |

| 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 | KSI groups are using Rewards, Scott-Foresman Intervention Kit, and What Works Clearinghouse. | |

| Label | Assurance | Response | Comment | Attachment |
|---------------------------|--|----------|---|------------|
| Highly Qualified Teachers | The school planned strategies to recruit and retain highly qualified teachers. | Yes | Creating an awareness of the TPGES program for teacher effectiveness. | |

KDE Comprehensive School Improvement Plan

David T. Wilson Elementary

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

| Label | Assurance | Response | Comment | Attachment |
|----------------------------------|---|----------|--|------------|
| Title I, Part A Schoolwide Funds | The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities. | Yes | The school is using Title 1 funds this year to hire a reading and a math interventionist to help below level students reach the goal of proficiency. | |

| 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 | An additional parent night per grade level was added to the school schedule to educate parents about their students' reading program. A Parent Compact is given to each student at DTW. The school has a Parent Involvement Policy and has an active PTO. We also encourage electronic involvement with our parents through Infinite Campus Parent Portal, AR Home Connect, All Calls, and Remind 101. | |

| Label | Assurance | Response | Comment | Attachment |
|---------------------|---|----------|---|------------|
| Schoolwide Planning | The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process. | Yes | DTW continuously strives to use current student data to meet the needs of all students. We have expectations and policies to ensure that research-based practices are used by staff to create instructional strategies to increase the amount and quality of learning time. Our school embraces the "small town" atmosphere of our community and welcomes parents suggestions and support with our students. Being a rural area, it is sometimes hard to have the community supports of an urban area but we partner regularly with the MAC center, The Meade County Public Library, and The Conservation District. | |

| 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 district is committed to providing 21st century skills to our staff. Professional development is embedded into the school year to make it a more efficient system for delivering services to students and professionals. | |

KDE Comprehensive School Improvement Plan

David T. Wilson Elementary

| 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 | Schedules are in place to ensure that the CSIP is revisited by the staff a minimum of twice per year. The district team also has a deadline of December 1 for revising and updating our school's improvement plan using relevant data. | |

| 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 | David T Wilson Elementary has a school-wide Title I program for all students and a comprehensive needs assessment is conducted annually. | |

| Label | Assurance | Response | Comment | Attachment |
|--------------------------|---|-----------------|--|-------------------|
| Instructional Strategies | The school planned and developed research based instructional strategies to support and assist identified students. | Yes | Literacy and math programs use research based instructional practices. Fidelity of this instruction is ensured by principal observations and professional learning communities meeting weekly to plan instruction. | |

| Label | Assurance | Response | Comment | Attachment |
|--------------------------------|---|-----------------|---|-------------------|
| Targeted Assistance Activities | The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs. | No | DTW is not a targeted assistance school | |

| Label | Assurance | Response | Comment | Attachment |
|--------------------------------|--|-----------------|--|-------------------|
| Targeted Assistance Activities | The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both. | No | DTW is not a targeted assistance school. | |

| Label | Assurance | Response | Comment | Attachment |
|-----------------------|--|-----------------|--|-------------------|
| Schoolwide Activities | The school planned activities to coordinate and integrate with other federal, state, and local programs. | Yes | David T Wilson regularly coordinates with the Meade County Public Library and the Meade Activity Center. | |

KDE Comprehensive School Improvement Plan

David T. Wilson Elementary

| Label | Assurance | Response | Comment | Attachment |
|-----------------------|---|----------|---|------------|
| Schoolwide Activities | The school planned activities that coordinate with and support the regular educational program. | Yes | David T Wilson is a school-wide Title I program. Many of our school planned activities in our building are part of our Program Review such as cross country, music programs, Fit'n Fun 5K, Literacy Fairs, KYA, and All County Choir are some examples. | |

| Label | Assurance | Response | Comment | Attachment |
|--------------------------------|--|----------|---|------------|
| Targeted Assistance Activities | The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities. | No | DTW is not a targeted assistance school | |

| Label | Assurance | Response | Comment | Attachment |
|------------------|---|----------|--------------------------------|------------|
| Highly Qualified | The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities. | No | Not a target assistance school | |

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

| Label | Assurance | Response | Comment | Attachment |
|----------------------|---|----------|---|------------|
| Parental Involvement | The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy. | Yes | David T Wilson has implemented a Parent Compact and a Parent Involvement Policy. This is reviewed by the SBDM council yearly. | |

| Label | Assurance | Response | Comment | Attachment |
|------------------------------|--|----------|---|------------|
| Targeted Assistance Planning | The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process. | No | David T Wilson is not a Target Assistance School. | |

| Label | Assurance | Response | Comment | Attachment |
|--------------------------|---|----------|---|------------|
| Professional Development | The school planned or provided appropriate professional development activities for staff members who serve identified Title I students. | Yes | David T Wilson has a Professional Development Plan based on our CSIP. | |

KDE Comprehensive School Improvement Plan

David T. Wilson Elementary

| 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 | Our school professional development plan is based on our students' needs as identified in our CSIP. | |

| Label | Assurance | Response | Comment | Attachment |
|--------------|--|----------|---|------------|
| Transparency | The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website and linked to our district website. (provide the website link below) | Yes | The SBDM does an implementation and impact review on our CSIP twice per year. | |

| 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 | No | Our school has never had a teacher that is not 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 | The Professional Development Plan for our staff has all been based on meeting the needs of Senate Bill 1 with the staff of David T Wilson Elementary. | |

| Label | Assurance | Response | Comment | Attachment |
|----------------|--|----------|--|------------|
| Ranking Report | The school ensures that if the Title I Ranking Report lists counselors, nurses, media specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement. | Yes | DTW uses a media specialist in order to give all students extra math instruction on the Successmaker Math program. This program is used by all students in the building 30 minutes per week as evidenced by our master schedule. | |

| 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 | Para-educators are always under the direct instruction of a classroom teacher and provide "re-teach" instruction as directed by the teacher. | |

| 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 | Para-educators are always under the direct instruction of a classroom teacher and provide "re-teach" instruction as directed by the teacher. | |

KDE Comprehensive School Improvement Plan

David T. Wilson Elementary

| Label | Assurance | Response | Comment | Attachment |
|--|---|-----------------|---|-------------------|
| Para-educator Non-Instructional Duties | The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only | Yes | All paraeducators are used in the classroom under the direct supervision of a teacher for student services. All have been given a schedule and are expected to keep this schedule unless otherwise directed. A copy of this is also kept in the front office. | |

| 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 | Para-educators are used for instructional purposes. | |

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

| Label | Assurance | Response | Comment | Attachment |
|-----------------------|--|-----------------|--|-------------------|
| Cap Size Requirements | The school met its cap size requirements without using Title II funds. | Yes | DTW has one teacher with Title IIA funds but cap size requirements were met without this position. | |

Compliance and Accountability - Elementary Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

Tell Survey

Measurable Objective 1:

collaborate to understand and analyze the results of the TELL Survey and create a plan for favorable results by 05/22/2015 as measured by 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/Professional Development | Activity Type | Tier | Phase | 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 | | | 12/06/2013 | 05/29/2015 | \$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 44% in 2012 to 72% in 2017.

Measurable Objective 1:

71% of All Students will collaborate to increase the overall proficiency percentage at David T Wilson Elementary in reading and in Mathematics by 06/06/2014 as measured by K-Prep..

Strategy1:

KDE Comprehensive School Improvement Plan

David T. Wilson Elementary

Best Practice: Formative Assessment - David T. Wilson Elementary staff 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 - ESS | Activity Type | Tier | Phase | 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 | | | 09/01/2014 | 05/20/2015 | \$5500 - Other | Certified teachers and administrative team |

| Activity - Multiplication Mastery | Activity Type | Tier | Phase | 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 | | | 08/11/2014 | 05/20/2015 | \$0 - No Funding Required | Administration and certified teachers |

| Activity - Math and Reading Reteach | Activity Type | Tier | Phase | 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 | | | 08/11/2014 | 05/20/2015 | \$0 - No Funding Required | Reading and math teachers at all grade levels. The Interventionist and Assessment Specialist will be responsible for providing the information to the teachers and administrative staff. |

Strategy2:

Professional Development - Certified staff and principal will be trained to use the additional supplement, AR 360, provided by Renaissance

KDE Comprehensive School Improvement Plan

David T. Wilson Elementary

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 AR and NWEA Learning Continuum | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------|-------|------------|------------|---------------------------|-------------------------|
| This will be conducted during PD Days in January and February 2015; follow up will be conducted during PLC meetings during the school day. | Professional Learning | | | 01/05/2015 | 05/20/2015 | \$0 - No Funding Required | The administrative team |

Strategy3:

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 | Tier | Phase | 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 | | | 08/07/2014 | 05/20/2015 | \$0 - No Funding Required | Administration and Teachers |

Strategy4:

Adoption of New Math Series - The Envision Math series is now being implemented across all grade levels at David T Wilson Elementary.

Category: Continuous Improvement

Research Cited: Pearson Envision (common core) 2013

| Activity - Researched Based-Math Program | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------|-------|------------|------------|-------------------------|-------------------------------|
| 4th, 5th, and 6th Grade students will receive the same research-based math instruction aligned with the common core. | Academic Support Program | | | 07/24/2014 | 06/12/2015 | \$12336 - Text Books | Principal and certified staff |

All children were screened for kindergarten readiness.

Goal 1:

Not Applicable Response -- this status or items does not apply to our school

Measurable Objective 1:

collaborate to CATEGORY IS NOT APPLICABLE TO THIS SCHOOL by 05/29/2015 as measured by N/A.

Strategy1:

Not Applicable - Not Applicable

Category: Other - Not Applicable

Research Cited: Not Applicable

| Activity - Not Applicable | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---------------------------|---------------|------|-------|------------|------------|---------------------------|-------------------|
| Not Applicable | Other | | | 08/07/2014 | 05/29/2015 | \$0 - No Funding Required | No Staff Required |

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

Goal 1:

Not Applicable Response -- this status or items does not apply to our school

Measurable Objective 1:

collaborate to CATEGORY IS NOT APPLICABLE TO THIS SCHOOL by 05/29/2015 as measured by N/A.

Strategy1:

Not Applicable - Not Applicable

Category: Other - Not Applicable

Research Cited: Not Applicable

KDE Comprehensive School Improvement Plan

David T. Wilson Elementary

| Activity - Not Applicable | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---------------------------|---------------|------|-------|------------|------------|---------------------------|-------------------|
| Not Applicable | Other | | | 08/07/2014 | 05/29/2015 | \$0 - No Funding Required | No Staff Required |

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

Goal 1:

Not Applicable Response -- this status or items does not apply to our school

Measurable Objective 1:

collaborate to CATEGORY IS NOT APPLICABLE TO THIS SCHOOL by 05/29/2015 as measured by N/A.

Strategy1:

Not Applicable - Not Applicable

Category: Other - Not Applicable

Research Cited: Not Applicable

| Activity - Not Applicable | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---------------------------|---------------|------|-------|------------|------------|---------------------------|-------------------|
| Not Applicable | Other | | | 08/07/2014 | 05/29/2015 | \$0 - No Funding Required | No Staff Required |

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 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:

61% of All Students will demonstrate a proficiency in Math and in English Language Arts by 06/13/2014 as measured by the combined Reading and Math proficiency targets on SRC.

Strategy1:

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.

KDE Comprehensive School Improvement Plan

David T. Wilson Elementary

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

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 | Tier | Phase | 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 | 05/20/2015 | \$0 - No Funding Required | All Staff |

| Activity - Student Data Conferences | Activity Type | Tier | Phase | 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 | 05/20/2015 | \$0 - No Funding Required | Administration and all teachers. |

| Activity - Math and Reading Interventionists | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------|-------|------------|------------|--------------------------|----------------------------------|
| Two certified teachers are employed 3 days per week to target gap students in the areas of Reading and Math. Students receive this extra instruction using research-based interventions. These teachers also collaborate with classroom teachers to provide differentiated instruction. | Academic Support Program | | | 09/15/2014 | 05/20/2015 | \$10000 - Title I Part A | Principal and certified teachers |

Strategy2:

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

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David T. Wilson Elementary

| Activity - PASS Program | Activity Type | Tier | Phase | 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 | | | 08/07/2014 | 05/20/2015 | \$0 - No Funding Required | Principal and staff |

| Activity - Coteaching | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------|-------|------------|------------|---------------------------|----------------------------------|
| Special education and general education teachers collaborate to deliver instruction to students. | Academic Support Program | | | 08/07/2014 | 05/20/2015 | \$0 - No Funding Required | Principal and certified teachers |

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 All Students will demonstrate a proficiency in Writing, Practical Living/Consumer Skills, and in Art & Humanities by 05/20/2015 as measured by the program review four times per school year.

Strategy1:

Program Review Teams - Teams meet a minimum of 4 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

KDE Comprehensive School Improvement Plan

David T. Wilson Elementary

| Activity - Evidence Collection | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------|-------|------------|------------|---------------------------|-------------------|
| All staff have been trained and will use Google Docs as an evidence collection resource for Program Review. | Technology | | | 11/04/2014 | 05/20/2015 | \$0 - No Funding Required | All staff |

| Activity - Program Review Action Plan | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------|-------|------------|------------|---------------------------|---|
| A school action plan has been created in each of the three areas; writing, practical living, and arts & humanities to ensure that the components are implemented with fidelity. Included in this plan is implementation of the SBDM Wellness Policy and review of goals for school wellness. This plan will be reviewed four times per year by the created teams and shared once a year with the SBDM. The Family Resource Center coordinator will be a member of the Practical Living/Career Studies team and will use their resources to implement components of the Program Review. | Policy and Process | | | 08/07/2014 | 05/20/2015 | \$0 - No Funding Required | All certified staff is involved with this process. The principal will chair the team for arts & humanities, the counselor will chair the team for practical living/career studies, and the curriculum resource teacher will chair the team for writing. |

Strategy2:

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 - Working Sessions | Activity Type | Tier | Phase | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------|-------|------------|------------|---------------------------|---|
| Time will be allotted four times per year for PLC's to meet to discuss aspects of the Program Review in each of the three areas. | Professional Learning | | | 08/07/2014 | 05/20/2015 | \$0 - No Funding Required | Leadership Team with the Principal acting as the lead |

School Safety Diagnostic

Introduction

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

School Safety Requirements

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---------------------------------------|------------|
| 1. | Does each school have a written Emergency Management Plan (EMP)? | Yes | The EMP is updated every school year. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|-------------|------------|
| 2. | Did the SBDM Council adopt a policy requiring the development and adoption of an EMP? | Yes | Spring 2014 | |

| Label | Assurance | Response | Comment | Attachment |
|-------|-------------------------------------|----------|-------------|------------|
| 3. | Did the SBDM Council adopt the EMP? | Yes | Spring 2014 | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 4. | Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan? | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|--|------------|
| 5. | Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)? | Yes | Reviewed by the principal and SBDM in October of 2014. Reviewed with staff on opening day and again in November of 2014. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|----------------|------------|
| 6. | Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year? | Yes | August 6, 2014 | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|--|------------|
| 7. | Were local law enforcement and/or fire officials invited to review the EMP? | Yes | The plan has not changed since the local responders reviewed it in the fall of 2013. | |

KDE Comprehensive School Improvement Plan

David T. Wilson Elementary

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---|------------|
| 9. | Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated? | Yes | Primary routes are indicated. Our school only has two hallways and we practice staged "blocked exits" during our drills so our students and staff will have experience with using other routes. We feel that posting secondary routes in a school our size with the young ages of our students could lead to confusion. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|--|------------|
| 10. | Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room? | Yes | Fire Marshal inspects our school yearly. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---|------------|
| 11. | Have practices been developed for students to follow during an earthquake? | Yes | Practices have been developed and reviewed and are included in the EMP. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---|------------|
| 12. | Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)? | Yes | Visitors sign-in using identification. All visitors must enter into the main office. All other doors are kept locked. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---|------------|
| 13. | Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake) | Yes | Our school follows the calendar put out by Kentucky Safe Schools. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 14. | Are processes in place to ensure all four emergency response drills (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1? | Yes | | |