

Hillsborough County Public Schools

Kimbell Elementary School



2020-21 Schoolwide Improvement Plan

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Kimbell Elementary School

8406 N 46TH ST, Tampa, FL 33617

[no web address on file]

Demographics

Principal: Daphne Fourqurean

Start Date for this Principal: 6/15/2020

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)	95%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	
School Grades History	2018-19: F (31%) 2017-18: F (28%) 2016-17: D (35%) 2015-16: D (32%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	EO-CYCLE 2
Year	YEAR 1
Support Tier	TIER 3
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.

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	Title	Job Duties and Responsibilities
Fourquarean, Daphne	Principal	Guide leadership team toward mission/vision of school
Ward, Kathy	Assistant Principal	Assist leadership team toward mission/vision of school

Demographic Information

Principal start date

Monday 6/15/2020, Daphne Fourquarean

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.*

6

Total number of teacher positions allocated to the school

23

Demographic Data

2020-21 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)	95%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
School Grades History	2018-19: F (31%) 2017-18: F (28%) 2016-17: D (35%) 2015-16: D (32%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	EO-CYCLE 2
Year	YEAR 1
Support Tier	TIER 3
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	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	

Date this data was collected or last updated

Monday 6/15/2020

Prior Year - 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	45	72	53	108	64	64	0	0	0	0	0	0	0	406
Attendance below 90 percent	7	17	7	14	6	5	0	0	0	0	0	0	0	56
One or more suspensions	0	2	4	3	4	2	0	0	0	0	0	0	0	15
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	17	42	39	0	0	0	0	0	0	0	98

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	9	18	9	0	0	0	0	0	0	0	36

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	4	4	32	19	13	0	0	0	0	0	0	0	72
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

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
Number of students enrolled	45	72	53	108	64	64	0	0	0	0	0	0	0	406
Attendance below 90 percent	7	17	7	14	6	5	0	0	0	0	0	0	0	56
One or more suspensions	0	2	4	3	4	2	0	0	0	0	0	0	0	15
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	17	42	39	0	0	0	0	0	0	0	98

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	9	18	9	0	0	0	0	0	0	0	36

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	4	4	32	19	13	0	0	0	0	0	0	0	72
Students retained two or more times	0	0	0	2	1	3	0	0	0	0	0	0	0	6

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	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%

School Grade Component	2019			2018		
	School	District	State	School	District	State
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%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	19%	52%	-33%	58%	-39%
	2018	24%	53%	-29%	57%	-33%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2019	24%	55%	-31%	58%	-34%
	2018	26%	55%	-29%	56%	-30%
Same Grade Comparison		-2%				
Cohort Comparison		0%				
05	2019	30%	54%	-24%	56%	-26%
	2018	18%	51%	-33%	55%	-37%
Same Grade Comparison		12%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	14%	54%	-40%	62%	-48%
	2018	22%	55%	-33%	62%	-40%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2019	19%	57%	-38%	64%	-45%
	2018	30%	57%	-27%	62%	-32%
Same Grade Comparison		-11%				
Cohort Comparison		-3%				
05	2019	12%	54%	-42%	60%	-48%
	2018	17%	54%	-37%	61%	-44%
Same Grade Comparison		-5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-18%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	26%	51%	-25%	53%	-27%
	2018	12%	52%	-40%	55%	-43%
Same Grade Comparison		14%				
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 2016-17	C & C Accel 2016-17
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 2015-16	C & C Accel 2015-16
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

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)	CS&I
OVERALL Federal Index - All Students	32
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	39

ESSA Federal Index	
Total Points Earned for the Federal Index	255
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	19
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	30
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
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%	0
Black/African American Students	
Federal Index - Black/African American Students	29
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
Hispanic Students	
Federal Index - Hispanic Students	32
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
Native American Students	
Federal Index - Native American Students	

Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	41
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	32
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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

Math achievement showed the lowest performance. Throughout the 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 each sat with 25 - 27 students each due to resignations and teacher shortage.

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

Math Learning gains showed the greatest decline from the prior year by 17%. Throughout the 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 each sat with 25 - 27 students each due to resignations and teacher shortage.

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

Math Achievement had a 45% gap when compared to the state average. Throughout the 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 each sat with 25 - 27 students each due to resignations and teacher shortage.

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

Our ELA Lowest 25 Percentile show the most improvement by an increase of 27%. The analyzing of the mid-year formative data for Grades 3 -5 in January 2019 allowed us to divide students in groups for differentiated instruction. Small groups were consistently held and supported by our ELP teachers, ELL teacher, Content Area coaches, and district staff.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

One potential area of concern is our "Students With Disabilities" at 19% on the ESSA Federal Index for the last two years. During the school year we lacked the instructional staff need to meet the needs of our students. Impacted was the "delivery of services" due to teacher shortage and substitutes not selecting our school assignments. We housed 3 EBD units with one teacher and only had 2/3 of our VE teachers during the school year.

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

1. School Culture - Student, Teacher, and Parent
2. School-wide Behavior Plan
3. The Leader in Me
4. Content - ELA, Math and Science
5. Professional Development/Team Building

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Our overall student achievement continues to be low due to the lack of teacher knowledge of best instructional practice and lack of consistent instruction due to our high transiency rate and teacher turnover (46% of students remained in the school for the year) . Many teachers come without content knowledge, and/or standards knowledge and an understanding of the needs of Kimbell's population. The strategies needed to meet the needs of the students at Kimbell which include a deep understanding of the content, the ability to teach conceptually not procedurally, the ability to look at the data and plan effective lessons to fill the many learning gaps and conceptual misunderstandings, along with the ability to deescalate behaviors and stay focused on learning. Teachers need to have the knowledge to be able to fill foundational gaps in learning while still building on level standard knowledge to effectively prepare students.

Measureable Outcome: Kimbell...
 What assessments will we use to measure our outcomes?
 How will we set and determine ongoing progress?
 When will we schedule assessments?
 Who will be assessed and how?
 Teachers will learn to analyze data through monthly analysis of district math tests, look for trends and use the data to support their lessons and differentiation for students.
 The teachers will work with push in RTI support for students to receive RTI lessons based on their monthly assessments and I-Ready data.

Person responsible for monitoring outcome: Daphne Fourqurean (daphne.fourqurean@sdhc.k12.fl.us)

Evidence-based Strategy: Facilitated weekly standards-based planning/PLCs
 Coaching cycles from content area coaches and MGT coaches
 Leverage Leadership
 Customized professional development

Rationale for Evidence-based Strategy: Based on our data, standards based instruction is an area of growth. The evidence-based strategies above will allow us to provide teachers with facilitated opportunities to dig deep into the standards, plan 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 upon to assess the needs of teachers based on student data in those areas. Coaches will then plan meetings according to the needs.

Person Responsible Daphne Fourqurean (daphne.fourqurean@sdhc.k12.fl.us)

Coaching cycles will be planned and implemented quarterly based on teacher need and student progress.

Person Responsible [no one identified]

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

Person Responsible Daphne Fourqurean (daphne.fourqurean@sdhc.k12.fl.us)

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

Person Responsible Daphne Fourqurean (daphne.fourqurean@sdhc.k12.fl.us)

#2. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale:

Based on survey results, parents are not actively participating in child's education such as attending IEPs or academic conferences and other communication measures (student planners, grade notifications, conference request, parentlinks and flyers sent home). Some of the communication is difficult to the transiency of the students and being able to contact parents/guardians due to the constant changing of phone numbers. Parents have shared through a survey (43% responded) they are busy and want the school to handle the problems and not bother them. Through the survey of parents (43% responded) they shared they are busy and want less time at school and unanimously want only one conference per grading period. They like the planner but don't want to have to sign it.

Increase the number of parents who attend their child's meetings and conferences and respond to surveys positively to 50% or greater.

Measureable Outcome:

- ___% of parents who feel more connected to school based on survey results.
- ___% of parents who attend conferences
- ___% of parents who attend family nights and awards ceremonies (community walks)

Person responsible for monitoring outcome:

Daphne Fourqurean (daphne.fourqurean@sdhc.k12.fl.us)

Evidence-based Strategy:

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, and regular schedule of timely and relevant flyers, newsletters, parentlinks, agenda planners and other communication measures..

Rationale for Evidence-based Strategy:

Putting a tangible incentive in place for parents will increase the number of parents on campus. Once on campus, they will have the opportunity to be a voice in the school. This will build their capacity and assist with their comfort.

Action Steps to Implement

The Parent liaison will survey parents for ways the school can support. 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.).

Person Responsible

[no one identified]

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

(NA)

OR

Should we include a mentorship for our new and newest teachers to support their needs??????

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 ensuring all stakeholders are involved.

Our school wide behavior plan is the Implementation of the Leader In Me. Teachers need the guidance of the Leader in me program to instill the intrinsic motivation in students needed to build their capacity in achieving goals. students will develop a love for learning through the attainment of “The 7 Habits of Highly Effective People”. Students will build intrinsic motivation and hold themselves responsible for their learning and life choices. They will work toward goal attainment and mastery of academic standards and social emotional well-being. Students will be equipped with the tools they need to graduate and become lifelong leaders who will impact society in a positive way.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$188,135.89
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	130-Other Certified Instructional Personnel	0120 - Kimbell Elementary School	UniSIG	1.0	\$48,001.06
			<i>Notes: Reading Coach (Johnson)-SalaryThe coaches in all content areas will be responsible for providing ongoing needs based on Professional Development, at least weekly planning with teachers, coaching cycles, as needed, on best</i>			

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			<i>practice of all content strategies and pedagogy, ongoing data analysis, weekly Professional Learning Communities in the area of Reading, Math, and Science.</i>			
6400	210-Retirement	0120 - Kimbell Elementary School	UniSIG	1.0	\$4,065.69	
<i>Notes: Reading Coach (Johnson)-Retirement 8.47%</i>						
6400	220-Social Security	0120 - Kimbell Elementary School	UniSIG	1.0	\$2,976.07	
<i>Notes: Reading Coach (Johnson)-FICA 6.2%</i>						
6400	220-Social Security	0120 - Kimbell Elementary School	UniSIG	1.0	\$696.02	
<i>Notes: Reading Coach (Johnson)-Medicare 1.45%</i>						
6400	240-Workers Compensation	0120 - Kimbell Elementary School	UniSIG	1.0	\$244.81	
<i>Notes: Reading Coach (Johnson)-Workers Comp .51%</i>						
6400	231-Health and Hospitalization	0120 - Kimbell Elementary School	UniSIG	1.0	\$9,120.20	
<i>Notes: Reading Coach (Johnson)-Health Ins 19%</i>						
5100	120-Classroom Teachers	0120 - Kimbell Elementary School	UniSIG	1.0	\$48,000.11	
<i>Notes: Math Resource (Jolly) Salary The coaches in all content areas will be responsible for providing ongoing needs based on Professional Development, at least weekly planning with teachers, coaching cycles, as needed, on best practice of all content strategies and pedagogy, ongoing data analysis, weekly Professional Learning Communities in the area of Reading, Math, and Science</i>						
5100	210-Retirement	0120 - Kimbell Elementary School	UniSIG	1.0	\$4,065.61	
<i>Notes: Math Resource (Jolly) Retirement 8.47%</i>						
5100	220-Social Security	0120 - Kimbell Elementary School	UniSIG	1.0	\$2,976.01	
<i>Notes: Math Resource (Jolly) FICA 6.2%</i>						
5100	220-Social Security	0120 - Kimbell Elementary School	UniSIG	1.0	\$696.00	
<i>Notes: Math Resource (Jolly) Medicare 1.45%</i>						
5100	240-Workers Compensation	0120 - Kimbell Elementary School	UniSIG	1.0	\$244.80	
<i>Notes: Math Resource (Jolly) Workers Comp .51%</i>						
5100	231-Health and Hospitalization	0120 - Kimbell Elementary School	UniSIG	1.0	\$9,120.02	
<i>Notes: Math Resource (Jolly) Health Ins 19%</i>						
5100	150-Aides	0120 - Kimbell Elementary School	UniSIG	1.0	\$25,000.00	
<i>Notes: Para (TBD) Salary</i>						
5100	210-Retirement	0120 - Kimbell Elementary School	UniSIG	1.0	\$2,117.50	
<i>Notes: Para (TBD) Retirement 8.47%</i>						

	5100	220-Social Security	0120 - Kimbell Elementary School	UniSIG	1.0	\$1,550.00
			<i>Notes: Para (TBD) FICA 6.2%</i>			
	5100	220-Social Security	0120 - Kimbell Elementary School	UniSIG	1.0	\$362.50
			<i>Notes: Para (TBD) Medicare 1.45%</i>			
	5100	240-Workers Compensation	0120 - Kimbell Elementary School	UniSIG	1.0	\$127.50
			<i>Notes: Para (TBD) Workers Comp .51%</i>			
	5100	231-Health and Hospitalization	0120 - Kimbell Elementary School	UniSIG	1.0	\$4,750.00
			<i>Notes: Para (TBD) Health Ins 17.7%</i>			
	6300	120-Classroom Teachers	0120 - Kimbell Elementary School	UniSIG		\$18,000.00
			<i>Notes: Teachers will receive PD in all content areas to support standards based planning, effective delivery of lessons, rubrics for assessment, differentiated instruction, RTI, behavior management, data analysis, conferencing, working with parents and The Leader In Me.</i>			
			0120 - Kimbell Elementary School	UniSIG		\$4,553.19
			<i>Notes: Purchase consumable supplies such as pencils, glue, notebooks, copy paper, markers, chart paper, pens, ink, and file folders, flashcards to support 40 teachers (ELA, math and behavior resource and classroom teachers) and their approximately 400 PK-5 students.</i>			
	6300	220-Social Security	0120 - Kimbell Elementary School	UniSIG		\$1,116.00
			<i>Notes: PD FICA 6.2%-Teachers will receive PD in all content areas to support standards based planning, effective delivery of lessons, rubrics for assessment, differentiated instruction, RTI, behavior management, data analysis, conferencing, working with parents and The Leader In Me.</i>			
	6300	220-Social Security	0120 - Kimbell Elementary School	UniSIG		\$261.00
			<i>Notes: PD Medicare 1.45%-Teachers will receive PD in all content areas to support standards based planning, effective delivery of lessons, rubrics for assessment, differentiated instruction, RTI, behavior management, data analysis, conferencing, working with parents and The Leader In Me.</i>			
	6300	240-Workers Compensation	0120 - Kimbell Elementary School	UniSIG		\$91.80
			<i>Notes: PD Workers Comp .51%-Teachers will receive PD in all content areas to support standards based planning, effective delivery of lessons, rubrics for assessment, differentiated instruction, RTI, behavior management, data analysis, conferencing, working with parents and The Leader In Me.</i>			
2	III.A.	Areas of Focus: Culture & Environment: Parent Involvement				\$2,667.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0120 - Kimbell Elementary School	Title, I Part A		\$2,667.00
			<i>Notes: Parent & Family Engagement- School Uniforms, underpants, shoes, socks, jackets; Backpacks and school supplies; Laundry Detergent and Hygiene products; and water.</i>			

	Total: \$196,941.98
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