Kimball Wiles Elementary School

2017-18 Schoolwide Improvement Plan

Kimball Wiles Elementary School

4601 SW 75TH ST, Gainesville, FL 32608

https://www.sbac.edu/wiles

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	72%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan was approved by the Alachua County School Board on 10/17/2017.

SIP Authority and Template

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

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. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Kimball Wiles Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - [Cassandra Brusca](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

District: We are committed to the Success of Every Student!

School: The mission of Kimball Wiles Elementary School is to provide each student with the best opportunity to learn and thrive each day.

b. Provide the school's vision statement.

District: We will graduate students who have the knowledge, skill, and personal character to be lifelong learners and independent thinkers. Our graduates will excel in their chosen careers and be productive and contributing members of the global community.

School: Through a unified effort, Kimball Wiles will provide a cooperative, secure and innovative environment in which all individuals will reach their full potential.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Each spring parents are invited to write to the principal about their child, describing the child's strengths and weaknesses, hopes and dreams. After all, it is the parents who know the child best and can best convey to teachers and school staff just what will help the child meet with success each day at school. In addition, teachers invite children and their parents to share aspects of their culture which they treasure the most as a family.

On the Friday of pre-planning before school begins, the school schedules Meet the Teacher for students and parents to meet their new instructor and to see the classroom. Open House is scheduled a few weeks later and gives parents and teachers time to talk and listen to each other. Parent Conference Nights are scheduled throughout the school year for another opportunity for parents and teachers to come together for the benefit of the children.

Kindergarten students come to school for just one day the first three days of the school year. This gives teachers time to interact with just five - six children for a whole school day rather than eighteen children all at once. Teachers use this time to get to know each child and to begin the relationship building process.

Teachers hold Morning Meetings, build classroom communities, select Wiles Leaders, showcase student work, and throughout the day work with students to build strong relationships with each other and all school personnel.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

The school is completely fenced-in and enforces a single mode of entry for parents and visitors. The school also uses the Raptor program which monitors people coming onto and leaving the school

system. A strictly enforced sign-in and identification process is in use throughout the school day as well as before and after school in order to guarantee the safety of all students and school personnel. The School Resource Officer conducts school lockdown drills on a regular basis and provides instruction to the staff on ways to keep our campus safe for children and adults.

The principal provides a copy of the school's Crisis and Emergency Plan during pre-planning and reviews procedures with faculty and staff with the assistance of the School Resource Officer.

Teachers are on duty before school and after school at all junctures of arrival and dismissal to monitor the safety of the students.

The Guidance Counselor and school administration are on duty each day working with children to help each one feel safe and respected at school. The Guidance Counselor provides small group help to students on Friendship, School Adjustment, and other topics to help students feel part of the warm, supportive school community.

Classroom teachers provide students with an environment that is supportive and safe and counsels students on what to do in the event that problems occur. All students and their parents are provided with information on the school district's anti-bullying program including what to do in case bullying occurs. The school notifies students and parents through the weekly Principal's Letter about the school no tolerance policy on threatening, bullying or fighting. Teachers promote friendship and civility within the classrooms through class and grade level meetings.

School volunteers work in classroom and throughout the school to provide students with other caring adults to talk to and to work with.

The School Resource Officer is visible throughout the school day and is another resource for children to turn to.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

There are clear behavioral expectations for all students not only in the classrooms but throughout the public areas of the school such as hallways and cafeteria including being responsible, kind, hard working, and polite. Teachers work with children every day to help them stay focused on their school work while building strong, positive relationships with their fellow students and their teachers.

There are district-developed protocols for disciplinary incidents along with local protocols such as when and who to call in case there is an incident that must be addressed within the school. All teachers receive training in school discipline during pre-planning week of the school year.

The school district provides each elementary school with a Behavior Resource Teacher (BRT), a caring adult for students who are struggling with behavioral issues. The BRT works to help students stay in school and accomplish their school work as opposed to out-of-school suspension.

Meridian Behavioral Health provides in-school counseling to its clients who attend Kimball Wiles Elementary.

The school marks and celebrates Red Ribbon Week with everyone making a pledge to remain drug-free. Activities are conducted throughout the school and in classrooms during the week to help students understand how important this pledge is for their health and welfare.

The school participates in the Trauma Sensitive School program which works with children in crisis situations in a caring and supportive manner.

Students are provided with student planners through the school or the Title 1 program (7 Habits Student Planners) to assist them in keeping track on assignments and projects.

School administration is always available to teachers and students to help with difficult situations that may arise where additional professional help is required. School administration also monitors student behavior through discipline referrals, referrals to other specialized schools within the districts, and to outside agencies as needed.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The school Guidance Counselor provides classroom guidance on topics such as Friendship, School Adjustment, and Divorce to each classroom beginning with Kindergarten classes in the fall. She also provides some limited individual counseling on such topics as divorce, death and bereavement, and social skills.

Mentors are solicited from within the school staff as well as from outside sources such as Business Partners to provide support to students needing extra guidance and support in their lives.

A Backpack Feeding Program is in place for those families without enough food for the week-ends. Baskets of food are provided by the school community at major holidays to families who might otherwise have to go without.

Throughout the school day, teachers help students with social-emotional needs, not only in the classroom but on the playground and at lunchtime as well. Meridian Behavioral Health offers in school counseling to identified students. Kimball Wiles is also a Trauma Sensitive School as it works with children in crisis.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

The school early warning system takes into account several indicators. The first is the lower quartile in reading and math from the state assessment program in grades 3 - 5. These students are immediately targeted for Title 1, school Intervention Groups, and/or After School Tutoring.

The school also monitors attendance through teacher contact, Truancy Officer, and the Educational Planning Team (EPT) for parents of truant students.

At grades K - 2, school assessments in reading and mathematics are monitored throughout the school year along with school-level assessments in all three areas . Students in all grades are monitored through district AIMS (Alachua Instructional Monitoring System) assessments in reading and mathematics and at fifth grade, science. Course failure in reading, mathematics and science are monitored every four weeks. Struggling students are targeted for Title 1, school Intervention Groups, and/or After School Tutoring. ESOL After School Tutoring is available for students eligible for this program pending district funding.

The Guidance Counselor monitors attendance and targets attendance below 90%. She alerts teachers who make first contact with parents. If the attendance problem is not remedied, she schedules an Educational Planning Team (EPT) with parents and school staff. If poor attendance continues, the Guidance Counselor follows up with a truancy referral.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	13	11	5	6	6	8	0	0	0	0	0	0	0	49
One or more suspensions	2	2	4	5	6	7	0	0	0	0	0	0	0	26
Course failure in ELA or Math	0	0	0	6	4	0	0	0	0	0	0	0	0	10
Level 1 on statewide assessment	0	0	0	9	10	9	0	0	0	0	0	0	0	28

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	3	6	2	2	1	3	0	0	0	0	0	0	0	17

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Students with poor attendance are monitored by the data base manager, the Guidance Counselor, the principal and assistant principal. Teachers make the first attempt to speak with the parent regarding student absences. If this does not resolve the problem, an Educational Planning Team (EPT) meeting is scheduled with the parent. If the problem is still not resolved, the Truancy Liaison is called and a home visit is made. If all else fails, the School Board's truancy procedures come into play.

Academic assistance is provided through Title 1, Intervention Groups, Exceptional Student Education (ESE), before school Math tutoring ,and After School Tutoring,

Students with behavioral difficulties are handled by the classroom teacher, Behavior Resource Teacher (BRT), school administration, and the Guidance Counselor. Classroom daily check sheets are used initially to communicate to both the child and the parent how the student behavior is throughout the school day. If this does not resolve the problem, an EPT is scheduled with the parent where the child's participation in on campus activities may be restricted by the school's Red Sheet program. The child may also be referred for psychological evaluation. Otherwise, the child can be referred to the district's Character Counts program for more intensive behavioral services.

B. Family and Community Engagement
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/428604.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The school maintains Business Partner relationships through the district Volunteer Coordinator. Business Partners are drawn from all sectors of the community. The school maintains a reciprocal agreement with all Business Partners including student art displays and musical presentations. In return, Business Partners support the school through assistance with fundraising events, mentor relationships, SAC membership, and grants through The Education Foundation of Alachua County, Jr. Achievement, and donations to the school.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Buys, Barbara	Principal
Haukland, Edward	Assistant Principal
Kranzler, Theresa	School Counselor
O'Connor, Sharon	Instructional Media
Cox, Tracy	Instructional Coach

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

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.

Assistant Principal: 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 Tier 1, Tier 2, and Tier 3. Provides professional development in all curriculum areas with emphasis on reading, mathematics, writing, and science. 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.

FCIMS: Pulls and aids in the analysis of classroom and student data. Provides resource to teacher on instructional issues. Maintains records for Title 1. Provides training for Title 1, ESE, and Intervention teachers.

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 through selected programs 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 utilizing selected programs and other resources 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.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The Leadership Team meets monthly to review implementation, analyze data, and monitor the School Improvement Plan fidelity.

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.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Barbara Buys	Principal
Susan Pawlaczyk	Teacher
Jan Wharton	Teacher
Maureena Caudle	Education Support Employee
Robert Caudle	Business/Community
Ed Haukland	Education Support Employee
Cheryl Ferguson	Teacher
Virginia Dodd	Parent
Olivia Kato	Parent
Pamela Korithoski	Parent
Annette Redwine	Business/Community
Ed Schmidt	Business/Community

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

A committee was formed mid-year to develop the Parent Climate Survey and the Teacher Climate Survey, documents that are utilized each school year in the development of the School Improvement Plan. At each SAC meeting, the members received an update on progress toward meeting the goals of the School Improvement Plan. At the end of the school year, the school preliminary FSA and FCAT scores were reviewed to ascertain that the school met its goals.

b. Development of this school improvement plan

The school district surveyed parents and teachers in spring 2017 for input on the development of the School Improvement Plan. The Parent Climate Survey included items on how the school can improve in educating children, helping parents with parenting skills, programs of interest, and how parents felt about the school.

The Faculty and Staff Climate Survey asked teachers and other school personnel for input on how to improve student academic achievement, school attendance, instructional materials, and programs to help teachers become more effective at their craft.

The faculty and SAC provided input on the development of the School Improvement Plan through previewing the drafts and providing feedback to selected personnel.

The SAC provided ongoing input to the principal throughout the school year at the SAC meetings.

c. Preparation of the school's annual budget and plan

With input from the SAC, the budget is prepared and presented to the SAC for approval at an SAC meeting early in the school year. The budget is based on the goals and objectives of the School Improvement Plan.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

SIP funds will be utilized to:
1. provide After School Tutoring to eligible third, fourth and fifth graders through Title 1, school improvement funds, and district ESOL grants if available ($9000),
2. provide instructional materials for After School Tutoring groups ($2000),
3. provide instructional materials and supplies to at risk learners in all grade levels ($5000)

This information was shared with the SAC for input, feedback and approval.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Buys, Barbara	Principal
Haukland, Edward	Assistant Principal
O'Connor, Sharon	Instructional Media
Cox, Tracy	Instructional Coach
Kranzler, Theresa	School Counselor

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Leadership Literacy Team meets quarterly to analyze student data in the areas of reading and language arts.

The major initiatives of the Literacy Leadership Team are to:

1. monitor student achievement in the area of reading in an effort to enable all 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.

D. Public and Collaborative Teaching
The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

The school schedule is developed to provide collaborative planning and lesson development among teachers at the same grade level or those teaching the same subject area. Team meetings and planning are set on a monthly basis on the school calendar. The Lesson Study format provides an opportunity for teachers to actually watch a peer teach in a classroom. Finally, the district staff development budget and school funds occasionally provide for teacher visitation with other teachers within the school.

Data Chats are held monthly in reading, mathematics, and science with all classroom teachers and grade level teams. These chats help target areas of strength and weakness in the curriculum and in instructional practices.

Team Leader meetings are held monthly to address school life, grade level concerns, and upcoming events.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

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 instructors. The Principal and Assistant Principal are the responsible persons.

Both the Principal and Assistant Principal attend the transfer and interview forums scheduled each May for all school leaders. This provides an opportunity for administrators and teachers to talk in an informal setting.

3. Describe the school's teacher mentoring program, including the rationale for pairings and 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 teachers monthly and informally throughout the week.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The school district adopts all instructional materials that are aligned to Florida Standards and the district's scope and sequence for all subject areas. The school is prohibited from ordering any instructional materials that are not research-based and in alignment with Florida Standards.

All students receive grade level instruction in the core curriculum including language arts, mathematics and science with the exception of students in the Gifted program in mathematics and at fifth grade, science. Students in the Gifted education work in above level materials in mathematics and if possible, science.

The Assistant Principal (AP) assists teachers in unpacking the standards, analyzes data to differentiate instruction for students through Data Chats, assists with the Gifted mathematics and science programs, monitors all instructional programs including Title 1, Exceptional Student

Education resource and self-contained programs, and all after school tutoring programs.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Through state of Florida assessment programs as well as through AIMS assessments which are provided by the school district in reading, mathematics, and science in grade 5 along with school and grade level assessments, the school has a wealth of data to review in order to provide differentiated instruction within the classroom and throughout the school day and after school.

Based on this and other school data, students may receive academic support services in the Exceptional Education Program, Title 1, the school's Intervention Program, and/or the school After School Tutoring programs for students in grades 3 - 5, and ESOL After School Tutoring for all eligible ESOL students.
Istation math and reading, Achieve 3000, Imagine Learning, and other instructional materials are utilized for the After School Tutoring programs.

FSA data are reviewed during the first weeks of school to identify students eligible for accommodation or modification of instruction to best meet their needs. Title 1 students are identified through this data as are students who require in-school Intervention Groups to support the regular curriculum and instruction. Other students are identified for above level mathematics instruction through the school's Gifted education program.

The Assistant Principal and Title 1 CIMS facilitator work together with teachers to find the programs which best meet the instructional needs of each student and to ensure the efficacy of all instructional programs utilized at the school.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 60,000

The school offers After School Tutoring in identified students in grades 3 - 5 through Title 1, School Improvement, and ESOL funds. Sessions are offered in the Fall from September - December 2017 and in the Spring from January - March 2018. Tutoring is free and is offered twice a week for 1 1/4 hours per session. Students are identified through FSA scores and teacher recommendation.

Strategy Rationale

Some students require additional instructional time to grasp and understand basic concepts in reading and mathematics. Others require more challenging activities to keep their learning moving forward. The school works hard to provide assistance to both ends of the learning curve.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Haukland, Edward, hauklaea@gm.sbac.edu

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

FSA and FCAT Science are collected and analyzed for strengths and weaknesses. AIMS scores are utilized to monitor reading and mathematics progress in all grades as well as school assessments.

Teacher input and recommendations are solicited regarding need for additional instructional time for identified students. Parents are notified of student eligibility to participate in after school tutoring programs including Title 1, After School Tutoring, ESOL After School Tutoring, and STEM activities. Istation math and reading, Imagine Learning and Achieve 3000 are utilized in before school and/or After School Tutoring programs.

Student progress is monitored through AIMS scores in Reading, Mathematics in all grades and Science at grade 5.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

The school district provides transition from Head Start to Kindergarten. Head Start teachers are invited to school inservice activities throughout the school year.

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 individually 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.

For fifth graders, the school provide transition meetings to middle school and the opportunity to shadow in a middle school program.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

NA

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Improve academic performance of on and above level students in grades 3-5 as measured by FSA Mathematics 2018.

G2.   Improve academic performance of on and above level students in grades 3-5 as measured by FSA ELA 2018.

G3.   Improve academic performance of all students identified in the lower quartile in ELA as measured by District AIMS quarterly assessments, with a focus on closing the achievement gap.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Improve academic performance of on and above level students in grades 3-5 as measured by FSA Mathematics 2018. 1a

G095737

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	85.0

Targeted Barriers to Achieving the Goal 3

- Lack of enrichment resources.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Adopted textbooks
- Istation Math software
- Robotics Club
- Chess Club
- Hands-on manipulatives
- Math Club

Plan to Monitor Progress Toward G1. 8

Increased math education through experiences and exposure

Person Responsible
Barbara Buys

Schedule
Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion
10% increase in student scoring at levels 4 and 5 on 2018 FSA mathematics .

G2. Improve academic performance of on and above level students in grades 3-5 as measured by FSA ELA 2018. 1a

🔍 G095738

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	81.0

Targeted Barriers to Achieving the Goal 3

- Students lack sufficient experience in reading and language arts.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Adopted language arts textbook series

- Istation reading

- Extended day tutoring

- Class novel studies

Plan to Monitor Progress Toward G2. 8

Monitor student progress using district AIMS assessments in ELA.

Person Responsible
Barbara Buys

Schedule
Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion
A 10% increase in students scoring Levels 4 and 5 on FSA ELA 2018 at grades 3-5.

G3. Improve academic performance of all students identified in the lower quartile in ELA as measured by District AIMS quarterly assessments, with a focus on closing the achievement gap. `1a`

🔍 G095739

Targets Supported `1b`

Indicator	Annual Target
ELA Achievement District Assessment	80.0

Targeted Barriers to Achieving the Goal `3`

- Limited resources to help all at risk students.
- Lack of consistent and extensive outside reading by students.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- District adopted textbooks and related materials.
- Title 1 intervention teachers for identified students.
- Schoolwide Intervention Groups in Reading.
- Accelerated Reader (AR) program for all students in grades 2 - 5.
- Selected resources for After School Tutoring.
- Book Studies on excellence in instruction in reading.
- ESOL After School Tutoring for identified students if available through school district.
- Team planning to identify priority standards in the Language Arts.
- Thinking Maps

Plan to Monitor Progress Toward G3. `8`

Monitor use of AR program in all classrooms in grades 2 - 5.

Person Responsible
Sharon O'Connor

Schedule
Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion
Monthly AR reports.

Plan to Monitor Progress Toward G3. 8

Review AIMS assessments in all grades

Person Responsible
Edward Haukland

Schedule
Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion
Quarterly AIMS reports for ELA in all grades.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step S123456 = Quick Key

G1. Improve academic performance of on and above level students in grades 3-5 as measured by FSA Mathematics 2018. 1

🔑 G095737

G1.B1 Lack of enrichment resources. 2

🔑 B257747

G1.B1.S1 Provide additional experiences in and exposure to mathematics education. 4

🔑 S272749

Strategy Rationale

Additional exposure to mathematics in real world settings make math education more relevant and meaningful to students.

Action Step 1 5

Provide hands on manipulatives, conduct school Science Fair.

Person Responsible

Barbara Buys

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

School calendar

Action Step 2 5

Attend district cohort meetings in math instruction

Person Responsible

Edward Haukland

Schedule

Every 2 Months, from 8/14/2017 to 6/1/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

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

Person Responsible

Barbara Buys

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

School calendar, teacher lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Ensure that math experiences and exposure are reflected in rigorous classroom instruction.

Person Responsible

Barbara Buys

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Teacher lesson plans, classroom observations, Science fair,

G2. Improve academic performance of on and above level students in grades 3-5 as measured by FSA ELA 2018. [1]

🔑 G095738

G2.B1 Students lack sufficient experience in reading and language arts. [2]

🔑 B257748

G2.B1.S1 Provide extended day tutoring to identified students. [4]

🔑 S272750

Strategy Rationale

Students need additional time and instruction to improve reading fluency and comprehension.

Action Step 1 [5]

Identify students

Person Responsible

Barbara Buys

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Istation reports and print-outs of student participation.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 [6]

Monitor After School Tutoring for fifth grade students.

Person Responsible

Edward Haukland

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Istation implementation before school in grade 5 and during school day for all grades

Person Responsible

Barbara Buys

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

A 5% reduction in students scoring Levels 1 and 2 on FSA ELA 2017 in grades 3- 5.

G2.B1.S2 Utilize Istation reading to support and enrich students exposure to language arts materials at or above their level.. `4`

🔑 S272751

Strategy Rationale

Students often respond to instructional materials delivered in a different format to develop fluency and increase comprehension.

Action Step 1 `5`

Utilize Istation reading for all students and before school for grade 5.

Person Responsible

Barbara Buys

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

School Tech Lab schedule

Plan to Monitor Fidelity of Implementation of G2.B1.S2 `6`

Ensure that students in grades 3 - 5 receive extended services in reading through Istation.

Person Responsible

Barbara Buys

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Reports from Istation Math.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Ensure the effectiveness of the Istation reading program.

Person Responsible

Barbara Buys

Schedule

On 6/1/2018

Evidence of Completion

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

G2.B1.S3 Implement class novel studies in grades 3-5. 4

🔑 S272752

Strategy Rationale

Students benefit from exposure to quality novels with rich vocabulary which are at or above their individual reading levels.

Action Step 1 5

Implement novel studies in all 3-5 grade classrooms.

Person Responsible

Barbara Buys

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Classroom walk throughs to monitor implementation.

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Ensure that novel studies are fully implemented in all third and fourth grade classrooms.

Person Responsible

Barbara Buys

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Classroom walk throughs, teacher lesson plans, teacher observations

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 `7`

Determine effectiveness of class novel studies in overall ELA program.

Person Responsible

Barbara Buys

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

A 5% reduction in the number of 3-5 grade students scoring Levels 1 and 2 on FSA ELA 2018.

G3. Improve academic performance of all students identified in the lower quartile in ELA as measured by District AIMS quarterly assessments, with a focus on closing the achievement gap. 1

🔍 G095739

G3.B1 Limited resources to help all at risk students. 2

🔍 B257749

G3.B1.S1 Provide Title 1 Intervention teachers and services to identified Title 1 students. 4

🔍 S272753

Strategy Rationale

Title 1 provides ongoing assistance to students struggling in reading and the related language arts.

Action Step 1 5

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

Person Responsible

Edward Haukland

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

School calendar, list of participating students, teacher stipend records.

Action Step 2 5

The school will implement ESOL After School Tutoring if available through school district funding.

Person Responsible

Edward Haukland

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

School calendar, lists of participating students, teacher stipend records.

Alachua - 0501 - Kimball Wiles Elem. School - 2017-18 SIP

Kimball Wiles Elementary School

Action Step 3 `5`

The school will implement Title 1 After School Tutoring

Person Responsible

Tracy Cox

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

School calendar, list of participating students, teacher stipend records

Action Step 4 `5`

The school will implement in school Intervention Groups.

Person Responsible

Edward Haukland

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

School calendar, list of student participants, names of Intervention teachers.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Monitor After School Tutoring

Person Responsible

Edward Haukland

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Teacher lesson plans, class lists of tutees

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

After School Tutoring

Person Responsible

Edward Haukland

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

A 5% improvement in student performance on the FSA ELA.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Review AIMS and benchmark records for student progress and growth.

Person Responsible

Edward Haukland

Schedule

On 6/1/2018

Evidence of Completion

Daily progress summary reports and individual student progress reports.

G3.B1.S2 Implement Intervention Groups for at risk students who are not served in Title 1. 4

🔑 S272754

Strategy Rationale

Students who do not qualify for Title 1 but whose data indicates need for supplementary services will be served through in school Intervention Groups.

Action Step 1 5

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

Person Responsible

Edward Haukland

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Students registered in Skyward for Intervention Groups.

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

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

Person Responsible

Edward Haukland

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Teacher lesson plans, class rolls

Alachua - 0501 - Kimball Wiles Elem. School - 2017-18 SIP

Kimball Wiles Elementary School

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 `7`

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

Person Responsible

Edward Haukland

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Student performance on FSA Reading 2018.

G3.B1.S3 Provide extended day Title 1 tutoring services to identified students in grades 3 - 5. `4`

🔑 S272755

Strategy Rationale

Some students require the additional service of an extended day program in order to reach their reading potential.

Action Step 1 `5`

Provide after school tutoring to at-risk students.

Person Responsible

Edward Haukland

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Tutoring class lists, AIMS assessments, data chats.

Plan to Monitor Fidelity of Implementation of G3.B1.S3 `6`

Collect tutoring class rosters and AIMS assessments.

Person Responsible

Edward Haukland

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Collection of attendance, AIMS performance.

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 `7`

Update class rosters and review AIMS data for tutoring needs.

Person Responsible

Edward Haukland

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Tutoring attendance, AIMS results, data chats.

G3.B1.S4 Implementation of Thinking Maps curriculum in all classrooms. 4

S272756

Strategy Rationale

Thinking Maps is a district endorsed strategy to expose students to numerous learning strategies to increase academic performance.

Action Step 1 5

Monitor Thinking maps utilization in all classrooms.

Person Responsible

Edward Haukland

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Evidence collected through lesson plans and classroom walk-throughs.

Plan to Monitor Fidelity of Implementation of G3.B1.S4 6

Collection of lesson plans and documented walk-through evidence.

Person Responsible

Edward Haukland

Schedule

On 6/1/2018

Evidence of Completion

Lesson plans, walk-though observations.

Plan to Monitor Effectiveness of Implementation of G3.B1.S4 `7`

Teacher lesson plans and walk-through evidence.

Person Responsible

Edward Haukland

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Regularly collected lesson plans and walk-throughs.

G3.B2 Lack of consistent and extensive outside reading by students. `2`

🔑 B257750

G3.B2.S1 Implement Accelerated Reader program for students in grades 2 - 5. `4`

🔑 S272757

Strategy Rationale

Students respond well to additional reading when utilizing the Accelerated Reader program and are more likely to read more because of it.

Action Step 1 `5`

Purchase AR program licenses for all students in grades 2 - 5.

Person Responsible

Barbara Buys

Schedule

On 6/1/2018

Evidence of Completion

AR installed on classroom and Tech Lab computers.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

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

Person Responsible

Sharon O'Connor

Schedule

On 6/1/2018

Evidence of Completion

AR available and in use in designated classrooms.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

Ensure that AR program is implemented correctly in designated classrooms.

Person Responsible

Sharon O'Connor

Schedule

Semiannually, from 8/14/2017 to 6/1/2018

Evidence of Completion

AR reports monthly.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.MA1 M392129	Increased math education through experiences and exposure	Buys, Barbara	8/14/2017	10% increase in student scoring at levels 4 and 5 on 2018 FSA mathematics .	6/1/2018 weekly
G2.MA1 M392136	Monitor student progress using district AIMS assessments in ELA.	Buys, Barbara	8/14/2017	A 10% increase in students scoring Levels 4 and 5 on FSA ELA 2018 at grades 3-5.	6/1/2018 monthly
G3.MA1 M392148	Monitor use of AR program in all classrooms in grades 2 - 5.	O'Connor, Sharon	8/14/2017	Monthly AR reports.	6/1/2018 monthly
G3.MA2 M392149	Review AIMS assessments in all grades	Haukland, Edward	8/14/2017	Quarterly AIMS reports for ELA in all grades.	6/1/2018 quarterly
G1.B1.S1.MA1 M392127	Ensure that math experiences and exposure are reflected in rigorous classroom instruction.	Buys, Barbara	8/14/2017	Teacher lesson plans, classroom observations, Science fair,	6/1/2018 weekly
G1.B1.S1.MA1 M392128	Ensure that a variety of experiences in Math education are provided to students.	Buys, Barbara	8/14/2017	School calendar, teacher lesson plans	6/1/2018 monthly
G1.B1.S1.A1 A366063	Provide hands on manipulatives, conduct school Science Fair.	Buys, Barbara	8/14/2017	School calendar	6/1/2018 weekly
G1.B1.S1.A2 A366064	Attend district cohort meetings in math instruction	Haukland, Edward	8/14/2017		6/1/2018 every-2-months
G2.B1.S1.MA1 M392130	Istation implementation before school in grade 5 and during school day for all grades	Buys, Barbara	8/14/2017	A 5% reduction in students scoring Levels 1 and 2 on FSA ELA 2017 in grades 3- 5.	6/1/2018 monthly
G2.B1.S1.MA1 M392131	Monitor After School Tutoring for fifth grade students.	Haukland, Edward	8/14/2017	Teacher lesson plans, teacher stipend records, list of tutees.	6/1/2018 biweekly
G2.B1.S1.A1 A366065	Identify students	Buys, Barbara	8/14/2017	Istation reports and print-outs of student participation.	6/1/2018 daily
G3.B1.S1.MA1 M392137	After School Tutoring	Haukland, Edward	8/14/2017	A 5% improvement in student performance on the FSA ELA.	6/1/2018 monthly
G3.B1.S1.MA3 M392138	Review AIMS and benchmark records for student progress and growth.	Haukland, Edward	8/14/2017	Daily progress summary reports and individual student progress reports.	6/1/2018 one-time
G3.B1.S1.MA1 M392139	Monitor After School Tutoring	Haukland, Edward	8/14/2017	Teacher lesson plans, class lists of tutees	6/1/2018 monthly
G3.B1.S1.A1 A366068	After School Tutoring for eligible students in grades 3 - 5.	Haukland, Edward	8/14/2017	School calendar, list of participating students, teacher stipend records.	6/1/2018 biweekly
G3.B1.S1.A2 A366069	The school will implement ESOL After School Tutoring if available through school district funding.	Haukland, Edward	8/14/2017	School calendar, lists of participating students, teacher stipend records.	6/1/2018 biweekly
G3.B1.S1.A3 A366070	The school will implement Title 1 After School Tutoring	Cox, Tracy	8/14/2017	School calendar, list of participating students, teacher stipend records	6/1/2018 biweekly
G3.B1.S1.A4 A366071	The school will implement in school Intervention Groups.	Haukland, Edward	8/14/2017	School calendar, list of student participants, names of Intervention teachers.	6/1/2018 daily
G3.B2.S1.MA1 M392146	Ensure that AR program is implemented correctly in designated classrooms.	O'Connor, Sharon	8/14/2017	AR reports monthly.	6/1/2018 semiannually
G3.B2.S1.MA1 M392147	Ensure implementation of AR program in all classrooms grades 3 - 5.	O'Connor, Sharon	8/14/2017	AR available and in use in designated classrooms.	6/1/2018 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B2.S1.A1 🔑 A366075	Purchase AR program licenses for all students in grades 2 - 5.	Buys, Barbara	8/14/2017	AR installed on classroom and Tech Lab computers.	6/1/2018 one-time
G2.B1.S2.MA1 🔑 M392132	Ensure the effectiveness of the Istation reading program.	Buys, Barbara	8/14/2017	A 5% reduction in students scoring Level 1 and Level 2 on FSA Mathematics at grade 5.	6/1/2018 one-time
G2.B1.S2.MA1 🔑 M392133	Ensure that students in grades 3 - 5 receive extended services in reading through Istation.	Buys, Barbara	8/14/2017	Reports from Istation Math.	6/1/2018 monthly
G2.B1.S2.A1 🔑 A366066	Utilize Istation reading for all students and before school for grade 5.	Buys, Barbara	8/14/2017	School Tech Lab schedule	6/1/2018 weekly
G3.B1.S2.MA1 🔑 M392140	Ensure that Intervention Groups are meeting needs of at risk students in grades 3 - 5.	Haukland, Edward	8/14/2017	Student performance on FSA Reading 2018.	6/1/2018 monthly
G3.B1.S2.MA1 🔑 M392141	Ensure that Intervention Groups are in place for at risk students in grades 3 - 5.	Haukland, Edward	8/14/2017	Teacher lesson plans, class rolls	6/1/2018 monthly
G3.B1.S2.A1 🔑 A366072	Implement Intervention Groups for students not served by Title 1 in grades 3 - 5.	Haukland, Edward	8/14/2017	Students registered in Skyward for Intervention Groups.	6/1/2018 daily
G2.B1.S3.MA1 🔑 M392134	Determine effectiveness of class novel studies in overall ELA program.	Buys, Barbara	8/14/2017	A 5% reduction in the number of 3-5 grade students scoring Levels 1 and 2 on FSA ELA 2018.	6/1/2018 quarterly
G2.B1.S3.MA1 🔑 M392135	Ensure that novel studies are fully implemented in all third and fourth grade classrooms.	Buys, Barbara	8/14/2017	Classroom walk throughs, teacher lesson plans, teacher observations	6/1/2018 weekly
G2.B1.S3.A1 🔑 A366067	Implement novel studies in all 3-5 grade classrooms.	Buys, Barbara	8/14/2017	Classroom walk throughs to monitor implementation.	6/1/2018 daily
G3.B1.S3.MA1 🔑 M392142	Update class rosters and review AIMS data for tutoring needs.	Haukland, Edward	8/14/2017	Tutoring attendance, AIMS results, data chats.	6/1/2018 monthly
G3.B1.S3.MA1 🔑 M392143	Collect tutoring class rosters and AIMS assessments.	Haukland, Edward	8/14/2017	Collection of attendance, AIMS performance.	6/1/2018 biweekly
G3.B1.S3.A1 🔑 A366073	Provide after school tutoring to at-risk students.	Haukland, Edward	8/14/2017	Tutoring class lists, AIMS assessments, data chats.	6/1/2018 biweekly
G3.B1.S4.MA1 🔑 M392144	Teacher lesson plans and walk-through evidence.	Haukland, Edward	8/14/2017	Regularly collected lesson plans and walk-throughs.	6/1/2018 monthly
G3.B1.S4.MA1 🔑 M392145	Collection of lesson plans and documented walk-through evidence.	Haukland, Edward	8/14/2017	Lesson plans, walk-though observations.	6/1/2018 one-time
G3.B1.S4.A1 🔑 A366074	Monitor Thinking maps utilization in all classrooms.	Haukland, Edward	8/14/2017	Evidence collected through lesson plans and classroom walk-throughs.	6/1/2018 monthly

V. Professional Development Opportunities

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

G1. Improve academic performance of on and above level students in grades 3-5 as measured by FSA Mathematics 2018.

G1.B1 Lack of enrichment resources.

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

PD Opportunity 1

Provide hands on manipulatives, conduct school Science Fair.

Facilitator

Principal

Participants

Teachers in grades

Schedule

Weekly, from 8/14/2017 to 6/1/2018

PD Opportunity 2

Attend district cohort meetings in math instruction

Facilitator

District staff

Participants

Teachers in grades 3 - 5.

Schedule

Every 2 Months, from 8/14/2017 to 6/1/2018

G2. Improve academic performance of on and above level students in grades 3-5 as measured by FSA ELA 2018.

G2.B1 Students lack sufficient experience in reading and language arts.

G2.B1.S2 Utilize Istation reading to support and enrich students exposure to language arts materials at or above their level..

PD Opportunity 1

Utilize Istation reading for all students and before school for grade 5.

Facilitator

Principal

Participants

All teachers

Schedule

Weekly, from 8/14/2017 to 6/1/2018

G2.B1.S3 Implement class novel studies in grades 3-5.

PD Opportunity 1

Implement novel studies in all 3-5 grade classrooms.

Facilitator

Principal

Participants

All third and fourth grade teachers

Schedule

Daily, from 8/14/2017 to 6/1/2018

G3. Improve academic performance of all students identified in the lower quartile in ELA as measured by District AIMS quarterly assessments, with a focus on closing the achievement gap.

G3.B1 Limited resources to help all at risk students.

G3.B1.S1 Provide Title 1 Intervention teachers and services to identified Title 1 students.

PD Opportunity 1

The school will implement ESOL After School Tutoring if available through school district funding.

Facilitator

District staff

Participants

School ESOL tutor

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

PD Opportunity 2

The school will implement Title 1 After School Tutoring

Facilitator

District staff

Participants

Title 1 tutors

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

G3.B1.S4 Implementation of Thinking Maps curriculum in all classrooms.

PD Opportunity 1

Monitor Thinking maps utilization in all classrooms.

Facilitator

Administration selected school instructional leaders

Participants

Instructional staff

Schedule

Monthly, from 8/14/2017 to 6/1/2018

G3.B2 Lack of consistent and extensive outside reading by students.

G3.B2.S1 Implement Accelerated Reader program for students in grades 2 - 5.

PD Opportunity 1

Purchase AR program licenses for all students in grades 2 - 5.

Facilitator

Principal

Participants

All classroom and other academic teachers serving students in grades 2 - 5.

Schedule

On 6/1/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Provide hands on manipulatives, conduct school Science Fair.				$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0501 - Kimball Wiles Elem. School	General Fund		$600.00
2	**G1.B1.S1.A2**	**Attend district cohort meetings in math instruction**				**$0.00**
3	**G2.B1.S1.A1**	**Identify students**				**$0.00**
4	**G2.B1.S2.A1**	**Utilize Istation reading for all students and before school for grade 5.**				**$0.00**
5	**G2.B1.S3.A1**	**Implement novel studies in all 3-5 grade classrooms.**				**$1,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	Title I, Part A		$1,000.00
			Notes: Title 1 purchase for grades 3 and 4.			
6	**G3.B1.S1.A1**	**After School Tutoring for eligible students in grades 3 - 5.**				**$3,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0501 - Kimball Wiles Elem. School	School Improvement Funds		$3,500.00
			Notes: Teacher Tutors			
7	**G3.B1.S1.A2**	**The school will implement ESOL After School Tutoring if available through school district funding.**				**$3,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0501 - Kimball Wiles Elem. School	Other Federal		$3,000.00
			Notes: ESOL After School Tutoring funded by ESOL department			
8	**G3.B1.S1.A3**	**The school will implement Title 1 After School Tutoring**				**$5,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	Title I, Part A		$5,000.00
			Notes: After School Tutoring			
9	**G3.B1.S1.A4**	**The school will implement in school Intervention Groups.**				**$0.00**
10	**G3.B1.S2.A1**	**Implement Intervention Groups for students not served by Title 1 in grades 3 - 5.**				**$0.00**

11	G3.B1.S3.A1	Provide after school tutoring to at-risk students.				$0.00
12	G3.B1.S4.A1	Monitor Thinking maps utilization in all classrooms.				$0.00
13	G3.B2.S1.A1	Purchase AR program licenses for all students in grades 2 - 5.				$4,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	General Fund		$4,500.00
			Notes: AR License			
					Total:	$17,600.00