

Alachua County Public Schools

Kimball Wiles Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Kimball Wiles Elementary School

4601 SW 75TH ST, Gainesville, FL 32608

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

School Board Approval

This plan was approved by the Alachua County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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 work together to build a safe, respectful and nurturing environment focused on maximizing each child's sense of wellbeing and acquisition of skills for life and learning.

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: The Kimball Wiles vision is that all stakeholders will work together to develop and empower students to acquire, demonstrate, articulate and value knowledge and skills that will support them, as life-long learners, to participate in and contribute to the global world and practice the core values of the school: responsibility, ownership, achievement and respect.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Munn, Katherine	Principal	Mrs. Munn promotes the school's vision by providing and ensuring the faculty and staff are trained in all aspects of students learning and performance. Mrs. Munn works to allow teachers to further expand their learning through continuous opportunities for Professional Development throughout the year. She oversees the MTSS process, budgets, SAC, PTA, Family Engagement, Teacher evaluations/walk throughs, facilitates the School Leadership Team and the Instructional leadership team.
Futch, Tonya	Assistant Principal	Mrs. Futch provides guidance to classroom teachers on development of appropriate instructional strategies for individual student learning. She 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. Conducts teacher evaluations/walk through, coordinates all testing, MTSS team member. Participates in Leadership team, Instructional leadership team, SAC, and family engagements.
Sewell, Montana	School Counselor	Mrs. Sewell monitors implementation of IEPs and 504 plans and provides guidance to students needing assistance along with providing Classroom Guidance. She is a MTSS Team Member, helps with providing incentives for students with behavior concerns and reducing tardies.
Cox, Tracy	Instructional Coach	Works with AP to collect 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.
Bourg, Robin	Behavior Specialist	Works with Principal and AP to collect student behavior data and aids in the analysis of classroom and student behavior data. Provides resources to teachers regarding best practices for tier 2 and tier 3 behavior supports.
Martin, Suzan	Behavior Specialist	Works with Principal and AP to collect student behavior data and aids in the analysis of classroom and student behavior data. Provides resources to teachers regarding best practices for tier 2 and tier 3 behavior supports.
Kranzler, Theresa	School Counselor	Mrs. Kranzler monitors implementation of 504 plans and provides guidance to students needing assistance along with providing Classroom Guidance. She is a MTSS Team Member, helps with providing incentives for students with behavior concerns and reducing tardies.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

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.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP is updated and monitored throughout the year. The data is shared with faculty, staff and the SAC on a regular basis.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	56%
2022-23 Economically Disadvantaged (FRL) Rate	49%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT)

	Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B
	2019-20: B
	2018-19: B
	2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	46	35	21	23	14	0	0	0	139	
One or more suspensions	0	4	4	1	6	4	0	0	0	19	
Course failure in English Language Arts (ELA)	0	39	29	24	28	11	0	0	0	131	
Course failure in Math	0	22	17	10	23	9	0	0	0	81	
Level 1 on statewide ELA assessment	0	64	59	30	35	19	0	0	0	207	
Level 1 on statewide Math assessment	0	57	27	25	38	24	0	0	0	171	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	64	59	30	35	19	0	0	0	207	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	30	22	19	39	17	0	0	0	127

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	11	3	1	11	2	0	0	0	0	28
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	11	36	19	27	17	11	0	0	0	121	
One or more suspensions	0	7	2	4	2	6	0	0	0	21	
Course failure in ELA	1	24	18	33	16	6	0	0	0	98	
Course failure in Math	0	9	11	29	13	7	0	0	0	69	
Level 1 on statewide ELA assessment	0	0	0	18	12	17	0	0	0	47	
Level 1 on statewide Math assessment	0	0	0	13	23	22	0	0	0	58	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	19	9	36	17	16	0	0	0	98	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	11	36	19	27	17	11	0	0	0	121	
One or more suspensions	0	7	2	4	2	6	0	0	0	21	
Course failure in ELA	1	24	18	33	16	6	0	0	0	98	
Course failure in Math	0	9	11	29	13	7	0	0	0	69	
Level 1 on statewide ELA assessment	0	0	0	18	12	17	0	0	0	47	
Level 1 on statewide Math assessment	0	0	0	13	23	22	0	0	0	58	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	19	9	36	17	16	0	0	0	98	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	66	52	53	65	53	56	66		
ELA Learning Gains				59			54		
ELA Lowest 25th Percentile				32			44		
Math Achievement*	71	53	59	68	40	50	67		
Math Learning Gains				70			72		
Math Lowest 25th Percentile				51			44		
Science Achievement*	74	54	54	60	54	59	68		
Social Studies Achievement*					58	64			
Middle School Acceleration					43	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	58	61	59	65			51		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	331
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	470
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	30	Yes	2	1
ELL	41			
AMI				
ASN	76			
BLK	40	Yes	1	
HSP	65			
MUL	80			
PAC				
WHT	76			

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	52			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	37	Yes	1	
ELL	61			
AMI				
ASN	75			
BLK	43			
HSP	55			
MUL	50			
PAC				
WHT	74			
FRL	47			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	66			71			74					58
SWD	25			32			45				4	
ELL	38			58							4	58
AMI												
ASN	74			86			94				5	58
BLK	40			47			43				4	
HSP	67			63			86				5	59
MUL	76			72							3	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	73			79			83				4	
FRL	48			53			56				5	60

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	65	59	32	68	70	51	60					65
SWD	23	47	29	29	63	46	24					
ELL	52	68		52	79		47					65
AMI												
ASN	70	77		73	81		71					77
BLK	45	47	30	44	56	46	32					
HSP	61	66	42	60	71	30	46					61
MUL	47	38		56	67		42					
PAC												
WHT	78	64		81	76	62	80					
FRL	43	46	38	42	56	45	41					67

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	66	54	44	67	72	44	68					51
SWD	33	26	23	38	50	40	31					
ELL	55	23		70	77		53					51
AMI												
ASN	76	50		86	79		88					62
BLK	37	27	30	32	43	45	13					
HSP	62	50		63	68	60	61					39
MUL	61	69		72	69		79					
PAC												
WHT	79	63		79	82		80					
FRL	44	45	45	42	58	48	40					45

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	70%	53%	17%	54%	16%
04	2023 - Spring	65%	54%	11%	58%	7%
03	2023 - Spring	57%	49%	8%	50%	7%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	65%	52%	13%	59%	6%
04	2023 - Spring	71%	58%	13%	61%	10%
05	2023 - Spring	74%	54%	20%	55%	19%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	72%	51%	21%	51%	21%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

As we look at our data from Spring PM3, we recognize that 3rd grade ELA and Math is our lowest performing. Some of this is due to the lack of consistent ESE services throughout the year. Although this is our lowest performing grade level, we are still above the state average.

Grade 3 ELA 2022: 62 2023: 57

Grade 3 Math 2022: 63 2023: 65

Sub-Groups

SWD 2022: 24% 2023: 24%
Race: AA/Black 2022:45% 2023: 40%

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Grade 3 ELA 2022: 62 2023: 57
Grade 4 ELA 2022: 66 2023: 65
Grade 5 ELA 2022: 62 2023: 70

Grade 3 Math 2022: 63 2023: 65
Grade 4 Math 2022: 66 2023: 71
Grade 5 Math 2022: 69 2023: 74

Grade 5 Science 2022: 57 2023: 72

Sub-Groups
SWD 2022: 24% 2023: 24%
Race: AA/Black 2022:45% 2023: 40%

The greatest decline from the prior year is almost a 10% drop in 3rd grade ELA. Some of this is due to the lack of consistent ESE services as well as lack of fidelity in ESE services throughout the year. Although this is our lowest performing grade level, we are still above the state average. We also showed a decline in 4th grade ELA, and our AA/Black subgroup.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Grade 3 ELA school: 57 state: 50
Grade 4 ELA school: 65 state: 58
Grade 5 ELA school: 70 state: 54

Grade 3 Math school: 65 state: 59
Grade 4 Math school: 71 state: 61
Grade 5 Math school: 74 state: 55

Grade 5 Science school: 72 state: 51

Sub-Groups
SWD 2022: 24% 2023: 24%
Race: AA/Black 2022:45% 2023: 40%

We showed performance above the state average and we attribute this to being purposeful in teaching the district adopted curriculum as well as during data chats doing a deep dive into the data for each of the progress monitoring tools.

Which data component showed the most improvement? What new actions did your school take in this area?

Grade 3 ELA 2022: 62 2023: 57
Grade 4 ELA 2022: 66 2023: 65
Grade 5 ELA 2022: 62 2023: 70

Grade 3 Math 2022: 63 2023: 65

Grade 4 Math 2022: 66 2023: 71 any growth

Grade 5 Math 2022: 69 2023: 74

Grade 5 Science 2022: 57 2023: 72

This year we showed the most improvement in Science. Fifth grade science teachers attribute this to using ADD science and placing emphasis on the science vocabulary/terms. Wiles also showed growth in 5th grade ELA, 3rd Math, 4th Math, and 5th Math. We did not show any growth in our Students With Disabilities and showed a drop in our African American/Black subgroup

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The potential area of concern is: is attendance and suspensions

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. get students to school
2. keep students in school by limiting OSS
3. teach with fidelity

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Standard based data collected from the 2022-2023 school year showed that only 24% of our SWD subgroup are performing at a 3+ on FAST PM3. 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 gen ed teachers, ESE teachers and Title 1 paras. The focus will be on specific objectives and tailor instruction for specific needs. To do this, the team needs the opportunity to work with students in a small group. While working with small groups, the team can analyze the student data and develop intervention strategies. Title 1 will target students who are struggling in ELA and Math. They will focus on small groups using Achieve 3000 and Go Math. Title 1 will also conduct afterschool tutoring.

Measurable Outcome:

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

Schoolwide, our Students With Disabilities sub-group is the lowest performing. We had only 24% showing proficiency on the Spring FAST. To continue to close the gap, we will increase proficiency by 10% (24% to 27%). Below is the breakdown by grade level according to the results from the ABC report card by grade for PM2.

Students With Disabilities

Increase proficiency in 3rd grade English Language Arts 5% as measured by SPRING FAST

Increase proficiency in 3rd grade Math 5% as measured by SPRING FAST

Increase proficiency in 4th grade English Language Arts 5% as measured by SPRING FAST

Increase proficiency in 4th grade Math will 5% as measured by SPRING FAST

Increase proficiency in 5th grade English Language Arts 5% as measured by SPRING FAST

Increase proficiency in 5th grade Math 5% as measured by SPRING FAST

Increase proficiency in 5th grade NGSSS by 5% as measured by Spring FAST

Monitoring:

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

Administration, along with the leadership team, will continue to monitor student progress throughout the year using weekly assessments, DIBLES and FAST PM1/PM2 and quarterly data chats. Student progress will be discussed with teachers during data chats that will take place 4 times a year with leadership team. The IIC will keep service and assessment records for all direct serve students.

Person responsible for monitoring outcome:

Katherine Munn (muninkl@gm.sbac.edu)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Wiles will use the Exceptional Student Education support facilitation model to support the learning of students. Students will receive on grade level instruction during whole group followed by differentiated instruction from the ESE teacher and Title 1 push in team using UFLI, Achieve 3000, Istation for reading. They will incorporate Go Math Remediation and Waggle for math in small groups. Daily data will be used to determine what standard students are struggling with in order to reteach. Wiles will use Title 1 to provide After School Tutoring to continue to reach the needs of the lower performing students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for selecting this evidence-based strategy is to continue the overall proficiency rate of all students in ELA, Math, and Science while closing the achievement gaps of our sub-groups, Students With Disabilities as evidenced by the 2023 Spring FAST Assessment.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

The IIC will also conduct informal classroom visits to observe classroom instruction to ensure that standards and rigor are evident in the presentation of materials. Work with teachers to implement goal setting opportunities where students regularly and visibly participate in setting their goals, monitoring their academic progress throughout the year, revising their goals based on data, and celebrating successes.

Person Responsible: Tracy Cox (coxtm@gm.sbac.edu)

By When: This will be ongoing throughout the year.

Utilize administrator walkthrough tools to provide feedback to individual teachers (general education and ESE) as well as communicate and highlight evidence-based practices that are impacting student achievement with the entire staff.

Person Responsible: Katherine Munn (munnl@gm.sbac.edu)

By When: This will be ongoing throughout the year.

Ensure instruction is data driven and standards based to ensure maximum learning for all students during core instruction and independent work time. This includes students with disabilities, English Language learners, as well as, extension/more advanced texts for students needing extension or acceleration while using the district adopted curriculum. These supports include differentiation in all areas including small group instruction based on data. Implement a plan for identifying students not meeting standards in the early grades, including targeting instruction, and frequently monitoring progress to identify gaps early.

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

By When: Monitoring will continue throughout the year

#2. Instructional Practice specifically relating to Coaching**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Providing mentoring to focus on assisting new teachers to find the highest level of success through planning lessons that are standard based and focus on differentiation.

Measurable Outcome:

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

Student data will monitored weekly. Mentor teachers and IIC will check lesson plans to make sure standards and differentiation are the main focus while offering suggestion on students that need reteaching opportunities to maximize learning potential. During walkthroughs and collecting lesson plans, admin will look for standards based teaching with fidelity that is differentiated 90% of the time

Monitoring:

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

Mentor teachers and IIC will check lesson plans to make sure standards and differentiation are the main focus while offering suggestions on students that need reteaching opportunities. Check in for grade level connections, teaming and planning are established and check in meetings are recorded on the calendar at least monthly, more frequently at the beginning of the year or as needed for individual situations. Administration will provide support and feedback through consistent walkthroughs of whole group instruction and small group during peer facilitation. Administration, along with the leadership team, will continue to monitor student progress throughout the year using weekly assessments, DIBLES and FAST PM1 and PM2. Student progress will be discussed with teachers during data chats that will take place 4 times a year with leadership team.

Person responsible for monitoring outcome:

Tracy Cox (coxtm@gm.sbac.edu)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

IIC and mentor teachers will assure that new teachers are teaching students on grade level instruction during whole group followed by differentiated instruction incorporating evidence based intervention like Achieve 3000, Istation for reading and Waggle for math. New teachers will be encouraged and assisted in using daily/weekly data, which will be used to determine what standard students are struggling with in order to reteach.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Studies show that to keep good teachers in the field you need to empower teachers to succeed, provide them with support, and create a positive work place,

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

When a new teacher begins the new year, during pre-planning administration and leadership team will provide an orientation, tour, and question and answer session. Wiles will pair new teachers with mentor on the same grade level whenever possible and allow collaborative planning time. New teachers will meet with their mentor teacher on a regular basis. There will also be monthly check ins with the IIC and AP to give suggestions and support in order to allow them to meet they're potential.

Person Responsible: Tracy Cox (coxtm@gm.sbac.edu)

By When: Meeting with new teachers will continue throughout the year to ensure they are meeting the needs of all students.

#3. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our focus this year is to continue to close the learning gap by reducing total number of days students are out of school due to out of school suspension or the lack of importance of school attendance. Reducing Out of School Suspensions and increasing attendance will help ensure that students are being exposed to content and classroom instruction with fidelity and increase student achievement. When reducing the amount of out of school suspension we will then have students in school learning instead of at home widening the gap.

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 discipline response by at least 10% (from 48 to 44).

Decrease the percentage of students absent from school 10% or more days.

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 students who need positive behavior intervention supports in order to reduce the number of referrals and/or suspensions throughout the year. The BRT will work with teachers to create and plan school wide Positive Behavior Intervention and Support reward systems.

The guidance counselor and home liaison will monitor the attendance weekly with the attendance officer by analyzing attendance data provided by attendance reports.

Person responsible for monitoring outcome:

Suzan Martin (martinsf@gm.sbac.edu)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Positive Behavior Intervention and Support will be the evidence based intervention that will be used throughout the year. Daily interaction and reward systems will be set up for student in tier 3. Along with small group meeting that focus on social skills.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

School-wide Positive Behavior Intervention and Support and small group meetings will be used to build a positive school climate by addressing student behaviors that foster belonging, social engagement, and meaningful accountability.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

The leadership team along with the teacher will monitor tier 3 student in behavior weekly. During this meeting, assessment of individual student needs will be addressed and students will have the ability to move fluidly through an Individualized Behavior Management Plan such as with the BEST point system. We will also determine if and at what point an Educational Planning Team, Functional Behavior Assessment and Behavior Intervention Plan will need to be scheduled and designed. Behavior Resource Teachers will make sure that teachers are trained and abreast of any Positive Behavior Intervention and Support Discipline Strategies that may help the students in their class.

Person Responsible: Robin Bourg (bourgrm@gm.sbac.edu)

By When: Student behavior data will be monitored throughout the year.

The leadership team along with home liaison will monitor tier 3 student weekly. During this meeting assessment of individual student needs will be addressed and ways to assist parents in having their students in school and on time. Tardy parties will be planned for students who meet their goal for arriving at school on time.

Person Responsible: Theresa Kranzler (kranzltb@gm.sbac.edu)

By When: This will take place throughout the year

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

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

The School Improvement Plan for the next school year is shared with our Leadership Team, team Leaders, and also our SAC. During Preplanning data will be shared and goals will be set as a school for the upcoming year. During our Navigating the Portal Parent/Family Engagement parents are encouraged to surf the SBAC website, and also be directed to the Wiles page. Progress on the SIP is shared with the SAC and faculty several times during the year.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

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

Wiles is a full Title 1 school, and we are hoping to bring every parent in for at least 2 face to face conferences. We will hold the following Parent/Family Engagements this school year: Jumpstart to

Kindergarten, Annual Meeting held during Open House, ESOL PLC, Navigating the Portal, 5th Grade Transition to Middle School, and How to Avoid the Summer Slide. In grades K-2 students take home daily and weekly communication folders, our 3-5 graders are required to use their planner, and this is how teachers communicate with parents daily. Some of the teachers also use real time communication like DOJO, Bloomz, and Remind. Parent letters are also sent home to K-2 after each FAST assessment. Wiles PTA partners with Title 1 for some of our Family Engagements by providing pizza and drinks. PTA provides scholarships for students who are unable to pay for field trips or school performances.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))

Wiles tries to maximize learning by putting together a strong academic schedule. Wiles uses the majority of our Part A monies to pay for personnel. We are able to assign a teacher or paraprofessional to each grade level to work with small groups to reinforce skills.

We provide accelerated math in 3rd and 4th grade to enrich the curriculum for students who do not qualify for the Gifted program. We are purchasing ADD science for K-5 to increase vocabulary and promote higher order thinking skills. We incorporate Ready FL along with Benchmark Advanced to increase rigor and stamina for students in reading. Our school uses Power Reading, Reading A-Z, and Achieve 3000 to increase reading skills including comprehension for struggling readers.

After each of the FAST progress monitoring assessments, the AP and IIC meet with teachers to review scores and help them navigate through the district adopted curriculum to find ways to reteach areas of student learning that show a deficit and continue to master grade level standards that will close the learning gap. We also ensure that we are enriching the students who are progressing faster than others.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The Wiles School Counseling Program is designed using the model developed by the American School Counselors Association. All students participate in classroom guidance lessons focused on such topics as preventing bullying, working cooperatively and developing a growth mindset. The school counselors also provide small group counseling for students who need Tier 2 services. These groups include a variety of issues, such as coping with anxiety, school success skills, social skills and divorce. Additionally, students can participate in mentoring opportunities with the GENTS program (Gentlemen Excelling Naturally Through Service). This program is conducted by the Behavior Resource Teachers and the School Resource Officer. The BRTs have also developed an incentive program for students who require additional support for classroom behavior. As part of this program, students meet daily with the BRTs and/or counselors to discuss individualized goals and earn rewards. When students require on-going individual counseling, the counselors can provide referrals to mental health services in the community. However, the school counselors are available to provide immediate assistance with urgent issues, such as a recent bereavement or suicide risk.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The Wiles schoolwide tiered model follows the MTSS Pyramid.

Tier One (Universal Strategies) include:

- ROAR Expectations
- Posters throughout campus for ROAR expectations in the hallways, classrooms, cafeteria and playground
- Reviewed weekly on the news
- Expectations shared with parents through classroom and school newsletter
- Code of Conduct Grade Level Meeting
- BRT's and Leadership team meet with each grade level at the beginning of the school year to explain the Code of Conduct and how it relates to our schoolwide expectations

- Classroom Curriculum Differentiation
- Classroom Behavior Clip Chart
- Classroom Guidance Lessons
- Wiles Leaders
- PBIS School Wide Events
- PBIS Tickets for classroom rewards
- Cafeteria behavior tickets (tickets are used for raffles and other prizes)
- Cafeteria "Gold Star" classes
- Schoolwide events ex: Searching for Summer and Working for Winter Break

Tier Two (Targeted Interventions) include:

- Classroom point sheets
- Small Group Counseling
- Mentoring
- Targeted evidence based practices (Small group for anger)
- Tutoring
- Lunch Bunch

Tier Three (Intensive, Individualized Interventions)

- Point Sheets with daily check-in and checkout with members of the leadership team
- FBA & BIP
- Modified instruction and assessments
- Threat Assessments
- Referral to Community Agency
- Safety Plan

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

The district PD days at the beginning of the year will jumpstart our professional learning. We will follow up that training during pre-planning with a PD opportunity for all teachers on how to design and deliver effective lessons on all levels using the "Teacher Planning Tool" purchased through the districts' production lab. After school begins we will have a PD that will begin our journey on a school-wide writing plan using Top Score writing program that will implement the new verbiage to help with FAST writing to ensure success for all students.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Jumpstart to Kindergarten and Kindergarten Round up are ways we transition students into the school setting.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities				\$226,416.18
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	0501 - Kimball Wiles Elem. School	Title, I Part A	1.0	\$58,006.80
			<i>Notes: Salary - Intervention Teacher</i>			
	5900	130	0501 - Kimball Wiles Elem. School	Other Federal		\$3,345.75
			<i>Notes: Reading and Math EDI tutoring services 3 teachers 37 sessions</i>			
	5100	210	0501 - Kimball Wiles Elem. School	Title, I Part A		\$7,871.52
			<i>Notes: Retirement benefits - Intervention Teacher</i>			
	5100	220	0501 - Kimball Wiles Elem. School	Title, I Part A		\$4,437.52
			<i>Notes: SSI benefits - Intervention Teacher</i>			
	5100	230	0501 - Kimball Wiles Elem. School	Title, I Part A		\$8,473.00
			<i>Notes: Insurance benefits - Intervention Teacher</i>			
	5100	290	0501 - Kimball Wiles Elem. School	Title, I Part A		\$295.83
			<i>Notes: Early retirement benefits - Intervention Teacher</i>			
	5100	150	0501 - Kimball Wiles Elem. School	Title, I Part A	5.0	\$80,291.18
			<i>Notes: Salary - Instructional Paraprofessionals</i>			
	5100	210	0501 - Kimball Wiles Elem. School	Title, I Part A		\$10,895.51

			<i>Notes: Retirement benefits- Instructional Paraprofessionals</i>			
	5100	220	0501 - Kimball Wiles Elem. School	Title, I Part A		\$6,142.28
			<i>Notes: SSI benefits- Instructional Paraprofessionals</i>			
	5100	230	0501 - Kimball Wiles Elem. School	Title, I Part A		\$42,365.00
			<i>Notes: Insurance benefits- Instructional Paraprofessionals</i>			
	5100	290	0501 - Kimball Wiles Elem. School	Title, I Part A		\$409.49
			<i>Notes: Early retirement benefits- Instructional Paraprofessionals</i>			
	5100	369	0501 - Kimball Wiles Elem. School	Title, I Part A		\$3,882.30
			<i>Notes: Ready Florida Site Toolbox</i>			
2	III.B.	Area of Focus: Instructional Practice: Coaching				\$80,109.93
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	130	0501 - Kimball Wiles Elem. School	Title, I Part A	1.0	\$61,799.40
			<i>Notes: Salary - Title I Instructional Intervention Coach</i>			
	6400	210	0501 - Kimball Wiles Elem. School	Title, I Part A		\$6.19
			<i>Notes: Retirement benefits - Title I Instructional Intervention Coach</i>			
	6400	220	0501 - Kimball Wiles Elem. School	Title, I Part A		\$4,727.65
			<i>Notes: SSI benefits - Title I Instructional Intervention Coach</i>			
	6400	230	0501 - Kimball Wiles Elem. School	Title, I Part A		\$8,473.00
			<i>Notes: Insurance benefits - Title I Instructional Intervention Coach</i>			
	6400	290	0501 - Kimball Wiles Elem. School	Title, I Part A		\$315.18
			<i>Notes: Early retirement benefits - Title I Instructional Intervention Coach</i>			
	6400	130	0501 - Kimball Wiles Elem. School	Title, I Part A		\$1,295.00
			<i>Notes: Stipends - EDI IIC to support teachers 37 sessions plus benefits.(2x a week)</i>			
	6400	220	0501 - Kimball Wiles Elem. School	Title, I Part A		\$99.07
			<i>Notes: SSI benefits - EDI IIC to support teachers 37 sessions</i>			
	6400	130	0501 - Kimball Wiles Elem. School	Title, I Part A		\$2,788.50
			<i>Notes: ESY IIC 11 days@ 6/hours Day=66 hours@42.25/hr,</i>			
	6400	210	0501 - Kimball Wiles Elem. School	Title, I Part A		\$378.40

			<i>Notes: Retirement - ESY IIC 11 days@ 6/hours Day=66 hours@42.25/hr, plus benefits @ 13.57%</i>			
	6400	220	0501 - Kimball Wiles Elem. School	Title, I Part A		\$213.32
			<i>Notes: SSI - ESY IIC 11 days@ 6/hours Day=66 hours@42.25/hr, plus benefits</i>			
	6400	290	0501 - Kimball Wiles Elem. School	Title, I Part A		\$14.22
			<i>Notes: Early retirement - ESY IIC 11 days@ 6/hours Day=66 hours@42.25/hr, plus benefits</i>			
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$3,849.65
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	L6321		0501 - Kimball Wiles Elem. School	Other		\$2,000.00
			<i>Notes: items are purchased through fundraising</i>			
	5100	120	0501 - Kimball Wiles Elem. School	Title, I Part A		\$1,718.20
			<i>Notes: Title I Lead Teacher Supplemental - Monitoring and implementation of the schoolwide Title I program.</i>			
	5100	220	0501 - Kimball Wiles Elem. School	Title, I Part A		\$131.45
			<i>Notes: SSI benefits for the Title I Lead Teacher Supplemental</i>			
					Total:	\$310,375.76

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes