

Alachua County Public Schools

# Kimball Wiles Elementary School



2022-23 Schoolwide Improvement Plan

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# Kimball Wiles Elementary School

4601 SW 75TH ST, Gainesville, FL 32608

<https://www.sbac.edu/wiles>

## Demographics

**Principal: Katherine Munn**

Start Date for this Principal: 7/31/2022

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	49%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: B (58%) 2018-19: B (61%) 2017-18: C (53%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan was approved by the Alachua County School Board on 12/6/2022.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## 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. 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.

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## 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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	49%
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	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

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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. 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: School Information

### School Mission and Vision

#### 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.

#### 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: Our vision is to develop well rounded, confident students who aspire to reach their full potential. We intend that all children should enjoy learning, by providing a welcoming, safe, happy and supportive environment which acknowledges and respects children from diverse and culturally different backgrounds so that they can become lifelong learners.

### School Leadership Team

#### Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Munn, Katherine	Principal	Provides leadership and promotes the school's vision. Ensures that faculty and staff are trained in all aspects of student learning and performance.
Futch, Tonya	Assistant Principal	Provides guidance 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.
Polvere, Stacey	Dean	Develops and implements school-wide Student Behavior including Functional Behavior Assessments and Behavior Improvement Plans. Maintains records of behavior issues and resolutions.
Kranzler, Theresa	School Counselor	Monitors implementation of IEPs and 504 plans. Provides guidance to students needing assistance.
Cox, Tracy	Instructional Coach	Collects student data and aids in the analysis of classroom and student performances. Provides resources to teachers regarding best practices for instruction. Maintains records for Title 1. Provides training for Title 1, ESE, and Intervention teachers.

## Demographic Information

### Principal start date

Sunday 7/31/2022, Katherine Munn

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

20

**Total number of teacher positions allocated to the school**

63

**Total number of students enrolled at the school**

860

**Identify the number of instructional staff who left the school during the 2021-22 school year.**

5

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

6

### Demographic Data

## Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	144	152	123	150	134	139	0	0	0	0	0	0	0	842
Attendance below 90 percent	11	36	19	27	17	11	0	0	0	0	0	0	0	121
One or more suspensions	0	7	2	4	2	6	0	0	0	0	0	0	0	21
Course failure in ELA	1	24	18	33	16	6	0	0	0	0	0	0	0	98
Course failure in Math	0	9	11	29	13	7	0	0	0	0	0	0	0	69
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	18	12	17	0	0	0	0	0	0	0	47
Level 1 on 2022 statewide FSA Math assessment	0	0	0	13	23	22	0	0	0	0	0	0	0	58
Number of students with a substantial reading deficiency	1	19	9	36	17	16	0	0	0	0	0	0	0	98



Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	25	16	39	26	21	0	0	0	0	0	0	0	128

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	7	1	18	0	0	0	0	0	0	0	0	0	27
Students retained two or more times	0	0	1	3	0	0	0	0	0	0	0	0	0	4

Date this data was collected or last updated

Monday 8/29/2022

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	
Number of students enrolled	148	131	142	142	127	143	0	0	0	0	0	0	0	833
Attendance below 90 percent	5	12	16	20	11	21	0	0	0	0	0	0	0	85
One or more suspensions	0	1	0	0	1	1	0	0	0	0	0	0	0	3
Course failure in ELA	6	2	8	5	4	9	0	0	0	0	0	0	0	34
Course failure in Math	0	2	6	3	4	5	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	22	32	20	0	0	0	0	0	0	0	74
Level 1 on 2019 statewide FSA Math assessment	0	0	0	18	32	13	0	0	0	0	0	0	0	63
Number of students with a substantial reading deficiency	63	31	28	39	43	54	0	0	0	0	0	0	0	258

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	26	35	0	0	0	0	0	0	0	61

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	9	13	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	
Number of students enrolled	148	131	142	142	127	143	0	0	0	0	0	0	0	833
Attendance below 90 percent	5	12	16	20	11	21	0	0	0	0	0	0	0	85
One or more suspensions	0	1	0	0	1	1	0	0	0	0	0	0	0	3
Course failure in ELA	6	2	8	5	4	9	0	0	0	0	0	0	0	34
Course failure in Math	0	2	6	3	4	5	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	22	32	20	0	0	0	0	0	0	0	74
Level 1 on 2019 statewide FSA Math assessment	0	0	0	18	32	13	0	0	0	0	0	0	0	63
Number of students with a substantial reading deficiency	63	31	28	39	43	54	0	0	0	0	0	0	0	258

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	26	35	0	0	0	0	0	0	0	61

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	9	13	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Part II: Needs Assessment/Analysis****School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	65%	53%	56%				72%	59%	57%
ELA Learning Gains	59%	56%	61%				65%	57%	58%
ELA Lowest 25th Percentile	32%	43%	52%				43%	49%	53%
Math Achievement	68%	55%	60%				72%	60%	63%
Math Learning Gains	70%	58%	64%				64%	61%	62%
Math Lowest 25th Percentile	51%	46%	55%				44%	49%	51%
Science Achievement	60%	48%	51%				65%	57%	53%

**Grade Level Data Review - State Assessments**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	72%	57%	15%	58%	14%
Cohort Comparison		0%				
04	2022					
	2019	72%	55%	17%	58%	14%
Cohort Comparison		-72%				
05	2022					
	2019	65%	55%	10%	56%	9%
Cohort Comparison		-72%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	70%	58%	12%	62%	8%
Cohort Comparison		0%				
04	2022					
	2019	77%	60%	17%	64%	13%
Cohort Comparison		-70%				
05	2022					
	2019	65%	57%	8%	60%	5%
Cohort Comparison		-77%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	64%	55%	9%	53%	11%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

### Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	23	47	29	29	63	46	24				
ELL	52	68		52	79		47				
ASN	70	77		73	81		71				
BLK	45	47	30	44	56	46	32				
HSP	61	66	42	60	71	30	46				
MUL	47	38		56	67		42				
WHT	78	64		81	76	62	80				
FRL	43	46	38	42	56	45	41				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	33	26	23	38	50	40	31				
ELL	55	23		70	77		53				
ASN	76	50		86	79		88				
BLK	37	27	30	32	43	45	13				
HSP	62	50		63	68	60	61				
MUL	61	69		72	69		79				
WHT	79	63		79	82		80				
FRL	44	45	45	42	58	48	40				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	38	41		41	50	42					
ELL	75	64		79	81						
ASN	92	76		95	83		83				
BLK	40	43	35	39	56	45	27				
HSP	71	62		65	55	46	33				
MUL	86	100		90	81						
WHT	80	70	48	80	64	37	84				
FRL	54	55	35	48	51	40	36				

### ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	65
Total Points Earned for the Federal Index	470
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	61
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	75
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	55

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	50
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	74
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

### Part III: Planning for Improvement

#### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

The area needing attention is the lowest quartile in both ELA and Math. All school grade components showed an increase over the previous year, however, the lowest quartile remained below the district and state average even though both components showed growth. One contributing factor for such performance could be the lack of consistent resources being used in tutoring, Title 1 and in class small group instruction. With the beginning of the UFLI program in K-2 we hope to reduce the impact of such a factor. Other contributing factors are attendance, tardies, checkouts, and missed class time due to in school and/ or out of school suspensions.

#### What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Our greatest need for improvement is increasing learning gains in core content areas, with a focus in our lowest quartile students. The data component with the greatest gap was ELA lowest quartile based off of FSA. The contributing factors were attendance, tardies, checkouts, and missed class time due to in school and/or out of school suspensions.

**What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

It would appear that as rigor increased through the grade levels, our response was not adequate. For these reasons, we are focusing heavily on the students who need the most support. They are being identified through progress monitoring and being provided with interventions, small group instruction, and tutoring opportunities both inside and outside of the school day. We have implemented more resource (Title1, tutoring etc.) in K-2 to teach UFLI with fidelity. We have also added an ESOL teacher that continues to build vocabulary and comprehension for this population. Other actions to address this need will involve frequent progress monitoring, data chats with grade levels, and data driven intervention lessons for all students. Wiles also acquired a county Literacy Coach who will be observing K-2 for UFLI fidelity, and also working with 4th grade in reading and Math to ensure that standards are being taught with fidelity, and teachers are staying on pace with the curriculum.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

In grades 1-2 there was significant improvements towards achieving standard understanding compared with all other grade levels. Using UFLI in grades K-2 led to a solid foundation in phonics.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

Implementation of the UFLI program as well as title one aides attending to these grade levels for the improvement in achieving understanding.

**What strategies will need to be implemented in order to accelerate learning?**

To increase achievement and gains, we will provide high quality instruction that is standards based and at the level of rigor that will be assessed on the FAST assessment. We will use a combination of adopted curriculum (UFLI ) as well as supplemental research based resources purchased through Title 1 funds, including online software programs (Power Reading, Achieve 3000, and Istations). We use Title 1 personnel and high dose tutors to push into classes to support struggling learners and provide small group instruction. Teachers will participate in progress monitoring and meet each 9 weeks for data chats with school leadership team. Teachers will use this data to drive their instruction. Finally, lower performing students will be offered after-school tutoring free of charge.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Each grade level will provide standards based instruction. Those students will be identified for support, with interventions and Title 1 support. Each team will meet with the leadership team for data chats/ progress monitoring checks where individual students are discussed and support plans are created. Teachers will have PD opportunities regarding new instructional resources, including Math series and FAST assessment. They will continue training in the University of Florida's Literacy Initiative (UFLI), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and Benchmark Advanced. The teachers that are using the support facilitation model are working directly with ESE teachers to plan and engage

students during both ELA and math. Both the ESE and regular classroom teachers have attended training on support facilitation.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Progress monitoring will be consistent to review data collected on each student. At the beginning of the school year, the new teacher will receive a comprehensive picture of each child's strengths and weaknesses and can continue to build on the strengths and address the weaknesses. Teachers will continue PD for newly adopted curriculum, as well as UFLI, Power Reading, Istations and Achieve 3000 until these programs are self sustainable ,and all programs include teacher trainers at the school level. We will continue to schedule regular data chats and conduct snapshot observations to check in on the implementation of new strategies across the school.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:



**#1. Instructional Practice specifically relating to ELA****Area of Focus  
Description and  
Rationale:****Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Focus: We want to focus to improve Reading Achievement for all students and especially our Lowest Quartile. We want to ensure that students are working and successful with on grade level materials and standard based instruction.

Rationale: Continue to meet the needs of all students on FAST assessment

**Measurable  
Outcome:  
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Increase student scores 3% in ELA from FAST fall assessment to FAST spring assessment

**Monitoring:  
Describe how this Area of Focus will be monitored for the desired outcome.**

ELA scores will be monitored through progress monitoring. This includes DIBELS three times per year, FAST assessment three times per year, monthly ISIP assessments, and weekly/unit Benchmark Assessments. This data will be shared consistently with the leadership team and data will be used to drive instruction.

**Person responsible for monitoring outcome:**

Tonya Futch (futchtf@gm.sbac.edu)

**Evidence-based Strategy:  
Describe the evidence-based strategy being implemented for this Area of Focus.**

To increase ELA achievement and gains, we will provide standards based instruction with fidelity and rigor that will be assessed on the FAST assessment. We will use a combination of adopted curriculum (UFLI) and supplemental research based resources purchased through Title 1 funds, including online software programs (Power Reading, Istations, and Achieve 3000). We will use Title 1 personnel to assist in K-2 to provide intervention and program support. This allows all students to get more individualized and prescribed instruction. We use Title 1 personnel and high dose tutors to push into classes to support struggling learners and provide small group instruction. Teachers will use regularly formal and informal assessment and use this data to drive their instruction. Finally, lower performing students will be offered after-school tutoring free of charge.

**Rationale for Evidence-based Strategy:  
Explain the rationale for selecting this specific strategy.  
Describe the**

We will use our Title 1 money on personnel resources. Based on research, frequent progress monitoring and reteaching and remediation informed by regular assessments based on standards lead to student growth. Additionally, tutoring after school has been shown to increase achievement.

**resources/  
criteria used for  
selecting this  
strategy.**

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Provide high quality instruction that is standards based with rigor and fidelity.
2. Regularly monitor student progress and adjust instruction as needed throughout.
3. Use regular data chats to identify students who could most benefit from extra support.
4. Use Title 1 personnel in K-2 to build fluency, vocabulary and comprehension.
5. informal classroom visits to observe classroom instruction to ensure that standards and rigor are evident in the presentation of materials.
6. To guide grade levels and individual teachers in research based teaching standards and mastery teacher levels.

**Person  
Responsible**      Tracy Cox (coxtn@gm.sbac.edu)

## #2. Positive Culture and Environment specifically relating to Positive Behavior Intervention and Supports

### Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Focus: Reducing Out of School Suspensions.

Rationale - Reducing OSS will help ensure that students are being exposed to content and classroom instruction, and increase student achievement.

### Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Decreasing the percentage of out of school suspensions by at least 15%.

### Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The Behavioral Resource Teacher oversees discipline and referrals, and will identify teachers and students who need positive behavior intervention supports in order to reduce the number of referrals and suspensions throughout the year. The BRT will also create and plan school wide PBIS reward systems.

### Person responsible for monitoring outcome:

Stacey Polvere (polveresl@gm.sbac.edu)

### Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

PBIS

### Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

School-wide PBIS will be used to build a positive school climate by addressing student behaviors that foster belonging, social engagement, and meaningful accountability.

### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Monitor student behavior
2. Assess individual student needs
3. Individualized Behavior Management Plan such as BEST point system
3. EPT, FBA and BIP as needed
4. PBIS Discipline Strategies

### Person Responsible

Stacey Polvere (polveresl@gm.sbac.edu)

**#3. ESSA Subgroup specifically relating to Students with Disabilities****Area of Focus  
Description and  
Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Focus: The students with disabilities data based on FSA was well below the target score. Focusing on this area on FAST will improve overall instruction and monitoring of our students with disabilities.

**Measurable Outcome:  
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

The federal index for students with disabilities will be 41% or greater.

**Monitoring:  
Describe how this Area of Focus will be monitored for the desired outcome.**

Students with disabilities will be monitored by analyzing and disaggregating student performance and progress monitoring data using quarterly assessments (FAST and DIBELS), monthly progress monitoring (ISIP Reading), and classroom data (weekly, unit tests).

**Person responsible for monitoring outcome:**

Tonya Futch (futchtf@gm.sbac.edu)

**Evidence-based Strategy:  
Describe the evidence-based strategy being implemented for this Area of Focus.**

1. ESE support facilitation model
2. Small-group instruction
3. Data analysis
4. High Dosage Tutoring
5. After School Tutoring

**Rationale for Evidence-based Strategy:  
Explain the rationale for selecting this specific strategy.**

The support facilitation model provides the students with disabilities with in-class peer models and access to the grade level curriculum while being supported by the general education and ESE teachers. Teachers will focus on specific objectives and tailor instruction for specific needs. To do this the teacher needs the opportunity to work with students in a small group. While working with small groups, a teacher can analyze the student data and develop intervention strategies. High Dosage Tutoring is an evidence-based strategy to target students who are struggling in ELA. It is a small group of one to two students.

**Describe the resources/ criteria used for selecting this strategy.**

### **Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Provide high quality instruction that is standards based with ESE support facilitation model.
2. Regularly monitor student progress and adjust instruction as needed throughout.
3. Use regular data chats to review progress
4. Informal classroom visits to observe classroom instruction to ensure that standards and rigor are evident in the presentation of materials.
6. To guide grade levels and individual teachers in research based teaching standards and mastery teacher levels.

**Person Responsible**      Tonya Futch (futchtf@gm.sbac.edu)

### **Positive Culture & Environment**

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

### **Describe how the school addresses building a positive school culture and environment.**

Teachers understand the importance of having a positive school culture and environment and take pride in building a family community in their classroom each day. Teachers create and foster relationships and promote positivity relationships that allow all students to reach academic success. High expectations, positive reinforcements, and collaboration are all used to meet our goals. Wiles Elementary currently utilizes school-wide PBIS expectations, Ticket system, and numerous PBIS activities to promote a positive culture among, students, families, faculty and staff. Wiles has a PBIS team. This team is led by the Behavior Resource Teacher, Stacey Polvere and Robin Bourg, who work with community partners to provide rewards and incentives to students. The philosophy behind the program is that focusing on and highlighting the behaviors and expectations that we want is more powerful than focusing on negative behaviors. This team meets regularly and develops common language terms/vocabulary (ROAR), assesses the needs of students and develop a plan for PBIS, creating a positive, caring, safe and supportive environment for all students and adults.

Wiles believes in building positive relationships between school and home in order to improve student achievement. The school aims to increase family engagement by having students grades 2-5 use planners daily to facilitate home-school communication and increase dialogue between teachers, administrators and parents. Family engagement activities will be held throughout the year to teach parents how to help

their child achieve academic success. Our Title 1 program will provide Family Engagement activities 2 times a year to bring in our struggling students and their families to provide academic activities that parents can use at home with their children.

**Identify the stakeholders and their role in promoting a positive school culture and environment.**

The faculty and staff work with different stakeholders including PTA, SAC and community members, and several business partners including Florida Credit Union, Campus Credit Union, and more. These partners, as well as parents, are encouraged to attend PTA and SAC meetings, plus school and family events. Business partners provide both monetary and material donations. In return, the school recognizes and supports them in public ways, such as in our newsletter, t-shirts and banners at school events and fundraisers, and on the marquee. The SAC provides input that relates to the School Improvement Plan and improving academic performance throughout the year.