

KIMBERLY ELEMENTARY SCHOOL (0833)

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## Stake Holders

The Schoolwide Improvement Plan requires the involvement of parents, members of the community, teachers, principals, paraprofessionals, administrators, other school leaders. As applicable, also include: tribes and tribal organizations, specialized instructional support personnel, technical assistance providers, school staff, students (Secondary Schools).

Please list stakeholders who were involved in the comprehensive needs assessment with a description of their position and their email address. Include teachers, principals, parents, and other school leaders.

Stakeholder Name	Position	Email Address	Remove
Matt Schvaneveldt	Program Director		
Lea Stone	Title One Teacher		
Megan Garner	Principal		
Victoria Larsen	Vice Principal		
Marisela Manrique	ELL/Migrant Liaison		
Thelma Cruz	Migrant Liaison		
Jamie Garcia	Special Education Teacher		
Katie Shewmaker	Parent		

## Needs Assessment

	<p>KES leadership team is chaired by principal Megan Garner and vice principal Victoria Larsen. The team consists of one teacher from each grade level, a special programs representative, school counselor, and data coach. The team meets once a week and is often attended by the curriculum director Matt Schvaneveldt and/or the district superintendent Luke Schroeder. This is a shared leadership team, and decisions are made by group consensus after discussion.</p> <p>Group minutes are kept and shared in Sharepoint with district leadership and the team. Team members are responsible for disseminating the information in the grade level team meetings. Families and other stakeholders are informed through classroom and school newsletters, as well as the school website.</p> <p>Agendas are set using teacher, teacher leader, and administrative input and are shared and reviewed, then sent out prior to meetings via e mail and Sharepoint.</p> <p>Grade level performance data is shared by all team members including Positive Behavior Intervention Data, State Testing Data such as ISIP or ISAT, and parent and staff survey data when it pertains to the agenda topics. Student performance data is also shared at weekly grade level meetings and bi weekly RtI meetings. Data is examined for trends and used to identify student needs and strengths. This in turn is used to make decisions for core and intervention instruction. In addition, there is discussion on how to measure student progress and instructional success.</p>
School Leadership Team	
School and Community	<p>Kimberly School District has experienced a great deal of growth over the past years. For the past 5-6 years, the student population has grown at least 2% overall. Some special populations have also grown tremendously. For example, in the past 4 years our population of students on IEPs has grown by at least 50% overall.</p> <p>The challenge of meeting growth is to provide adequate staffing and building space to accommodate the number of students we have. Our goal is to keep class sizes as small as we can and ensure that all students have a safe and suitable learning space to attend school in. In 2017/18, KSD built a new elementary school, Stricker Elementary, and then renovated the original elementary school, Kimberly Elementary, the following year.</p> <p>Over the past year, KSD has also had a seat on the board change and a</p>

long-time board chairman step down from his position. Despite the turnover and change of leadership on the school board, KSD still was able to pass an \$800k supplemental levy in March of 2020. With budget cutbacks from the state because of COVID-19 closures, most of this money will go to "backfilling" space in the budget.

Kimberly Elementary has engaged the community through all of these changes in a variety of ways. Primarily, parents are engaged and given an opportunity to provide input through Parent-Advisory Committee and through participation in PTO. In addition to this, we provide several different community nights throughout the school year where families are encouraged to come to the school, share in a meal and some fun activities, and learn about our programs. Examples of such events are Federal Programs Night, Curriculum Night, PAC Night (ELL & Migrant). We've made a concentrated effort to transition these events into whole-community events where all families are welcomed and included- though we continue to still provide program-specific information to those families who would benefit.

For the school year 2022-2023 KES has started full day kindergarten. We are excited about the opportunity to have our students for longer instructional periods and better prepare them for academic success. At KES we strive to focus on the whole student, and have successfully used the PBIS system to help students, staff, and parents address the whole child. WE are adding to this by incorporating the SOS (Sources of strength program) which is a best practice for suicide prevention and bullying. The SOS program also helps by promoting healthy connections between peers and caring adults.

Student demographics at KES include 83% White, 15% Hispanic, 1% two or more races and less than 1% Native American, Asian, or Black. Students from low income families composes 34% of our population.

Academic Achievement

Data from the state achievement tests from 2021-2022

2022 Grades 3-5 ISAT Math and ELA At or Above Proficiency Kimberly Elementary School

Grade Math21 Math 22 State ELA21 ELA22 State

3 35% 47% 51% 24% 50% 49%

4 29% 36% 49% 32% 43% 52%

5 35 % 27% 42% 40% 38% 56%

Scores in most grade levels increased significantly, perhaps because of post covid timing.

ELA proficiency levels for grades K-3 as reported by ISIP were as follows for May 2021 and 2022:

2021 2022

K 47% 63%

1 51% 61%

2 76% 83%

3 53% 76%

Upon deeper review of the data the target areas of need and strength are specific to each grade level:

NEED STRENGTH

K Phonemic Awareness and Vocabulary Listening Comprehension

1 Spelling and Text Fluency Vocabulary

2 Spelling and Text Fluency Comprehension

3 Spelling and Text Fluency Comprehension

Math proficiency levels for grades 1 -3 as reported by ISIP are as follows for May 2021 and 2022:

## Student Learning Needs

2021 2022

K- 68%

1-72% 68%

2 54% 72%

3 36% 52%

Not enough student participation here to render analysis.

Upon analysis of student data from the Istation IRI, the following strengths and needs areas were identified by grade level:

Upon deeper review of the data the target areas of need and strength are specific to each grade level:

**NEED STRENGTH**

K Phonemic Awareness and Vocabulary Listening Comprehension

1 Spelling and Text Fluency Vocabulary

2 Spelling and Text Fluency Comprehension

3 Spelling and Text Fluency Comprehension

ISAT Data analysis for reading grades 3-5 areas of NEED:

**Area of Need**

Grade 3 Literary Text Targets: No areas of specific weakness identified

Informational Text Targets: Target 14 Language Use

Writing Targets: Target 3 Write /Revise Informational Paragraphs, Target 4

Compose Full Texts Informational, Target 2 Compose Full Texts Narrative,

Target 7 Compose Full Texts Opinion

Grade 4 Literary Text Targets: 2,3,6 Central Ideas, Word Meaning, Text

Structure and Text

**Features**

Informational Text Targets: Target 8 Key Details

Writing Targets: Target 3 Write /Revise Brief Informational Texts paragraphs,

Target 1 Write/Revise Brief Texts with Narrative Techniques, Target 2

Compose Full Narrative Texts,

Target 6 Write/Revise Opinion

Grade 5 Informational Text Targets: Target 10 Word Meanings

Literary Text Targets: No Specific Area Identified

Writing Targets: Target 4 Compose Full Texts Informational, Target 2

compose full text narrative, Target 9 Edit (grammar,

punctuation, spelling capitalization in all writing genres)

In grades K-3 reading, an overall weakness is text fluency and spelling.

Addressing this early with explicit phonics and phonological awareness instruction in K-3 using universal techniques provided by Wonders routines would raise our scores in these areas.

In grades 3-5 the trending need was Writing Targets involving composing full text both literary and informational. It is plausible that addressing the need for spelling/phonics instruction at the primary grades could help with the editing and revising as well as composing full text. If students are confident spellers, they tend to elaborate with little hesitation for word usage.

**Math ISIP 2022**

Fall 2022 ISIP Math Scores indicated that SES has 52% students at levels 1-2 or below grade level and 48% at or above grade level (levels 3 or higher):

**ISIP Below Level**

K-44%

1-51%

2- 61%

3-35%

4- 41%

5-70%
Math ISAT 2022
Grade Proficient
3 47%
4 36%
5 27%
All grades are performing below the state average. This is an area of extreme need for KES students.

Core Curriculum

The reading curriculum used at KES is the Wonders Reading Program. this year we updated to the 2022 edition. This program has used the key findings from a wide research base including findings from The National Reading Panel (2000) and Developing Early Literacy: Report of the National Early Literacy Panel (NELP) and is aligned to the CCSS. Grades K-5 start by identifying a pacing guide for the year, and deliver the program with integrity. Teachers are allowed to use their instructional autonomy but are encouraged to add to or supplement the program. Instruction is monitored by classroom visits from principal and vice principal. Teacher teams also conduct classroom observations and meet weekly to discuss instructional needs. During these meeting teachers also review the data reflecting student growth or lack of as a result of the instruction.
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Core Instruction

Teachers meet in weekly grade level meetings to review weekly assessment data and student work samples. The team uses the data and observational notes to determine the strengths and needs of their students. Reteaching, adjustments to pacing, use of leveled interventions and small instructional group adjustments are just a few examples of how instruction is adjusted to meet the needs of the students. The formative assessments used to determine student needs include weekly spelling test, selection assessments, running records, and progress monitoring in predictors such as letter name fluency(LNF) letter sound fluency (LSF), passage reading fluency (PRF). ISIP progress monitoring and reports are also used to determine instructional needs. Students are grouped in a variety of group configurations throughout their instructional day. Whole group instruction is used to deliver the key lesson components of phonemic awareness, phonics and word structure, vocabulary, reading and comprehension. Students are grouped homogeneously for differentiated instruction to reteach, preteach, and/or practice targeted areas of need. Students performing at or above grade level receive extension or challenge opportunities within their small groups. The leveled readers and differentiated instruction sections of the Wonders program are used extensively for this purpose. The needs of English learners, migrant students, and students with disabilities are also met with small group instruction from classroom teachers, reading specialist (Title I), special educators, and ELL specialist.
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Alignment of teaching and Learning

Teachers have weekly grade level meetings to discuss the upcoming lessons, skills, and standards to be taught. In addition, they reflect on lessons and use formative and summative assessment data to determine the success of student learning. Cross grade level meetings take place quarterly. During these meetings the focus is on one particular area such as writing or math and designated standards. Here teachers take the opportunity to examine student work at different levels as they work in cross grade level groups to review student work samples. The vertical alignment of the standards associated with the task is often a topic of the discussion. Standards based rubrics are often used to score student work. The goal is for teacher groups to look for student strengths and weaknesses pertaining to the skills needed to successfully complete the task. This helps teachers determine which skills/standards are being taught well, and which areas to target for improvement.
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Universal Screening

<p>KES teachers strive to create an equitable learning environment for all students. Lessons, activities, learning tasks, formative assessment and progress monitoring are determined by the grade level teachers at their weekly meetings. Peer discussion on pacing of lessons and standards, and careful team planning ensure a consistent learning experience for our students.</p>
<p>All students K-5 are universally screened in the fall, winter and spring in order to identify those at-risk. Students are screened using the tools, timeline, and specific directions from The Consortium on Reading Excellence in Education. These diagnostic measures place students in the traditional three tiers. In addition, students participate in a monthly math and ELA test using state approved IStation. IStation also places students in three tiers however, Kimberly Elementary uses the quintile levels in order to identify students who are on the cusp of at-risk.</p> <p>Furthermore, risk factors such as ELL, homelessness, migrant, foster care, SPED, behavior, teacher recommendation, and socio-economics are figured into identification.</p> <p>Data is stored in the Mileposts program that is shared with administration and leadership teams. Individual student data is discussed with teachers and families.</p> <p>Along with scheduled screenings, all identified at risk students are continually monitored throughout the year using EasyCBM and IStation measures, and ongoing collaboration with teachers and families.</p> <p>Is should be noted that KES is highly invested in PBIS which is a positive behavior intervention system. KES believes in looking at all aspects of the learner, social, emotional and academic.</p>
<p>Title I staff provides tiered interventions for ELA. Interventions occur at least four times a week for a minimum of thirty minutes each with groups of 1 to 6. Title I interventions focus on supporting the students' classroom success by using Wonders Core and intervention materials (teachers use Wonders in the classroom). Students are supported in and out of the classroom. Interventions are aligned to the Common Core Standards for Reading. Math and most writing interventions occur in the classroom with the classroom teacher. Title I uses Research based intervention materials provided by WonderWorks (2023) which includes a Foundational Skills Kit. Pull-outs occur during non-instructional time and focus on front loading material, vocabulary, comprehension, and phonics development. Tier two and tier three pull-out interventions utilize Wonderworks, Spalding Phonics and SIPPS for explicit instructional purposes.</p> <p>Students are evaluated holistically and their background knowledge, cultural and linguistic, are taken into account. Individual needs are met through differentiated instruction in collaboration with other programs (ELL, SPED), classroom teachers, and families.</p> <p>A certified Title I teacher prepares all lesson plans and instruction of delivery to paraprofessionals who assist in endeavors. Along with regular universal screening, students are progress monitored regularly. Formative assessment takes place daily in student interactions. Progress monitoring using EasyCBM occurs with all identified and possibly at-risk students. Monthly IStation results are also used. Shared spreadsheets are created within each grade level and data is tracked and reviewed bi-monthly by grade-level teams and RTI teams.</p> <p>Grade-level and RTI teams track student progress and determine if a student needs more intensive intervention or additional supports.</p>
<p>Kimberly Elementary is a 4.5 day a week school with 4 days a week from 8:15 am until 3:10 pm and Friday from 8:15amuntil 1:10 pm. The students receive two 15 minute recesses, one in the morning and one in the afternoon. Students are given a 45 minute lunch/recess break midday. There are intervention blocks of 30-45 minutes a day established for each grade level. This allows the teachers, staff and students the opportunity to receive the interventions needed for a well-rounded education experience. Special education pull-out services are built into each student's day that qualifies for an individualized education plan. Extended opportunities range</p>

Tiered Instruction and Academic Interventions

Learning Time

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	from an extended day kindergarten program for students that qualify according to ISIP, CORE, and teacher data. This program is reviewed quarterly. Another opportunity provided is an after school and summer school program for students according to ISIP and teacher data. The after school and summer school programs work together to provide a minimum of 60 hours extended beyond the regular school day provided.
Non-Academic Student Needs	<p>Our school counselor is available for students and families to talk to individually or in small groups. The counselor delivers lessons in each classroom on a rotating schedule. The counselor holds group meetings based on student needs.</p> <p>Kimberly Elementary utilizes School-wide Positive Behavioral Interventions and Support (SWPBIS) with overwhelming staff and patron buy-in. PBIS recognizes the undeniable link between academic success and behaviors and promotes early detection and intervention with tier two and tier three students. Interventions include: school-wide and individual rewards, check in check out, mentoring, checklists, and academic or behavioral plans. With the widespread belief and trust in SWPBIS our staff continually has their ears on the pulse of our school climate. This year we are incorporating the SOS program (Sources of Strength) which is a suicide prevention program.</p>
Well-rounded Education	<p>Students are provided a well rounded and balanced education within their regular classroom and with the addition of specials classes. Inside the walls of their own class students participate in ELA, math, science, and social studies activities. Students also attend physical education, literacy, STEM, computer, library, music, and art classes at least once a week. The school counselor comes in once a month to do an Sources of Strength Lesson with all classes. In addition there are assemblies that focus on our Bulldog Pride, being safe, respectable and responsible.</p>
Additional Opportunities For Learning	<p>N/A We serve K-5 population. However, the elementary school offers an after-school literacy program for at-risk students 1-3, an after-school STEAM program, and currently extended kindergarten.</p>
School Transitions	<p>Kimberly Elementary does get students from an in district developmental preschool, as well as area head start programs. The students in the preschool are given an opportunity to visit the school they will be attending the spring prior to their kindergarten year. They sit in on some class time and are allowed an opportunity to do a small project in the kindergarten class. 5th grade students are also given the opportunity to visit the Middle School the Spring prior to entering 6th grade. They are introduced to the 6th grade team of teachers, the counselor, principal and vice principal. The students are shown the lockers and how to use a locker.</p>
Professional Development	<p>Weekly team meetings are based on the PLC model and are extremely high functioning because the time is built into the master schedule, not only for the actual team meeting, but also for intervention by grade level.</p> <p>Additionally, all teachers participate in building level professional development. Because the PD is designed at the building level, it allows teachers a structured time to reflect on their teaching using up to date student performance data, and collaborate with other grade levels to align their content and practice. This PD is designed and led by building administration and teacher leaders in each school.</p>
Family and Community Engagement	<p>District policy 4126 outlines parent and community involvement and specifically Federal Programs. Policy is reviewed yearly and updated as needed.</p> <p>Federal Programs staff disseminates information to community members in a variety of ways. Educational strategies, resources, and regulations are distributed during bi-annual Community Night events where the Federal Programs staff team with general-ed teachers to not only inform community members, but to also provide a fun night for families.</p> <p>Federal Programs information, literacy strategies, and resources are also provided twice a year during parent teacher conferences. In addition, letters</p>

are sent home inviting families to provide input on programs, on services, and specific needs. Policy and procedure is delivered during annual Migrant and Homelessness events as well.

At Kimberly Elementary, it is the firm belief of the administration and leadership team that the best way to ensure a high-quality education for students is to make sure Kimberly is a place where great teachers want to teach. One of the guiding principles of the leadership team is to make sure that in all decisions, teachers have a voice, have opportunity for ownership and as a result, are empowered to better themselves and their practice. This translates into having a highly engaged and involved building leadership team, a structure for strong PLCs and a very supportive administration. It can be honestly stated that in all endeavors, Kimberly Elementary School moves as a whole unit. Kimberly Elementary school has 100% met certification requirements set by the state for teacher placement. With 2 teachers teaching under the "alternative authorization" pathway, and 26 others certified via traditional means.

Our Title 1A teams at both Kimberly Elementary and Stricker Elementary Schools collaborate often. They also work closely with the rest of our Federal Programs team, meeting monthly and coordinating efforts to better meet the needs of all of our students in the district. There are quarterly meetings with all Federal Programs Departments where program needs are addressed, community events are planned, and data and documentation as well as state guidelines are discussed.

## Recruitment and Retention of Effective Teachers

## Coordination and Integration With Other Programs

## Plan Components

1. Based on your Needs Assessment, describe and prioritize a few key needs in instruction and the school program. Write a SMART goal for each key need. Each goal must be written using the SMART process: Specific, Measurable, Attainable, Rigorous, and Time bound. Each goal should accelerate student outcomes toward state proficiency levels. Include Evidence Based Interventions for each Prioritized Need.

### Prioritized Needs

Need	Need Description:	SMART Goal:	Evidence-Based Interventions: Discussion Topics
1	<p><b>Part 1:</b> The data for ELA 3-5 shows that KES proficiency level was 45% and 32% below basic .</p> <p>Based on this data, KES is lower than the state and has need for improvement in the area of ELA.</p> <p><b>Part 2:</b> The data for KES K-3 ISIP 9/2022 show grades K-3 have above 50% students at a level 1 in reading. Grade 3 has 40% students at a level 1.</p>	<p><b>Part 1:</b> KES will raise student achievement in overall reading (ELA) by reducing the number of students below grade level by 5% as measured by using ISAT Interim Block Assessments and or Summative ISAT 2022. Teachers will structure supports to remediate identified needs as identified by data for students scoring Basic and Below Basic to accelerate their progress toward grade level proficiency .</p> <p><b>Part 2:</b> Grades K-3 will increase levels of reading proficiency by 5% overall by grade level and from the 2021 school proficiency of 61% to 66% as measured by ISIP Spring 2022 scores.</p>	<p><b>Intervention Strategy</b> Please include a detailed description of who is going to do what, where, when and people involved.</p> <p><b>What evidence level of criteria does this strategy meet?</b></p> <p><b>How the intervention meets the definition of "Evidence Based"</b></p> <p><b>Describe how the intervention will be monitored and evaluated for effectiveness.</b></p>
1-1	The use of flexible small group instruction by classroom teachers K-5	Strong Evidence	<p>We will be using the research based strategies suggested and outlined in</p> <p>Weekly and or monthly progress monitoring using measures in targeted area. Data will be tracked and</p>

using research based strategies targeted at identified learning targets from 2021 data.

the Wonders and Wonderworks interventions as well as research based strategies and best practices as identified by the CORE Teaching Reading Sourcebook.

modifications will be made to interventions based on data points in respect to the aim line.

- 1- Teach students to decode words, analyze word parts and their meanings using
- 2- strategies outlined in the National Center for Educational Research Practice Guide.

Strong Evidence ▼

This intervention is outlined in IES National Center for Educational Research Practice Guide with strong evidence which indicates that controlled trials took place with evidence and support of the effectiveness of the strategy.

Progress monitoring data will be gathered and reviewed in targeted skills. Evidence of growth will also be tracked through weekly classroom assessments. Quarterly summative assessment data will be collected from the CORE Reading Inventory on all students that have been identified with this area of need.

#### Need Description:

Identify and Implement Tier 1 and 2 strategies for the classroom to support ongoing differentiation efforts.

#### SMART Goal:

KES will provide scheduled bi monthly meetings for teachers to review data and discuss as well as model the effective intervention strategies pertaining to identified learning targets.

Remove

#### Evidence-Based Interventions: Discussion Topics

##### Intervention Strategy

# Please include a detailed description of who is going to do what, where, when and people involved.

What evidence level of criteria does this strategy meet?

How the intervention meets the definition of "Evidence Based"

Describe how the intervention will be monitored and evaluated for effectiveness.

Remove

- 2- Combine graphic with verbal descriptions

Strong Evidence ▼

This intervention is outlined in IES National Center for Educational Research Practice Guide with moderate evidence which indicates that controlled trials took place with evidence and support of the effectiveness of this strategy.

Teachers will identify opportunities within lessons to use this strategy effectively during their bi monthly meetings. Data from common assessments can be monitored and analyzed for generalization of this strategy.

- 2- Ask deep level questions, particularly pertaining to Literary Target 7 (language use) and Information
- 2- Targets 9 (Central Ideas) 12 (Analysis Across Text) and 11 (Reasoning and Evidence)

Strong Evidence ▼

This intervention is outlined in IES National Center for Educational Research Practice Guide with strong evidence which indicates that controlled trials took place with evidence and support of the effectiveness of the strategy.

Teachers will review their data from common and summative assessments in the identified areas of comprehension to look for evidence of student growth and success.

- 2- Teachers will use student work to clarify questions related to best practices and effective interventions as part of the DIE model (Diagnose, Intervene, Evaluate) (Hattie and Zierer) and evaluate the impact of interventions, informing next steps in instruction.

Strong Evidence ▼

This step is outlined in Hattie's findings on visible Learning as part of the evaluation process. (Knight, 2019)

Teachers will use formative assessment assignments to actively debate the magnitude of the determined interventions.

Need  
2

Need  
3

#### Need Description:

Grades 3-5 data showed a trending need for Writing Targets involving composing brief and full text both

#### SMART Goal:

KES will increase the target scores of below proficient in targets 1 and 3 (Write and revise brief texts informational and narrative) to an "at or near

Remove



literary and informational.

proficiency" score by the spring ISAT 2023.

## Evidence-Based Interventions: Discussion Topics

## Intervention

## Strategy

# Please include a detailed description of who is going to do what, where, when and people involved.

What evidence level of criteria does this strategy meet?

How the intervention meets the definition of "Evidence Based"

Describe how the intervention will be monitored and evaluated for effectiveness. Remove

3-1

Practice transitions and instructional routines associated with interventions to maximize instructional time and student engagement.

Strong Evidence ▼

The research by Gettinger and Siebert on best practices in Increasing Academic Learning Time identifies transitions and classroom interruptions as a source of lost instructional time. Minimizing these factors would help maximize student learning and engagement time.

The Danielson Model Domains I and II directly relate to use and structure of instructional time. Data and feedback provided to teachers from the evaluation process that is already in place can be used to provide feedback to teachers and staff.

Need  
4

## Need Description:

Fall 2022 ISIP Math Scores indicated that SES has 52% students at levels 1-2 or below grade level and 48% at or above grade level (levels 3 or higher):

ISIP Below Level

K-44%

1-51%

2- 61%

3-35%

4- 41%

5-70%

## SMART Goal:

KES will lower the percentage of students below grade level in math by 25% from 52% to 27% or lower by spring 2023 ISIP

Remove

## Evidence-Based Interventions: Discussion Topics

## Intervention Strategy

# Please include a detailed description of who is going to do what, where, when and people involved.

What evidence level of criteria does this strategy meet?

How the intervention meets the definition of "Evidence Based"

Describe how the intervention will be monitored and evaluated for effectiveness. Remove

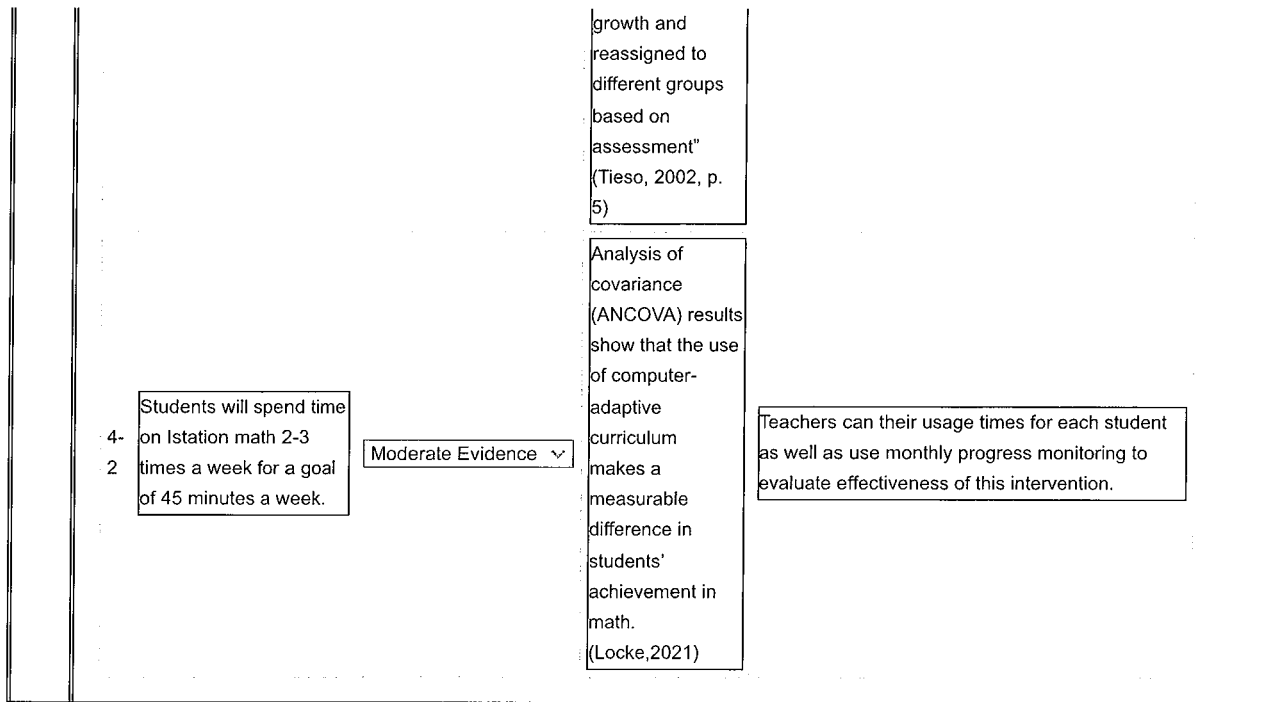
4-1

Incorporate flexible grouping for small group instruction targeted are areas of need as identified by ISIP data.

Moderate Evidence ▼

Evidence supports interventions that provide foundational and mathematical experiences in number, space, geometry, measurement, and the processes of mathematical thinking. (Clements 2011) Flexible groups are more effective than ability grouping because "students are assessed frequently for

Teachers will use their ISIP platform to determine areas of need and remediate students in their areas of need aligned to meeting the standard. They will use monthly progress monitoring in math from ISIP to determine effectiveness of the intervention.



## 2. Identify the resource inequities which are barriers to improving student outcomes.

Resource inequities exist in our ability to provide consistent, structured intervention to some of our sub-populations and the students who are most in need. Because our sub-pops are a relatively small percentage of our overall student population, it is an annual challenge to find and allocate resources to support these students.

Kimberly School district's spending per student is much lower than surrounding school districts. Because we are mostly residential and are unable to draw many large businesses, this low per-student dollar amount is not likely to change. Because of this, a great deal of strategy goes into planning for staff and making sure that we are best utilizing the positions and resources we have for student benefit. The limited nature of the overall budget impacts special populations and other sub-populations the most.

## 3. Provide the URL where this plan will be publicly available:

**NOTE: A copy of this plan must be made available in hard copy upon request.**

<https://www.kimberly.edu/state-reporting-requirements>

## 4. Describe how the Schoolwide Improvement Plan (SWIP) will be monitored and evaluated for effectiveness. Discussion Topics

The SWIP will be monitored through monthly classroom observations, bi-monthly PLC meetings, quarterly universal screenings, bi-weekly classroom assessment data, monthly ISIP and CBM data, and bi-yearly community surveys. All data for all students will be housed in Milepost, and in a Benchmark Data sheet which is shared document between grade-level teams, administration, and Federal Programs. Data will be discussed in weekly grade-level meetings, bi-weekly RTI meetings, monthly leadership meetings, and at any other time the need arises. Collected data can be analyzed by week, month, quarter, and year.

## Assurance

# ASSURANCE

## EVERY STUDENT SUCCEEDS ACT (ESSA)

Each school the Local Educational Agency proposes to serve will receive all of the State and local funds it would have received in the absence of funds received under this section. Sec. 1003 (e ) (2).

## GENERAL ASSURANCES ESSA, Sec. 8306 (a)

The LEA, pursuant to section 8306 (a) of every Student Succeeds Act, hereby agrees to the following assurances-

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;

2. The control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a eligible private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and (B) the public agency, eligible private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
3. Each applicant will adopt and use proper methods of administering each such program, including (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
4. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
5. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;
6. The applicant will—
  - A. submit such reports to the State Educational Agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and
  - B. maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties; and
7. Before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment.

## CIVIL RIGHTS

## SCHOOL PRAYER. ESSA. Sec. 8524 (b)

The LEA certifies that the LEA has no policy that would prevent, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance required under subsection (a) of Section 8524 of ESSA.

## DISCRIMINATION

The applicant assures that it will comply with the nondiscrimination provisions relating to programs and activities receiving federal financial assistance as contained in Title VI of the Civil Rights Act of 1964, as amended, 42 USC §2000d et seq., prohibiting discrimination on the basis of race, color, or national origin; Section 504 of the Rehabilitation Act of 1973, as amended, 29 USC §794, prohibiting discrimination on the basis of handicap;

Title IX of the Education Amendments of 1972, as amended, 20 USC §1681 et seq., prohibiting discrimination on the basis of sex; and the Age Discrimination Act of 1975, as amended, 42 USC §6101 et seq., prohibiting discrimination on the basis of age; and all regulations, guidelines, and standards lawfully adopted under the above statutes by the U.S. Department of Education.

The applicant assures that it will comply with Title IX of the Education Amendments of 1972 20 U.S.C. §1681. No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.

## LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," 2 CFR Part 180 (OMB Guidelines to Agencies on Government Wide Debarment and Suspension (Non-procurement), as adopted at 2 CFR Part 3485", and C.F.R. 200-212 Subpart C Certification regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion-Lower Tier Covered Transactions. The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

## 1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of

Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

- c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

## 2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 2 CFR Part 180, as adopted at 2 CFR Part 3485, for prospective participants in primary covered transactions.

### A. The applicant certifies that it and its principals:

- a. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
- b. Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- c. Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and
- d. Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

### B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

## 3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 84.605 and 84.610

### A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

- a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- b. Establishing an on-going drug-free awareness program to inform employees about:
  1. The dangers of drug abuse in the workplace;
  2. The grantee's policy of maintaining a drug-free workplace;
  3. Any available drug counseling, rehabilitation, and employee assistance programs; and
  4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
- d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
  1. Abide by the terms of the statement; and
  2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
- e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;
- f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
  1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
  2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
- g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

## DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 85.605 and 85.610-

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

#### UNIFORM GRANT GUIDANCE

1. The LEA assures that Federal funds will be used in accordance with the Code of Federal Regulations 2 (C.F.R.) Part 200, Subpart D-Post Federal Award Requirements, and Subpart E-Cost Principles and Education Department General Administrative Regulations (EDGAR) as applicable
2. The LEA agrees and assures to be registered in the SAM.GOV and annually maintain an active SAM registration with current information per 2 CFR § 25.200(b).
3. Pursuant to EDGAR, some of the policies and procedures MUST be in writing: Procurement (2 C.F.R. § 200.318), Cash Management (2 C.F.R. § 200.302 (6) and Allowable Costs (2 C.F.R. § 200.302 (7)). The LEA will adopt policies and procedures that comply with the new EDGAR
4. The applicant will adopt and use proper methods of administering each program, including:
  - a. Keeping such records and provide such information to the Idaho State Department of Education and U.S. Department of Education as may reasonably be required for program monitoring and evaluation, program data under 2 C.F.R. Part 200 Subpart E Cost Principles, and fiscal audit Subpart F Audits.
  - b. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

#### CERTIFICATION

As superintendent or other legally authorized school district official, I hereby certify that, to the best of my knowledge, the information contained in this application is true and correct. I further certify that the district will comply with the requirements of the program covered in the application, the governing body of the school district has duly authorized this document, and I am legally authorized by the school district to sign and file this document.

Submitted by: mschvaneveldt@kimberly.edu at 9/29/2022 8:33:47 AM