

Flagler Schools

Bunnell Elementary School



2020-21 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: 7/28/2020

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	N/A
Year	
Support Tier	
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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

Flagler County Public Schools ensures educational success through high expectations and innovative thinking in a safe learning environment to empower students to reach their full potential as responsible, ethical, and productive citizens in a diverse and changing world.

Provide the school's vision statement

As a courageous, innovative leader in education, Flagler County Public Schools will be the Nation's premier learning organization where ALL students graduate as socially responsible citizens with the skills necessary to reach their maximum potential.

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
Sanfilippo, Marcus	Principal	Instructional school leader overseeing all schoolwide practices, educators, school employees, and classroom instructional routines.
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.
Scala, Mindi	Other	
Ellis, Deborah	Guidance Counselor	

Demographic Information

Principal start date

Tuesday 7/28/2020, Marcus Sanfilippo

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.*

6

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.*

9

Total number of teacher positions allocated to the school

27

Demographic Data

2020-21 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%
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SI Region	Northeast
Regional Executive Director	Dustin Sims
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Year	
Support Tier	
ESSA Status	TS&I
* 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	102	155	154	163	127	154	179	0	0	0	0	0	0	1034
Attendance below 90 percent	0	5	11	8	11	9	17	0	0	0	0	0	0	61
One or more suspensions	0	4	7	2	1	13	13	0	0	0	0	0	0	40
Course failure in ELA	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	3	0	0	0	0	0	0	3
Level 1 on 2019 statewide ELA assessment	0	0	0	0	4	17	43	0	0	0	0	0	0	64
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	24	56	0	0	0	0	0	0	82

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	1	0	1	1	3	3	0	0	0	0	0	0	9

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	5	6	1	1	0	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	0	0

Date this data was collected or last updated

Tuesday 7/28/2020

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	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	

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	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	0	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	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	
	(0)	(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	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%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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%				
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 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. The 2018-19 cohort of 4th grade discipline incidents have been the highest in the 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 in terms of 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?

A potential area of concern is the suspension rate. In the previous school year, 36 sixth grade students had an in-school suspension, 32 fifth graders had an in-school suspension, 36 fourth graders had an in-school suspension, 9 third graders had an in-school suspension, 19 second graders had an in-school suspension, 14 first graders had an in-school suspension, and 16 kindergarten students had an in-school suspension. A priority will be to reduce the suspension rate, with a focus on in-school suspensions.

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

Part III: Planning for Improvement

Areas of Focus:

#1. Other specifically relating to Literacy and High Expectations

Area of Focus Description and Rationale: Literacy and holding high expectations for all students is the foundation of all academic learning. Without literacy all content learning is a struggle. In order to accelerate progress in this area, for all students, we must first know what individual student literacy needs are and subsequently protect allotted time for those students to receive evidence based instruction in those areas daily. 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.

Measurable Outcome: Comparing FSA data from 2018-19 to FSA data in 2020-21, 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 students to increase by 8 points. Throughout the year progress towards this goal will be measured by the 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 area of focus progressing 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. In addition, teachers will utilize Learning Focused strategies with all instructional groups from scaffolding, high yield strategies, to acceleration.

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 Steps to Implement

1. Administrative team outlines the purpose and goals of PUP Enrichment and works out logistics to ensure smooth implementation

Person Responsible Marcus Sanfilippo (sanfilippom@flaglerschools.com)

2. Share the PUP Enrichment plan and organization with Bunnell Elementary educators and staff and consider any questions, concerns, and ideas they bring up.

Person Responsible Colleen Newman (newmanc@flaglerschools.com)

3. Determine individual area of literacy focus for all students K-6

Person Responsible Colleen Newman (newmanc@flaglerschools.com)

4. Data chats between teacher and student as well as teacher and administration with progress monitoring towards skill area goals

Person Responsible Colleen Newman (newmanc@flaglerschools.com)

5. Adjustments to the area of focus for individual students as goals are met

Person Responsible Colleen Newman (newmanc@flaglerschools.com)

#2. Instructional Practice specifically relating to Graduation

Area of Focus Description and Rationale:

Student retention versus promotion from one grade level to the next in elementary school can have great impacts on students in higher levels of education. Retention is considered when a student has not met the grade level expectations and therefore is considered even more often for students with disabilities who are in greater need of support and intervention as already identified. Knowing that 32% of the students identified for retention at Bunnell Elementary are students with disabilities and that students with disabilities is an identified ESSA group, we recognize this as a critical area to plan and intervene. 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.

Measurable Outcome:

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. In the 2019-20 school year 16 students were recommended for retention with the highest number of retentions in grade one with 6 recommended retentions. Out of the 16 students recommended 3 (19%) of those students were students with disabilities and 7 (43%) were African American. Utilizing the high support model we will continue to decrease the number of students recommended for retention to 20 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:

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. We are also engaging in staff professional development in order to identify implicit biases and review classroom assignments to ensure grade level expectations are held for all students to decrease academic inequities.

Rationale for Evidence-based Strategy:

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.

Action Steps to Implement

1. Both a general education and an ESE teacher identified to collaborate in these high support classrooms.

Person Responsible Donelle Evensen (evensend@flaglerschools.com)

2. Ongoing professional learning and collaboration opportunities provided to teachers and paras from the high support classrooms.

Person Responsible Donelle Evensen (evensend@flaglerschools.com)

3. Student information and data collected from FSA, iReady, and classroom grades for each grade level.

Person Responsible Donelle Evensen (evensend@flaglerschools.com)

4. Students placed in high support using the above data based on students that are performing at approximately 2 grade levels below.

Person Responsible Donelle Evensen (evensend@flaglerschools.com)

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)

#3. Culture & Environment specifically relating to Early Warning Systems

Area of Focus Description and Rationale:

Our Early Warning Systems identify students with indicators that are barriers to academic success. When reviewing the 2019-20 Early Warning Systems for Bunnell Elementary, data shows that while we have decreased out of school suspensions by 30% in school suspensions have increased with approximately 300 suspension days total. Student suspensions are statistically significantly correlated to academic success, and unfortunately suspensions can, in themselves, be reinforcing for students as they escape academic work and any social anxiety they may be facing. By increasing opportunities for social emotional learning activities and maintaining meaningful academic work completion during in school suspensions, we will focus on reducing the overall suspension rate of students.

Measureable Outcome:

In reviewing two years of discipline data, the average number of out of school suspension days for Bunnell Elementary is 215.5, and the average of in school suspension days is 90.75, for the school year with the majority of these suspensions accumulated by students entering 5th and 6th grade. In the 2020-21 school year we will reduce the student suspension rate by 10% or more.

Person responsible for monitoring outcome:

Cari Hankerd (hankerdc@flaglerschools.com)

Evidence-based Strategy:

Students will participate in school-wide social emotional learning at the tier one level provided on a weekly basis through guidance counselor lessons. Students who have previously demonstrated or begin to demonstrate behavioral concerns will be referred for services. This can include individual and/or group counseling, mentoring, or behavioral contracts with incentives. These students will also begin small group SEL lessons utilizing the evidence based curriculum of Overcoming Obstacles. Students in need of more individualized support will be provided more intensified and individualized lessons utilizing the evidence based curriculum of Second Steps. Focusing on our 6th grade students we will require that 6th grade credit recovery curriculum is utilized to maintain purposeful academic work for those students whose behavior requires in school suspension.

Rationale for Evidence-based Strategy:

Student connectedness is a indicator for academic success. At the elementary level we can not ensure that our students have always been taught positive ways to express themselves and to manage their feelings. In using evidenced based SEL curriculum, and by providing mental health supports, we provide students with teaching and reteaching of acceptable ways to express themselves to adults and peers and will therefore reduce student behavioral issues as well as the rate of student suspension. By requiring students to complete meaningful academic work during in school suspension we also ensure student understanding that adverse behaviors will not provide an escape from difficult work while teaching them replacement behaviors for acquiring assistance when needed.

Action Steps to Implement

1. Review suspension data to identify students with history of behavioral incidents.

Person Responsible

Mindi Scala (scala-sandersm@flaglerschools.com)

2. Implement school-wide SEL curriculum

Person Responsible Cari Hankerd (hankerc@flaglerschools.com)

3. Refer students with history of and emerging behavioral incidents to intervention services

Person Responsible Mindi Scala (scala-sandersm@flaglerschools.com)

4. Implement policies and procedures for provision of levels of evidence based SEL curriculum.

Person Responsible Cari Hankerd (hankerc@flaglerschools.com)

5. Create and provide access to credit recovery work to the reflection room monitor as 6th grade student requirement during in school suspension.

Person Responsible Cari Hankerd (hankerc@flaglerschools.com)

#4. Other specifically relating to Acceleration

Area of Focus Description and Rationale:

Students previously identified as scoring on or above grade level before the school year starts are in need of instruction that will continue to support one year worth of student progression. Bunnell Elementary provides one class per grade level designated to address the needs of identified Gifted students and as well as students who are advanced. 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. In reviewing our class rosters for the 2018-19 school year minority students accounted for only 22% of students placed in accelerated courses while minority students account for 37% of BES demographics.

Measureable Outcome:

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%. In the 2019-20 school year a team analyzed students scores with the goal of increasing opportunities for minority students to participate in accelerated courses and increased the participation to 31%. In preparation for the 2020-21 school year, utilizing a rubric, minorities accounted for 25% of students placed in accelerated courses. Within this school year we will increase the minority representation placed in advanced courses within 8% of the school demographics.

Person responsible for monitoring outcome:

Deborah Ellis (ellisd@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 Steps to Implement

1. Revise the rubric assigning point values for criteria to include FSA scores, classroom grades, progress monitoring assessments, as well as minority status.

Person Responsible

Deborah Ellis (ellisd@flaglerschools.com)

2. Compile data needed for completing the rubric created for 6th grade student placement.

Person Responsible

Deborah Ellis (ellisd@flaglerschools.com)

3. Identify students that will most benefit from advanced placement based on rubric criteria results.

Person Responsible Cari Hankerd (hankerdc@flaglerschools.com)

4. Place students in advanced math courses.

Person Responsible Deborah Ellis (ellisd@flaglerschools.com)

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)

#5. Other specifically relating to Enhanced Acceleration

Area of Focus Description and Rationale:

Acceleration of student learning in order to close gaps is essential to bringing all students to grade level performance. Without acceleration, students who fall behind in grade level expectations fall further and further behind every year. According Marzano and Hattie's research on high yield strategies and their effect size, the strategies of previewing and building background knowledge are highly effective strategies. Use of these strategies can help us target instruction for those students that have fallen behind and are in need of closing the gap and will be implemented consistently in grade levels 4 and 5 that are historically our most struggling grade levels.

Measureable Outcome:

In the 2019-2020 school year between AP1 and AP2, 29% of 4th grade students identified as students with disabilities met typical growth and 10% met stretch growth (more than one years growth). In 5th grade 45% of students with disabilities met typical growth and 13% met stretch growth. Using iReady data from the 2020-21 school year, the percentage of students, receiving support facilitation, in grades 4 and 5 that have met typical growth by AP2 will increase from the previous year.

Person responsible for monitoring outcome:

Donelle Evensen (evensend@flaglerschools.com)

Evidence-based Strategy:

Students receiving support facilitation in grades 4 and 5 will be provided with instruction that focuses on previewing content and material with students prior to the classroom teacher providing instruction on this content. Support facilitators will utilize Learning Focused templates and guides, standards pacing, and curriculum maps to preview needed vocabulary and build background knowledge. Support facilitators will also provide background building experiences to students that will support their understanding of concepts scheduled to be taught in their classroom in upcoming weeks.

Rationale for Evidence-based Strategy:

As support facilitators are able to build background knowledge, preview needed vocabulary, and build prerequisite skills with students they will be able to more successfully access the grade level content taught.

Action Steps to Implement

1. Communicate the expectation of a schedule and focus for support facilitators that will revolve around previewing and building background knowledge.

Person Responsible

Donelle Evensen (evensend@flaglerschools.com)

2. Support facilitators meet with coaches to review previewing strategies through Learning Focused with academic coaches.

Person Responsible

Colleen Newman (newmanc@flaglerschools.com)

#6. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:

Both students with disabilities (SWD) and African American students are subgroups of students that have scored below the Federal Index, at 28 points for SWD and 40 points for African American, on our Bunnell Elementary campus for at least the past year. Students scoring below the Federal index signifies that additional measures need to be taken to provide these subgroups with learning opportunities that decrease learning gaps and increase equity across campus in order to prepare all students for higher levels of learning and career fields.

Measureable Outcome:

Comparing FSA data from 2018-19 to FSA data in 2020-21, the learning gap between the overall student achievement scores and SWD is between 28 and 42 points and the learning gap in our African American subgroup is between 20 and 23 points. Having addressed both academic and social emotional interventions and support for both subgroups and reviewing progress at least quarterly, achievement scores for students with disabilities will increase by 5 percentage points in both ELA and Math and achievement scores for African American students will increase by 8 percentage points in both ELA and Math. Throughout the year progress towards this goal will be measured by the percentage of students at or above one year progress on iReady growth.

Person responsible for monitoring outcome:

Donelle Evensen (evensend@flaglerschools.com)

Evidence-based Strategy:

Our leadership team will meet with classroom teachers at least quarterly to communicate the increased achievement goals and review progress towards these goals utilizing data from the evidence based strategies outlined in the areas of Literacy and High Expectations, Graduation, Early Warning Systems, and Acceleration.

Rationale for Evidence-based Strategy:

With continuous conversation and reflection with all stakeholders from administration, leadership team, classroom teachers, paraprofessionals, and support faculty the goal will be consistently addressed.

Action Steps to Implement

1. Communicate achievement score increase goals to all stakeholders.

Person Responsible

Marcus Sanfilippo (sanfilippom@flaglerschools.com)

2. Hold progress monitoring meetings with leadership team and classroom teachers quarterly to review progress towards goals.

Person Responsible

Donelle Evensen (evensend@flaglerschools.com)

3. Inform all stakeholders of progress towards goals through faculty meetings and School Advisory Council meetings at least twice within the 2020-21 school year.

Person Responsible

Marcus Sanfilippo (sanfilippom@flaglerschools.com)

Additional Schoolwide Improvement Priorities

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

Intentional and specific emphasis has been placed on an allocated block to increase student achievement in science. Additionally, in addressing lower achievement among 4th grade students, strategic staffing decisions have been made to increase student achievement across subject areas.

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.

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 the 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 that are held 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 that are currently partnered with include WATCH Dogs, Rotary Club, and the African American Mentoring Program.

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: Other: Literacy and High Expectations				\$375,668.82
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	0022 - Bunnell Elementary School	Title, I Part A		\$266,715.60
			<i>Notes: Salaries for those who provide interventions to T2 and T3, ESE, and ESOL students.</i>			

	5100	130-Other Certified Instructional Personnel	0022 - Bunnell Elementary School	Title, I Part A		\$62,838.17
			<i>Notes: Salaries for those who provide reading instructional support school-wide.</i>			
	6400	750-Other Personal Services	0022 - Bunnell Elementary School	Title, I Part A		\$6,391.35
			<i>Notes: Substitute pay for progress monitoring with teachers, professional learning opportunities, and instructional coaching opportunities.</i>			
	5900	120-Classroom Teachers	0022 - Bunnell Elementary School	Title, I Part A		\$22,118.20
			<i>Notes: Supplements for teachers providing tutoring opportunities for students selected based on FSA/iReady achievement levels and needing additional supports for success.</i>			
	5100	369-Technology-Related Rentals	0022 - Bunnell Elementary School	Title, I Part A		\$9,850.00
			<i>Notes: Goalbook and Read Naturally Live resources online provided to all teachers to support literacy instruction and interventions.</i>			
	5100	510-Supplies	0022 - Bunnell Elementary School	Title, I Part A		\$4,479.00
			<i>Notes: Supplemental instructional supports for reading such as REWARDS phonics materials and Word Wisdom vocabulary materials.</i>			
	6150	120-Classroom Teachers	0022 - Bunnell Elementary School	Title, I Part A		\$1,076.50
			<i>Notes: Supplements for teachers providing reading instruction and collaboration to families during after school family nights based on the Parent and Family Engagement Plan.</i>			
	6150	510-Supplies	0022 - Bunnell Elementary School	Title, I Part A		\$1,200.00
			<i>Notes: Materials, supplies, and resources for family engagement nights that encourage reading activities in the home based on the Parent and Family Engagement Plan.</i>			
	6400	330-Travel	0022 - Bunnell Elementary School	Title, I Part A		\$1,000.00
			<i>Notes: Administrative training to address how to lead in a way as to exceed expectations within the school.</i>			
2	III.A.	Areas of Focus: Instructional Practice: Graduation				\$89,401.59
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	130-Other Certified Instructional Personnel	0022 - Bunnell Elementary School	Title, I Part A		\$81,979.79
			<i>Notes: Salaries for individuals providing school-wide support to teachers for math and science instruction.</i>			
	6400	750-Other Personal Services	0022 - Bunnell Elementary School	Title, I Part A		\$2,840.60
			<i>Notes: Substitute pay during professional development for teachers in high support classes around strategies for instruction.</i>			
	5100	369-Technology-Related Rentals	0022 - Bunnell Elementary School	Title, I Part A		\$2,500.00
			<i>Notes: Digital Coach math resource provided to all teachers to support math instruction and interventions.</i>			

	6150	120-Classroom Teachers	0022 - Bunnell Elementary School	Title, I Part A		\$538.25
			<i>Notes: Supplement for teachers providing math instruction and collaborating with families to increase math activities home and around the home.</i>			
	6150	510-Supplies	0022 - Bunnell Elementary School	Title, I Part A		\$200.00
			<i>Notes: Materials, supplies, and resources for family math night to increase ability to complete math activities at home.</i>			
	5100	510-Supplies	0022 - Bunnell Elementary School	Title, I Part A		\$1,342.95
			<i>Notes: Supplemental instructional materials for math instruction and interventions provided to all teachers.</i>			
3	III.A.	Areas of Focus: Culture & Environment: Early Warning Systems				\$133,247.64
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	150-Aides	0022 - Bunnell Elementary School	Title, I Part A		\$59,002.80
			<i>Notes: Salaries for individuals providing SEL support to our students within the classroom setting.</i>			
	5100	120-Classroom Teachers	0022 - Bunnell Elementary School	Title, I Part A		\$71,404.24
			<i>Notes: Salaries for those providing behavior and SEL supports and interventions to students.</i>			
	6400	750-Other Personal Services	0022 - Bunnell Elementary School	Title, I Part A		\$2,840.60
			<i>Notes: Substitute provision during teacher professional learning focused on quarterly behavior data and strategy training.</i>			
4	III.A.	Areas of Focus: Other: Acceleration				\$0.00
5	III.A.	Areas of Focus: Other: Enhanced Acceleration				\$0.00
6	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$3,879.75
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6150	120-Classroom Teachers	0022 - Bunnell Elementary School	Title, I Part A		\$1,614.75
			<i>Notes: Supplement to teachers providing collaboration and instruction with families on how to incorporate academic content into fun activities at home based on the Parent and Family Engagement Plan.</i>			
	6150	510-Supplies	0022 - Bunnell Elementary School	Title, I Part A		\$975.00
			<i>Notes: Materials, supplies, and resources for art, music, PE activities with families within the community to build the ability to interact in fun ways that are also academic based on the Parent and Family Engagement Plan.</i>			
	6150	390-Other Purchased Services	0022 - Bunnell Elementary School	Title, I Part A		\$1,290.00
			<i>Notes: Food, drinks, and newsletters to communicate with families about school events and provide incentive to attend family functions based on the Parent and Family Engagement Plan.</i>			

	Total: \$602,197.80
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