

Flagler Schools

Bunnell Elementary School



2019-20 Schoolwide Improvement Plan

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Bunnell Elementary School

305 N PALMETTO ST, Bunnell, FL 32110

www.flaglerschools.com

Demographics

Principal: Marcus Sanfilippo

Start Date for this Principal: 7/8/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
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)	72%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: C (52%) 2017-18: C (48%) 2016-17: C (51%) 2015-16: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	TS&I

* 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 Flagler County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served
(per MSID File)

Elementary School
PK-6

2018-19 Title I School

Yes

2018-19 Economically Disadvantaged (FRL) Rate
(as reported on Survey 3)

72%

Primary Service Type
(per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
(Reported as Non-white on Survey 2)

37%

School Grades History

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

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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

Teaching students to become problem solvers, thinkers, and learners. Building a culture of mutual respect and inclusiveness that promotes academic achievement.

Provide the school's vision statement

To create positive experiences and relationships that inspire a lifelong love of learning.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Sanfilippo, Marcus	Principal	Instructional school leader overseeing all schoolwide practices, educators, school employees, and classroom instructional routines.
Vazquez, Marlene	Teacher, K-12	MTSS/ESOL coordinator. Meets regularly with leadership team to assess individual student and school data to make instructional decisions.
Smith, Cindy	Teacher, K-12	Literacy Coach. Meets regularly with K-2 teachers and leadership team to assess individual student and school data to make instructional decisions.
Newman, Colleen	Instructional Coach	Literacy Coach. Meets regularly with teachers and leadership team to assess individual student and school data to make instructional decisions.
Evensen, Donelle	Assistant Principal	Assistant principal assigned to oversee grades K/1 and 5/6, Exceptional Student Education, Reading and Social Studies instruction.
Hankerd, Cari	Assistant Principal	Assistant principal assigned to oversee grades 2-4, Community Engagement, Math and Science.
Anderson, Melissa	Instructional Coach	Math/Science Coach. Meets regularly with teachers and leadership team to assess individual student and school data to make instructional decisions.

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	143	171	133	153	174	158	183	0	0	0	0	0	0	1115
Attendance below 90 percent	18	21	11	14	24	28	24	0	0	0	0	0	0	140
One or more suspensions	4	2	11	13	24	19	32	0	0	0	0	0	0	105
Course failure in ELA or Math	0	0	0	0	0	0	23	0	0	0	0	0	0	23
Level 1 on statewide assessment	0	0	0	39	78	48	44	0	0	0	0	0	0	209

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	1	0	4	2	22	16	31	0	0	0	0	0	0	76

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		2	8	2	1	1	1	0	0	0	0	0	0	15
Students retained two or more times		0	0	0	0	0	0	0	0	0	0	0	0	

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

89

Date this data was collected or last updated

Thursday 8/15/2019

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
Attendance below 90 percent	12	22	14	12	11	17	21	0	0	0	0	0	0	109
One or more suspensions	4	25	25	24	22	29	40	0	0	0	0	0	0	169
Course failure in ELA or Math	0	0	0	3	54	35	56	0	0	0	0	0	0	148
Level 1 on statewide assessment	0	0	0	0	3	32	36	0	0	0	0	0	0	71

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	13	28	13	18	44	72	93	0	0	0	0	0	0	281

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	12	22	14	12	11	17	21	0	0	0	0	0	0	109
One or more suspensions	4	25	25	24	22	29	40	0	0	0	0	0	0	169
Course failure in ELA or Math	0	0	0	3	54	35	56	0	0	0	0	0	0	148
Level 1 on statewide assessment	0	0	0	0	3	32	36	0	0	0	0	0	0	71

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	13	28	13	18	44	72	93	0	0	0	0	0	0	281

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	52%	63%	57%	50%	58%	56%
ELA Learning Gains	54%	60%	58%	48%	54%	55%
ELA Lowest 25th Percentile	49%	53%	53%	38%	43%	48%
Math Achievement	59%	66%	63%	56%	65%	62%
Math Learning Gains	58%	62%	62%	52%	59%	59%
Math Lowest 25th Percentile	51%	49%	51%	43%	48%	47%
Science Achievement	44%	55%	53%	49%	56%	55%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	K	1	2	3	4	5	6	
Number of students enrolled	143 (0)	171 (0)	133 (0)	153 (0)	174 (0)	158 (0)	183 (0)	1115 (0)
Attendance below 90 percent	18 (12)	21 (22)	11 (14)	14 (12)	24 (11)	28 (17)	24 (21)	140 (109)
One or more suspensions	4 (4)	2 (25)	11 (25)	13 (24)	24 (22)	19 (29)	32 (40)	105 (169)

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	K	1	2	3	4	5	6	
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (3)	0 (54)	0 (35)	23 (56)	23 (148)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	39 (0)	78 (3)	48 (32)	44 (36)	209 (71)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	58%	68%	-10%	58%	0%
	2018	47%	62%	-15%	57%	-10%
Same Grade Comparison		11%				
Cohort Comparison						
04	2019	45%	60%	-15%	58%	-13%
	2018	52%	58%	-6%	56%	-4%
Same Grade Comparison		-7%				
Cohort Comparison		-2%				
05	2019	45%	58%	-13%	56%	-11%
	2018	45%	54%	-9%	55%	-10%
Same Grade Comparison		0%				
Cohort Comparison		-7%				
06	2019	55%	62%	-7%	54%	1%
	2018	54%	56%	-2%	52%	2%
Same Grade Comparison		1%				
Cohort Comparison		10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	65%	72%	-7%	62%	3%
	2018	57%	69%	-12%	62%	-5%
Same Grade Comparison		8%				
Cohort Comparison						
04	2019	43%	60%	-17%	64%	-21%
	2018	57%	63%	-6%	62%	-5%
Same Grade Comparison		-14%				
Cohort Comparison		-14%				
05	2019	58%	58%	0%	60%	-2%
	2018	55%	59%	-4%	61%	-6%
Same Grade Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		1%				
06	2019	64%	67%	-3%	55%	9%
	2018	49%	65%	-16%	52%	-3%
Same Grade Comparison		15%				
Cohort Comparison		9%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	42%	53%	-11%	53%	-11%
	2018	46%	54%	-8%	55%	-9%
Same Grade Comparison		-4%				
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	10	28	30	31	44	39	15				
ELL	57	58		69	58	60					
ASN	70	60		80	70						
BLK	32	46	47	36	49	50	23				
HSP	59	53		64	62	53	57				
MUL	63	56		70	75						
WHT	56	57	52	63	59	49	49				
FRL	45	51	47	51	53	50	39				

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	9	31	27	16	34	33	9				
ELL	55			68							
ASN	67			80							
BLK	36	41	37	38	40	42	36				
HSP	57	54		57	49	40	50				
MUL	57	50		58	58		60				
WHT	52	47	38	60	55	44	49				
FRL	44	45	38	50	48	42	44				

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)	TS&I
OVERALL Federal Index - All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	63
Total Points Earned for the Federal Index	430
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
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	61
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	70
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	66

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	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	55
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	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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

Bunnell Elementary School's area of lowest performance was in the subcategory of SWD (students with disabilities). Contributing factors to this low performance may include lack of instructional level alignment to the grade level expectations. Due to the struggle of SWD with grade level work, the level of expectation and grade level alignment at times is decreased so the students find some success. If the expectation is not decreased, the level of exposure and practice for students with disabilities often does not compare to students without disabilities. The SWD complete less work and engage less due to the level of support they are in need of to access the content.

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

Components showing the greatest decline were 4th grade FSA scores from year to year in both ELA and Math as well as Science proficiency. Experience and level of standard knowledge of teachers teaching 4th grade is the primary barrier. 2018-19 cohort of 4th grade discipline incidents have been the highest in grade levels as a cohort since Kindergarten. In science there has been a lack of instructional time designated specifically to science content. In the 2018-19 school year the only block of time that was explicitly identified was Language Arts and the other blocks of time were not identified as to which content was being taught. In not identifying the science block of time, time frames used for science vary greatly from grade to grade and class to class.

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

The greatest gaps when compared to the state are between 4th grade Math (at -21) and 4th grade ELA (at -11). Experience and level of standard knowledge of teachers teaching 4th grade is the primary barrier. 2018-19 cohort of 4th grade discipline incidents have been the highest in grade levels as a cohort since Kindergarten. 4th grade decline has been a trend from 2016 to present.

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

The most improvement was shown in 6th grade math with an increase of 15 points. A high performing teacher led team based planning and the team followed the adopted math curriculum with fidelity.

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

After reflection on Bunnell Elementary EWS data it appears that suspension data aligns with low attendance data very closely. Students that were suspended multiple times were also a good percentage of our students who fell below the 90% attendance rate. Additionally, discipline data also appears to be correlated to course failure rates.

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

1. Students With Disabilities
2. Instruction Aligned to Standards
3. Literacy
4. Science
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Literacy and High Expectations
Rationale	If we schedule a daily school-wide time to increase focus on all individual students greatest literacy needs using specific data, student literacy gains will increase in all grade levels. We will call this PUP Enrichment (Promoting Unlimited Progress). This process is to include utilization of data in the five areas of reading and setting goals to increase proficiency one area at a time. Additional opportunities for data reflection and decision making will be provided for students in the subgroups of students with disabilities and African American.
State the measureable outcome the school plans to achieve	Based on FSA data for 2019-20, learning gains in ELA will increase by 6 percentage points with specific goals of learning gains for students with disabilities to increase by 12 points and African American increase by 8 points. Throughout the year progress towards this goal will be measured by percentage of students at or above one year progress on iReady growth.
Person responsible for monitoring outcome	Colleen Newman (newmanc@flaglerschools.com)
Evidence-based Strategy	In order to communicate high expectations for individual students, all students and skill area groups will set goals for their specific literacy area of focus in order to progress through the PUP Enrichment groupings. The purpose of these goals will be to provide clarity on what success looks like for each skill area and individual student. In order to maintain focus on these goals throughout the school year data chats will be held with students, teachers, academic coaches, and administration on a quarterly basis.
Rationale for Evidence-based Strategy	While learning gains have been achieved in the 2018-19 school year, the greatest gains were recorded in grade levels with consistent implementation of goal setting and regular data chats with students, grade level teachers, and academic coaches.
Action Step	
Description	<ol style="list-style-type: none"> 1. Administrative team outlines the purpose and goals of PUP Enrichment and works out logistics to ensure smooth implementation 2. Share the PUP Enrichment plan and organization with Bunnell Elementary educators and staff and consider any questions, concerns, and ideas they bring up. 3. Determine individual area of literacy focus for all students K-6 4. Data chats between teacher and student as well as teacher and administration with progress monitoring towards skill area goals 5. Adjustment of area of focus for individual students as goals are met
Person Responsible	Marcus Sanfilippo (sanfilippom@flaglerschools.com)

#2	
Title	Early Warning Systems
Rationale	If we address and support students demonstrating EWS indicators, student outcomes will improve. This process will include an increased focus on social-emotional learning as related to several Early Warning Systems Indicators including attendance, suspensions, course failures, level ones, and retentions.
State the measurable outcome the school plans to achieve	Based on the 2018-2019 school year data, 11% of students had an attendance rate of below 90%. Through addressing and intervening with other Early Warning System Indicators such as suspensions, and supporting student and family needs to ensure school attendance, we will increase our school-wide attendance rate to 91% or higher. This should positively impact other EWS indicators such as course failure, level ones, and retentions.
Person responsible for monitoring outcome	Cari Hankerd (hankerdc@flaglerschools.com)
Evidence-based Strategy	Positive relationships will be fostered between and among students to students, students to staff, staff to staff, and staff to families. The enhancement of these relationships will occur through the use of CHAMPS, restorative practices model, and mentoring. We expect an outcome of improved attendance, behavior, and academic success.
Rationale for Evidence-based Strategy	Research and data provide evidence and support of student achievement as an outcome of positive relationships and connectedness at school. Further, positive and effective classroom management decreases incidents of student discipline issues and an increase of student learning.
Action Step	
Description	<ol style="list-style-type: none"> 1. Implement CHAMPS classroom management system with fidelity 2. Implement mentoring with a focus on students with EWS indicators 3. Implement restorative practices model as a proactive approach to relationship building 4. Increase social skill learning through guidance push-in lessons with students 5. Review data and compare to previous year for growth and needs
Person Responsible	Cari Hankerd (hankerdc@flaglerschools.com)

#3	
Title	Graduation Rate & FPPI Subgroups
Rationale	If we provide additional focused support and practice from all possible resources to our most struggling students at all grade levels through a high support classroom environment, the rate of students identified for retention will decrease.
State the measurable outcome the school plans to achieve	In the 2018-19 school year 41 students were recommended for retention with the highest number of retentions in grade one with 18 recommended retentions. Out of the 41 students recommended 13 (32%) of those students were students with disabilities and 17 (41%) were African American. Utilizing the high support model we will decrease the number of students recommended for retention to 30 or less with percentages of students with disabilities and African American not to exceed the students demographics of Bunnell Elementary.
Person responsible for monitoring outcome	Donelle Evensen (evensend@flaglerschools.com)
Evidence-based Strategy	<p>Within the high support environment we are utilizing evidence based strategies of collaborative teaching, interventions provided within the general education classroom, and additional small group direct instruction.</p> <p>We have found that students who struggle the most, often participate less in whole group classroom instruction and are not able to complete assignments with the same level of success and thoughtfulness. For this reason students have in the past been provided with interventions multiple times a week along with students from other classrooms who need similar interventions. However, students continue to need to generalize what they learn into their general classroom setting and have not done so consistently. In providing the interventions within their general education classroom with a general education teacher and an ESE teacher working collaboratively throughout the day, students are provided greater amounts of their direct instruction in small groups. Students are more readily able to generalize the strategies taught through interventions into all classwork as well.</p>
Rationale for Evidence-based Strategy	
Action Step	
Description	<ol style="list-style-type: none"> 1. Both a general education and an ESE teacher identified to collaborate in these high support classrooms. 2. Collaborative Teaching training provided to teachers and paras from the high support classrooms. 3. Student information and data collected from FSA, iReady, and classroom grades for each grade level. 4. Students placed in high support using the above data based on students that are performing at approximately 2 grade levels below. 5. Bi-weekly support meetings held with teachers throughout the year to provide additional supports and services to meet student needs and accelerate their learning.
Person Responsible	Donelle Evensen (evensend@flaglerschools.com)

#4	
Title	Acceleration
Rationale	If we create a process for identifying students that would most benefit from academic acceleration, we will increase minority representation and opportunity that more closely resembles Bunnell Elementary School demographics.
State the measureable outcome the school plans to achieve	In the 2018-19 school year, minority students accounted for 22% of students placed in accelerated courses while school demographics reflect a minority population of 37%. Within this school year we will increase the minority representation placed in advanced courses to closely reflect the school demographics.
Person responsible for monitoring outcome	Melissa Anderson (andersonm@flaglerschools.com)
Evidence-based Strategy	Utilization of a rubricing system to identify students for academic acceleration more equitably. This rubric will be based on student data and demographics instead of teacher and guidance counselor recommendation .
Rationale for Evidence-based Strategy	State data reflects that when 6th grade students who score a Level 3 in FSA mathematics are provided the opportunity to participate in advanced courses and therefore take Algebra 1 in middle school they score significantly higher than when students who score Level 3 in FSA mathematics wait to take Algebra 1 in high school. By utilizing a rubric to identify students for advanced math in 6th grade we will not only increase the number of students provided the opportunity having scored a Level 3 in math, but we will also be able to provide academic acceleration with more equity across campus.
Action Step	
Description	<ol style="list-style-type: none"> 1. Create a rubric assigning point values for criteria to include FSA scores, classroom grades, progress monitoring assessments, as well as minority status. 2. Compile data needed for completing the rubric created for 6th grade student placement. 3. Identify students that will most benefit from advanced placement based on rubric criteria results. 4. Place students in advanced math courses. 5. Review student data to determine the level of success of the students identified through the rubric that may not have been recommended for this placement without a rubric.
Person Responsible	Cari Hankerd (hankerdc@flaglerschools.com)

Additional Schoolwide Improvement Priorities (optional)

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

Part IV: Title I Requirements

Additional Title I Requirements

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

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

BES will build positive relationships with parents, families, and other community stakeholders through a variety of methods. The School Advisory Council will be open to all members of school community, giving a voice and platform for all to have an influence in the direction of the school. Further, school staff will make an intentional effort to reach out to parents and families to share information about their respective student and to offer mutual respect, support, and guidance. Some of the events we hold in order to share this information include: Meet the Teacher, Open House, and Parent Nights. Bunnell Elementary will also make a concentrated effort to reach out to local businesses, to involve them in appropriate ways with functions of the school, and include them in partnerships which are mutually beneficial. Organizations we are currently partnered with include WATCH Dogs, Rotary Club, and the African American Mentoring Program.

PFEP Link

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

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

In order to ensure that we meet the social-emotional needs of all students we provide many different layers of services on campus as well as referral processes for those who need support off campus as well. Our guidance department provides individual and group counseling to identified students throughout the year. Some of these students are identified through our EWS reports, others through our behavior MTSS interventions, and still others through teacher recommendations based on their current situations. In addition to these counseling sessions the guidance department also teaches social skill lessons with all students on a rotation throughout the school year so that every student is seen between 6 and 9 times throughout the year.

At Bunnell Elementary we also have students in need of significant adults to check in with them and build relationships to increase self-worth and motivation. For these students we have a few mentoring opportunities that include staff mentoring of identified students as well as the African American Mentoring Program that partners with identified students on a weekly basis.

For those students that have additional social-emotional needs that we do not have the capability of providing, we utilize full service schools referrals and partner with outside agencies for a higher level or counseling services for both the students and families. These agencies are provided space to meet with students on campus and they are also able to bridge the gap between school and home by meeting with the family within their home environment.

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

The engine that powers any school-wide MTSS program is the MTSS Targeted Problem Solving Team (TPST). This group of school professionals meets with referring teachers to assist them in identifying their central concerns about struggling students. All MTSS information is gathered and shared with the team from our 6th grade guidance counselor to the 7th grade guidance counselors at both county middle schools as well as transferring this information to any schools the students may attend outside the county.

Utilizing the Early Learning VPK program within the county, we are also provided information on the upcoming Kindergarten students. The VPK as well as ESE Pre-K program send us progress monitoring data as well as records on student behavioral supports and needs. With this information we are able to place students in classroom environments that are conducive to meeting their individual and classroom environment needs.

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

Bunnell Elementary's Flagship program is Agriscience/Green Technologies. We want our students to learn more about the environment and how they can care for it as they learn and grow themselves. Students rotate through a special area wheel where they work in our garden and learn about various green technologies and to careers associated with them. The school currently has partnerships with a variety of businesses, including a local restaurant that purchases and using vegetables grown on campus.

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

Bunnell Elementary School, as part of the Flagler County Public School District, maintains a flagship program as part of the Classroom to Careers initiative of the district. Students are provided an enriched education, infused with the essentials for college and career readiness. This flagship is in partnership with a targeted industry that is relevant to the local job market. Students are further exposed to college and careers through social studies and guidance lessons.

Part V: Budget

1	III.A.	Areas of Focus: Literacy and High Expectations				\$394,123.96
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	0022 - Bunnell Elementary School	Title, I Part A		\$291,041.96
			<i>Notes: Salaries for those who provide interventions to T2 and T3, ESE, and ESOL students.</i>			
	5100	369-Technology-Related Rentals	0022 - Bunnell Elementary School	Title, I Part A		\$14,250.00

			<i>Notes: Goalbook and Reading A-Z resources provided to all teachers to support literacy instruction and interventions.</i>			
	5100	130-Other Certified Instructional Personnel	0022 - Bunnell Elementary School	Title, I Part A		\$59,203.77
			<i>Notes: Salaries for those who provide reading instructional support school-wide.</i>			
	5900	120-Classroom Teachers	0022 - Bunnell Elementary School	Title, I Part A		\$24,094.90
			<i>Notes: Supplements for teachers providing tutoring opportunities for students selected based on FSA achievement levels and needing additional supports for success.</i>			
	5100	510-Supplies	0022 - Bunnell Elementary School	Title, I Part A		\$2,533.33
			<i>Notes: Instructional materials for classroom teachers and coaching materials.</i>			
	6400	510-Supplies	0022 - Bunnell Elementary School	Title, I Part A		\$3,000.00
			<i>Notes: Materials, supplies, and resources for professional development trainings throughout the school year.</i>			
2	III.A.	Areas of Focus: Early Warning Systems				\$97,363.07
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	0022 - Bunnell Elementary School	Title, I Part A		\$70,855.69
			<i>Notes: Salaries for those providing behavior and social emotional supports and interventions to students</i>			
	6130	130-Other Certified Instructional Personnel	0022 - Bunnell Elementary School	Title, I Part A		\$23,807.38
			<i>Notes: Salaries for those providing social emotional and counseling supports for students.</i>			
	5100	510-Supplies	0022 - Bunnell Elementary School	Title, I Part A		\$200.00
			<i>Notes: Character Education tradebooks to provide small group guidance lessons on a quarterly basis.</i>			
	6300	369-Technology-Related Rentals	0022 - Bunnell Elementary School	Title, I Part A		\$500.00
			<i>Notes: Title 1 Crate online monitoring and compliance software.</i>			
	6400	330-Travel	0022 - Bunnell Elementary School	Title, I Part A		\$2,000.00
			<i>Notes: Trauma informed care training on how to identify students in need and provide interventions needed.</i>			
3	III.A.	Areas of Focus: Graduation Rate & FPPI Subgroups				\$89,995.61
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	130-Other Certified Instructional Personnel	0022 - Bunnell Elementary School	Title, I Part A		\$77,310.61
			<i>Notes: Salaries for individuals providing school-wide support to teachers for math and science instruction.</i>			

	5100	369-Technology-Related Rentals	0022 - Bunnell Elementary School	Title, I Part A		\$5,700.00
			<i>Notes: Ellevation and Imagine Learning resources provided to all teachers to support literacy instruction and interventions.</i>			
	6150		0022 - Bunnell Elementary School	Title, I Part A		\$2,100.00
			<i>Notes: Parent survey platform to gain input as to how to best meet our student population needs in all subgroups.</i>			
	6150	510-Supplies	0022 - Bunnell Elementary School	Title, I Part A		\$3,435.00
			<i>Notes: Supplies for parent family engagement activities based on the Parent and Family Engagement Plan.</i>			
	6150	390-Other Purchased Services	0022 - Bunnell Elementary School	Title, I Part A		\$850.00
			<i>Notes: Food and drinks to provide for parent family engagement events based on the Parent and Family Engagement Plan.</i>			
	6400	311-Subagreements up to \$25,000	0022 - Bunnell Elementary School	Title, I Part A		\$600.00
			<i>Notes: Ellevation Training on how to use the resource provided to all teachers to support literacy instruction and interventions.</i>			
4	III.A.	Areas of Focus: Acceleration				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	120-Classroom Teachers	0022 - Bunnell Elementary School	Title, I Part A		\$1,500.00
			<i>Notes: Stipends provided for those who participate in review of data for the school year and use that data to plan for the upcoming year.</i>			
					Total:	\$582,982.64