

# Executive Summary

## Kimball Wiles Elementary School

### School Improvement Plan

#### 2008 – 2009

The Kimball Wiles Elementary School Improvement Plan 2008 – 09 provides for a challenging academic year for the students and staff. Goals in the academic areas of reading, mathematics, writing and science set high standards of achievement for all students. Students are expected to master appropriate Sunshine State Standards in these curriculum areas and to meet state of Florida as well as federal standards of achievement as measured by the Florida Comprehensive Achievement Tests and other measures mandated by the state, the school district or the federal Department of Education.

Students who are struggling to meet these standards will be provided extra academic learning time during the school day as well as after school. Small group instruction as well as some individual assistance will be provided based on student needs in the areas of reading and mathematics. Students will be identified for extra assistance based on past achievement test data, On-Track Assessments, school data on reading and mathematics achievement as measured by classroom tests and other assessments, and teacher recommendation.

Parents will be expected to assist students in gaining mastery of basic mathematics skills and in successful mastery of weekly spelling words. They will also be expected to monitor student homework and to be sure that students are reading at home each day. Conferences will be held with parents to review student achievement as measured by the district On Track assessment and other measures.

“We are Growing Green” is the new environmental awareness program for implementation this year at Kimball Wiles Elementary School. We will partner with GRU and their Watts Watchers program to monitor our electricity usage and begin recycling programs in the classroom as well as the cafeteria. We will work with parent groups to refurbish our nature area for classroom projects. Sunshine State Standards in Science will serve as the backbone to this environmental awareness program.

Parents will be provided opportunities for growth and education through programs sponsored by the school and by the PTA. A Parent Book Club will be implemented second semester. Kimball Wiles Elementary will make every effort to reach out to and include parents in their children’s education.

2008 – 2009

## SCHOOL IMPROVEMENT PLAN

Kimball Wiles Elementary School

### VISION/MISSION

We, the faculty and staff of Kimball Wiles Elementary School, believe that learning is a lifelong process. We strive to create an atmosphere for children which promotes an awareness of the joys and necessities of learning. We believe that the school and community as partners must help children see themselves as worthwhile individuals with the qualities of character needed to assume a responsible place in society. Each student must be encouraged to develop a healthy self-concept, emotional stability, and a positive attitude in relationships with peers and adults. We endeavor to teach positive values and democratic attitudes which lead to an appreciation of our cultural heritage. In upholding these beliefs, we strive to start each child on the path toward independence in future life situations.

### SCHOOL PROFILE /DEMOGRAPHICS

Kimball Wiles Elementary School is located in a suburban setting in Gainesville, Florida, serving 675 students in Kindergarten through grade five. The school demographics include students from a wide range of socio-economic level as well as various world cultures. 58% of the students are Caucasian, 15% of the students are of African-American descent, 9% are of Asian descent, 8% are of Hispanic descent, 9% are multi-racial, and 1% are of American Indian descent. 34% of the student body are eligible for the free/reduced price breakfast and lunch programs.

Beginning with school year 2008 – 09, the school is no longer meets the criteria for eligibility for the federally funded Title 1 program.

The school facility is twenty-two years old and is very attractively landscaped and well-maintained on a large tree-shaded property on Tower Road.

Both the Parent-Teacher Association (PTA) and the School Advisory Council (SAC) are very active at Kimball Wiles Elementary and are dedicated supporters of the school. The PTA is instrumental in maintaining open and cordial communication with parents and community at large as well as serving as the major fundraising arm for the school. Through programs for parents and projects such as mini-grants for teachers, the PTA is an important element in the school's success.

The SAC works diligently to support the school mission of academic success for all children. Through thoughtful discussion and wise decision-making, they make sure the school stays on course in pursuing its mission.

The school's Business Partners are another important element of school success at Kimball Wiles Elementary. The principal and Curriculum Resource Teacher meet with Business Partners several times per school year to coordinate activities. Business Partners participate in fundraising, Junior Achievement, field trips, student art displays, student choral programs, student Honor Roll, attendance, pizza parties, and other activities. Business Partners include M&S Bank, State Farm Insurance, Publix Supermarket, Bosshardt Realty, Beef O'Brady's, Millenium Bank, Papa John's Pizza, Domino's Pizza, Veterans Memorial Committee, SouthArc Inc., Cracker Barrel Restaurant, O2B Kids, and Carabbas Italian Grill.

## SCHOOL DATA SUMMARY

### School Grades/Adequate Yearly Progress

	<u>2005 – 06</u>	<u>2006 – 07</u>	<u>2007 – 08</u>
	A AYP-Yes	A AYP-Yes	A AYP-Yes
<b>Reading</b>			
3	80%	80%	81%
4	81%	79%	80%
5	81%	86%	85%
<b>Writing</b>			
4	89%	94%	85%
<b>Math</b>			
3	80%	85%	
4	84%	88%	86%
5	75%	89%	91%
<b>Science</b>			
5	54%	67%	86%

## QUALITY STAFF

### **Highly Qualified, Certified Administrators**

Dr. Barbara Buys has been an elementary school principal for the past 22 years in a variety of educational settings including a rural school, an upper middle class school, and a low socio-economic school with a preponderance of students at risk for academic failure. She began her professional career as a classroom teacher and served as the Curriculum Resource teacher of a small rural school before accepting the position of district Supervisor for Early Childhood Programs. She was first appointed as elementary principal in 1982. She served for many years as Adjunct Professor at the University of Florida in the College of Education. Her specialty was in the area of reading instruction.

### **High Quality, Highly Qualified Teachers**

Teachers are recruited by the School Board of Alachua County Personnel Department to ensure criteria are met for highly qualified status. Faculty and staff turnover at the school is very low. Over fifty percent (50%) of the faculty hold advanced degrees. Thirteen faculty members are National Board certified teachers. Teachers are encouraged and supported in their efforts to earn advanced degrees and to work toward National Board certification.

All professional staff meets the requirements for highly qualified status. A list is attached of all professional staff for the 2008 – 09 school year.

### **School Advisory Council**

The Kimball Wiles Elementary School Advisory Council is the sole body responsible for final decision making relating to the implementation of Sections 1001.42(16) and 1008.345, F S.

The Kimball Wiles Elementary School Advisory Council (SAC) oversees development of each year's School Improvement Plan. They also oversee its implementation and develop and conduct the Needs Assessment for the upcoming year's Plan. They serve as an advisory body to the school principal in areas of school programs, staffing, and hiring.

District policies and procedures for electing members to the SAC are clear. Each school solicits nominations for parent representatives, professional staff representatives, and non-instructional representative to the SAC during the month of April of each school year. Elections for each group are held in the month of May. Members from the community are solicited by the school principal for their participation in the SAC.

Indicate types of duties and activities of SAC members. Describe the district procedures for electing and/or appointing advisory council members.

Provide a statement of how the SAC assists in the preparation and evaluation of the school improvement plan and the school's annual budget.

The SAC oversees the development of the School Improvement Plan and develop the Needs Assessment portion of the plan for parents and instructional staff. They also discuss and prioritize their own wishes for the plan. The SAC oversees implementation of the SIP and evaluates its success at the end of each school year when results are available from the state of Florida.

The SAC also provides input on the annual school budget and monitors its implementation throughout the school year.

### **Extended Learning Opportunities**

Kimball Wiles Elementary offers after school tutoring in the areas of reading and mathematics for identified students in grades three – five. In school tutoring is provided to identified students in grades Kindergarten through grade five in reading and mathematics as necessary. Students who are enrolled in the Exceptional Student Education Program (ESE) are provided additional help with certified instructional staff. Summer school opportunities are available for identified students through the school district.

## **GOALS for Each Academic Area**

### **READING**

#### **Needs Assessment**

The needs assessment consisted of parent, teacher, student surveys, SAC input on student needs in reading, standardized test results for grades 1 – 5, norm-referenced assessments in reading, Exceptional Student Education student assessments, DIBELS scores and reports, Florida Comprehensive Assessment Test Scaled Scores in Reading, and No Child Left Behind Adequate Yearly Progress reports.

Test results and teacher input indicated a need for more in depth instruction in reading comprehension in the areas of identifying main idea and author's purpose.

All student subgroups met AYP targets.  
More than fifty percent (50%) of lower quartile students made learning gains.  
More than fifty percent (50%) of lower quartile students made learning gains in reading.  
The percent of students proficient in reading increased.

Results of assessments of mastery of Sunshine State Standards in Reading are reviewed throughout the school year to ensure student growth in reading. DIBELS results are reviewed periodically as are results of all reading assessments including theme tests and end-of-year tests when available.

### Reading Goal Statement

Students will demonstrate mastery of the Sunshine State Standards in Reading at their grade level.

Identify subgroups/needs:

- |   |  |
|---|--|
| <input type="checkbox"/> African-American | <input type="checkbox"/> Students with Disabilities              |
| <input type="checkbox"/> Hispanic         | <input type="checkbox"/> Economically Disadvantaged              |
| <input type="checkbox"/> White            | <input type="checkbox"/> Limited English Proficiency             |
| <input type="checkbox"/> American Indian  | <input type="checkbox"/> Lowest 25% performing students on FCAT  |
| <input type="checkbox"/> Asian            | <input type="checkbox"/> Level 1 Students                        |
|   | <input type="checkbox"/> Improved performance in tested clusters |

### Objective

At least sixty-five percent (65%) of students will meet the federal/state/district Adequate Yearly Progress requirements and / or eighty-five percent (85%) will demonstrate mastery on instructional level reading basal unit tests.

### Strategies

- Screen all students at the beginning of the school year for correct reading instructional placement.
- Implement the Continuous Improvement Model (CIM) at grades 3 – 5.
- Identify students at risk of academic failure and in need of interventional strategies in grades K – 5 utilizing Stanford 10, FCAT, district basal, and Continuous Improvement Model (CIM) baseline assessment results as well as teacher recommendation.
- Identify teachers who will provide additional instruction to students in intervention at all grade levels.
- Identify and purchase as necessary instructional materials for intervention

groups.

- Schedule interventional strategy time into the school's Master Schedule, both during the regular school day and after school.
- Implement, support, and monitor the Academic Focus program in reading at all grade levels.
- Implement, support, and monitor the Continuous Improvement Model (CIM) program at grades 3 - 5.
- Provide intensive staff development training on data utilization and best practices in reading instruction for all teachers in grades K – 5 as well as Exceptional Student Education (ESE) teachers and other resource personnel as appropriate.
- Provide ongoing staff development in utilization of the newly adopted Macmillan Reading Basal textbook series to all teachers of reading in grades K – 5.
- Purchase supplementary reading materials and software for at risk students as necessary.
- Purchase FCAT preparatory materials for at risk students in grades 3 – 5.
- Purchase above grade level instructional materials for identified fifth grade students as necessary.
- Attend regional and national reading conferences when applicable and available.
- Schedule and implement teacher Book Club and other professional study groups as necessary.
- Work with parents on strategies to assist students at home with strategies to improve reading comprehension while building a love for reading.
- Identify and implement strategies to help all students identify main idea and author's purpose in reading passages.
- Implement Paws to Read Program at grades 1 and 2.

## Evaluation

Sixty-five percent (65%) of total school population will score Level 3 or above on FCAT Reading assessment,

or

the number of students scoring Level 3 and above on the FCAT Reading assessment will increase by at least 10% over 2007-08 scores,

and

sixty-five percent (65%) of students in each identifiable subgroup will score Level 3 or above on the FCAT Reading assessment,

or

that subgroup will show a ten percent (10%) decrease in the number of students scoring Level 1 and Level 2 on the FCAT Reading assessment,

or

eighty-five percent (85%) of students will meet district end-of-year criteria on the CIM

Reading assessment.

**Research-Based Program**

The school will utilize the research-based MacMillan Treasures Reading series as its foundation for reading instruction.

For supplementary reading support, the school will utilize the following research-based programs:

- Read Naturally
- Academy of Reading
- QARS for Test-Wise Students
- Florida Weekly
- Scientific Research Associates materials
- Accelerated Read and accompanying STAR Rewards
- Reading Mastery
- Reading Rescue

**Professional Development Aligned with this Objective**

Teachers will receive ongoing staff development training in the areas of reading series implementation, data analysis and utilization, best practices in reading instruction, CRISS strategies, Kagan strategies, Reciprocal Teaching, STAR assessment, Lexiles program, and Academy of Reading. Teachers of at risk students will meet monthly with the Curriculum Resource Teacher to review student progress toward mastery of Sunshine State Standards in Reading, best practices in reading instruction, early identification of struggling students, intervention practices that work, and review of available instructional materials.

**BUDGET:** [Ensure that the school improvement budget is adequate to support the programs and strategies (may use multiple fund sources). List dollar amounts for each goal.]

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
<p><b>Research-Based Program(s)</b> (Instructional Materials)</p>	<p>Macmillan Treasures Reading Program, FCAT Practice materials, Reading Rescue, Florida Weekly, SRA labs, Accelerated Reader, STAR</p>	<p>District funds, ADV, grants, ESE</p>	<p>\$30,000</p>	
<p><b>Research-Based Resource(s)</b> (i.e., websites, assessment tools)</p>	<p>FCIM, DAR, DIBELS,</p>		<p>\$2000</p>	

<b>Technology</b>				
<b>Professional Development</b>	Local/state reading conferences and inservice opportunities		\$3000	
<b>Other</b>				
		<b>Total:</b>	<b>\$35,000</b>	

**READING ELEMENTS  
Highly Qualified In-Field Certified Instructors**

All teachers of reading meet the standards of highly qualified. A list of reading faculty and assignments is attached.

# GOALS

## MATHEMATICS

### Needs Assessment

The needs assessment consisted of parent, teacher and student surveys, SAC input on the mathematics program, standardized test results for grades 1 – 5, norm-referenced assessments in mathematics, Exceptional Student Education student assessment, Florida Comprehensive Assessment Test Scaled Scores in Mathematics, and No Child Left Behind Adequate Yearly Progress reports.

Test results and teacher surveys indicate a strong program in mathematics. They also indicate a need for more effective instructional strategies in the areas of algebraic thinking and mastery of basic facts for those students who struggle in mathematics problem solving. Parents indicated a need for more information on how to help their child strengthen mathematics skills at home.

FCAT Scale Scores support a strong mathematics program in place with some weakness evident for students enrolled in Exceptional Student Education classes. Stanford 10 scores and FCAT Norm-Referenced NCE Gains Analysis also indicated that second graders are not making the gains in mathematics that are expected based on previous year's first grade Stanford 9 scores.

All subgroups met AYP targets.

More than fifty percent (50%) of lower quartile students made learning gains.

More than fifty percent (50%) of lower quartile students made learning gains in mathematics.

The percent of students proficient in mathematics increased.

Results of assessments of master of Sunshine State Standards were reviewed throughout the school year to ensure student progress in mathematics.

### Mathematics Goal Statement:

Students will demonstrate mastery of the Sunshine State Standards in Mathematics as measured by the Florida Comprehensive Assessment Test in Mathematics 2009 at grades levels 3 - 5.

### OBJECTIVES FOR MATHEMATICS

- \_\_\_ African-American
- \_\_\_ Hispanic
- \_\_\_ White
- \_\_\_ American Indian
- \_\_\_ Asian

- \_\_\_ Students with Disabilities
- \_\_\_ Economically Disadvantaged
- \_\_\_ Limited English Proficiency
- \_\_\_ Lowest 25% performing students on FCAT
- \_\_\_ Level 1 Students
- \_\_\_ Improved performance in tested strands

## Objective

At least sixty-eight percent (68%) of students will meet the federal/state/district Adequate Yearly Progress requirement in mathematics and/or at least eighty-five percent (85%) of students will demonstrate mastery on instructional level mathematics basal chapter, unit, midyear, and/or end-of-book tests.

## Strategies

- Implement, support and monitor the Academic Focus in mathematics at all grade levels.  
Implement, support and monitor the Continuous Improvement Model (CIM) at grades 3 – 5.
- Identify students struggling in mathematics through previous year test scores, CIM reports, and teacher recommendation.
- Provide in school and after school tutorials for students identified as at risk for failure in mastery of Sunshine State Standards in mathematics.
- Provide staff development in best practices in mathematics instruction for all classroom teachers.
- Provide supplementary research-based materials for students struggling with mathematics achievement.
- Implement a program of daily problem solving activities in all grade levels.
- Identify and provide staff development activities on instructional strategies in algebraic thinking for all teachers.
- Emphasize mastery of basic skills in the areas of addition, subtraction, multiplication, and division as homework responsibility.
- Utilize the GEMS curriculum for trained teachers at all grade levels.
- Provide FCAT practice materials for students in grades 3 – 5.
- Identify and emphasize mastery of mathematics vocabulary at all grade levels.
- Assess students for above level placement in mathematics at grades 3- 5.
- Develop a program of Math Vocabulary for each grade levels.

## **Evaluation**

Sixty-eight percent (68%) of the total school population in grades 3 – 5 will score Level 3 or above on the FCAT Mathematics assessment,  
or  
the number of students scoring Level 3 or above on the FCAT Mathematics assessment will increase by ten percent (10%),  
and  
sixty-eight percent (68%) of the students in each identifiable subgroup will score Level 3 or above on the FCAT Mathematics assessment,  
or  
the subgroup will show a ten percent (10%) decrease in the number of students scoring Level 1 or Level 2 on the FCAT Mathematics assessment,  
or  
eighty-five percent (85%) of students will score 80% or above on end-of-level mathematics assessment.

## **Research-Based Program**

Harcourt Mathematics Program  
Family Math  
Mountain Math  
Arithmetic Done Daily (ADD)  
Every Day Counts  
GEMS  
Math Dailies  
Understanding Math Plus

## **Professional Development Aligned with this Objective:**

- Provide ongoing staff development in best practices in mathematics instruction.
- Provide release time for training for the GEMS curriculum for interested teachers.
- Provide inservice on problem-solving skills and algebraic thinking instructional strategies.
- Provide training on working with students struggling with mathematic concepts.

**BUDGET:**

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
<b>Research-Based Program(s)</b> (Instructional Materials)	Harcourt Mathematics, Mountain Math, Arithmetic Done Daily (ADD), Every Day Counts, Math Dailies	District funds School budget Adv Grants	3000	
<b>Research-Based Resource(s)</b> (i.e., websites, assessment tools)				
<b>Technology</b>	Kidspiration Academy of Math	District funds, ADV, grants School budget	2000	
<b>Professional Development</b>	District math inservice	District funds, school funds, ADV	1000	
<b>Other</b>				
		<b>Total:</b>	<b>\$6000</b>	

**MATHEMATICS ELEMENTS**

**Highly Qualified Certified In-Field Instructors**

All teachers of mathematics meet the criteria of highly qualified. A list of mathematics instructors is attached.

**GOALS**

**WRITING**

**Needs Assessment**

The needs assessment was conducted in Spring 2008 by the SAC. The needs assessment consisted of parent and teacher surveys which were developed by a subcommittee of the SAC. It also involved input from the SAC on student needs in writing, student writing samples in grades 3 – 5, Exceptional Student Education student writing assessment, Florida Comprehensive Assessment Test Florida Writes scores, and No Child Left Behind Adequate Yearly Progress reports.

Student writing samples in grades 3 – 5 were derived from grade-level appropriate prompts and collected for analysis throughout the school year. The samples were continuously monitored for growth in writing skills and the curriculum and instructional strategies were adjusted to meet student needs throughout the school year.

Results of Florida Writes indicate a very strong writing program and superior student achievement in all subgroups. Ninety-one percent (91%) of students met the state of Florida criteria for success on Florida Writes which was a score of 3.5 or above. Eighty-five percent (85%) of the students achieved a score of 4.0 or above.

The needs assessment and test results indicate a need for more emphasis on organization and focus in student writing and increased scheduled time for writing in grades 2 – 4.

**Writing Goal Statement:**

Students will meet or exceed the state of Florida criteria for mastery of the Florida Writes assessment 2009.

**Objective**

At least ninety percent (90%) of students will meet or exceed the state of Florida criteria for mastery of Florida Writes assessment.

**Strategies:**

- Schedule protected writing period in grades 2 – 4.
- Schedule and implement scored prompts for grades 1 – 5 at least four times per school year.
- Implement a schoolwide scoring rubric and team-level scoring of graded prompts.
- Schedule schoolwide FCAT Writing Day.
- Provide staff development training in best practices in writing for teachers in grades 2 – 5 and for all teachers new to Kimball Wiles Elementary.
- Schedule schoolwide Literacy Festival to highlight student achievement in writing.
- Attend district writing inservice as offered.

**Evaluation**

At least ninety percent (90%) of fourth grade students will score Level 3.5 or above on Florida Writes,  
 or  
 the number of students in grade four scoring Level 3.5 or above the Florida Write will increase by one percent (1%).

**Research-Based Program**

The research-based program, Just Write Curriculum, will serve as the basis for instruction in the area of writing.

**Professional Development Aligned with this Objective**

Teachers new to the school will receive training in the writing curriculum from the Curriculum Resource Teacher at the beginning of the school year. Fourth grade teachers will meet with the Curriculum Resource Teacher during preplanning to discuss and schedule writing prompts with dates for assessment. All teachers will receive a review in best practices in writing instruction during the first weeks of the school year. The review will be conducted by the Curriculum Resource Teacher. Designated teachers will attend district inservice on writing curriculum and strategies as available.

**BUDGET:**

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
<b>Research-Based Program(s)</b> (Instructional Materials)	Just Write Curriculum	ADV, SIP, school funds, district funds	\$1000	
<b>Research-Based Resource(s)</b> (i.e., websites, assessment tools)				
<b>Technology</b>				
<b>Professional Development</b>	District writing inservice	ADV, SIP, school funds, district funds	\$1000	
<b>Other</b>				
		<b>Total:</b>	<b>\$2000</b>	

# GOALS

## SCIENCE

### Needs Assessment

The Needs Assessment was conducted in Spring 2008 by the SAC. The needs assessment consisted of parent and teacher surveys, SAC input on student needs in science, standardized test results for grades 1 – 5, Exceptional Student Education student assessment, Florida Comprehensive Assessment Test Scale Scores in Science, and No Child Left Behind Adequate Yearly Progress reports.

Surveys indicated a continued need for upgrading of school technology to facilitate instructional strategies and to increase student research capabilities especially in grades 4 and 5. Smart Board technology was mentioned in particular.

Another area that received attention was an increase in knowledge of environmental awareness and a schoolwide program to facilitate this awareness. Teachers also identified a desire to increase school recycling efforts.

Teachers and parents identified a need for more hands on science projects and improved student skills in reading about and comprehending scientific terminology as well as the scientific process.

FCAT Scale Scores in science indicate a strong science curriculum and program at Kimball Wiles Elementary. No deficiencies were noted.

Eighty-six percent (86%) of fifth grade students scored at or above Level 3 on FCAT Science 2008.

### Goal Statement

Fifth grade students will demonstrate mastery of Sunshine State Standards in Science as measured by the Florida Comprehensive Assessment Test in Science 2009.

## OBJECTIVES FOR SCIENCE

### Objective

To increase student knowledge in the area of environmental awareness through hands-on projects that utilize the scientific process and reading in the science subject area.

### Strategies

- Design and implement the We are Growing Green project at all grade levels k – 5 to increase student awareness of and knowledge of their environment.
- Evaluate and increase as necessary the availability of Smart Boards and other technology for teachers.
- Provide staff development training in effective Smart Board use.
- Provide instruction in effective research techniques through collaborative projects

between teachers and Media Specialist.

- Provide opportunities for students in Intervention Groups to increase reading comprehension in the area of science.
- Encourage a hands-on approach to science instruction at all grade levels.
- Partner with PTA for presentations to students and parents and staff development for teachers in the area of science aeronautics.

### **Evaluation**

This goal will be met when students meet or exceed state and local scores on Florida Comprehensive Assessment Tests in Science 2009.

### **Research-Based Program**

The Harcourt Science Program, a research-based textbook program for students in science serves as the basal text in the subject area of science. Other research-based programs such as the GEMS, Club Invention, Camp Invention and the SECME curriculum may also be utilized.

### **Professional Development Aligned with this Objective**

Staff development in Smart Board and other Technology will be offered throughout the school year on a regular basis.  
Staff development in the We are Growing Green program will be offered in fall 2008.  
Best practices in science instruction will be offered throughout the school year by the Curriculum Resource Teacher and other instructors throughout the school year.  
Staff development in the area of science and aeronautics will be provided to designated teachers by personnel from NASA.

## BUDGET

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
<b>Research-Based Program(s)</b> (Instructional Materials)	Harcourt Science program GEMS Family Science Night Club Invention Camp Invention	District funds, school funds, SIP/ADV funds, grants	3000	
<b>Research-Based Resource(s)</b> (i.e., websites, assessment tools)				
<b>Technology</b>	Smart Board and other technology	District funds, PTA, school funds, SIP/ADV funds, grants	10,000	
<b>Professional Development</b>	NASA personnel	NA	0	
<b>Other</b>				
		<b>Total:</b>	<b>\$13,000</b>	

## SCIENCE ELEMENTS

### Highly Qualified Certified In-Field Instructors

All teachers of science are highly qualified instructors and certified to provide instruction in the area of science. A list of science teachers is attached.

## GOALS

### PARENTAL INVOLVEMENT

#### Needs Assessment:

Needs assessments were conducted in Spring 2008 by the SAC in collaboration with the school principal and staff. The needs assessment consisted of parent, teacher, and SAC input on parent involvement.

Parents and SAC identified a need for ongoing parent education programs, ongoing

monitoring of school safety procedures, and regular parent updates on student performance at school.

**Goal Statement:**

Parents will be an integral part of the program for students at Kimball Wiles Elementary School.

**OBJECTIVES FOR PARENTAL INVOLVEMENT**

**Objective**

One hundred percent (100%) of parents/guardians are invited to participate in at least one school activity including parent conferences, Open House, classroom activity, PTA, SAC, or other school-sponsored event during the 2008 – 09 school year.

**Strategies**

- Purchase agendas and / or folders for good home-school communication.
- Keep parents informed of student progress toward mastery of grade-level appropriate Sunshine State Standards through On-Track assessment test results, Academic Improvement Plans, Individual Education Plans, progress reports, report cards, weekly take - home folders, agendas, end-of-unit test results, end-of-book test results, and parent conferences.
- Ensure that all communication is in languages understood by parents.
- Keep parents informed of school events through weekly newsletters, PTA calendar, grade level communication, and FoneHome announcements.
- Inform parents of volunteer opportunities at school.
- Inform parents if teachers are out-of-field.
- Encourage parent participation in programs such as Million Minutes of Reading, Accelerated Reader, Sunshine Math, and other programs at school.
- Send home copies of Alachua County School's Code of Student Conduct and Kimball Wiles Student Handbook at beginning of school year.
- Review and update as needed all school safety procedures.
- Survey parents for interest in a Parent Book Club and implement as desired.

**Evaluation**

One hundred percent (100%) of parents are invited to participate in at least one school activity or program.

**Research-Based Program**

PTA NASA Science Aeronautics Program for Parents and Children

**Professional Development Aligned with this Objective**

- Provide teacher training on effective strategies for working with parents.
- Review school safety procedures with all teachers and staff as it involves parents and students.

**BUDGET**

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
<b>Research-Based Program(s)</b> (Instructional Materials)	PTA NASA Science Program for Parents and Children	PTA, ADV, school funds	\$1000	
<b>Research-Based Resource(s)</b> (i.e., websites, assessment tools)	Parent Book Club	ADV, school funds, grant funding	\$500	
<b>Technology</b>				
<b>Professional Development</b>				
<b>Other</b>				
		<b>Total:</b>	<b>\$1500</b>	

**SAC MEMBERS**

- Jim Lynch SAC Chair  
 Maureena Caudle Secretary  
 Martin Dickinson Member (community)  
 Phil Neuhoff Member (parent)  
 Beth McLaurin Member (teacher)  
 Carmen Krauss Member (teacher)  
 Bruce Gillespie Member (teacher)  
 Beverly Viaduretta Member (parent)  
 Beverly Acosta Member (parent)  
 Barbara Buys Member (school principal)  
 Gail Riley Member (Community)

## FINAL BUDGET

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
<b>Research-Based Program(s)</b> (Instructional Materials)	Macmillan Reading Treasures, FCAT materials Science materials Just Write Math materials PTA/NASA program	District funds, school funds, ADV, Lotto, SIP, grants, PTA	\$38,000	
<b>Research-Based Resource(s)</b> (i.e., websites, assessment tools)	Parent Book Club DAR, DIBELS	District funds, school funds, PTA, ADV, SIP, LOTTO	2500	
<b>Technology</b>	Smart Boards and other technology Software	District funds, school funds, PTA, fundraisers, ADV, SIP, LOTTO	12,000	
<b>Professional Development</b>	Reading Math Writing Science	District funds, school funds, ADV, SIP, LOTTO	5000	
<b>Other</b>				
		<b>Total:</b>	<b>\$57,500</b>	

## IMPLEMENTATION EVALUATION

Student progress toward mastery of Sunshine State Standards in Reading, Mathematics, Writing and Science will be monitored through the school district's On-Track Assessment along with school level assessment of mastery of Sunshine State Standards will be highest priority. In addition, reading unit tests, end-of-book tests, mathematics chapter tests, and level tests will be monitored closely to ensure that student progress is appropriate for meeting state and federal standards of achievement.

Students whose progress toward mastery of Sunshine State Standards in Reading and Mathematics will be placed in Intervention Groups for further, more individualized assistance from trained teachers. Their progress will also be monitored more closely. Intervention Groups will meet during the school day and after school. Students who do not meet reading standards at grade 3 will be offered summer school opportunities for improved academic achievement. Parents will be called upon to assist the school in ensuring student academic success throughout the school year.

The School Improvement Plan will be monitored by the School Advisory Council at its monthly meetings. An update on the implementation of the SIP will be provided by the school principal.