



Comprehensive School Improvement Plan

Wilmore Elementary School
Jessamine County

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Wilmore, KY 40390

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Introduction

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

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

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

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - School

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

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

The large majority of our staff have four or more years of teaching experience. This provides a very experienced teacher to the majority of our students. We only have one first-year (KTIP) teacher, and this is typical for our school. Again, this provides experienced teachers to most of our students.

We do have an increasingly high number of students with disabilities, as well as free/reduced students. We are thankful to have such experienced teachers teaching these students with higher needs.

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

One trend we have noticed is that we have an increasing number of students with disabilities as well as free/reduced students. The barriers (challenges) of this trend are that we have had a lack of training to meet the diverse needs. We have also identified a lack of materials for our special education students as a barrier.

The root causes are that we have not had quality training (behavioral and special education training) to meet the challenges in the classrooms.

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

Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

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

OR

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

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

Goal 1:
 Proficiency Goal: Administrators and teachers will work together to choose purposeful and engaging strategies and eliminate low-impact practices on a daily basis.

Measurable Objective 1:
 collaborate to increase proficiency in reading and math to 77.3% by 05/01/2018 as measured by KPREP .

Strategy1:
 AVI training - Teachers will be trained in effective academic vocabulary instruction.
 Category: Professional Learning & Support
 Research Cited: Marzano, Faber

Activity - Training and Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in effective academic vocabulary instruction and will collaborate with their team to implement this high-impact practice (as referenced in our 30-60-90).	Professional Learning	08/10/2016	05/01/2018	\$0 - No Funding Required	Classroom teachers, Administrators

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Goal 2:

Novice Reduction Goal: All teachers will meet weekly in a fully-functioning PLC with administrators using a PDSA cycle to guide instruction.

Measurable Objective 1:

collaborate to decrease the percentage of students scoring at the novice level by 05/01/2018 as measured by KPREP.

Strategy1:

Focused PLC work - Teachers will actively engage in math PLC's using the PDSA structure.

Category: Professional Learning & Support

Research Cited: DuFour, Fullan, Hattie

Activity - PDSA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will actively engage in math PLCs using the PDSA structure (as referenced in our 30-60-90 plan).	Professional Learning	10/19/2016	05/01/2018	\$0 - No Funding Required	Classroom teachers, Administrators

Phase I - The Missing Piece

Introduction

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

Stakeholders

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

Administrative Team: Dawn Floyd, Katie Adams, Jessica Dodgen, Jordan Johnson, Shelly Hallman

Relationship Building

Overall Rating: 3.43

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	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
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	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
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

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

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Students/family feedback data on school welcoming and engagement efforts is retained in a usable confidential format and can be retrieved for district or school assistance to families.	Distinguished

Communications

Overall Rating: 3.14

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	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
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

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

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	District and school leadership ensure that student achievement is discussed each semester with all parents.	Distinguished

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

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

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

Decision Making

Overall Rating: 2.43

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

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

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

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

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council 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
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

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

Advocacy

Overall Rating: 2.67

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	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
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report 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
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

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

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

Learning Opportunities

Overall Rating: 2.0

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as 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.	Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities to participate on SBDM councils and committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. • Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Proficient

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	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.	Proficient

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Some student work of various levels is exhibited in the classroom.	Novice

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

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

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	There is little or no development of parent leaders.	Novice

Community Partnerships

Overall Rating: 1.83

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership informs the community once a year about student achievement. (For example, letters to editor or newspaper article).	Novice

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

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

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	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
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up).	Proficient

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff rarely updates or communicates with local agencies or programs that provide learning services.	Novice

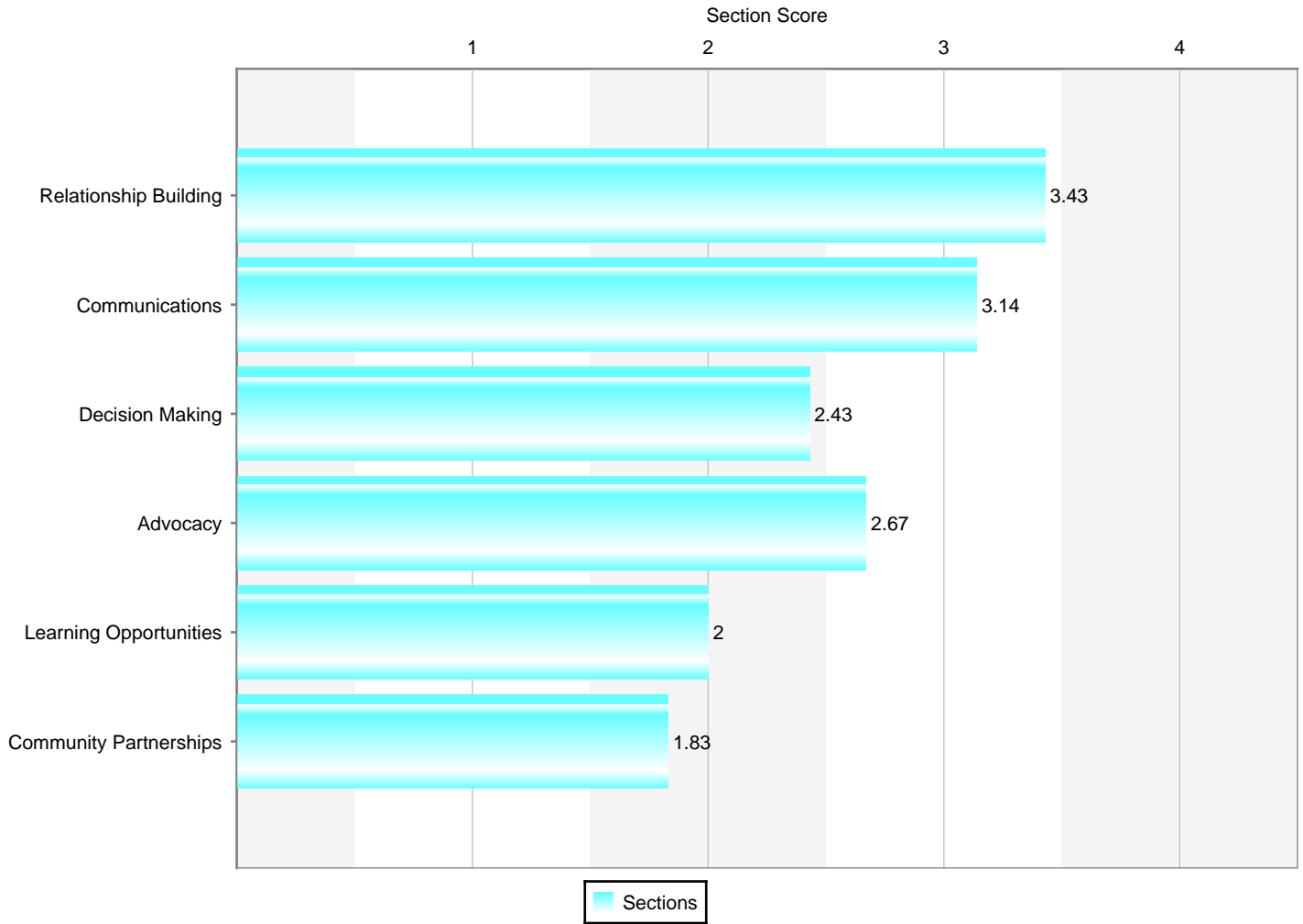
Reflection

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

Our school has a strong council and parent group support. We also work closely with our community members to address school needs which directly affect our students. However, we see the need to partner more with employers and we want to develop a policy for classroom observation.

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.

The Improvement process was developed with input from district leaders, staff and SBDM council members. Our SBDM council members are elected and meetings are intentionally scheduled to accommodate them. Our 30-60-90 plan includes the roles of teachers and everyone involved in the activities.

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

District leaders worked with administrators and teacher leaders to develop the school goals. The teacher leaders provided input and leadership in facilitating conversation with staff members.

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 final improvement plan was shared at a faculty meeting with all teachers and at a SBDM meeting for all council members. They receive progress reports on the 30-60-90 plans monthly.

Phase I - Needs Assessment

Introduction

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

Data Analysis

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

What does the data/information not tell you?

We try to determine our strengths and areas for growth. From the data, we also determine academic needs and successes of individual and groups of students, as well materials and personnel needed to address the needs. This KPREP data doesn't provide information about our school climate or the achievement of our first and second graders.

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?

Achievement was noted in reading in grades 3-5. We will implement a new reading series throughout the grades that will help focus on ELA standards. We also will continue to provide our intervention process to provide extra support for our at-risk population. We will implement a new PLC structure to analyze better student achievement and to ensure a viable curriculum is taught throughout the grades. We celebrated that our students made gains in reading and achievement in grades 3-5.

Opportunities for Improvement

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

We need to improve in the area of writing (school-wide) and math. We realized that with strong writing instruction in grades 1-4 our achievement in writing on KPREP in 5th grade will improve. A literacy coach has been hired to focus specifically on writing. The coach will assist and provide teachers with training and support. We also have implemented a new PLC structure to help guide better our planning and assessment analysis for math in all grades.

Conclusion

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

Our next steps will be to focus on writing in grades 1-5. We also will focus on special education achievement. Monthly PLC work will be the vehicle to discuss and plan for these areas.

WES CSIP 2016-2017

Overview

Plan Name

WES CSIP 2016-2017

Plan Description

CSIP 2016-2017 (30-60-90)

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 Kentucky students in the non-duplicated gap group from 37.3% in 2014 to 56.1% in 2017.	Objectives: 1 Strategies: 3 Activities: 5	Organizational	\$0
2	Proficiency Goal: Administrators and teachers will work together to choose purposeful and engaging strategies and eliminate low-impact practices on a daily basis.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
3	Novice Reduction Goal: All teachers will meet weekly in a fully-functioning PLC with administrators using a PDSA cycle to guide instruction.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	Parent Involvement Goal: It is our goal to develop a home-school connection and to actively engage parents as partners in student learning.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0

Goal 1: Increase the average combined reading and math proficiency ratings for all Kentucky students in the non-duplicated gap group from 37.3% in 2014 to 56.1% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all Wilmore Elementary students in the non-duplicated gap group to 69.6% by 05/26/2017 as measured by KPREP .

Strategy 1:

Monitoring Student Progress - Administrators and teachers will monitor progress of gap students.

Category: Continuous Improvement

Activity - Data Wall	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work with administrators to create a data wall where we will frequently monitor the progress of our gap students. The data wall will help us track, not just our gap students, but also all of our novice students (according to KPREP the prior year or MAP projected proficiency).	Other	09/19/2016	05/26/2017	\$0	No Funding Required	Administrators Classroom teachers Special education teachers Interventionists

Strategy 2:

Academic Vocabulary Instruction - Special education teachers will increase their understanding of AVI and use strategies with their students on a regular basis.

Category: Professional Learning & Support

Research Cited: Marzano

Activity - Monthly AVI Training Session	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators, along with teacher leaders, will provide professional learning monthly to our special education teachers. They will highlight effective strategies that can be used to teach academic vocabulary.	Professional Learning	09/19/2016	05/26/2017	\$0	No Funding Required	Administrators and Teacher Leaders
Activity - Implementation of AVI in all classrooms	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom and special education teachers will implement AVI strategies into their instruction on a regular basis.	Direct Instruction	09/19/2016	05/26/2017	\$0	No Funding Required	Classroom and special education teachers

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Activity - Monitoring the Implementation of AVI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will conduct walk throughs to ensure the implementation of AVI strategies in all classrooms and special education settings.	Other	09/19/2016	05/26/2017	\$0	No Funding Required	Administrators

Strategy 3:

Co-teaching - Special education teachers and regular education teachers will be work toward implementing a co-teaching model in classrooms.

Category: Professional Learning & Support

Activity - Co-teaching training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The assistant special education director will train classroom teachers and special education teachers on co-teaching methods and strategies and the benefits to co-teaching.	Professional Learning	09/19/2016	05/26/2017	\$0	No Funding Required	Asst. special education director Administrators Classroom and special education teachers

Goal 2: Proficiency Goal: Administrators and teachers will work together to choose purposeful and engaging strategies and eliminate low-impact practices on a daily basis.

Measurable Objective 1:

collaborate to increase proficiency in reading and math to 77.3% by 05/01/2018 as measured by KPREP .

Strategy 1:

AVI training - Teachers will be trained in effective academic vocabulary instruction.

Category: Professional Learning & Support

Research Cited: Marzano, Faber

Activity - Training and Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in effective academic vocabulary instruction and will collaborate with their team to implement this high-impact practice (as referenced in our 30-60-90).	Professional Learning	08/10/2016	05/01/2018	\$0	No Funding Required	Classroom teachers, Administrators

Goal 3: Novice Reduction Goal: All teachers will meet weekly in a fully-functioning PLC with administrators using a PDSA cycle to guide instruction.

Measurable Objective 1:

collaborate to decrease the percentage of students scoring at the novice level in math from 22.5% to 16.5% by 05/01/2018 as measured by KPREP.

Strategy 1:

Focused PLC work - Teachers will actively engage in math PLC's using the PDSA structure.

Category: Professional Learning & Support

Research Cited: DuFour, Fullan, Hattie

Activity - PDSA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will actively engage in math PLCs using the PDSA structure (as referenced in our 30-60-90 plan).	Professional Learning	10/19/2016	05/01/2018	\$0	No Funding Required	Classroom teachers, Administrators

Goal 4: Parent Involvement Goal: It is our goal to develop a home-school connection and to actively engage parents as partners in student learning.

Measurable Objective 1:

collaborate to increase the percentage of parents and families engaged in academically related school activities from 50% to 75%. by 05/01/2018 as measured by sign-in sheets and parent surveys.

Strategy 1:

Systematic Efforts - Systematic efforts will be made to involve parents in partnering with the school through volunteer opportunities, parent-teacher conferences, parent trainings and family fun opportunities.

Category: Other - Family Involvement

Research Cited: Hattie, Payne

Activity - Family Literacy Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Comprehensive School Improvement Plan

Wilmore Elementary School

A Story Walk will take place in the spring. The pages of a featured book will be enlarged and mounted onto yard signs that are posted outside along a walking path. Families will walk together through the pages of the book. This event promotes literacy, family togetherness, and physical activity. Additionally, this event will feature a book swap, book fair, community resource fair, food, and a make-and-take literacy activity that families take home at the end of the event to extend learning to home.	Parent Involvement	04/13/2017	04/13/2017	\$0	FRYSC	Family Resource Directors, Administrator s, and Teachers
Activity - Family Math Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This will take place in which children will be participating in a variety of math games and activities while parents will be learning math strategies and concepts that will reinforce classroom learning. Activities will be grade level content specific and teachers will be present to lead activities and interact with parents. At least one activity will be a make-and-take activity that families take home at the end of the event, to extend learning to home. Overarching goals of the event are to promote growth mindset about math and to have fun with math!	Parent Involvement	11/17/2016	11/17/2016	\$0	FRYSC	Family Resource Directory, Administrator s, and Classroom Teachers
Activity - Culture Fair	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This event will happen in the winter (possibly February). This event highlights the awesome cultural diversity present at WES. Families from around the world will set up booths that feature pictures, food, trinkets, products, clothing, etc. from their home country. All families will be invited to tour the booths, fill passport books with information about the countries they visit, and see a performance by a particular cultural group to be determined.	Parent Involvement	02/16/2017	02/16/2017	\$0	Other	Family Resource Director, Administrator s, Teachers
Activity - Watch D.O.G.S.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Twice during the school year (once in the fall and once in the spring), WES will host Dads and Kids Night which is an opportunity for father and father-figures to come to school and participate in activities that promote positive interaction between adults and children at school. WATCH D.O.G.S. also encourages fathers and father-figures to volunteer one day in their student's school. Our goal is to have 50 males volunteer at WES by the end of the school year.	Parent Involvement	10/21/2016	05/31/2017	\$0	FRYSC	Family Resource Director

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
Culture Fair	This event will happen in the winter (possibly February). This event highlights the awesome cultural diversity present at WES. Families from around the world will set up booths that feature pictures, food, trinkets, products, clothing, etc. from their home country. All families will be invited to tour the booths, fill passport books with information about the countries they visit, and see a performance by a particular cultural group to be determined.	Parent Involvement	02/16/2017	02/16/2017	\$0	Family Resource Director, Administrators, Teachers
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitoring the Implementation of AVI	Administrators will conduct walk throughs to ensure the implementation of AVI strategies in all classrooms and special education settings.	Other	09/19/2016	05/26/2017	\$0	Administrators
Data Wall	Teachers will work with administrators to create a data wall where we will frequently monitor the progress of our gap students. The data wall will help us track, not just our gap students, but also all of our novice students (according to KPREP the prior year or MAP projected proficiency).	Other	09/19/2016	05/26/2017	\$0	Administrators Classroom teachers Special education teachers Interventionists
PDSA	Teachers will actively engage in math PLCs using the PDSA structure (as referenced in our 30-60-90 plan).	Professional Learning	10/19/2016	05/01/2018	\$0	Classroom teachers, Administrators
Training and Monitoring	Teachers will be trained in effective academic vocabulary instruction and will collaborate with their team to implement this high-impact practice (as referenced in our 30-60-90).	Professional Learning	08/10/2016	05/01/2018	\$0	Classroom teachers, Administrators

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Implementation of AVI in all classrooms	All classroom and special education teachers will implement AVI strategies into their instruction on a regular basis.	Direct Instruction	09/19/2016	05/26/2017	\$0	Classroom and special education teachers
Co-teaching training	The assistant special education director will train classroom teachers and special education teachers on co-teaching methods and strategies and the benefits to co-teaching.	Professional Learning	09/19/2016	05/26/2017	\$0	Asst. special education director Administrators Classroom and special education teachers
Monthly AVI Training Session	Administrators, along with teacher leaders, will provide professional learning monthly to our special education teachers. They will highlight effective strategies that can be used to teach academic vocabulary.	Professional Learning	09/19/2016	05/26/2017	\$0	Administrators and Teacher Leaders
Total					\$0	

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Literacy Night	A Story Walk will take place in the spring. The pages of a featured book will be enlarged and mounted onto yard signs that are posted outside along a walking path. Families will walk together through the pages of the book. This event promotes literacy, family togetherness, and physical activity. Additionally, this event will feature a book swap, book fair, community resource fair, food, and a make-and-take literacy activity that families take home at the end of the event to extend learning to home.	Parent Involvement	04/13/2017	04/13/2017	\$0	Family Resource Directors, Administrators, and Teachers
Watch D.O.G.S.	Twice during the school year (once in the fall and once in the spring), WES will host Dads and Kids Night which is an opportunity for father and father-figures to come to school and participate in activities that promote positive interaction between adults and children at school. WATCH D.O.G.S. also encourages fathers and father-figures to volunteer one day in their student's school. Our goal is to have 50 males volunteer at WES by the end of the school year.	Parent Involvement	10/21/2016	05/31/2017	\$0	Family Resource Director

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Family Math Night	This will take place in which children will be participating in a variety of math games and activities while parents will be learning math strategies and concepts that will reinforce classroom learning. Activities will be grade level content specific and teachers will be present to lead activities and interact with parents. At least one activity will be a make-and-take activity that families take home at the end of the event, to extend learning to home. Overarching goals of the event are to promote growth mindset about math and to have fun with math!	Parent Involvement	11/17/2016	11/17/2016	\$0	Family Resource Director, Administrator s, and Classroom Teachers
Total					\$0	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
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		

Comprehensive School Improvement Plan

Wilmore Elementary School

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

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	N/A		

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.	N/A		

Comprehensive School Improvement Plan

Wilmore Elementary School

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	N/A		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	N/A		

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		

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

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

Comprehensive School Improvement Plan

Wilmore Elementary School

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

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

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.	N/A		

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

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

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		

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		

Comprehensive School Improvement Plan

Wilmore Elementary School

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

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		

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

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

Phase II - KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

Increase the average combined reading and math proficiency ratings for all Kentucky students in the non-duplicated gap group from 37.3% in 2014 to 56.1% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all Wilmore Elementary students in the non-duplicated gap group to 69.6% by 05/26/2017 as measured by KPREP .

Strategy1:

Monitoring Student Progress - Administrators and teachers will monitor progress of gap students.

Category: Continuous Improvement

Research Cited:

Activity - Data Wall	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work with administrators to create a data wall where we will frequently monitor the progress of our gap students. The data wall will help us track, not just our gap students, but also all of our novice students (according to KPREP the prior year or MAP projected proficiency).	Other	09/19/2016	05/26/2017	\$0 - No Funding Required	Administrators Classroom teachers Special education teachers Interventionists

Strategy2:

Co-teaching - Special education teachers and regular education teachers will be work toward implementing a co-teaching model in classrooms.

Category: Professional Learning & Support

Research Cited:

Activity - Co-teaching training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The assistant special education director will train classroom teachers and special education teachers on co-teaching methods and strategies and the benefits to co-teaching.	Professional Learning	09/19/2016	05/26/2017	\$0 - No Funding Required	Asst. special education director Administrators Classroom and special education teachers

Strategy3:

Academic Vocabulary Instruction - Special education teachers will increase their understanding of AVI and use strategies with their students on a regular basis.

Comprehensive School Improvement Plan

Wilmore Elementary School

Category: Professional Learning & Support

Research Cited: Marzano

Activity - Implementation of AVI in all classrooms	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classroom and special education teachers will implement AVI strategies into their instruction on a regular basis.	Direct Instruction	09/19/2016	05/26/2017	\$0 - No Funding Required	Classroom and special education teachers

Activity - Monthly AVI Training Session	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators, along with teacher leaders, will provide professional learning monthly to our special education teachers. They will highlight effective strategies that can be used to teach academic vocabulary.	Professional Learning	09/19/2016	05/26/2017	\$0 - No Funding Required	Administrators and Teacher Leaders

Activity - Monitoring the Implementation of AVI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct walk throughs to ensure the implementation of AVI strategies in all classrooms and special education settings.	Other	09/19/2016	05/26/2017	\$0 - No Funding Required	Administrators

Goal 2:

Proficiency Goal: Administrators and teachers will work together to choose purposeful and engaging strategies and eliminate low-impact practices on a daily basis.

Measurable Objective 1:

collaborate to increase proficiency in reading and math to 77.3% by 05/01/2018 as measured by KPREP .

Strategy1:

AVI training - Teachers will be trained in effective academic vocabulary instruction.

Category: Professional Learning & Support

Research Cited: Marzano, Faber

Activity - Training and Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in effective academic vocabulary instruction and will collaborate with their team to implement this high-impact practice (as referenced in our 30-60-90).	Professional Learning	08/10/2016	05/01/2018	\$0 - No Funding Required	Classroom teachers, Administrators

Goal 3:

Novice Reduction Goal: All teachers will meet weekly in a fully-functioning PLC with administrators using a PDSA cycle to guide instruction.

Comprehensive School Improvement Plan

Wilmore Elementary School

Measurable Objective 1:

collaborate to decrease the percentage of students scoring at the novice level by 05/01/2018 as measured by KPREP.

Strategy1:

Focused PLC work - Teachers will actively engage in math PLC's using the PDSA structure.

Category: Professional Learning & Support

Research Cited: DuFour, Fullan, Hattie

Activity - PDSA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will actively engage in math PLCs using the PDSA structure (as referenced in our 30-60-90 plan).	Professional Learning	10/19/2016	05/01/2018	\$0 - No Funding Required	Classroom teachers, Administrators

Goal 4:

Parent Involvement Goal: It is our goal to develop a home-school connection and to actively engage parents as partners in student learning.

Measurable Objective 1:

collaborate to increase the percentage of parents and families engaged in academically related school activities. by 05/01/2018 as measured by sign-in sheets and parent surveys.

Strategy1:

Systematic Efforts - Systematic efforts will be made to involve parents in partnering with the school through volunteer opportunities, parent-teacher conferences, parent trainings and family fun opportunities.

Category: Other - Family Involvement

Research Cited: Hattie, Payne

Activity - Culture Fair	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This event will happen in the winter (possibly February). This event highlights the awesome cultural diversity present at WES. Families from around the world will set up booths that feature pictures, food, trinkets, products, clothing, etc. from their home country. All families will be invited to tour the booths, fill passport books with information about the countries they visit, and see a performance by a particular cultural group to be determined.	Parent Involvement	02/16/2017	02/16/2017	\$0 - Other	Family Resource Director, Administrators, Teachers

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Activity - Family Literacy Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Story Walk will take place in the spring. The pages of a featured book will be enlarged and mounted onto yard signs that are posted outside along a walking path. Families will walk together through the pages of the book. This event promotes literacy, family togetherness, and physical activity. Additionally, this event will feature a book swap, book fair, community resource fair, food, and a make-and-take literacy activity that families take home at the end of the event to extend learning to home.	Parent Involvement	04/13/2017	04/13/2017	\$0 - FRYSC	Family Resource Directors, Administrators, and Teachers

Activity - Watch D.O.G.S.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Twice during the school year (once in the fall and once in the spring), WES will host Dads and Kids Night which is an opportunity for father and father-figures to come to school and participate in activities that promote positive interaction between adults and children at school. WATCH D.O.G.S. also encourages fathers and father-figures to volunteer one day in their student's school. Our goal is to have 50 males volunteer at WES by the end of the school year.	Parent Involvement	10/21/2016	05/31/2017	\$0 - FRYSC	Family Resource Director

Activity - Family Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This will take place in which children will be participating in a variety of math games and activities while parents will be learning math strategies and concepts that will reinforce classroom learning. Activities will be grade level content specific and teachers will be present to lead activities and interact with parents. At least one activity will be a make-and-take activity that families take home at the end of the event, to extend learning to home. Overarching goals of the event are to promote growth mindset about math and to have fun with math!	Parent Involvement	11/17/2016	11/17/2016	\$0 - FRYSC	Family Resource Directory, Administrators, and Classroom Teachers

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

Goal 1:

Increase the average combined reading and math proficiency ratings for all Kentucky students in the non-duplicated gap group from 37.3% in 2014 to 56.1% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all Wilmore Elementary students in the non-duplicated gap group to 69.6% by 05/26/2017 as measured by KPREP .

Comprehensive School Improvement Plan

Wilmore Elementary School

Strategy1:

Monitoring Student Progress - Administrators and teachers will monitor progress of gap students.

Category: Continuous Improvement

Research Cited:

Activity - Data Wall	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work with administrators to create a data wall where we will frequently monitor the progress of our gap students. The data wall will help us track, not just our gap students, but also all of our novice students (according to KPREP the prior year or MAP projected proficiency).	Other	09/19/2016	05/26/2017	\$0 - No Funding Required	Administrators Classroom teachers Special education teachers Interventionists

Strategy2:

Co-teaching - Special education teachers and regular education teachers will be work toward implementing a co-teaching model in classrooms.

Category: Professional Learning & Support

Research Cited:

Activity - Co-teaching training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The assistant special education director will train classroom teachers and special education teachers on co-teaching methods and strategies and the benefits to co-teaching.	Professional Learning	09/19/2016	05/26/2017	\$0 - No Funding Required	Asst. special education director Administrators Classroom and special education teachers

Strategy3:

Academic Vocabulary Instruction - Special education teachers will increase their understanding of AVI and use strategies with their students on a regular basis.

Category: Professional Learning & Support

Research Cited: Marzano

Activity - Monitoring the Implementation of AVI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct walk throughs to ensure the implementation of AVI strategies in all classrooms and special education settings.	Other	09/19/2016	05/26/2017	\$0 - No Funding Required	Administrators

Activity - Implementation of AVI in all classrooms	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classroom and special education teachers will implement AVI strategies into their instruction on a regular basis.	Direct Instruction	09/19/2016	05/26/2017	\$0 - No Funding Required	Classroom and special education teachers

Comprehensive School Improvement Plan

Wilmore Elementary School

Activity - Monthly AVI Training Session	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators, along with teacher leaders, will provide professional learning monthly to our special education teachers. They will highlight effective strategies that can be used to teach academic vocabulary.	Professional Learning	09/19/2016	05/26/2017	\$0 - No Funding Required	Administrators and Teacher Leaders

Goal 2:
 Proficiency Goal: Administrators and teachers will work together to choose purposeful and engaging strategies and eliminate low-impact practices on a daily basis.

Measurable Objective 1:
 collaborate to increase proficiency in reading and math to 77.3% by 05/01/2018 as measured by KPREP .

Strategy1:
 AVI training - Teachers will be trained in effective academic vocabulary instruction.
 Category: Professional Learning & Support
 Research Cited: Marzano, Faber

Activity - Training and Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in effective academic vocabulary instruction and will collaborate with their team to implement this high-impact practice (as referenced in our 30-60-90).	Professional Learning	08/10/2016	05/01/2018	\$0 - No Funding Required	Classroom teachers, Administrators

Goal 3:
 Novice Reduction Goal: All teachers will meet weekly in a fully-functioning PLC with administrators using a PDSA cycle to guide instruction.

Measurable Objective 1:
 collaborate to decrease the percentage of students scoring at the novice level by 05/01/2018 as measured by KPREP.

Strategy1:
 Focused PLC work - Teachers will actively engage in math PLC's using the PDSA structure.
 Category: Professional Learning & Support
 Research Cited: DuFour, Fullan, Hattie

Activity - PDSA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will actively engage in math PLCs using the PDSA structure (as referenced in our 30-60-90 plan).	Professional Learning	10/19/2016	05/01/2018	\$0 - No Funding Required	Classroom teachers, Administrators

Comprehensive School Improvement Plan

Wilmore Elementary School

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

Goal 1:

Increase the average combined reading and math proficiency ratings for all Kentucky students in the non-duplicated gap group from 37.3% in 2014 to 56.1% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all Wilmore Elementary students in the non-duplicated gap group to 69.6% by 05/26/2017 as measured by KPREP .

Strategy1:

Co-teaching - Special education teachers and regular education teachers will be work toward implementing a co-teaching model in classrooms.

Category: Professional Learning & Support

Research Cited:

Activity - Co-teaching training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The assistant special education director will train classroom teachers and special education teachers on co-teaching methods and strategies and the benefits to co-teaching.	Professional Learning	09/19/2016	05/26/2017	\$0 - No Funding Required	Asst. special education director Administrators Classroom and special education teachers

Strategy2:

Monitoring Student Progress - Administrators and teachers will monitor progress of gap students.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Wilmore Elementary School

Activity - Data Wall	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work with administrators to create a data wall where we will frequently monitor the progress of our gap students. The data wall will help us track, not just our gap students, but also all of our novice students (according to KPREP the prior year or MAP projected proficiency).	Other	09/19/2016	05/26/2017	\$0 - No Funding Required	Administrators Classroom teachers Special education teachers Interventionists

Strategy3:

Academic Vocabulary Instruction - Special education teachers will increase their understanding of AVI and use strategies with their students on a regular basis.

Category: Professional Learning & Support

Research Cited: Marzano

Activity - Monthly AVI Training Session	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators, along with teacher leaders, will provide professional learning monthly to our special education teachers. They will highlight effective strategies that can be used to teach academic vocabulary.	Professional Learning	09/19/2016	05/26/2017	\$0 - No Funding Required	Administrators and Teacher Leaders

Activity - Implementation of AVI in all classrooms	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classroom and special education teachers will implement AVI strategies into their instruction on a regular basis.	Direct Instruction	09/19/2016	05/26/2017	\$0 - No Funding Required	Classroom and special education teachers

Activity - Monitoring the Implementation of AVI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct walk throughs to ensure the implementation of AVI strategies in all classrooms and special education settings.	Other	09/19/2016	05/26/2017	\$0 - No Funding Required	Administrators

Goal 2:

Proficiency Goal: Administrators and teachers will work together to choose purposeful and engaging strategies and eliminate low-impact practices on a daily basis.

Measurable Objective 1:

collaborate to increase proficiency in reading and math to 77.3% by 05/01/2018 as measured by KPREP .

Strategy1:

AVI training - Teachers will be trained in effective academic vocabulary instruction.

Category: Professional Learning & Support

Research Cited: Marzano, Faber

Comprehensive School Improvement Plan

Wilmore Elementary School

Activity - Training and Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in effective academic vocabulary instruction and will collaborate with their team to implement this high-impact practice (as referenced in our 30-60-90).	Professional Learning	08/10/2016	05/01/2018	\$0 - No Funding Required	Classroom teachers, Administrators

Goal 3:

Novice Reduction Goal: All teachers will meet weekly in a fully-functioning PLC with administrators using a PDSA cycle to guide instruction.

Measurable Objective 1:

collaborate to decrease the percentage of students scoring at the novice level by 05/01/2018 as measured by KPREP.

Strategy1:

Focused PLC work - Teachers will actively engage in math PLC's using the PDSA structure.

Category: Professional Learning & Support

Research Cited: DuFour, Fullan, Hattie

Activity - PDSA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will actively engage in math PLCs using the PDSA structure (as referenced in our 30-60-90 plan).	Professional Learning	10/19/2016	05/01/2018	\$0 - No Funding Required	Classroom teachers, Administrators

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average combined reading and math proficiency ratings for all Kentucky students in the non-duplicated gap group from 37.3% in 2014 to 56.1% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all Wilmore Elementary students in the non-duplicated gap group to 69.6% by 05/26/2017 as measured by KPREP .

Strategy1:

Co-teaching - Special education teachers and regular education teachers will be work toward implementing a co-teaching model in classrooms.

Category: Professional Learning & Support

Research Cited:

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Activity - Co-teaching training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The assistant special education director will train classroom teachers and special education teachers on co-teaching methods and strategies and the benefits to co-teaching.	Professional Learning	09/19/2016	05/26/2017	\$0 - No Funding Required	Asst. special education director Administrators Classroom and special education teachers

Strategy2:

Academic Vocabulary Instruction - Special education teachers will increase their understanding of AVI and use strategies with their students on a regular basis.

Category: Professional Learning & Support

Research Cited: Marzano

Activity - Implementation of AVI in all classrooms	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classroom and special education teachers will implement AVI strategies into their instruction on a regular basis.	Direct Instruction	09/19/2016	05/26/2017	\$0 - No Funding Required	Classroom and special education teachers

Activity - Monthly AVI Training Session	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators, along with teacher leaders, will provide professional learning monthly to our special education teachers. They will highlight effective strategies that can be used to teach academic vocabulary.	Professional Learning	09/19/2016	05/26/2017	\$0 - No Funding Required	Administrators and Teacher Leaders

Activity - Monitoring the Implementation of AVI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct walk throughs to ensure the implementation of AVI strategies in all classrooms and special education settings.	Other	09/19/2016	05/26/2017	\$0 - No Funding Required	Administrators

Strategy3:

Monitoring Student Progress - Administrators and teachers will monitor progress of gap students.

Category: Continuous Improvement

Research Cited:

Activity - Data Wall	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work with administrators to create a data wall where we will frequently monitor the progress of our gap students. The data wall will help us track, not just our gap students, but also all of our novice students (according to KPREP the prior year or MAP projected proficiency).	Other	09/19/2016	05/26/2017	\$0 - No Funding Required	Administrators Classroom teachers Special education teachers Interventionists

Goal 2:

Proficiency Goal: Administrators and teachers will work together to choose purposeful and engaging strategies and eliminate low-impact

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practices on a daily basis.

Measurable Objective 1:

collaborate to increase proficiency in reading and math to 77.3% by 05/01/2018 as measured by KPREP .

Strategy1:

AVI training - Teachers will be trained in effective academic vocabulary instruction.

Category: Professional Learning & Support

Research Cited: Marzano, Faber

Activity - Training and Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in effective academic vocabulary instruction and will collaborate with their team to implement this high-impact practice (as referenced in our 30-60-90).	Professional Learning	08/10/2016	05/01/2018	\$0 - No Funding Required	Classroom teachers, Administrators

Goal 3:

Novice Reduction Goal: All teachers will meet weekly in a fully-functioning PLC with administrators using a PDSA cycle to guide instruction.

Measurable Objective 1:

collaborate to decrease the percentage of students scoring at the novice level by 05/01/2018 as measured by KPREP.

Strategy1:

Focused PLC work - Teachers will actively engage in math PLC's using the PDSA structure.

Category: Professional Learning & Support

Research Cited: DuFour, Fullan, Hattie

Activity - PDSA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will actively engage in math PLCs using the PDSA structure (as referenced in our 30-60-90 plan).	Professional Learning	10/19/2016	05/01/2018	\$0 - No Funding Required	Classroom teachers, Administrators

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

Goal 1:

Increase the average combined reading and math proficiency ratings for all Kentucky students in the non-duplicated gap group from 37.3% in 2014 to 56.1% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all Wilmore Elementary students in the non-duplicated gap group to 69.6% by 05/26/2017 as measured by KPREP .

Strategy1:

Academic Vocabulary Instruction - Special education teachers will increase their understanding of AVI and use strategies with their students on a regular basis.

Category: Professional Learning & Support

Research Cited: Marzano

Activity - Implementation of AVI in all classrooms	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classroom and special education teachers will implement AVI strategies into their instruction on a regular basis.	Direct Instruction	09/19/2016	05/26/2017	\$0 - No Funding Required	Classroom and special education teachers

Activity - Monitoring the Implementation of AVI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct walk throughs to ensure the implementation of AVI strategies in all classrooms and special education settings.	Other	09/19/2016	05/26/2017	\$0 - No Funding Required	Administrators

Activity - Monthly AVI Training Session	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators, along with teacher leaders, will provide professional learning monthly to our special education teachers. They will highlight effective strategies that can be used to teach academic vocabulary.	Professional Learning	09/19/2016	05/26/2017	\$0 - No Funding Required	Adminstrators and Teacher Leaders

Strategy2:

Monitoring Student Progress - Administrators and teachers will monitor progress of gap students.

Category: Continuous Improvement

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Research Cited:

Activity - Data Wall	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work with administrators to create a data wall where we will frequently monitor the progress of our gap students. The data wall will help us track, not just our gap students, but also all of our novice students (according to KPREP the prior year or MAP projected proficiency).	Other	09/19/2016	05/26/2017	\$0 - No Funding Required	Administrators Classroom teachers Special education teachers Interventionists

Strategy3:

Co-teaching - Special education teachers and regular education teachers will be work toward implementing a co-teaching model in classrooms.

Category: Professional Learning & Support

Research Cited:

Activity - Co-teaching training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The assistant special education director will train classroom teachers and special education teachers on co-teaching methods and strategies and the benefits to co-teaching.	Professional Learning	09/19/2016	05/26/2017	\$0 - No Funding Required	Asst. special education director Administrators Classroom and special education teachers

Goal 2:

Proficiency Goal: Administrators and teachers will work together to choose purposeful and engaging strategies and eliminate low-impact practices on a daily basis.

Measurable Objective 1:

collaborate to increase proficiency in reading and math to 77.3% by 05/01/2018 as measured by KPREP .

Strategy1:

AVI training - Teachers will be trained in effective academic vocabulary instruction.

Category: Professional Learning & Support

Research Cited: Marzano, Faber

Activity - Training and Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in effective academic vocabulary instruction and will collaborate with their team to implement this high-impact practice (as referenced in our 30-60-90).	Professional Learning	08/10/2016	05/01/2018	\$0 - No Funding Required	Classroom teachers, Administrators

Goal 3:

Novice Reduction Goal: All teachers will meet weekly in a fully-functioning PLC with administrators using a PDSA cycle to guide instruction.

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Measurable Objective 1:

collaborate to decrease the percentage of students scoring at the novice level by 05/01/2018 as measured by KPREP.

Strategy1:

Focused PLC work - Teachers will actively engage in math PLC's using the PDSA structure.

Category: Professional Learning & Support

Research Cited: DuFour, Fullan, Hattie

Activity - PDSA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will actively engage in math PLCs using the PDSA structure (as referenced in our 30-60-90 plan).	Professional Learning	10/19/2016	05/01/2018	\$0 - No Funding Required	Classroom teachers, Administrators

Goal 4:

Parent Involvement Goal: It is our goal to develop a home-school connection and to actively engage parents as partners in student learning.

Measurable Objective 1:

collaborate to increase the percentage of parents and families engaged in academically related school activities. by 05/01/2018 as measured by sign-in sheets and parent surveys.

Strategy1:

Systematic Efforts - Systematic efforts will be made to involve parents in partnering with the school through volunteer opportunities, parent-teacher conferences, parent trainings and family fun opportunities.

Category: Other - Family Involvement

Research Cited: Hattie, Payne

Activity - Watch D.O.G.S.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Twice during the school year (once in the fall and once in the spring), WES will host Dads and Kids Night which is an opportunity for father and father-figures to come to school and participate in activities that promote positive interaction between adults and children at school. WATCH D.O.G.S. also encourages fathers and father-figures to volunteer one day in their student's school. Our goal is to have 50 males volunteer at WES by the end of the school year.	Parent Involvement	10/21/2016	05/31/2017	\$0 - FRYSC	Family Resource Director

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Activity - Family Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This will take place in which children will be participating in a variety of math games and activities while parents will be learning math strategies and concepts that will reinforce classroom learning. Activities will be grade level content specific and teachers will be present to lead activities and interact with parents. At least one activity will be a make-and-take activity that families take home at the end of the event, to extend learning to home. Overarching goals of the event are to promote growth mindset about math and to have fun with math!	Parent Involvement	11/17/2016	11/17/2016	\$0 - FRYSC	Family Resource Directory, Administrators, and Classroom Teachers

Activity - Culture Fair	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This event will happen in the winter (possibly February). This event highlights the awesome cultural diversity present at WES. Families from around the world will set up booths that feature pictures, food, trinkets, products, clothing, etc. from their home country. All families will be invited to tour the booths, fill passport books with information about the countries they visit, and see a performance by a particular cultural group to be determined.	Parent Involvement	02/16/2017	02/16/2017	\$0 - Other	Family Resource Director, Administrators, Teachers

Activity - Family Literacy Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Story Walk will take place in the spring. The pages of a featured book will be enlarged and mounted onto yard signs that are posted outside along a walking path. Families will walk together through the pages of the book. This event promotes literacy, family togetherness, and physical activity. Additionally, this event will feature a book swap, book fair, community resource fair, food, and a make-and-take literacy activity that families take home at the end of the event to extend learning to home.	Parent Involvement	04/13/2017	04/13/2017	\$0 - FRYSC	Family Resource Directors, Administrators, and Teachers

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?

Wilmore Elementary is a suburban school in Wilmore, Kentucky. It is one of five 1st through 5th grade schools in the Jessamine County School System. Wilmore currently has 568 students enrolled with 23 homeroom classes. Student ethnicity is 5% African American, 2%, Hispanic, 7% Asian and 86% Caucasian. Wilmore is currently in its 16th year at the present location, but has a decades old history of tradition in the community having served as both a kindergarten through high school facility for many years. It is a community steeped in its traditions which makes the school one of very high expectations. Wilmore is part of the International Alliance for Invitational Education (IAIE) and received the 2015 1st Silver Fidelity Award. Our school has achieved the highest attendance in the district for the past 11 years. Wilmore is a small, higher education community which is home to both Asbury University and Asbury Seminary. These two schools provide a wealth of support for Wilmore Elementary in resources and volunteers. Parent involvement is extremely high at Wilmore an average of 5-10 parent volunteers a day.

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 mission of Wilmore Elementary School is to provide a safe learning environment where every child can reach full potential and bring about positive change in our world. We believe that all students can learn, and it is our job as educators to make progress with every single child, to inquire that every child shows growth, and that every child moves towards proficiency. We do that through assessing students to determine needs and strengths, providing differentiated instruction, providing interventions for students who are not making progress, and providing enrichment for those who are above the goals. An emphasis on instructional discipline creates an environment of respect, courtesy, and kindness. Additionally, our high cultural diversity allows us an unbelievable opportunity to enhance our students' awareness of the world around us. We truly are "The School with the World Inside"!

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.

Wilmore continued to increase student achievement for the past three years. Wilmore received a Distinguished-Progressing High Performing School Rating for the 2014-15 school year, and the school's state score results landed us in the 91st percentile in the state. Wilmore works very hard to encourage good attendance. Our attendance percentage has been the highest of all schools for the past 11 years!

For the last 3 school years, Wilmore has reached and surpassed the \$150,000 Milestone with Jump Rope for Heart! The Wilmore Academic Team has taken 1st place in district competition for the past 7 years! School-wide musicals take place involving all students at all five grade levels. Additionally, a select group of 4th and 5th graders (Music Makers) perform for a variety of events in our community several times each year. We are striving to improve in the area of writing and math, school-wide. This was our weakest area on the 2015-16 KPREP and therefore, has been declared an areas of improvement for us. We are striving to improve in our special education achievement, as this was our lowest achieving gap group on the 2015-16 KPREP.

Additional Information

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

Wilmore is an exceptional school where student needs are met. Teachers are committed to making a difference. Our PTO has supported our teachers and students by raising funds to sustain and provide for our technology needs. Technology funding by our PTO has made a significant difference with instructional design and delivery.