

Alachua County Public Schools

Kimball Wiles Elementary School



2019-20 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: 7/1/2018

2019-20 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
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	49%
2018-19 ESSA Subgroups Represented (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
School Grades History	2018-19: B (61%) 2017-18: C (53%) 2016-17: A (66%) 2015-16: A (62%) 2014-15: A (77%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Alachua County School Board.

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.

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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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	60%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	55%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	C	A	A

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

School Leadership Team

Membership

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

Name	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.
Haukland, Edward	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.
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.
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.

Early Warning Systems

Current Year

The number of students by 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	161	159	167	167	129	141	0	0	0	0	0	0	0	924
Attendance below 90 percent	3	9	16	20	9	7	0	0	0	0	0	0	0	64
One or more suspensions	0	2	1	3	2	1	0	0	0	0	0	0	0	9
Course failure in ELA or Math	5	15	7	11	9	6	0	0	0	0	0	0	0	53
Level 1 on statewide assessment	0	0	0	9	26	24	0	0	0	0	0	0	0	59

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		2	3	3	9	11	9	0	0	0	0	0	0	37

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	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	1	3	13	12	13	0	0	0	0	0	0	0	42

FTE units allocated to school (total number of teacher units)

49

Date this data was collected or last updated

Monday 9/16/2019

Prior Year - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA or Math														
Level 1 on statewide assessment														

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

Indicator	Grade Level													Total
Students with two or more indicators														

Prior Year - Updated**The number of students by grade level that exhibit each early warning indicator:**

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

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	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	72%	59%	57%	71%	59%	55%
ELA Learning Gains	65%	57%	58%	69%	61%	57%
ELA Lowest 25th Percentile	43%	49%	53%	50%	48%	52%
Math Achievement	72%	60%	63%	75%	63%	61%
Math Learning Gains	64%	61%	62%	71%	65%	61%
Math Lowest 25th Percentile	44%	49%	51%	52%	50%	51%
Science Achievement	65%	57%	53%	77%	55%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	161 (0)	159 (0)	167 (0)	167 (0)	129 (0)	141 (0)	924 (0)
Attendance below 90 percent	3 ()	9 ()	16 ()	20 ()	9 ()	7 ()	64 (0)
One or more suspensions	0 ()	2 (0)	1 (0)	3 (0)	2 (0)	1 (0)	9 (0)
Course failure in ELA or Math	5 ()	15 (0)	7 (0)	11 (0)	9 (0)	6 (0)	53 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	9 (0)	26 (0)	24 (0)	59 (0)

Grade Level Data

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

NOTE: 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
03	2019	72%	57%	15%	58%	14%
	2018	74%	56%	18%	57%	17%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	72%	55%	17%	58%	14%
	2018	57%	54%	3%	56%	1%
Same Grade Comparison		15%				
Cohort Comparison		-2%				
05	2019	65%	55%	10%	56%	9%
	2018	64%	55%	9%	55%	9%
Same Grade Comparison		1%				
Cohort Comparison		8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	70%	58%	12%	62%	8%
	2018	72%	60%	12%	62%	10%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	77%	60%	17%	64%	13%
	2018	64%	60%	4%	62%	2%
Same Grade Comparison		13%				
Cohort Comparison		5%				
05	2019	65%	57%	8%	60%	5%
	2018	66%	61%	5%	61%	5%
Same Grade Comparison		-1%				
Cohort Comparison		1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	64%	55%	9%	53%	11%
	2018	59%	55%	4%	55%	4%
Same Grade Comparison		5%				
Cohort Comparison						

Subgroup Data

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					

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
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				
2018 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 2016-17	C & C Accel 2016-17
SWD	38	39	29	31	29	20	29				
ELL	38	69		63	77						
ASN	87	76		98	93		88				
BLK	42	36	27	35	36	19	27				
HSP	67	47	55	69	56		67				
MUL	72	37		77	58		64				
WHT	74	44	45	78	58	53	76				
FRL	55	38	31	53	45	23	47				
2017 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 2015-16	C & C Accel 2015-16
SWD	16	36	35	16	27	12					
ELL	50			75							
ASN	90	86		98	89		94				
BLK	39	52	35	44	49	31	53				
HSP	65	68		72	79	70	79				
MUL	75	88		79	76						
WHT	82	69	69	84	73	68	78				
FRL	50	67	53	51	57	49	45				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	71
Total Points Earned for the Federal Index	496

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	74
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
Asian Students	
Federal Index - Asian Students	86
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	89
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	
White Students	
Federal Index - White Students	66
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The area needing the most 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 addition of the SIPPS program, we hope to reduce the impact of such a factor.

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

All same-grade comparisons recorded growth in all areas. Reductions in performances were recorded among the cohort comparison levels and consistent within the 3rd grade cohort (reduction of 2%). One factor could be the addition of newer teachers to the 3rd grade team.

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.

All components were above the state average, with the exceptions of the Lowest Quartile in ELA (-10%) and Math (-7%). Factors that played a part were outlined in section 1a.

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

4th grade recorded an increase by 15% in ELA as compared to the previous year. We feel that additional Data Chats played an integral role, as teachers were given increased opportunities to analyze student performance more consistently.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Last year, 4th grade recorded the highest number of incidents that required intervention. Those students are now 5th graders, and we have implemented measures to build relationships (G.E.N.T.S.) with students and have provided resources to teachers (behavior incentives, monitoring charts) to improve student performance.

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

1. Reducing the academic achievement gap in grades 3-5, as measured by the FSA.
2. Increasing academic performance of the Lowest Quartile in ELA, as measured by the FSA.
3. Increasing academic performance of the Lowest Quartile in Math, as measured by the FSA.
4. Increasing academic performance of 3rd grade in ELA, as measured by the FSA.
5. Reduce the number of out of school suspensions for African American students by at least 15%.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	UDL training for all teachers
Rationale	By providing training in UDL instructional practices, teachers will gain a better understanding of how to reach students of all abilities with an emphasis on students who are struggling academically.
State the measurable outcome the school plans to achieve	To coincide with district goals, Wiles will: Increase student achievement of the Lowest Quartile in both ELA and Math by at least 3 percentage points; and Reduce the achievement gap in all curricular areas by at least 3 percentage points in ELA and Math
Person responsible for monitoring outcome	Edward Haukland (hauklaea@gm.sbac.edu)
Evidence-based Strategy	UDL training will be provided as part of Wiles' Professional Development opportunities given throughout the year. Multiple staff meetings will coincide with support from administration as well as compliance monitoring at defined intervals. excerpt from :Universal Design for Learning: Recommendations for Teacher Preparation and Professional Development." "UDL is based on foundational research within the neurosciences, developmental psychology, and learning differences (Rose & Gravel, 2010). This research has suggested that to accomplish effective instructional planning, teachers should consider how to integrate three principles into their instruction and assessment practices that are based on three interrelated types of brain networks (i.e., recognition, strategic, and affective networks). Considering teaching and learning through these three brain networks provides a framework for planning instruction for diverse learners (T. E. Hall, Meyer, & Rose, 2012)." Israel, Maya, et al. "Universal Design for Learning: Recommendations for Teacher Preparation and Professional Development." Innovation Configuration, IC-7, June 2014, http://cedar.education.ufl.edu/wp-content/uploads/2014/08/IC-7_FINAL_08-27-14.pdf .
Rationale for Evidence-based Strategy	
Action Step	
Description	1. UDL Training provided to specific teachers to become trainers for remainder of staff. 2. Faculty UDL overview provided to all staff. 3. Trainers will provide specific training to individual grade levels. 4. Admin will monitor compliance and participation in UDL.
Person Responsible	Katherine Munn (muninkl@gm.sbac.edu)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

The remaining priorities will be addressed though our numerous intervention services. We will continue to provide small group academic intervention (Title 1) in Reading, After school tutoring (Reading and Math), parent/volunteer reading assistance (Power Reading program), and our G.E.N.T.S. program (BRT/SRO coordination).

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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

Wiles will use the Title 1 Parent and Family Engagement plan to build relationships and work to support the needs of all at Wiles. Wiles Title 1 will also collect a parent involvement survey to determine area of focus, as well as conduct an annual meeting survey for additional resources that need to be provided to parents.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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

Wiles employs 2 school guidance counselors who assist with meeting the social-emotional needs of all students through small group and individual assistance. Wiles participates in the "Start with Hello" campaign, as well as the "Unity Day" celebration and the "Red Ribbon" anti-bullying campaign. Wiles also participates in the Backpack Feeding Program for those families without enough food for the week-ends and baskets of food are provided by the school community at major holidays to families who might otherwise have to go without.

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

The school district provides transition from Head Start to Kindergarten. Head Start teachers are invited to school inservice activities throughout the school year. Each year the school holds a Kindergarten Open House in April to welcome new students and their families to school. Students meet Kindergarten staff, tour the school, and visit Kindergarten classrooms. Parents tour the school and begin the registration process.

During pre-planning, Kindergarten teachers meet with each family individually to begin the relationship building process and to listen to parents' goals for their child during the Kindergarten year.

When school begins, the school uses a staggered entry for Kindergarten over the first three days of the school year. This provides an opportunity for one-to-one interaction with small groups of students and the teacher and helps students acclimate more quickly to the Kindergarten experience.

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

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

Through state of Florida assessment programs as well as through AIMS assessments which are provided by the school district in reading, mathematics, and science in all grade levels, the school has a wealth of data to review in order to provide differentiated instruction within the classroom and throughout the school day and after school. Based on this and other school data, students may receive academic support services in the Exceptional Student Education Program, Title 1, the school's Intervention Program, and/or the school's After School Tutoring programs for students in grades 3 - 5 as well as ESOL After School Tutoring for all eligible ESOL students. Istation math and reading, Achieve 3000, Imagine Learning, Ready Florida, and other instructional materials are utilized for the After School Tutoring programs.

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

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

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

Wiles works to ensure students are prepared for the future by following the State adopted core curriculum and supplementing the instruction with additional resources. Wiles also conducts a Robotics club to 4th and 5th graders that utilizes partnerships with parents and outside stakeholders.

Part V: Budget

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

1	III.A.	Areas of Focus: UDL training for all teachers				\$252,301.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	0501 - Kimball Wiles Elem. School	Title, I Part A	3.0	\$165,937.00
			<i>Notes: Salaries for Title I staff</i>			
	5100	210-Retirement	0501 - Kimball Wiles Elem. School	Title, I Part A		\$14,055.00
			<i>Notes: Retirement benefits for Title I staff</i>			
	5100	220-Social Security	0501 - Kimball Wiles Elem. School	Title, I Part A		\$12,694.00
			<i>Notes: SSI benefits for Title I staff</i>			
	5100	230-Group Insurance	0501 - Kimball Wiles Elem. School	Title, I Part A		\$20,457.00
			<i>Notes: Group Insurance benefits for Title I staff</i>			
	5100	290-Other Employee Benefits	0501 - Kimball Wiles Elem. School	Title, I Part A		\$846.00
			<i>Notes: Early Retirement benefits for Title I staff</i>			

	5100	510-Supplies	0501 - Kimball Wiles Elem. School	Title, I Part A		\$7,200.00
			<i>Notes: Materials and supplies to support student instruction</i>			
	5100	621-Audio Visual Materials Capitalized	0501 - Kimball Wiles Elem. School	Title, I Part A		\$5,200.00
			<i>Notes: AV equipment for student instruction</i>			
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	0501 - Kimball Wiles Elem. School	Title, I Part A		\$10,585.00
			<i>Notes: Computer equipment for student instruction</i>			
	5900	120-Classroom Teachers	0501 - Kimball Wiles Elem. School	Title, I Part A		\$9,240.00
			<i>Notes: Teacher stipends to support Extended Day Intervention</i>			
	5900	210-Retirement	0501 - Kimball Wiles Elem. School	Title, I Part A		\$783.00
			<i>Notes: Retirement benefits for teacher stipends</i>			
	5900	220-Social Security	0501 - Kimball Wiles Elem. School	Title, I Part A		\$707.00
			<i>Notes: SSI benefits for teacher stipends</i>			
	5900	290-Other Employee Benefits	0501 - Kimball Wiles Elem. School	Title, I Part A		\$47.00
			<i>Notes: Early Retirement benefits for teacher stipends</i>			
	5900	510-Supplies	0501 - Kimball Wiles Elem. School	Title, I Part A		\$1,700.00
			<i>Notes: Materials and supplies to support Extended Day Intervention</i>			
	6300	120-Classroom Teachers	0501 - Kimball Wiles Elem. School	Title, I Part A		\$1,920.00
			<i>Notes: Teacher stipends for PLCs</i>			
	6300	210-Retirement	0501 - Kimball Wiles Elem. School	Title, I Part A		\$163.00
			<i>Notes: Retirement benefits for PLC teacher stipends</i>			
	6300	220-Social Security	0501 - Kimball Wiles Elem. School	Title, I Part A		\$147.00
			<i>Notes: SSI benefits for PLC teacher stipends</i>			
	6300	290-Other Employee Benefits	0501 - Kimball Wiles Elem. School	Title, I Part A		\$10.00
			<i>Notes: Early Retirement benefits for PLC teacher stipends</i>			
	6300	510-Supplies	0501 - Kimball Wiles Elem. School	Title, I Part A		\$310.00
			<i>Notes: Materials and supplies to support PLCs</i>			
	6300	520-Textbooks	0501 - Kimball Wiles Elem. School	Title, I Part A		\$300.00
			<i>Notes: Book to support PLCs</i>			

Total:	\$252,301.00
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