2013-2014 SCHOOL IMPROVEMENT PLAN

Kimball Wiles Elementary School

4601 SW 75TH ST

Gainesville, FL 32608

352-955-6955

http://www.sbac.edu/pages/acps

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	39%

Alternative/ESE Center	Charter School	Minority Rate
No	No	48%

School Grades History

2013-14	2012-13	2011-12	2010-11
A	A	A	A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Kimball Wiles Elem. School

Principal
Barbara Buys N

School Advisory Council chair
Lisa Hymas

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Tracy Cox	Curriculum Resource Teacher
Theresa Kranzler	Guidance Counselor
Erica Warring	Behavior Resource Teacher

District-Level Information

District
Alachua

Superintendent
Dr. W. Daniel Boyd, Jr.

Date of school board approval of SIP
10/22/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The SAC is composed of parents elected by parents, teachers elected by teachers, community representatives, non-instructional personnel selected by non-instructional staff, and the principal.

Involvement of the SAC in the development of the SIP

The SAC survey parents and teachers in spring 2013 for input on the composition of the SIP. They also provided input to the principal through SAC meetings.

Activities of the SAC for the upcoming school year

The SAC will review the SIP, monitor its implementation, and assist in the assessment of SIP results as measured by FCAT Spring 2014.

Projected use of school improvement funds, including the amount allocated to each project

SIP funds will be utilized to:
1. provide After School tutoring to eligible third, fourth and fifth graders ($5000),
2. provide instructional materials for After School tutoring ($2000),
3. provide instructional materials and supplies to at risk learners in all grade levels ($5000)

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
1

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Barbara Buys N		
Principal	Years as Administrator: 25	Years at Current School: 12

Credentials	PhD in Curriculum and Instruction from University of Florida. Certification in Elementary Education, Early Childhood Education, Administration and Reading
Performance Record	Excellent.

Instructional Coaches

# of instructional coaches
0

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers
56

 # receiving effective rating or higher
56, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
55, 98%

 # ESOL endorsed
23, 41%

 # reading endorsed
6, 11%

 # with advanced degrees
30, 54%

 # National Board Certified
10, 18%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
13, 23%

 # with 6-14 years of experience
12, 21%

 # with 15 or more years of experience
31, 55%

Education Paraprofessionals

# of paraprofessionals
7

 # Highly Qualified
7, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

The school works through the Human Resources Department of the Alachua County Schools to identify teachers who are highly qualified, certified in field and effective teachers. The principal is the responsible person.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Mentor teachers are assigned to new teachers at the school no matter how many years of experience they bring with them. Mentors meet formally with their charges monthly and informally throughout the week.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The Leadership Team meets monthly to review implementation and monitoring of the school MTSS and SIP for fidelity.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Principal: Provides leadership and school vision. Ensures that faculty and staff are trained in RtI. Ensures staff development is provided to faculty and stff. Ensures implementation of RtI school wide. Provides information to parents and other stakeholders regarding RtI at the school.
Student Services Personnel: Provide expertise on fundamentals and implications of RtI. Assists classroom teachers with development of assessment and interventions for individual students. Provides information to parents on community agencies. Maintains records of RtI Team meetings and decisions.
Curriculum Resource Teacher: Provides expertise to classroom teachers on development of appropriate instructional strategies for individual students. Provides research-based curriculum resources for classroom use. Implements state, district, and school level data collection and assists in data analysis. Assists with the design and implementation of intervention plans for Tie 1, Tier2, and Tier 3. Provides professional development in all curriculum areas with emphasis on reading, mathematics, writing, and science.
Behavior Resource Teacher: Provides expertise to classroom teachers on behavioral issues. Assists with the design and implementation of Student Behavior Plans including Functional Behavior Assessments. Maintains records of behavior issues and resolutions.
General Education Teachers: Provide data and other information on core classroom instruction. Collect student data and assist in the analysis of data collection. Provide core instruction to Tier 1 students, work with other team members to deliver Tier 2 and Tier 3 instruction and interventions.
Title 1 Teachers: Provide data and other information on supplementary instruction. Collect student data and assist in the analysis of data collection. Provide supplementary instruction to Tier 1 and Tier 2 students and work with other team members to deliver interventions.
Exceptional Student Education Teachers: Assist with the design of RtI interventions. Assist with data collection. Design and deliver core or supplementary instruction integrated into Tier 3 instruction. Collaborate with classroom teachers.
Speech/Language Pathologies: Screens all new students on core speech and language function at

teacher request. Provides insight into role of language in child development. Assists with the design of intervention plans.

School Psychologist: Assists in the collection, analysis and interpretation of student data. Assists with the development of interventions plans. Provides expertise on data-based decisions.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Leadership Team meets monthly to review school wide screening data, review academic progress at each grade level as well as by classroom to identify students who are making satisfactory progress toward meeting all Benchmarks as well as students at risk for not meeting all Benchmarks. Based on this data, the Leadership Team collaborates with grade levels and individual classroom teachers on identifying instructional resources, research-based instructional strategies, and professional development activities to increase the likelihood of student mastery of all Benchmarks. The Leadership Team also engages in problem solving, analysis an dissemination of new instructional resources as well as effective classroom practice.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Data sources include Benchmark testing from adopted reading and mathematics testing, OnTrack testing in Mathematics (grades 3 - 5) and Science (grade 5), PMRN assessments for all grade levels , Discovery Education assessments (grades K - 3), FCAT assessments from prior years, and periodic writing assessments for all grade levels. Each data source has its own monitoring and management systems which are reviewed by the Leadership Team and instructional personnel.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional development is provided during pre-planning and periodically throughout the school year for all instructional personnel.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 0

The school offers After School Tutoring in identified students in grades 3 - 5. Sessions are offered in the Fall from September - November 2013 and in the Spring from January - March 2014. Tutoring is free and is offered twice a week for 1 1/4 hours per session. Students are identified through FAIR scores, previous FCAT scores, and teacher recommendation.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

FAIR scores in Reading (grades 3 & 4) and On Track scores in Mathematics (grade 5) are collected and analyzed. Teacher recommendations are solicited. Parents are notified of student eligibility. Student progress is monitored through FAIR scores, On Track scores, Benchmark tests in Reading and Mathematics.

Who is responsible for monitoring implementation of this strategy?

The principal is responsible for monitoring implementation of After School Tutoring.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Barbara Buys	Principal
Tracy Cox	Curriculum Resource Teacher
Kristen DiFranco	Title 1 Lead Teacher
Arzella Blackburn	Speech/Language Pathologist
Roxanne Anderson	Kindergarten Team Leader
Beth McLaurin	Grade 1 Team Leader
Kelly Hage	Grade 2 Team Leader
Nicole Foland	Grade 3 Team Leader
Annette Redwine	Grade 4 Team Leader
Rhogeana Fleming	Grade 5 Team Leader
Sharon O'Connor	Media Specialist

How the school-based LLT functions

The Literacy Leadership Team meets monthly to review school-level data and progress toward meeting the goals and objectives as stipulated in the Reading section of the School Improvement Plan.
The principal provides vision and data necessary for the Literacy Leadership Team to fulfill its functions.
The principal ensures that the Literacy Leadership Team's recommendations are carried out schoolwide.
The Curriculum Resource Teacher (CRT) Provides instructional resources and instructional strategy recommendations to ensure the success of all students in the area of literacy,

The Title 1 Lead Teacher, ESE teacher, and the Media Specialist provide data on supplementary instruction, outside reading, and school resources. They make recommendations to the LLT on supplementary resources and alternative instructional strategies.
Each grade level representative serves as a liaison between the team the the LLT. Thre representatives bring grade level input to the LLT and report back to the team the discussion and decisions of the LLT.

Major initiatives of the LLT

The major initiatives of the Literacy Leadership Team this year are to:
1. monitor minority student achievement in the area of reading in enable these students to become proficient and successful readers,
2. develop resources for all classroom teachers on best practices in reading instruction for all students,
3. meet the goals and objectives of the School Improvement Plan (SIP) in the area of Reading,
4. Integrate the Social Studies curriculum into the Reading curriculum, and
5. encourage outside reading for all learners.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Through lesson plans, Classroom Walk Throughs, informal and formal observations, contributions to reading improvement are monitored for every student. All teachers ensure that each child is reading at school in all subject ares each day.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Each year the school holds a Kindergarten Open House in April to welcome new students and their families to school. Students meet Kindergarten staff, tour the school, and visit Kindergarten classrooms. Parents tour the school and begin the registration process.
During pre-planning, Kindergarten teachers meet with each family individuall to begin the relationship building process and to listen to parents' goals for their child during the Kindergarten year.
When school begins, the school uses a staggered entry for Kindergarten over the first three days of the school year. This provides an opportunity for one-to-one interaction with small groups of students and the teacher and helps students acclimate more quickly to the Kindergarten experience.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%	76%	No	80%
American Indian				
Asian	78%	85%	Yes	80%
Black/African American	57%	41%	No	61%
Hispanic	63%	86%	Yes	66%
White	86%	84%	Yes	87%
English language learners	63%	56%	No	66%
Students with disabilities	43%	42%	Yes	48%
Economically disadvantaged	58%	57%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	24	24%	26%
Students scoring at or above Achievement Level 4	158	51%	53%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		69%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		35%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	124	71%	73%
Students in lowest 25% making learning gains (FCAT 2.0)	28	67%	69%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)			
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	75	69%	71%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	81%	71%	No	83%
American Indian				
Asian	95%	92%	No	96%
Black/African American	64%	47%	No	68%
Hispanic	74%	86%	Yes	77%
White	84%	83%	Yes	86%
English language learners	78%	89%	Yes	80%
Students with disabilities	46%	30%	No	51%
Economically disadvantaged	64%	57%	No	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	96	31%	33%
Students scoring at or above Achievement Level 4	139	45%	47%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		35%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		35%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	109	62%	64%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	20	59%	61%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	22	26%	28%
Students scoring at or above Achievement Level 4	48	57%	59%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	25		100
Participation in STEM-related experiences provided for students	350	100%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students retained, pursuant to s. 1008.25, F.S.	17	2%	1%
Students who are not proficient in reading by third grade	5	3%	1%
Students who receive two or more behavior referrals	20	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	6	0%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Increase number of parents who are actively involved in school life including school visits, parent - teacher conferences, volunteers, chaperones on field trips, PTA membership, attendance at PTA and

SAC meetings.
See Title 1 Parent Involvement Plan.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Target data for individual family member	243	32%	35%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1.   Improve science proficiency in grade 5.

G2.   To improve student writing as measured by Florida Writes 2014.

G3.   To improve mathematics proficiency as measured by FCAT Mathematics 2014 in grades 3 - 5.

G4.   To improve reading proficiency as measured by FCAT 2014 in grades 3 - 5.

Goals Detail

G1. Improve science proficiency in grade 5.

Targets Supported
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal
- Adopted textbooks
- Field trips
- Speakers
- School Science Fair

Targeted Barriers to Achieving the Goal
- Insufficient exposure to and experiences in Science education.

Plan to Monitor Progress Toward the Goal

Increased Science education through experiences and exposure

Person or Persons Responsible
Principal, CRT

Target Dates or Schedule:
June 2014

Evidence of Completion:
10% reduction in student scoring Levels 1 and 2 on fifth grade FCAT Science 2014.

G2. To improve student writing as measured by Florida Writes 2014.

Targets Supported
- Writing

Resources Available to Support the Goal
- Professional development for teachers offered by the school district.
- Lesson Study activities during the school year.
- Team planning

Targeted Barriers to Achieving the Goal
- Teachers new to fourth grade writing curriculum are unfamiliar with requirements of Florida Writes.

Plan to Monitor Progress Toward the Goal

Classroom observations and Walk Throughs

Person or Persons Responsible
Principal

Target Dates or Schedule:
September 2013 - May 2014

Evidence of Completion:
All teachers are implementing classroom writing curriculum with fidelity.

G3. To improve mathematics proficiency as measured by FCAT Mathematics 2014 in grades 3 - 5.

Targets Supported
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal
- Adopted Mathematics textbook series
- Reflex Math
- Calendar Math grade 3
- After School Tutoring grade 5

Targeted Barriers to Achieving the Goal
- Students lack sufficient experience using other structures and models for learning in mathematics.

Plan to Monitor Progress Toward the Goal

Monitor student progress using Math textbook assessments, On Track assessments

Person or Persons Responsible
Principal, Curriculum Resource Teacher, classroom teachers.

Target Dates or Schedule:
October 2013 - May 2014.

Evidence of Completion:
A 10% reduction in students scoring Levels 1 and 2 on FCAT Mathematics 2014 at grade 5.

G4. To improve reading proficiency as measured by FCAT 2014 in grades 3 - 5.

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal
- District adopted textbooks and related materials.
- Title 1 intervention teachers for some identified students.
- After School Tutoring funded by Title 1 district office.
- After School Tutoring funded at school level.
- Schoolwide Intervention Groups in Reading.
- Accelerated Reader (AR) program for all students in grades 3 - 5.
- Achieve 3000 for Title 1 After School Tutoring.
- Book Studies on Common Core standards and implementation and on helping all students, including those with disabilities and minority students, achieve school success.

Targeted Barriers to Achieving the Goal
- Limited resources to help all at risk students.
- Lack of consistent and extensive outside reading by students.

Plan to Monitor Progress Toward the Goal

Monitor use of AR program in all classrooms in grades 3 - 5.

Person or Persons Responsible
Principal, CRT

Target Dates or Schedule:
September 2013 - May 2014.

Evidence of Completion:
Monthly AR reports

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Improve science proficiency in grade 5.

G1.B1 Insufficient exposure to and experiences in Science education.

G1.B1.S1 Provide additional experiences in and exposure to Science education.

Action Step 1

Provide field trips, speakers, Science Fair

Person or Persons Responsible

Principal, CRT, classroom teachers

Target Dates or Schedule

September 2013 - May 2014

Evidence of Completion

School calendar

Facilitator:

Principal

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Ensure that a variety of experiences in Science education are provided to students.

Person or Persons Responsible

Principal, CRT, classroom teachers

Target Dates or Schedule

September 2013 - May 2014

Evidence of Completion

School calendar, teacher lesson plans

Plan to Monitor Effectiveness of G1.B1.S1

Ensure that Science experiences and exposure are reflected in classroom instruction.

Person or Persons Responsible

Principal, CRT, classroom teachers

Target Dates or Schedule

September 2013 - May 2014

Evidence of Completion

Teacher lesson plans

G2. To improve student writing as measured by Florida Writes 2014.

G2.B1 Teachers new to fourth grade writing curriculum are unfamiliar with requirements of Florida Writes.

G2.B1.S1 Ensure that teachers new to fourth grade attend any and all PLC's offered by the school district.

Action Step 1

Attend district PLC's on writing process.

Person or Persons Responsible

Principal, classroom teachers

Target Dates or Schedule

September 2013 - May 2014.

Evidence of Completion

10% reduction in number of students scoring below a 4 on Florida Writes rubric.

Facilitator:

Principal

Participants:

All fourth grade teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Classroom Walk Throughs and teacher observations

Person or Persons Responsible

Principal

Target Dates or Schedule

September 2013 - May 2014

Evidence of Completion

A 10% reduction in number of students scoring below a 4 on Florida Writes 2014.

Plan to Monitor Effectiveness of G2.B1.S1

Ensure teachers attend PLC's on writing process.

Person or Persons Responsible

Principal

Target Dates or Schedule

September 2013 - May 2014

Evidence of Completion

Teacher registration on district ACIIS system.

G2.B1.S2 Ensure that teachers new to fourth grade plan writing curriculum with experienced fourth grade teachers.

Action Step 1

Team planning

Person or Persons Responsible

Fourth grade teachers

Target Dates or Schedule

September 2013 - May 2014

Evidence of Completion

Teacher lesson plans

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Implementation of team planning in writing.

Person or Persons Responsible

Principal

Target Dates or Schedule

September 2013 - May 2014

Evidence of Completion

Teacher observations, Classroom Walk Throughs

Plan to Monitor Effectiveness of G2.B1.S2

Implementation of school writing plan at grade 4.

Person or Persons Responsible

Principal, CRT

Target Dates or Schedule

September 2013 - May 2014

Evidence of Completion

A 10% increase in students scoring at least a Level 4 on Florida Writes 2014.

G3. To improve mathematics proficiency as measured by FCAT Mathematics 2014 in grades 3 - 5.

G3.B1 Students lack sufficient experience using other structures and models for learning in mathematics.

G3.B1.S1 Provide After School Tutoring in Mathematics for at risk students in grade 5.

Action Step 1

After School Tutoring

Person or Persons Responsible

Teachers

Target Dates or Schedule

September 2013 - April 2014

Evidence of Completion

Teacher stipends, class lists

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Monitor After School Tutoring for fifth grade students.

Person or Persons Responsible

Principal

Target Dates or Schedule

September 2013 - April 2014

Evidence of Completion

Teacher lesson plans, teacher stipend records, list of tutees.

Plan to Monitor Effectiveness of G3.B1.S1

After School Tutoring in Mathematics for fifth grade students

Person or Persons Responsible

Principal

Target Dates or Schedule

September 2013 - April 2014

Evidence of Completion

A 10% reduction in students scoring Levels 1 and 2 on FCAT Mathematics 2014 in grade 5.

G3.B1.S2 Provide in school Intervention Groups in Mathematics for at risk students in grade 5.

Action Step 1

Set up Intervention Groups in grades 3 - 5 based on On Track scores, Math assessment scores and teacher recommendations

Person or Persons Responsible

Principal, CRT

Target Dates or Schedule

September 2013

Evidence of Completion

School schedule

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Ensure that Intervention Groups are implemented in grade 5.

Person or Persons Responsible

Principal, CRT

Target Dates or Schedule

October 2013 - April 2014

Evidence of Completion

Class lists on Infinite Campus

Plan to Monitor Effectiveness of G3.B1.S2

Ensure that Intervention Groups are providing targeted assistance to identified students in grade 5.

Person or Persons Responsible

Principal

Target Dates or Schedule

October 2013 - April 2014

Evidence of Completion

Teacher lesson plans.

G3.B1.S3 Utilize Reflex Math for extended Mathematics experiences for all students in grades 3 - 5..

Action Step 1

Reflex Math

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

September 2013 - April 2014

Evidence of Completion

School Tech Lab schedule

Facilitator:

Principal

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S3

Ensure that students in grades 3 - 5 receive extended services in Mathematics through Reflex Math.

Person or Persons Responsible

Principal

Target Dates or Schedule

September 2013 - May 2014

Evidence of Completion

Reports from Reflex Math.

Plan to Monitor Effectiveness of G3.B1.S3

Ensure the effectiveness of the Reflex Math program.

Person or Persons Responsible

Principal, CRT

Target Dates or Schedule

September 2013 - May 2014

Evidence of Completion

A 10% reduction in students scoring Level 1 and Level 2 on FCAT Mathematics at grade 5.

G3.B1.S4 Purchase and implement Calendar Math for extended Mathematics experiences for all students in grades 3 and 4.

Action Step 1

Purchase Calendar Math for all third and fourth grade classrooms.

Person or Persons Responsible

Principal, Title 1 district office

Target Dates or Schedule

October 2013

Evidence of Completion

Purchase recprds

Facilitator:

Principal

Participants:

All third and fourth grade teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S4

Ensure that Calendar Math is fully implemented in all third and fourth grade classrooms.

Person or Persons Responsible

Principal, CRT

Target Dates or Schedule

November 2013 - April 2014

Evidence of Completion

Classroom walk throughs, teacher lesson plans, teacher observations

Plan to Monitor Effectiveness of G3.B1.S4

Determine effectiveness of Calendar Math in overall Mathematics program.

Person or Persons Responsible

Principal, CRT

Target Dates or Schedule

June 2014

Evidence of Completion

A 10% reduction in the number of fifth grade students scoring Levels 1 and 2 on FCAT Mathematics 2014.

G4. To improve reading proficiency as measured by FCAT 2014 in grades 3 - 5.

G4.B1 Limited resources to help all at risk students.

G4.B1.S1 Provide alternatives to Title 1 services for students.

Action Step 1

After School Tutoring for non-Title 1 students in grades 3 - 5.

Person or Persons Responsible

Teachers

Target Dates or Schedule

September 2013 - April 2014

Evidence of Completion

School calendar, list of tutees, teacher stipend records.

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Monitor After School Tutoring

Person or Persons Responsible

Principal

Target Dates or Schedule

September 2013 - April 2014

Evidence of Completion

Teacher lesson plans, class lists of tutees

Plan to Monitor Effectiveness of G4.B1.S1

After School Tutoring

Person or Persons Responsible

Principal

Target Dates or Schedule

September 2013 - May 2014

Evidence of Completion

A 10% reduction in students scoring Levels 1 and 2 on FCAT Reading 2014.

G4.B1.S2 Implement Intervention Groups for at risk students who are not served in Title 1.

Action Step 1

Implement Intervention Groups for students not served by Title 1 in grades 3 - 5.

Person or Persons Responsible

Principal, CRT, classroom teachers

Target Dates or Schedule

During school day

Evidence of Completion

Students registered in Infinite Campus for Intervention Groups.

Plan to Monitor Fidelity of Implementation of G4.B1.S2

Ensure that Intervention Groups are in place for at risk students in grades 3 - 5.

Person or Persons Responsible

Principal

Target Dates or Schedule

October 2013 - April 2014

Evidence of Completion

Teacher lesson plans, class rolls

Plan to Monitor Effectiveness of G4.B1.S2

Ensure that Intervention Groups are meeting needs of at risk students in grades 3 - 5.

Person or Persons Responsible

Principal

Target Dates or Schedule

October 2013 - April 2014

Evidence of Completion

Student performance on FCAT Reading 2014.

G4.B1.S3 Provide After School Tutoring funded by district Title 1 office.

Action Step 1

Title 1 After School Tutoring for eligible students in grades 3 - 5.

Person or Persons Responsible

Teachers

Target Dates or Schedule

October 2013 - April 2014

Evidence of Completion

Title 1 records

Plan to Monitor Fidelity of Implementation of G4.B1.S3

Ensure that Title 1 After School Tutoring is in place for eligible students in grades 3 - 5.

Person or Persons Responsible

Principal

Target Dates or Schedule

October 2013 - April 2014.

Evidence of Completion

Title 1 records.

Plan to Monitor Effectiveness of G4.B1.S3

Ensure that Title 1 After School Tutoring is meeting the needs of eligible students in grades 3 - 5.

Person or Persons Responsible

Principal

Target Dates or Schedule

October 2013 - April 2014

Evidence of Completion

Title 1 records.

G4.B2 Lack of consistent and extensive outside reading by students.

G4.B2.S1 Implement Accelerated Reader program for students in grades 3 - 5.

Action Step 1

Purchase AR program licenses for all students in grades 3 - 5.

Person or Persons Responsible

Principal

Target Dates or Schedule

September 2013

Evidence of Completion

AR installed on classroom and Tech Lab computers.

Facilitator:

Principal

Participants:

All classroom and other academic teachers serving students in grades 3 - 5.

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Ensure implementation of AR program in all classrooms grades 3 - 5.

Person or Persons Responsible

Principal

Target Dates or Schedule

October 2013

Evidence of Completion

AR up and running in designated classrooms.

Plan to Monitor Effectiveness of G4.B2.S1

Ensure that AR program is implemented correctly in designated classrooms.

Person or Persons Responsible

Principal, CRT

Target Dates or Schedule

September 2013 - May 2014

Evidence of Completion

AR reports monthly.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title 1 Targeted Assistance is currently in place at Kimball Wiles and utilizes a pull out intervention model. Head Start is located on the Kimball Wiles Elementary School campus and interacts periodically in school life.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Improve science proficiency in grade 5.

G1.B1 Insufficient exposure to and experiences in Science education.

G1.B1.S1 Provide additional experiences in and exposure to Science education.

PD Opportunity 1

Provide field trips, speakers, Science Fair

Facilitator

Principal

Participants

All teachers

Target Dates or Schedule

September 2013 - May 2014

Evidence of Completion

School calendar

G2. To improve student writing as measured by Florida Writes 2014.

G2.B1 Teachers new to fourth grade writing curriculum are unfamiliar with requirements of Florida Writes.

G2.B1.S1 Ensure that teachers new to fourth grade attend any and all PLC's offered by the school district.

PD Opportunity 1

Attend district PLC's on writing process.

Facilitator

Principal

Participants

All fourth grade teachers

Target Dates or Schedule

September 2013 - May 2014.

Evidence of Completion

10% reduction in number of students scoring below a 4 on Florida Writes rubric.

G3. To improve mathematics proficiency as measured by FCAT Mathematics 2014 in grades 3 - 5.

G3.B1 Students lack sufficient experience using other structures and models for learning in mathematics.

G3.B1.S3 Utilize Reflex Math for extended Mathematics experiences for all students in grades 3 - 5..

PD Opportunity 1

Reflex Math

Facilitator

Principal

Participants

All teachers

Target Dates or Schedule

September 2013 - April 2014

Evidence of Completion

School Tech Lab schedule

G3.B1.S4 Purchase and implement Calendar Math for extended Mathematics experiences for all students in grades 3 and 4.

PD Opportunity 1

Purchase Calendar Math for all third and fourth grade classrooms.

Facilitator

Principal

Participants

All third and fourth grade teachers

Target Dates or Schedule

October 2013

Evidence of Completion

Purchase recprds

G4. To improve reading proficiency as measured by FCAT 2014 in grades 3 - 5.

G4.B2 Lack of consistent and extensive outside reading by students.

G4.B2.S1 Implement Accelerated Reader program for students in grades 3 - 5.

PD Opportunity 1

Purchase AR program licenses for all students in grades 3 - 5.

Facilitator

Principal

Participants

All classroom and other academic teachers serving students in grades 3 - 5.

Target Dates or Schedule

September 2013

Evidence of Completion

AR installed on classroom and Tech Lab computers.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Improve science proficiency in grade 5.	$500
G2.	To improve student writing as measured by Florida Writes 2014.	$500
G3.	To improve mathematics proficiency as measured by FCAT Mathematics 2014 in grades 3 - 5.	$6,000
G4.	To improve reading proficiency as measured by FCAT 2014 in grades 3 - 5.	$13,700
	Total	$20,700

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Personnel	Evidence-Based Program	Other	Total
District funding	$500	$0	$0	$0	$500
District Title 1	$0	$4,600	$0	$0	$4,600
School Improvement money Advance Placement money	$0	$2,500	$0	$0	$2,500
Title 1 School funds	$0	$0	$3,500	$0	$3,500
District Title 1 budget	$0	$5,600	$0	$0	$5,600
School	$0	$0	$3,500	$500	$4,000
Total	$500	$12,700	$7,000	$500	$20,700

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Improve science proficiency in grade 5.

G1.B1 Insufficient exposure to and experiences in Science education.

G1.B1.S1 Provide additional experiences in and exposure to Science education.

Action Step 1

Provide field trips, speakers, Science Fair

Resource Type

Other

Resource

Field trips, speakers, Science Fair

Funding Source

School

Amount Needed

$500

G2. To improve student writing as measured by Florida Writes 2014.

G2.B1 Teachers new to fourth grade writing curriculum are unfamiliar with requirements of Florida Writes.

G2.B1.S1 Ensure that teachers new to fourth grade attend any and all PLC's offered by the school district.

Action Step 1

Attend district PLC's on writing process.

Resource Type

Professional Development

Resource

Inservice on writing process for fourth grade teachers.

Funding Source

District funding

Amount Needed

$500

G3. To improve mathematics proficiency as measured by FCAT Mathematics 2014 in grades 3 - 5.

G3.B1 Students lack sufficient experience using other structures and models for learning in mathematics.

G3.B1.S1 Provide After School Tutoring in Mathematics for at risk students in grade 5.

Action Step 1

After School Tutoring

Resource Type

Personnel

Resource

Classroom teachers

Funding Source

School Improvement money Advance Placement money

Amount Needed

$2,500

G3.B1.S3 Utilize Reflex Math for extended Mathematics experiences for all students in grades 3 - 5..

Action Step 1

Reflex Math

Resource Type

Evidence-Based Program

Resource

Math drill and practice

Funding Source

District funding

Amount Needed

$0

G3.B1.S4 Purchase and implement Calendar Math for extended Mathematics experiences for all students in grades 3 and 4.

Action Step 1

Purchase Calendar Math for all third and fourth grade classrooms.

Resource Type

Evidence-Based Program

Resource

Calendar Math is an evidence-based supplemental math program.

Funding Source

Title 1 School funds

Amount Needed

$3,500

G4. To improve reading proficiency as measured by FCAT 2014 in grades 3 - 5.

G4.B1 Limited resources to help all at risk students.

G4.B1.S1 Provide alternatives to Title 1 services for students.

Action Step 1

After School Tutoring for non-Title 1 students in grades 3 - 5.

Resource Type

Personnel

Resource

Classroom teachers

Funding Source

District Title 1

Amount Needed

$4,600

G4.B1.S3 Provide After School Tutoring funded by district Title 1 office.

Action Step 1

Title 1 After School Tutoring for eligible students in grades 3 - 5.

Resource Type

Personnel

Resource

Teachers for After School Tutoring grades 3 - 5

Funding Source

District Title 1 budget

Amount Needed

$5,600

G4.B2 Lack of consistent and extensive outside reading by students.

G4.B2.S1 Implement Accelerated Reader program for students in grades 3 - 5.

Action Step 1

Purchase AR program licenses for all students in grades 3 - 5.

Resource Type

Evidence-Based Program

Resource

Accelerated Reader program reading incentives for students in grades 3 - 5.

Funding Source

School

Amount Needed

$3,500