

Hillsborough County Public Schools

Kimbell Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	17
Positive Culture & Environment	26
Budget to Support Goals	27

Kimbell Elementary School

8406 N 46TH ST, Tampa, FL 33617

[no web address on file]

Demographics

Principal: Erin Fiallo

Start Date for this Principal: 6/16/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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* Black/African American Students* Hispanic Students White Students* Economically Disadvantaged Students*
School Grades History	2018-19: F (31%) 2017-18: F (28%) 2016-17: D (35%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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 Hillsborough 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	17
Title I Requirements	0
Budget to Support Goals	27

Kimbell Elementary School

8406 N 46TH ST, Tampa, FL 33617

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	94%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	90%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		F	F	F

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<https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To have students who:
 Love learning
 Excel in all they do
 Achieve goals together
 Do what is right

Provide the school's vision statement.

We support the District's vision of Preparing Students for Life, and are working to ensure that our students leave our school equipped with the tools they need to graduate on time. Our District's graduation rate goal is 90% by 2020. With that in mind, we have developed the following Vision for our school:

Kimbell's vision:
 Creating lifelong leaders who take charge of their learning and impact society in a positive way.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Fourquarean, Daphne	Principal	Guide leadership team towards mission/vision of school.
Craig, Melissa	Assistant Principal	Assist in guiding the leadership team towards the mission/vision of the school.

Demographic Information

Principal start date

Wednesday 6/16/2021, Erin Fiallo

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Total number of teacher positions allocated to the school

18

Total number of students enrolled at the school

348

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

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

1

Demographic Data**Early Warning Systems****2021-22****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	0	66	46	56	59	53	0	0	0	0	0	0	0	280
Attendance below 90 percent	0	35	22	25	25	26	0	0	0	0	0	0	0	133
One or more suspensions	0	1	0	1	1	2	0	0	0	0	0	0	0	5
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	13	37	0	0	0	0	0	0	0	50
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	12	41	0	0	0	0	0	0	0	53
Number of students with a substantial reading deficiency	0	0	0	21	23	18	0	0	0	0	0	0	0	62

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	1	0	1	0	1	0	0	0	0	0	0	0	3

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	1	8	1	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	2	0	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Tuesday 6/1/2021

2020-21 - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	54	50	80	80	65	75	0	0	0	0	0	0	0	404
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	2	4	4	3	7	0	0	0	0	0	0	0	20
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	13	37	0	0	0	0	0	0	0	50
Level 1 on 2019 statewide Math assessment	0	0	0	0	12	41	0	0	0	0	0	0	0	53

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	2	0	0	3	0	0	0	0	0	0	0	5

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	1	1	0	25	0	0	0	0	0	0	0	0	0	27
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - 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	
Number of students enrolled	54	50	80	80	65	75	0	0	0	0	0	0	0	404
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	2	4	4	3	7	0	0	0	0	0	0	0	20
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	13	37	0	0	0	0	0	0	0	50
Level 1 on 2019 statewide Math assessment	0	0	0	0	12	41	0	0	0	0	0	0	0	53

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	2	0	0	3	0	0	0	0	0	0	0	5

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	1	1	0	25	0	0	0	0	0	0	0	0	0	27
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				25%	52%	57%	24%	52%	56%
ELA Learning Gains				42%	55%	58%	31%	52%	55%
ELA Lowest 25th Percentile				47%	50%	53%	20%	46%	48%
Math Achievement				18%	54%	63%	25%	55%	62%
Math Learning Gains				26%	57%	62%	43%	57%	59%
Math Lowest 25th Percentile				28%	46%	51%	41%	44%	47%
Science Achievement				30%	50%	53%	14%	51%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	19%	52%	-33%	58%	-39%
Cohort Comparison						
04	2021					
	2019	24%	55%	-31%	58%	-34%
Cohort Comparison		-19%				
05	2021					
	2019	30%	54%	-24%	56%	-26%
Cohort Comparison		-24%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	14%	54%	-40%	62%	-48%
Cohort Comparison						
04	2021					
	2019	19%	57%	-38%	64%	-45%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-14%				
05	2021					
	2019	12%	54%	-42%	60%	-48%
Cohort Comparison		-19%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	26%	51%	-25%	53%	-27%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Progress monitoring tools used to compile the data below for grades K-5 are iReady Reading and Math diagnostics. District formative assessments are used for grade 5 Science data.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	4/9%	2/5%	5/11%
	Economically Disadvantaged	4/9%	2/5%	5/11%
	Students With Disabilities	0	0	0
	English Language Learners	2%	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	6/14%	2/5%	6/13%
	Economically Disadvantaged	6/14%	2/5%	6/13%
	Students With Disabilities	0	0	0
	English Language Learners	1/2%	1/2%	1/2%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	1/2%	5/8%	10/17%
	Economically Disadvantaged	1/2%	5/8%	10/17%
	Students With Disabilities	0	1/2%	1/2%
	English Language Learners	1/2%	1/2%	2/3%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	1/2%	2/4%	2/3%
	Economically Disadvantaged	1/2%	2/4%	2/3%
	Students With Disabilities	1/2%	1/2%	0
	English Language Learners	1/2%	1/2%	0
	Number/% Proficiency	Fall	Winter	Spring
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	9/15%	6/10%	7/11%
	Economically Disadvantaged	9/15%	6/10%	7/11%
	Students With Disabilities	3/5%	2/3%	3/5%
	English Language Learners	1/2%	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	3/6%	2/4%	10/16%
	Economically Disadvantaged	3/6%	2/4%	10/16%
	Students With Disabilities	1/2%	1/2%	2/3%
	English Language Learners	0	0	1/2%
	Number/% Proficiency	Fall	Winter	Spring

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	6/12%	5/9%	5/9%
	Economically Disadvantaged	6/12%	5/9%	5/9%
	Students With Disabilities	1/2%	1/2%	0
	English Language Learners	0	1/2%	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	1/2%	0	5/9%
	Economically Disadvantaged	1/2%	0	5/9%
	Students With Disabilities	0	0	1/2%
	English Language Learners	0	0	1/2%
	Number/% Proficiency	Fall	Winter	Spring
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	5/9%	1/2%	4/6%
	Economically Disadvantaged	5/9%	1/2%	4/6%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	2/4%	2/4%	9/16%
	Economically Disadvantaged	2/4%	2/4%	9/16%
	Students With Disabilities	0	0	0
	English Language Learners	0	0	1/2%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	7/13%	19/33%	23/41%
	Economically Disadvantaged	7/13%	19/33%	23/41%
	Students With Disabilities	0	2/4%	2/4%
	English Language Learners	0	2/4%	3/5%
	Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	18	29		23	33		47				
ELL	31	55		32	55		50				
BLK	20	50		22	35	50	41				
HSP	18	38		28	62		50				
WHT	40			27							
FRL	23	46	71	26	45	50	49				
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	9	31	47		14	25	8				
ELL	30	38	45	20	28		13				
BLK	20	38	48	17	25	30	26				
HSP	33	40	42	18	30		28				
WHT	35	83		24	23						
FRL	25	42	49	17	25	30	30				
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	10	22	15	12	38	31					
ELL	30	40		32	50		20				
BLK	18	28	24	20	42	44	5				
HSP	37	37		33	49		24				
WHT	21			21							
FRL	24	31	21	25	44	42	14				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	48
Total Points Earned for the Federal Index	359
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	45
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	41
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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	34
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

Based on the data grades 1-2 showed an increase in ELA proficiency from Fall to Spring. First grade showed an increase from 9% to 11% in ELA and 2nd grade showed an increase from 2% in the Fall to 17% in the Spring. In Math, 1st grade showed a decrease in Math proficiency from 14% in the Fall to 13% in the Spring and 2nd grade showed an increase from 2% in the Fall to 3% in the Spring. Grades 3-5 showed a decrease in ELA proficiency from Fall to Spring, and an increase in Math proficiency. 5th Grade Science data showed an increase in proficiency from Fall to Spring. Data for English Language Learners in grades 3-5 showed no increase in ELA proficiency from Fall to Spring. Math data for ELL students showed an increase from 0% to 2% proficiency from Fall to Spring. 5th grade ELL students increased from 0% to 5% from Fall to Spring. Students with disabilities in grades 3-5 showed no increase in proficiency in ELA from Fall to Spring. Students with disabilities in grades 3-5 showed no decrease in proficiency in Math from Fall to Spring.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based off progress monitoring and 2019 state assessments the greatest need for improvement was in the area of math. Math achievement had a 45% gap when compared to the state average. Math learning gains showed the greatest decline.

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

Throughout the 2019 school year, we underwent a shortage of teachers: two 3rd grade teachers, two 4th grade teachers and one 5th grade teacher. While supported by our content area coaches, the substitute teachers overseeing the class were not certified teachers. In addition, our 3rd grade units sat with 25-27 students due to resignations and teacher shortage.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Our ELA lowest 25 percentile showed the most improvement by an increase of 27%.

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

The analyzing of the mid-year formative data for grades 3-5 in January 2019 allowed us to divide student groups for differentiated instruction. Small groups were consistently held and supported by our ELP teachers, ELL teachers, Content Area Coaches and district staff.

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

Teachers implementing differentiated small group instruction in ELA and Math. Content area coaches will provide planning support to teachers for whole group and small group instruction. RTI interventions will be provided for students identified in the bottom quartile in ELA. We will implement a school wide attendance incentive program to increase student attendance.

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

During our Pre-Preplanning week, teachers will participate in the following professional developments:

Curriculum Internalizations (for ELA and Math), Data Driven Instruction, Data-Driven Instruction and Creating a Positive Classroom Environment/Tier 1 Behavior. During preplanning, we will be focused on professional development opportunities on Understanding RTI for remediation and acceleration, Standards based core instruction and Differentiation.

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

We will increase the number of students making gains and reaching proficiency by implementing a School-wide Behavior Plan to decrease the amount of instructional time lost due to behaviors. We will also improve parent participation through our School Advisory Committee by providing resources and trainings to parents that will help them to support students. As it relates to content, professional developments will be held that will focus on differentiation during small group instruction that will be supported by ELP teachers, ELL teachers, Content Area coaches and district staff.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale:	Based on survey results, parents are not actively participating in their children's education such as attending IEPs, academic conferences, and other communication measures (student planners, grade notifications, conference request, answering or returning calls from teachers and staff, parentlinks, and flyers sent home). Some of the communication is difficult due to the transiency of the families and being able to contact parents/guardians due to the constant changing of phone numbers and addresses. Parents have shared through a survey that conference times conflicted with work schedules.
Measurable Outcome:	<p>Increase the number of parents who attend their child's meetings and conferences and respond to surveys positively to 50% or greater.</p> <p>Increase the number of parents who feel more connected to school based on survey results from 40% to 50% or greater.</p> <p>Increase the number of parents who attend conferences from 48% to 50% or greater.</p> <p>Increase the number of parents who attend family nights and awards ceremonies from 33% to 50% or greater.</p>
Monitoring:	We will keep track of data measuring parent participation through grading period surveys, teacher conference meeting notes, IEP meeting attendance, attendance of on campus activities (virtual or in person).
Person responsible for monitoring outcome:	Daphne Fourqurean (daphne.fourqurean@hcps.net)
Evidence-based Strategy:	<p>We will design an effective platform of school-to-home and home-to-school communication outlining our school programs and their child's progress through academic conferences, language translators, regular schedule</p> <p>of timely and relevant flyers, postings to the school's website, newsletters, parentlinks, agenda planners and other communication measures. We will offer a tangible incentive for parents to increase the number of parents on campus. The ELL resource teacher, along with the social worker, will actively contact parents, conduct home visits and work to ensure all parents are communicated with for all parent opportunities. Home visits, along with choice in language, will be provided to ensure communication is clear and current.</p> <p>The ELL Reso</p>
Rationale for Evidence-based Strategy:	Increased communication from the school will create parent buy-in and improve their relationship with the school. Once on campus for in-person events, they will have the opportunity to be a voice in the school. This will build their capacity to support their children and assist with their connection with school. As a result, student achievement will increase.

Action Steps to Implement

The Leadership Team will survey parents for ways the school can support them and their students. The school will develop a point sheet for parents. Parents will earn points for bringing their children to school daily, on time and in uniform, signing the agenda daily, attending conferences and IEP meetings and being civil on campus. Parents will be able to turn points in to shop in the "Parent Cougar Store" once a month to purchase household and school-related items (laundry detergent, basic food items, cleaning supplies, school uniforms, holiday items, etc.). Implement Parent University (Site-based educational resources and tutorials for parents, that will assist parents in effectively supporting their children.)

Person Responsible Daphne Fourqurean (daphne.fourqurean@hcps.net)

Survey parents for involvement (beginning, mid, and end of school year).

Person Responsible Daphne Fourqurean (daphne.fourqurean@hcps.net)

Implement school-wide parent night that will coincide with parent-teacher conference night (once a grading period). Parents will have the ability to participate in school activities (SAC, Parent University, School Performances and awards) and receive acknowledgement of participation in school activities through graduation from Parent University (awards, school shirts, and certificates).

Person Responsible Daphne Fourqurean (daphne.fourqurean@hcps.net)

Hire an assistant teacher to assist with home visits and the parent incentive program. Assistant teacher will monitor progress of students in the ESSA sub groups and will print reports for progress monitoring.

Person Responsible Daphne Fourqurean (daphne.fourqurean@hcps.net)

Hire a .5 ELL Resource Teacher to support home visits in the family's native language and to translate for school visits. The ELL Resource Teacher will work with students in the ESSA sub groups to ensure progress is made in all content areas.

Person Responsible Daphne Fourqurean (daphne.fourqurean@hcps.net)

Design Parent University classes based on student data and parent surveys to build parents' capacity in supporting their child's learning.

Person Responsible Rotunda Wilcox (rotunda.wilcox@hcps.net)

Parent University and Support Store. To increase parental involvement and support in student learning, the school will offer classes to support parent learning and will provide needed materials to support their learning. This will assist in trying to retain students at the school.

Person Responsible Rotunda Wilcox (rotunda.wilcox@hcps.net)

#2. Instructional Practice specifically relating to Small Group Instruction

Through implementation of strong, differentiated small group instruction in ELA and Math students will achieve mastery of standards; Strong Small Group Instruction, Planning for Small Group Differentiation and Aggressively Monitoring Student Data. Data will be monitored to drive the small group instruction. Small groups are fluid based on the students' learning and student progression towards standards mastery.

The school has a high transiency rate with only 46% of students attending the full year. Student behavior and gaps in learning from inconsistencies in attendance and enrollment in more than one school per year, as well as being economically disadvantaged, are at the root cause. Teachers need to be experts in behavior management and in all content areas to meet the needs of the students. The stress and demands of working with a challenging population make retaining and recruiting skilled teachers difficult.

Teachers must be skilled in behavior management and content knowledge to be successful with a population with many needs and deficits. As a result, teachers are under stress and must put in more time to plan effectively for the differing student needs. Teachers need to attend trainings and plan after hours to meet the needs of the students and increase their standards knowledge and strategies to differentiate instruction to meet the needs of the students.

**Area of
Focus
Description
and
Rationale:**

Teachers can work at other schools and not have the challenging demographics and needs and as a result the teachers are less stressed.

Teachers need to be skilled in behavior management and content knowledge in order to be successful at Kimbell and teacher retention and hiring qualified applicants still remain areas of priority.

Rationale: While our teachers have increased their knowledge and ability to deliver effective core instruction, our overall student achievement continues to be low due to the lack of teacher preparedness to differentiate small group instruction based on the students' data. As noticed from Instructional Walk-throughs and Look-For" documentation, leadership observations, and teacher feedback small group instruction was the area that need most improvement. Teachers need to have the knowledge to be able to fill foundational gaps in learning through the use of small group differentiated instruction while still building on level standard knowledge to effectively prepare students in all curriculum areas; ELA, Math and Science. In addition to using data to drive planning for all core instruction, teachers will also walk away with differentiated lessons for small group instruction in all content areas for all sub-groups, SWD, ELL, Black, Hispanic, White, Free and Reduced Lunch. Teachers will work with coaches to analyze data from formal/informal assessments, iReady,, ACHIEVE 3000, monthly and bi-monthly assessments in Math, SIPPS and daily exit tickets specific to the standards being taught, to plan differentiated small groups specific to the needs of Kimbell students.

**Measurable
Outcome:**

Students at Kimbell Elem. will increase the level of proficiency and gains by 10% based on FSA for the 2021 school year after receiving standards based instruction, differentiated for their individual needs.

All students, (Including SWD, ELL, Black, Hispanic, White, Free and Reduced Lunch) who took both the 2021 Fall and Spring ELA iReady diagnostics, 75% will show one year's annual growth after receiving standards based instruction, differentiated for their individual needs.

All students, (Including SWD, ELL, Black, Hispanic, White, Free and Reduced Lunch) who took both the 2021 Fall and Spring Math iReady diagnostics, 50% will show one year's annual growth after receiving standards based instruction, differentiated for their individual

needs.

All 5th grade students, (Including SWD, ELL, Black, Hispanic, White, Free and Reduced Lunch) who took both the 2021 Fall and Spring district Science assessments, 75% will score proficiency after receiving standards based instruction, differentiated for their individual needs.

By December 2021, 100% of the teachers will be effectively conducting small group standards based differentiated instruction in ELA and Math based on the established look for's.

Coaches will work with teachers to monitor and analyze data from exit tickets weekly in planning, monthly assessments (district, Achieve 3000), iReady diagnostics, and unit assessments. SWD, ELL, Black, Hispanic, White, Free and Reduced Lunch students will be monitored for progress based on their data and strategies for standards based instruction.

Teachers and Coaches will track data on the school-wide data wall.

The Leadership Team will attend monthly data chats with each grade level. Trends and progress will be monitored and any areas lacking growth will be addressed with additional strategies (RTI) and individual students' progress will be monitored and strategies for improvement implemented and students will actively be monitored for growth in the areas of need.

Monitoring:

Using the Look-For's forms to track and monitor during Leverage Leadership and walk-throughs.

Leverage leadership weekly observation and feedback cycles will hone in on execution of instructional priorities. Look for's to progress monitor will include: Student differentiated lesson plans, student differentiated learning target activities based on student needs, different for each group in the class based on their data. Evidence should be seen in written form in the classroom as well as in the actual groups and individual learning activities students are engaged in throughout the independent work time (ELA and Math).

Person responsible for monitoring outcome:

Daphne Fourqurean (daphne.fourqurean@hcps.net)

Evidence-based Strategy:

Facilitated weekly standards-based planning/PLCs for small group differentiated instruction focusing on SWD, ELL, Black, Hispanic, White, Free and Reduced Lunch.

Coaching cycles from content area coaches. Plans and notes are shared with all stakeholders weekly.

Leverage Leadership - observation and feedback to teachers utilizing "Look-For" document based on the instructional priorities and the four pillars, to track improvement in instruction. Customized professional development focused on differentiated instruction, based on the instructional priorities, teacher needs and student needs based on base-line data.

Rationale for Evidence-based Strategy:

Based on the "Look-For" data from the 2020-21 school year data, small group instruction is an area of growth. The evidence-based strategies above will allow us to provide teachers with facilitated opportunities to use student data to plan differentiated small group lessons that meet the needs of our students while reaching the rigor of the standards and provide opportunities for feedback.

Action Steps to Implement

Coaches will be assigned to specific grade levels and content areas to assess the needs of teachers based on student data in those areas specifically analyzing ELA and Math. Coaches will then plan meetings according to the needs. Coaches will track the data of students in the Black, Hispanic, SWD,

ELL, and Economically Disadvantaged subgroups scoring below 41%, to ensure teachers are differentiating to meet their needs.

Person Responsible Daphne Fourqurean (daphne.fourqurean@hcps.net)

Coaching cycles will be planned and implemented quarterly based on teacher need and student progress. Needs will be determined through "Look-For" data and student data in the classrooms.

Person Responsible Daphne Fourqurean (daphne.fourqurean@hcps.net)

Leverage Leadership observations will be conducted weekly. Teachers will be given feedback based on observations. Ongoing process to increase the effectiveness of teachers in small group instruction and support their improvement in practice.

Person Responsible Daphne Fourqurean (daphne.fourqurean@hcps.net)

Customize professional development based teachers' identified needs will occur monthly with additional voluntary sessions made available to teachers.

Person Responsible Daphne Fourqurean (daphne.fourqurean@hcps.net)

Hire a Reading Coach. The Reading Coach will focus on coaching, modeling, and lesson planning with teachers in grades K-2. The coaching and modeling will occur weekly under the supervision of the school principal. Follow-up data will be collected weekly to progress monitor. Coaches will be assigned to specific grade levels and content areas to assess the needs of teachers based on student data in those areas specifically analyzing ELA. Coaches will then plan meetings according to the needs. Coaches will track the data of students in the Black, Hispanic, SWD, ELL, and Economically Disadvantaged subgroups scoring below 41%, to ensure teachers are differentiating to meet their needs.

Person Responsible Daphne Fourqurean (daphne.fourqurean@hcps.net)

Hire a Math Coach. The Math Coach will focus on coaching, modeling, and lesson planning with teachers in grades 3-5. The coaching and modeling will occur weekly under the supervision of the school principal. Follow-up data will be collected weekly to progress monitor. The math coach will be assigned to specific grade levels and content areas to assess the needs of teachers based on student data in those areas specifically analyzing Math. The math coach will then plan meetings according to the needs. Coaches will track the data of students in the Black, Hispanic, SWD, ELL, and Economically Disadvantaged subgroups scoring below 41%, to ensure teachers are differentiating to meet their needs.

Person Responsible Daphne Fourqurean (daphne.fourqurean@hcps.net)

Hire a Science Coach. The Science Coach will focus on coaching, modeling, and lesson planning with teachers in grades 3-5. The coaching and modeling will occur weekly under the supervision of the school principal. Follow-up data will be collected weekly to progress monitor.

Person Responsible Daphne Fourqurean (daphne.fourqurean@hcps.net)

Hire a Reading Resource. The Reading Resource will focus on data, RTI, pulling small groups daily based on student data. The small groups will occur daily and progress will occur monthly under the supervision of the school principal. Follow-up data will be collected weekly to progress monitor.

Person Responsible Daphne Fourqurean (daphne.fourqurean@hcps.net)

Hire an ELP tutor to work with below level students. The students will work with the tutor to close their learning gaps and work towards mastery of on grade level standards in ELA. The tutoring will occur daily

throughout the school year under the supervision of the principal. Follow up data will be collected monthly to monitor students progress and to monitor rti support and student growth.

Person Responsible Daphne Fourquarean (daphne.fourquarean@hcps.net)

Computers will be utilized daily by students to support closing their achievement deficits, explicitly meet their different learning needs (I-Ready) and to expose students to on grade level text (ACHIEVE 3000). Purchase 60 more computers to provided one on one devices to students for I-Ready and ACHIEVE 3000 usage daily.

Person Responsible Melissa Craig (melissa.craig@hcps.net)

Behavior Management trainings will continue to support teachers in the usage of the school wide behavior plan and CHAMPS. Monitoring of effective behavior management strategies, consistency and proper structures will be monitored monthly by the principal and specific feedback will be given for continued support.

Person Responsible Daphne Fourquarean (daphne.fourquarean@hcps.net)

Progress monitoring of the impact of coaches based on student outcome data, planning agenda/notes, leverage leadership data, improvement of teacher performance, Look-Fors data (teacher impact on student learning), and use of data from iReady, Acheive 3000, Penda, and formative assessments. All of this will be monitored weekly next steps will be monitored and adjusted as student needs change. Coaches feedback will be adjusted based on data from student outcomes. Weekly and individual meetings with coaches will be held throughout the year based on all progress monitoring previously mentioned.

Person Responsible Daphne Fourquarean (daphne.fourquarean@hcps.net)

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Based on the 2021 ELA FSA Scores, 26% of students in grades 3-5 scored proficiency, which is level 3 or higher. This score was due to the lack of teacher preparedness for behavior management and teacher preparedness to differentiate small group instruction based on the students' data. By focusing on ELA, the instructional improvements will include professional development in behavior management and standards-based knowledge and strategies to differentiate instruction to meet the needs of the students resulting in an improvements in student proficiency on the 2022 ELA FSA.
Measurable Outcome:	<p>Of the students in grades 3-5, (Including SWD, ELL, Black, Hispanic, White, Free and Reduced Lunch) who took both the 2021 Fall ELA iReady diagnostic and the 2022 Spring ELA iReady diagnostic, 75% will show one year's annual growth after receiving standards-based instruction, differentiated for their individual needs.</p> <p>The percent of students scoring at proficiency on the 2021 ELA FSA will increase to 50% as measured by 2022 ELA FSA.</p> <p>Coaches will work with teachers to monitor and analyze data from exit tickets weekly in planning, monthly assessments (district, Achieve 3000), iReady diagnostics, and unit assessments. SWD, ELL, Black, Hispanic, White, Free and Reduced Lunch students will be monitored for progress based on their data and strategies for standards-based instruction.</p> <p>Teachers and Coaches will track data on the school-wide data wall.</p> <p>The Leadership Team will attend monthly data chats with each grade level. Trends and progress will be monitored and any areas lacking growth will be addressed with additional strategies (RTI) and individual students' progress will be monitored and strategies for improvement implemented and students will actively be monitored for growth in the areas of need.</p> <p>Using the Look-For's forms to track and monitor during Leverage Leadership and walk-throughs.</p> <p>Leverage leadership weekly observation and feedback cycles will hone in on execution of instructional priorities. Look-for's to progress monitor will include: Student differentiated lesson plans, student differentiated learning target activities based on student needs, different for each group in the class based on their data. Evidence should be seen in written form in the classroom as well as in the actual groups and individual learning activities students are engaged in throughout the independent work time during ELA.</p>
Monitoring:	
Person responsible for monitoring outcome:	Daphne Fourqurean (daphne.fourqurean@hcps.net)
Evidence-based Strategy:	<p>Facilitated weekly standards-based planning/PLCs for small group differentiated instruction focusing on SWD, ELL, Black, Hispanic, White, Free and Reduced Lunch.</p> <p>Coaching cycles from content area coaches. Plans and notes are shared with all stakeholders weekly.</p> <p>Leverage Leadership - observation and feedback to teachers utilizing "Look-For" document based on the instructional priorities and the four pillars, to track improvement in instruction. Customized professional development focused on differentiated instruction, based on the instructional priorities, teacher-needs and student-needs based on base-line data.</p>
Rationale for Evidence-	Based on the "Look-For" data from the 2020-21 school year, small group instruction is an area of growth. The evidence-based strategies above will allow us to provide teachers with facilitated opportunities to use student data to plan differentiated small group lessons that

based meet the needs of our students while reaching the rigor of the standards and provide
Strategy: opportunities for feedback.

Action Steps to Implement

Coaches will be assigned to specific grade levels and content areas to assess the needs of teachers based on student data in those areas specifically analyzing ELA. Coaches will then plan meetings according to the needs. Coaches will track the data of students in the Black, Hispanic, SWD, ELL, and Economically Disadvantaged subgroups scoring below 41%, to ensure teachers are differentiating to meet their needs.

Person Responsible Daphne Fourqurean (daphne.fourqurean@hcps.net)

Leverage Leadership observations will be conducted weekly. Teachers will be given feedback based on observations. Ongoing process to increase the effectiveness of teachers in small group instruction and support their improvement in practice.

Person Responsible Daphne Fourqurean (daphne.fourqurean@hcps.net)

Customize professional development-based teachers' identified needs will occur monthly with additional voluntary sessions made available to teachers.

Person Responsible Daphne Fourqurean (daphne.fourqurean@hcps.net)

Hire a Reading Coach. The Reading Coach will focus on coaching, modeling, and lesson planning with teachers in grades K-2. The coaching and modeling will occur weekly under the supervision of the school principal. Follow-up data will be collected weekly to progress monitor. Coaches will be assigned to specific grade levels and content areas to assess the needs of teachers based on student data in those areas specifically analyzing ELA. Coaches will then plan meetings according to the needs. Coaches will track the data of students in the Black, Hispanic, SWD, ELL, and Economically Disadvantaged subgroups scoring below 41%, to ensure teachers are differentiating to meet their needs.

Person Responsible Daphne Fourqurean (daphne.fourqurean@hcps.net)

Hire a Reading Resource. The Reading Resource will focus on data, RTI, pulling small groups daily based on student data. The small groups will occur daily, and progress will occur monthly under the supervision of the school principal. Follow-up data will be collected weekly to progress monitor.

Person Responsible Daphne Fourqurean (daphne.fourqurean@hcps.net)

Hire an ELP tutor to work with below level students. The students will work with the tutor to close their learning gaps and work towards mastery of on grade level standards in ELA. The tutoring will occur daily throughout the school year under the supervision of the principal. Follow up data will be collected monthly to monitor students' progress and to monitor rti support and student growth.

Person Responsible Daphne Fourqurean (daphne.fourqurean@hcps.net)

Behavior Management trainings will continue to support teachers in the usage of the school wide behavior plan and CHAMPS. Monitoring of effective behavior management strategies, consistency and proper structures will be monitored monthly by the principal and specific feedback will be given for continued support.

Person Responsible Daphne Fourqurean (daphne.fourqurean@hcps.net)

Computers will be utilized daily by students to support closing their achievement deficits, explicitly meet their different learning needs (I-Ready) and to expose students to on grade level text (ACHIEVE 3000).

Purchase 60 more computers to provide one on one devices to students for I-Ready and ACHIEVE 3000 usage daily.

Person Responsible Melissa Craig (melissa.craig@hcps.net)

Progress monitoring of the impact of coaches based on student outcome data, planning agenda/notes, leverage leadership data, improvement of teacher performance, Look-Fors data (teacher impact on student learning), and use of data from iReady, Acheive 3000, Penda, and formative assessments. All of this will be monitored weekly next steps will be monitored and adjusted as student needs change. Coaches feedback will be adjusted based on data from student outcomes. Weekly and individual meetings with coaches will be held throughout the year based on all progress monitoring previously mentioned.

Person Responsible Daphne Fourqurean (daphne.fourqurean@hcps.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org/), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to the Safe Schools data, we are currently ranked 108 out of 119 elementary schools in the county. We are rated high in violent incidents that are centered around physical attack, fighting, battery, and bullying. To ensure that our students are safe, we are reviewing our schoolwide discipline. Our staff members are participating in district trainings based on restorative practices. We will also have family nights to collaborate with parents on ways to improve our attendance.

Part IV: Positive Culture & Environment

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

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

Positive school culture has been created by shared leadership. Teachers are active participants in creating the school wide discipline plan, training of teachers on discipline and overall supports. In addition, teachers take part in learning walks to create the "LOOK-For" documents, based on the four pillars, that are utilized in weekly classroom walk-throughs and observations (Leverage Leadership). Teachers believe knowledge is power and are constantly wanting to improve to increase student outcomes. Celebrations and

recognitions based on student and teacher data are celebrated. Teachers rally around one another for both support and celebration. A student centered culture has been created and all staff members work together to ensure students and their learning are the priority.

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

ILW Team - teachers/team leaders - they meet to conduct learning walks, share the data with teachers and lead the work to formulate our 'Look-For' documents to ensure staff/teachers continue to meet the students' needs, specifically our ESSA sub groups.

Coaches will work with teachers and students to ensure data is known and strategies for all sub groups is monitored and lessons to meet their needs is executed.

RTI groups will be pulled by the RTI tutor, ELL resource teacher and assistant teacher daily to ensure students' academic needs are met and sub groups are receiving appropriate instruction to meet their needs and close the achievement gap.

Social Services will counsel students, (class, small group and individually) ensuring students emotional well being is a priority and students' social /emotional needs are met.

Stephen Covey's "Leader In Me" practices have been adapted to meet the needs of Kimbell's population.

The 7 Habits of Highly Effective People will be utilized, along with systems and procedures based on CHAMPS and the positive reinforcements of the Cougar Cash and Cart which reward children for doing the right thing - both academically and behaviorally.

ELL resource teacher and the school social worker will meet with parents and translate as needed, to ensure students' and family needs are met.

Students will work on creating both academic and social/emotional goals. These goals will allow students to monitor their growth through data collection. Students will build intrinsic motivation through holding themselves accountable for both their learning and behavior. Students will review their progress with their teacher and monitor their own progress. They will share this information each grading period through student led conferences with their parents.

Students will build their capacity and work towards standards acquisition and mastery, as well as social and emotional well being. Students will gain the tools needed to graduate and be lifelong learners/leaders who will have a positive impact on society.

Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: Parent Involvement				\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction				\$168,969.38
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	130-Other Certified Instructional Personnel	0120 - Kimbell Elementary School	UniSIG	1.0	\$70,067.74
			Notes: *Reading Coach will be assigned to specific grade levels and content areas to assess the needs of teachers based on student data in those areas specifically analyzing ELA . Coaches will then plan meetings according to the needs. The coach will track the data of students in the Black, Hispanic, SWD, ELL, and Economically Disadvantaged subgroups scoring below 41%, to ensure teachers are differentiating to meet their needs.			
	6400	210-Retirement	0120 - Kimbell Elementary School	UniSIG		\$7,456.11
			Notes: *Reading Coach Retirement (10.82%)			

	6400	220-Social Security	0120 - Kimbell Elementary School	UniSIG		\$4,272.45
			Notes: *Reading Coach FICA (6.2%)			
	6400	220-Social Security	0120 - Kimbell Elementary School	UniSIG		\$999.20
			Notes: *Reading Coach Medicare (1.45%)			
	6400	230-Group Insurance	0120 - Kimbell Elementary School	UniSIG		\$13,092.99
			Notes: *Reading Coach Health and Life Insurance (19%)			
	6400	240-Workers Compensation	0120 - Kimbell Elementary School	UniSIG		\$351.44
			Notes: *Reading Coach Workers Comp (.51%)			
	5100	120-Classroom Teachers	0120 - Kimbell Elementary School	UniSIG	1.0	\$52,710.13
			Notes: *The Math Resource will focus on coaching, modeling, and lesson planning with teachers in grades 3-5. The Math Resource and modeling will occur weekly under the supervision of the school principal. Follow-up data will be collected weekly to progress monitor. The math coach will be assigned to specific grade levels and content areas to assess the needs of teachers based on student data in those areas specifically analyzing Math. The math coach will then plan meetings according to the needs. Coaches will track the data of students in the Black, Hispanic, SWD, ELL, and Economically Disadvantaged subgroups scoring below 41%, to ensure teachers are differentiating to meet their needs.			
	5100	210-Retirement	0120 - Kimbell Elementary School	UniSIG		\$5,703.24
			Notes: *Math Resource Retirement (10.82%)			
	5100	220-Social Security	0120 - Kimbell Elementary School	UniSIG		\$3,268.03
			Notes: *Math Resource FICA (6.2%)			
	5100	220-Social Security	0120 - Kimbell Elementary School	UniSIG		\$764.30
			Notes: *Math Resource Medicare (1.45%)			
	5100	230-Group Insurance	0120 - Kimbell Elementary School	UniSIG		\$10,014.93
			Notes: *Math Resource Health and Life Insurance (19%)			
	5100	240-Workers Compensation	0120 - Kimbell Elementary School	UniSIG		\$268.82
			Notes: *Math Resource Workers Comp (.51%)			
3	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
					Total:	\$177,650.00