

Flagler Schools

Bunnell Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Bunnell Elementary School

305 N PALMETTO ST, Bunnell, FL 32110

www.flaglerschools.com

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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.

Bunnell Elementary's mission is to engage all stakeholders in educating, empowering, and supporting students to become well-rounded citizens with the skills and tools to become independent, contributing members of their community.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Evensen, Donelle	Principal	Instructional school leaders overseeing all school wide practices, educators, school employees, and instructional classroom routines.
Hankerd, Cari	Assistant Principal	Overseeing grades 3-5, community engagement, behavior, and MTSS
Jaques, Robin	Instructional Coach	Literacy Coach meets regularly with K-2 teachers and leadership team to assess individual student and school data to make instructional decisions.
Westly, Tom	Instructional Coach	Math/Science Coach meets regularly with K-5 teachers and leadership team to assess individual student and school data to make instructional decisions.
Adams, April	Instructional Coach	Instructional Coach meets regularly with 2-3 teachers, students, and leadership team to assess individual student and school data to make instructional decisions.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

During our PTO/SAC meetings between Aug. 21 and Sept. 8th we will review the SIP draft and request feedback to be provided. During our first faculty meetings and pre-planning we review our SIP goals with teachers and staff. Throughout the school year we share updates on our SIP goals with our PTO/SAC for accountability and transparency on our progress towards success.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

In order to review our progress towards SIP set goals, our leadership team meets at least once a month to review evidence and data outlined in our goal plan. At those times we make adjustments to our implementation and instruction in order to optimize our progress. During our monthly PTO/SAC meetings, we review our SIP goals and any updates to data indicating progress towards these goals discussing ideas for how to increase progress. We also review our SIP goals and progress towards them in quarterly district review meetings in which our district leaders are able to provide ideas, feedback, and request support from the district in any areas we are finding a need.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	40%
2022-23 Economically Disadvantaged (FRL) Rate	75%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT)

	Economically Disadvantaged Students (FRL)
<p align="center">School Grades History</p> <p>*2022-23 school grades will serve as an informational baseline.</p>	2021-22: C
	2019-20: C
	2018-19: C
	2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	54	58	56	56	45	49	0	0	0	318
One or more suspensions	4	4	6	7	6	14	0	0	0	41
Course failure in English Language Arts (ELA)	0	13	35	40	19	6	0	0	0	113
Course failure in Math	0	10	13	32	27	27	0	0	0	109
Level 1 on statewide ELA assessment	0	0	0	62	48	52	0	0	0	162
Level 1 on statewide Math assessment	0	0	0	41	40	44	0	0	0	125
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	15	22	47	57	0	0	0	0	0	141
	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	3	7	21	18	0	0	0	50

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	4	5	20	0	0	0	0	0	33
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	17	24	27	29	24	25	0	0	0	146
One or more suspensions	3	8	6	10	4	18	0	0	0	49
Course failure in ELA	3	3	8	8	9	0	0	0	0	31
Course failure in Math	3	2	5	15	6	0	0	0	0	31
Level 1 on statewide ELA assessment	0	0	0	19	25	38	0	0	0	82
Level 1 on statewide Math assessment	0	0	0	22	25	48	0	0	0	95
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	3	4	2	2	0	0	0	13

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	1	2	10	1	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	17	24	27	29	24	25	0	0	0	146
One or more suspensions	3	8	6	10	4	18	0	0	0	49
Course failure in ELA	3	3	8	8	9	0	0	0	0	31
Course failure in Math	3	2	5	15	6	0	0	0	0	31
Level 1 on statewide ELA assessment	0	0	0	19	25	38	0	0	0	82
Level 1 on statewide Math assessment	0	0	0	22	25	48	0	0	0	95
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	3	4	2	2	0	0	0	13

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	1	2	10	1	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	47	56	53	50	61	56	44		
ELA Learning Gains				55			38		
ELA Lowest 25th Percentile				47			25		
Math Achievement*	50	61	59	50	49	50	44		
Math Learning Gains				57			43		
Math Lowest 25th Percentile				51			34		
Science Achievement*	48	60	54	36	63	59	42		
Social Studies Achievement*					66	64			
Middle School Acceleration					56	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	60	69	59	43			57		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	249
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	389
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	25	Yes	4	4
ELL	40	Yes	1	
AMI				
ASN				
BLK	27	Yes	4	1
HSP	32	Yes	1	
MUL	57			
PAC				
WHT	57			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	45			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	26	Yes	3	3
ELL	55			
AMI				
ASN	80			
BLK	32	Yes	3	
HSP	53			
MUL	47			
PAC				
WHT	55			
FRL	46			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	47			50			48					60
SWD	23			26			22				4	
ELL	30			56							4	60
AMI												
ASN												
BLK	30			27			27				4	
HSP	36			37			26				4	
MUL	52			59							3	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	55			59			58				4	
FRL	43			44			43				5	58

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	50	55	47	50	57	51	36					43
SWD	16	34	29	21	39	37	6					
ELL	52	59		61	59							43
AMI												
ASN	80			80								
BLK	28	44	38	29	44	31	13					
HSP	51	59	62	46	54	69	33					
MUL	48	63		44	33							
PAC												
WHT	56	57	47	56	62	67	42					
FRL	45	53	47	45	55	53	34					36

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	44	38	25	44	43	34	42					57
SWD	12	24	26	16	25	38	10					
ELL	35	17		50	48							57
AMI												
ASN	55			55								
BLK	28	23	12	27	35	23	27					
HSP	49	32		49	32		60					54
MUL	39	30		32	40							
PAC												
WHT	48	44	37	48	47	43	41					
FRL	39	34	25	37	37	34	37					57

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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
05	2023 - Spring	48%	59%	-11%	54%	-6%
04	2023 - Spring	53%	57%	-4%	58%	-5%
03	2023 - Spring	42%	57%	-15%	50%	-8%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	50%	64%	-14%	59%	-9%
04	2023 - Spring	57%	62%	-5%	61%	-4%
05	2023 - Spring	49%	58%	-9%	55%	-6%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	46%	57%	-11%	51%	-5%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Overall the lowest performance area for BES is in ELA with 47% proficiency in grades 3-5. However, within the ELA performance the subgroups of Students with Disabilities and English Language Learners performed at the lowest rates between 18%-25% for SWD and 0%-25% for ELL.

When comparing overall grade level performance, 3rd grade ELA had the lowest performance with 36% of students scoring a Level 1. The 2022 - 23 third grade students have struggled instructionally with a lack of consistent instruction in Kinder and 1st grade through the pandemic. We have also noticed that the attendance rate of students in 3rd grade who scored Level 1 often missed 20 or more days within this school year.

When considering trends we are noticing consistent increases in performance in grades K-1st and a

decline in 2nd-3rd with another increase when students reach 4th-5th grades. Trends specific to the subgroup of SWD is that although the proficiency rate is low, from year to year there is a consistent increase in proficiency. This is the first year of proficiency decline in our ELL subgroup, however there was a significant growth in the number of students in this subgroup during the 2022-23 school year.

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

The content area of greatest decline of 3% in the 2022-23 school year is ELA with math and science averages increasing. We can not be sure about the comparison between years as this is a comparison between two tests and since there is so little difference in the overall achievement it may not really be a decline as a whole. However, the increase in Level 1 performance of 3rd grade is a great decline. We believe part of this has to do with the lack of instructional fidelity or consistency due to COVID in these students' foundational years, and we have seen the effects each year since with this cohort of students. However we are also seeing concerns in 2nd grade cohorts consistently that need to be addressed. Within subgroups, the greatest decline was ELL student proficiency with a decrease from 51% to 22%. This is the first year of proficiency decline in our ELL subgroup, however there was a significant growth in the number of students in this subgroup during the 2022-23 school year.

We also found significant declines in ELA proficiency rates for grades K-2 when comparing the 2022-23 STAR data to the 2021-22 iReady data. Again, we can not be sure about the comparison as this is a comparison between two tests. We do however recognize the struggle with 2nd grade student achievement across all testing platforms throughout the year. We have found a great discrepancy between students' on grade level achievement in grade level assessments and other diagnostics such as CORE as compared to STAR, with STAR being much lower. This could be due to the testing format online and/or the fact that the STAR test questions are timed vs. grade level assessments not being timed.

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 largest gap in 2022-2023 was demonstrated by third grade students. While this gap is an area of concern and shows a disparity between students at BES and the state average, in comparing students at Bunnell Elementary to students in schools with similar demographics and SES percentages, the numbers are more comparable. A probable contributing factor are residual impacts due to the Covid-19 pandemic which disproportionately impacted students of color, students with disabilities, and students who are living in poverty-all of which are groups of which we have higher numbers than the state average. This cohort of students was primarily impacted due to the timing of their entry into school as kindergarteners and have demonstrated academic deficits as a result. While the impacts of the pandemic are apparent on this cohort of students in particular, measures have been implemented to continue to return the students to pre-pandemic averages and beyond. An additional factor may be that our largest population of English Language Learners is in this grade level. This subgroup enrollment has grown immensely and many of these students are still very early in their language acquisition stage. We also recognize a significant 33 point gap that remains between SWD and those without disabilities on our BES campus. While this gap is decreasing, it is the greatest gap in our subgroup performance.

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

The overall greatest improvement took place in 5th grade Math with an increase from 25% in 2021-22 to 48% in 2022-23. In addition the students scoring Level 1 decreased from 48% to 25% in this same grade level. In order to achieve these gains, we were strategic in scheduling level 2 and level 3 students from the 2021-22 FSA data to participate in Math on the Wheel for intensive instruction within a 45 day period. We also reorganized the master schedule to include a 90 minute math block for all students. In addition, 5th grade Science proficiency increased from 34% to 46% in the 2022-23 school year.

During the 2022-23 school year ELA intervention teachers increased the amount of time they pushed into classrooms to provide support versus pulling students out. We also provided Science on the Wheel instruction to Level 2 and 3 students based on ELA proficiency from the previous year's FSA data.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The EWS data that presents a potential area of concern is related to the 318 students who were absent 10 or more days. Additionally, it is identified that 164 students had one or more suspensions, which contributes to overall attendance concerns.

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

- ELA proficiency
- SWD proficiency rates and achievement gap
- 2nd/3rd grade proficiency rates
- AA proficiency and achievement gap
- Attendance rates

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on student performance data, Black/African American students qualify as an ESSA subgroup. Overall, Black/African American students demonstrated a value of 32 on the federal percent of point index rating for the 2021-2022 school year (index ratings have not been received for the 2022-2023 school year). According to 2022-2023 proficiency rates, improvements have been made in closing the achievement gap, with proficiency rising from 28% in the 21-22 school year in ELA to 31% in the 22-23 school year as compared to the grade level at 47%. Similar gains were made in Math, with an increase in proficiency from 29% to 32% as compared to the grade level at 52%. While growth has occurred, a gap still exists.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

In the 2023-24 school year, Bunnell Elementary will decrease the gap between grade level proficiency and proficiency of African American students to 15 percentage points or less at all grade levels for both ELA and Math as evidenced by grade level common assessments (Foundations, Benchmark, Savas), FAST assessments, and/or end of year iReady diagnostics.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The leadership team will review all grade level ELA and Math assessments within a week of their completion to determine proficiency on each assessment and the gap between grade level proficiency and proficiency of African American students. Leadership team members will hold data chats with classroom teachers on the results of these assessments, including African American students' success. The leadership team will review FAST and iReady diagnostic assessments after each completion to determine proficiency on each assessment and the gap between grade level proficiency and proficiency of African American students.

Person responsible for monitoring outcome:

Cari Hankerd (hankerdc@flaglerschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Identified students will participate in mentoring, including student data-driven conversations to include goal setting, steps toward improvement and growth, and follow-up. Additionally, through the Comprehensive State Literacy Grant we have received, students will participate in additional small group instruction, targeting skill deficit areas. This practice is intended to improve proficiency rates for all students, but will also be utilized to closely monitor student progress and potentially contribute to closing achievement gaps.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Research indicates that effective mentoring helps young people overcome barriers to academic achievement including: chronic absenteeism, inadequate academic preparation, multiple suspensions, poor academic performance, poverty, and repeating a grade. In an article published by edutopia.org, "surveyed students who were tracking their data were substantially more likely to respond that they were trying their hardest, and felt in control of their learning than other students in the classroom." (Why Student Data Should be Students' Data, Li 2017)

Targeted, explicit instruction occurring in small groups is identified by the Florida Center for Reading

Research as evidenced based instructional practices that supports the acquisition of reading skills necessary for proficiency (www.fcrr.org) Furthermore, What Works Clearing House identifies building decoding skills so students can read complex multisyllabic words and purposeful fluency building activities as Tier 1 strong evidence, as well as intensive small group instruction as having strong evidence that is Tier 3 Promising.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Students will be identified for mentoring with an emphasis on Black/African American students.

Person Responsible: Cari Hankerd (hankerdc@flaglerschools.com)

By When: Students will be identified by the end of Quarter 1.

Mentoring assignments determined with student data folders and goal setting frameworks provided.

Person Responsible: Cari Hankerd (hankerdc@flaglerschools.com)

By When: To begin at the start of Quarter 2.

Building of an intentional master schedule and paraprofessional schedules that will include 30 minutes of small group instruction outlined for all staff to ensure consistent and daily small groups are being held.

Person Responsible: Donelle Evensen (evensend@flaglerschools.com)

By When: Original schedules will be completed before the beginning of the 2023-24 school year.

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Students with disabilities were identified as an ESSA subgroup based on student performance data with a federal percent of point index rating below 40 for the last three years. According to 2022-2023 FAST, grade 3-5 students with disabilities' proficiency rate in ELA was 22% and in Math 26%, as well as a 25-point gap between students with disabilities and grade level proficiency.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

In the 2023-24 school year, Bunnell Elementary will decrease the gap between grade level proficiency and proficiency of students with disabilities to 20 percentage points or less at all grade levels in ELA and Math as evidenced by grade level common assessments (Foundations, Benchmark, Savas), FAST assessments, and/or end of year iReady diagnostics.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Teachers and students will track their progress toward their goals with data chats in the classroom. The leadership team will review all grade-level ELA and Math assessments within a week of their completion to determine proficiency on each assessment and the gap between grade-level proficiency and proficiency of students with disabilities. Leadership team members will hold data chats with classroom teachers on the results of these assessments, including the success of students with disabilities. The leadership team will review FAST and iReady diagnostic assessments after each completion to determine proficiency on each assessment and the gap between grade level proficiency and proficiency of students with disabilities.

Person responsible for monitoring outcome:

Donelle Evensen (evensend@flaglerschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers will hold data chats with all students consistently throughout the school year. In weekly grade-level PLCs, ESE teachers will gain a deeper understanding of all lesson plan components before teaching lessons. Having this information will help them create small group lesson plans and interventions that preview concepts multiple times before utilizing these skills in whole group classroom instruction and provide background knowledge on skills necessary for students to participate better and understand. In addition, every classroom will have its small group instruction time frame built into the master schedule such that the ESE teacher will push into the classroom daily to provide instruction that supports students' goals and the grade level concepts. This strategic scheduling will ensure that students are provided quality small group instruction based on their needs in both ELA and Math without missing any CORE instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

PLCs are founded on a "focus on student learning", "building a collaborative culture", and a "focus on results." These are achieved with: a shared mission and vision as well as shared values and goals, collaborative teams, collective inquiry, a commitment to continuous improvement, an action and results-oriented mindset. PLCs enable teachers to continually learn from one another via in-depth critical examination of what does and doesn't work to enhance student achievement. Moreover, PLCs establish a clear vision for schoolwide data use, and provide support fostering a data-driven culture and have been shown to promote positive change in student outcomes. Hattie's research indicates self-reported grades

as having an effect size of 1.33, followed by learning goals at .68. What Works Clearing House identifies intensive small group instruction as Tier 3 (Promising) as well as building decoding skills, complex multisyllabic words and purposeful fluency building as Tier 1 strong evidence.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will hold data chats with students to set and review individual goals and provide them information needed to graph their progress.

Person Responsible: Donelle Evensen (evensend@flaglerschools.com)

By When: First data chat and goal setting will take place before the end of Quarter 1.

Building of an intentional master schedule and ESE teacher schedules that will include 30 minutes of small group instruction outlined for all staff to ensure consistent and daily small groups are being held.

Person Responsible: Donelle Evensen (evensend@flaglerschools.com)

By When: Original schedules will be completed before the beginning of the 2023-24 school year.

Grade level collaborative planning will be scheduled and held each week in which lesson plans will be created with all instructional staff.

Person Responsible: Jennifer Watt (wattj@flaglerschool.com)

By When: Collaborative planning will be on the master calendar before the 2023-24 school year begins and agendas for each week will be completed 2 weeks prior to the planning session.

#3. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The EWS data that presents a potential area of concern is related to the 318 students who were absent 10% or more days which is approximately 24% of our students. Additionally, it is identified that 164 students had one or more suspensions, which contributes to overall attendance concerns. Improving the attendance rate through reducing suspensions will be an area that can be addressed through continuing to improve positive culture and environment. This initiative will also be a specific effort to support identified low-performing subgroups, as African American students and students with disabilities report a higher rate of discipline referrals/suspensions than other student groups.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The goal is to reduce the number of students with an average attendance lower than 90% from 24% to 15% of students or less.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Student discipline, suspension rates, and attendance will be reviewed weekly by administration along with the Student Services team in order to identify disproportionality and students in need of intervention.

Person responsible for monitoring outcome:

Cari Hankerd (hankerdc@flaglerschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

School-wide initiatives promoting positive culture and environment will be implemented across campus. These initiatives include the utilization of PBIS (Positive Behavior Intervention and Supports), Capturing Kids Hearts, and mentoring. PBIS is used campus wide to motivate and encourage students to feel value in their positive choices including high attendance. CKH is a set of processes intended to create healthy relationships between adults and youth and to support high-achieving learning environments. It is designed to strengthen students' connection to school.

In addition, we are also implementing practices campus wide to contact all families at least once a quarter by teachers and for those with low attendance rates they will also be contacted at least once a quarter by a member of the leadership team. We intend for this to build relationships between the school and families that will positively affect attendance rates.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to the What Works Clearinghouse, student mentoring improves attendance and academic outcomes (<https://ies.ed.gov/ncee/wwc>). This will be an individualized and tailored intervention to improve student attendance and learning outcomes. Additionally, through the implementation of CKH, PBIS, and family contacts, an emphasis on continuous improvement on positive school culture and environment will likely increase student sense of belonging at school, and decrease student behavioral incidents.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Process champions to meet monthly and review ways to support teachers in implementation of CKH and PBIS practices.

Person Responsible: Cari Hankerd (hankerdc@flaglerschools.com)

By When: Create a schedule of process champions meetings within Quarter 1.

Refresher training will be provided during Professional Learning days to help teachers plan and adjust instruction to incorporate CKH and PBIS practices.

Person Responsible: Donelle Evensen (evensend@flaglerschools.com)

By When: Opportunities will first be provided during pre-planning of the 2023-24 school year.

Identify students that attendance rates are less than 90% and assign them to a leadership team member for family contact.

Person Responsible: Donelle Evensen (evensend@flaglerschools.com)

By When: Lists and expectations will be provided by September of 2023

Teachers provided the expectation of family contacts and logs provided to document those contacts. Logs will also be reviewed by the admin team to ensure accountability.

Person Responsible: Donelle Evensen (evensend@flaglerschools.com)

By When: Teachers will be provided expectations and logs during pre-planning. Logs will be reviewed by the admin team once per quarter.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

At the district level funding and resource allocations are determined through several processes such as staffing plans & position control, comprehensive needs assessments, instructional resource review, and Title I funding.

At the school level funding and resources are determined through processes including the completion of a comprehensive needs assessment that is utilized to request funding from the district level as well as creating a budget that allocates our Title 1 funding. This year we also utilized our school-wide data in order to write and be awarded a grant funding request for a state funded grant Comprehensive Literacy State Development (CLSD).

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Data from STAR AP3 of the 2022-23 school year indicates Kindergarten and 1st grade are on track to be on grade level in 3rd grade with proficiency rates of 79% and 53%; however, 2nd-grade students ended the year at 35% proficient and 40% below grade level. We have seen a trend with students in 2nd grade underperformance for the past three years. According to the CORE reading assessment, 2nd-grade students made significant gains with a 34% average increase in individual phonics skills. However, half of the skill areas were below 70% mastery at the end of the school year. In order to continue improving this phonics average to improve the upcoming 2nd-grade student reading ability, we will solidify the extension of our Wilson Foundations phonics instruction in 3rd grade as part of the core reading instruction. This continued implementation will support students' ability to decode and encode words to shift their focus from learning to read to reading to learn. In order to increase our effectiveness in Tier 1 instruction, we will provide a professional learning opportunity for all teachers in grades 1-3 to increase their understanding of effective reading instruction in foundation reading skills, including phonemic awareness, phonics, and fluency. We will also increase adult support for all reading classes during small group instruction by utilizing paraprofessionals and intervention teachers to lead small groups maximizing the learning opportunities and student engagement.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Data from FAST for the 2022-23 school year identifies 3rd and 5th grade as grade levels in which less than 50% of students performed on grade level, with 3rd grade being the lowest at 41% and 5th grade at 48%. In order to improve student comprehension, they should fully grasp the purpose of what they are reading and how we read differently based on that purpose. Teachers will utilize scaffolding strategies along with consistent thinking maps across grade levels to help students identify text structures and organize their reading and thoughts by that structure to more fully comprehend what they are reading. In addition, we will increase effectiveness in Tier 1 instruction by increasing adult support for all reading classes during small group instruction utilizing paraprofessionals and intervention teachers to lead small groups maximizing the learning opportunities and student engagement.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

In Kindergarten through 3rd grade, students will progress in phonics skills throughout the year such that 70% of students will demonstrate mastery of grade-level phonics concepts by the school year's end, as evidenced by the CORE reading assessment and STAR.

Grades 3-5 Measurable Outcomes

In grades 3rd-5th, 70% of students in each class will score 70% or higher on the grade level ELA assessments.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

BES will monitor Kindergarten through 3rd-grade phonics mastery levels through the use of the CORE reading assessment three times during the school year. STAR will measure grade-level achievement for all students three times this school year. Administration, coaches, and teachers will review this data after each assessment to determine student needs for intervention. In addition, teachers and coaches will review single skill progress monthly with grade level Foundations assessments.

3rd through 5th-grade students will take Unit tests in the Tier 1 Reading curriculum (Benchmark Advanced) monthly and FAST 3 times within the school year to monitor progress in reading comprehension. Following these assessments, Administrators and Academic Coaches will review the data, identify skills mastery, and hold data chats with teachers to make instructional adjustments throughout the school year.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Jaques, Robin, jaquesr@flaglerschools.com

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Wilson Foundations, to be utilized through 3rd grade, is recognized as having a strong level of evidence demonstrating a significant effect on improving student outcomes and is identified in our district’s K-12 reading plan as a curriculum used to teach and improve phonics mastery. Wilson Foundations also follows a systematic approach to teaching reading that aligns with the BEST ELA standards.

Regarding small group instruction supported by additional adults, What Works Clearing House identifies building decoding skills so students can read complex multisyllabic words and purposeful fluency-building activities as Tier 1 strong evidence practices and intensive small group instruction as having strong evidence that is Tier 3 Promising.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

According to STAR, BES ended the year with 40% of 2nd grade students below grade level. STAR, combined with data reflecting that half of the phonics skill areas were below 70% mastery in 2nd grade (according to the CORE reading assessment), signifies the need for solid phonics instructional practices to close the reading gap completely. Having utilized Wilson Foundations in grades K-2, we have experienced its significant effect on student learning.

With grade levels 2, 3, and 5 scoring less than 50% proficiency as 1st and 5th scoring just over 50%, it is evident that Tier 1 instruction needs to be strengthened. With additional adults to support instruction through small groups, we are confident that student engagement and participation will increase to accelerate grade-level performance.

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Provide Wilson Foundations training for teachers who have not taught with this curriculum previously.	Jaques, Robin, jaquesr@flaglerschools.com
Implement LETRS training across grades 1-3 and ESE teachers.	Jaques, Robin, jaquesr@flaglerschools.com
Create schedules for support facilitators and paraprofessionals of small group instruction that align with the master schedule for all classes.	Evensen, Donelle, evensend@flaglerschools.com
Provide training to paraprofessionals for small group instruction expectations.	Watt, Jennifer, wattj@flaglerschool.com
Include thinking map information in all planning sessions for grades 3-5	Watt, Jennifer, wattj@flaglerschool.com

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The school holds monthly SAC meetings where the Title I plan, budget, and activities are discussed and reviewed with parents. Parents on the SAC committee have input into the Schoolwide Improvement Plan implementation, review, and monitoring. Parents have input into the Parent and Family Engagement Plan via SAC, PFEP event feedback and the Title I parent survey. The SIP is housed on the website and at the front desk in a summary version for easy parent access. The summary is also sent to parents electronically through our Skyward parent portal.

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Parents have input into the PFEP via SAC meetings in which we review a different section of our PFEP each month with request for feedback and ideas. Each PFEP event has a survey that parents complete at the end to provide feedback on the event from parents and parents also have an opportunity to request personal support on individual student related issues or needs. Our Title I parent survey is also used to make adjustments to our school-wide practices and communication. In the 2023-24 school year BES is requiring teachers to make contact with two families per week outside of any classroom announcements or concerns to connect with parents and families in an intentional way. Our administrative team will also make contact with families in our ESSA groups to ensure relationship building and support structures are consistently implemented.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Title I funds are utilized to provide academic coaching and professional learning to teachers to enhance both Tier I instruction, as well as to improve the quality and frequency of student academic and behavioral intervention. MTSS academic intervention is supported with increased staffing, both for academic and behavioral concerns. Improving student behavior and academic confidence lends to improved attendance, which is an important factor in student growth and achievement. Additionally, the ESOL resource teacher and ESOL paraprofessional provide support to a growing ESOL student population, providing support and scaffolding with language acquisition, transition to school, and academic success.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

This year we will be participating in a State funded grant called the Comprehensive Literacy State Development grant. With this partnership we will affect each and every student on our campus with mindfulness and support needed to close gaps and increase gains in reading and math.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

BES provides significant support through the student services department. Three school counselors are assigned to two grade levels each and provide individual, group, and classroom based guidance counseling. Additionally, a full time social worker is available to students and families, as well school based mental health counselors, behavior specialist, and behavior interventionist to meet students' needs. School wide initiatives such as PBIS and Capturing Kids Hearts are in place to provide a positive climate and culture for students to thrive. Should a need arise related to student mental health, a variety

of supports are available to students and families through our district wide resources, and the student services team meets weekly to determine where services should be disseminated.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Student behavior is addressed through a tiered system of support. School-wide initiatives are in place to support a positive school climate and culture, including PBIS and Capturing Kids Hearts. When the need arises, students are provided support through tiered intervention which includes a variety of services including (but not limited to): mentoring, group counseling, individual counseling, referral for mental health counseling services, referral for social work services, support from certified educators for students with disabilities. Collaboration occurs among the MTSS team, ESOL resource team, ESE and student services departments.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Significant professional learning opportunities are provided to teachers in all academic areas. Data is reviewed regularly to determine best courses of action and instructional practices. Teachers are provided mentoring and support for two years as they acclimate to campus, and throughout their career at BES. Additional professional learning has been provided through Title I including planning for continuity (small group instruction across grade levels in both ELA and Math with coaches), Foundations training for those new to teaching Foundations and those who had questions and needed support. Grade level lead teacher vision planning occurred in the summer as well as professional learning for teachers who provide high support instruction for students with disabilities and those receiving Tier III intervention. Additionally, a variety of professional learning opportunities are made available to teachers in the area of their choice, interest, and needs. Paraprofessionals have also been afforded several opportunities for monthly professional learning as a team lead by our school administration as well as a summer opportunity for RBT training. All paraprofessionals included in our CLSD grant are provided initial training on small group instructional practices as well as bi-weekly resource and best practices training with academic coaches.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Because Bunnell Elementary is a cluster site for Pre-K ESE students, and also a provider of VPK with wrap around care, there is a strong, collaborative procedure in place to assist in the transition from early childhood programs to Elementary School. BES's campus is home to the district Pre-K/VPK office and coordinator, providing an opportunity for school personnel to get to know students' needs behaviorally, instructionally, and developmentally. BES provides opportunities for parents to learn about kindergarten readiness, early intervention resources, and other supportive methods to ensure seamless transition to elementary school both in person and through videos on our website. During the summer we invite families to bring their incoming Kinder students to do beginning of the year assessments one on one with

a Kinder teacher. In doing so we are able to place students more thoughtfully based on their current academic and behavioral needs. We also hold a meet the teacher event in order for families to get to know teachers with a VIP early option with less stimulation for our students with special needs. Throughout the year PreK teachers participate in instructional rounds alongside our Kinder-5th grade teachers to learn from each other and increase their knowledge of what each grade level expectations consist of.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: ESSA Subgroup: Black/African-American				\$103,408.28
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	130	0022 - Bunnell Elementary School	Title, I Part A	1.0	\$66,281.53
			<i>Notes: Academic coaches to provide support and professional learning to classroom teachers across content areas in grades Kindergarten through 5th grade (approximately 60 teachers and 1100 students total)</i>			
	5100	510	0022 - Bunnell Elementary School	Title, I Part A		\$19,261.75
			<i>Notes: Replacement Materials- instructional materials needed to replace consumable materials for Tier 1 students across campus in whole and small groups includes REWARDS, Heggerty, Wilson Foundations, UFLI, Read Naturally, as well as supplies for small group instruction.</i>			
	6400	120	0022 - Bunnell Elementary School	Title, I Part A		\$17,865.00
			<i>Notes: Professional learning for the 2023-24 School Year- Opportunity for administration to share vision for the upcoming school year with grade level lead teachers, gain feedback on grade level perspectives and provide professional learning to support teachers capacity to reach that vision.</i>			
2	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities				\$288,967.52
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	0022 - Bunnell Elementary School	Title, I Part A	5.0	\$269,175.05
			<i>Notes: 5 Instructional interventionists to provide intensive instructional supports in order to increase student growth to grade level achievement across content areas (approximately 60 students).</i>			
	5100	590	0022 - Bunnell Elementary School	Title, I Part A		\$2,667.47
			<i>Notes: Intervention Materials- instructional materials needed to provide interventions for Tier 1 students across campus in whole and small groups includes REWARDS, Heggerty, Wilson Foundations, UFLI, Read Naturally, as well as supplies for small group instruction.</i>			
	7730	150	0022 - Bunnell Elementary School	Title, I Part A		\$17,125.00
			<i>Notes: Paraprofessional Instructional Resources Professional Development- On teacher work days and professional learning days, paraprofessionals will be offered the opportunity to participate in professional learning based on the instructional materials and resources used across campus. Paras will also have opportunities to complete and review</i>			

			<i>ParaEducator modules with administration and each other to best understand and implement what is learned.</i>			
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$149,338.44
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	0022 - Bunnell Elementary School	Title, I Part A	2.0	\$126,768.28
			<i>Notes: Math on the Wheel teacher- In order to increase opportunities for students to practice foundational math skills in ways that they enjoy we will utilize a wheel class designated to math. Providing this opportunity for students will ultimately lead to greater overall math understanding and grade level achievement. Academic coach to provide support and professional learning to classroom teachers across content areas in grades Kindergarten through 5th grade (approximately 60 teachers and 1100 students total).</i>			
	5900	120	0022 - Bunnell Elementary School	Title, I Part A	10.0	\$8,400.00
			<i>Notes: Math Madness- In order to increase students foundational math skills we will provide opportunities for students to participate in a math lock-in each quarter. Students will participate in math games and celebrations based on their hard work in math class. Teachers will supervise groups of students in completing an array of math activities and celebrations on campus throughout the night. (10 teachers x 6 hours x 4 days)</i>			
	6150	120	0022 - Bunnell Elementary School	Title, I Part A		\$10,290.00
			<i>Notes: Bullpup Universities- Provision of information on core curriculum, assessments, resources and support for families in meeting academic needs. These monthly events will build family and community relationships to support student attendance and achievement between school and home.</i>			
	6150	510	0022 - Bunnell Elementary School	Title, I Part A		\$3,880.16
			<i>Notes: Bullpup Universities Supplies- Materials to support the provision of information on core curriculum, assessments, resources and support for families in meeting academic needs. These monthly events will build family and community relationships to support student attendance and achievement between school and home.</i>			
					Total:	\$541,714.24

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes