

Flagler Schools

BUNNELL ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 3
 - A. School Mission and Vision 3
 - B. School Leadership Team 3
 - C. Stakeholder Involvement and Monitoring 8
 - D. Demographic Data 9
 - E. Early Warning Systems 10
- II. Needs Assessment/Data Review 13
 - A. ESSA School, District, State Comparison 14
 - B. ESSA School-Level Data Review 15
 - C. ESSA Subgroup Data Review 16
 - D. Accountability Components by Subgroup 19
 - E. Grade Level Data Review 22
- III. Planning for Improvement 23
- IV. Positive Culture and Environment 32
- V. Title I Requirements (optional) 35
- VI. ATSI, TSI and CSI Resource Review 40
- VII. Budget to Support Areas of Focus 41

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

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)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Flagler 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 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.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Cari Presley

Position Title

Principal

Job Duties and Responsibilities

Ability to prepare and manage the school's budget and allocated resources. Ability to read, interpret and enforce the State Board Rules, Code of Ethics, School Board Policies and appropriate State and federal statutes. Ability to select, hire, evaluate and reappoint personnel in accordance with collective bargaining agreements. Demonstrated effective communication and interaction skills with the public. Ability to demonstrate the knowledge and practice of current educational trends, research and technology. Ability to understand the unique needs, growth problems and characteristics of elementary school students. Ability to use group dynamics within the context of cultural diversity.

Leadership Team Member #2

Employee's Name

Tamara Payne

Position Title

Assistant Principal

Job Duties and Responsibilities

Ability to interpret and enforce State Board rules and School Board policies. Knowledge of collective bargaining agreements. Ability to use effective public relations skills. Ability to analyze data. Ability to use effective interview techniques, effective public speaking skills, and problem-solving skills. Ability to provide instructional leadership based on current educational trends and research. Knowledge of group and cultural dynamics. Demonstrate effective written and oral communication skills. Skills in personnel management, interaction, supervision techniques, coaching and evaluation procedures, and conflict resolution.

Leadership Team Member #3

Employee's Name

Eron Riley

Position Title

Assistant Principal

Job Duties and Responsibilities

Ability to interpret and enforce State Board rules and School Board policies. Knowledge of collective bargaining agreements. Ability to use effective public relations skills. Ability to analyze data. Ability to use effective interview techniques, effective public speaking skills, and problem-solving skills. Ability to provide instructional leadership based on current educational trends and research. Knowledge of group and cultural dynamics. Demonstrate effective written and oral communication skills. Skills in personnel management, interaction, supervision techniques, coaching and evaluation procedures, and conflict resolution.

Leadership Team Member #4

Employee's Name

Robin Jaques

Position Title

Early Literacy Coach

Job Duties and Responsibilities

Coaches are expected to have experience as successful classroom teachers. Coaches are expected to exhibit knowledge of scientifically based reading research, special expertise in quality reading and writing instruction and infusing reading and writing strategies into content areas. Coaches should be excellent communicators with outstanding presentation, interpersonal, and time management skills. Coaches should exhibit knowledge in the use of the reading progress data to inform and guide instruction.

Leadership Team Member #5

Employee's Name

Thomas Westly

Position Title

Math and Science Coach

Job Duties and Responsibilities

Coaches are expected to have experience as successful classroom teachers. Coaches are expected to exhibit knowledge of scientifically based reading research, special expertise in quality reading and writing instruction and infusing reading and writing strategies into content areas. Coaches should be excellent communicators with outstanding presentation, interpersonal, and time management skills. Coaches should exhibit knowledge in the use of the reading progress data to inform and guide instruction.

Will focus on implementation of hands- on instruction for both math and science with a correlation to ELA learning where applicable.

Leadership Team Member #6

Employee's Name

Jennifer Watt

Position Title

Academic Coach

Job Duties and Responsibilities

Coaches are expected to have experience as successful classroom teachers. Coaches are expected to exhibit knowledge of scientifically based reading research, special expertise in quality reading and writing instruction and infusing reading and writing strategies into content areas. Coaches should be excellent communicators with outstanding presentation, interpersonal, and time management skills. Coaches should exhibit knowledge in the use of the reading progress data to inform and guide instruction.

Leadership Team Member #7

Employee's Name

Jerri Berry

Position Title

Behavior Interventionist- PBIS Chair

Job Duties and Responsibilities

Ability to form connections and build trusting relationships with students, families, and staff. Knowledge of child development. Knowledge of the prescribed curriculum. Knowledge of current educational research. Basic understanding and knowledge of the use of current technology. Knowledge of varied learning styles and skill in using varied teaching methods to address student learning styles. Skilled in oral and written communication with students, parents, and others. Ability to plan and implement student behavior modification activities for maximum effectiveness. Ability to exercise sound judgment in handling sensitive and confidential information. Ability to work harmoniously, cooperatively, and effectively with the school and district staff, students, parents, and community.

Leadership Team Member #8

Employee's Name

Robert Kendall

Position Title

Dean of Student Behavior

Job Duties and Responsibilities

With proven knowledge of child development, the prescribed curriculum, and knowledge of current educational research this teacher on assignment will support behavioral efforts at the elementary level. Must also have:
 Basic understanding and knowledge of use of current technology.
 Knowledge of varied learning styles and skill in using varied teaching methods to address student

learning styles.

Skill in oral and written communication with students, parents, and others.

Ability to plan and implement activities for maximum effectiveness. Ability to work effectively with peers,

administrators and others.

C. Stakeholder Involvement and Monitoring

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. (ESEA 1114(b)(2))

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

At BES, we have a SAC committee comprised of all stakeholders that are presented school data and progress toward school improvement goals throughout the year. Their input is requested prior to publishing our plan and feedback is recorded in meeting minutes and presented at leadership meetings to ensure their input is a part of any decision(s) made.

Parent, teacher, and student climate surveys are completed throughout the year and this information is also reviewed with the leadership team and school staff/faculty.

All input is used to determine where we can improve not only academically, but as a premier learning organization within Flagler County Schools.

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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

After each state-level assessment and Title 1 parent involvement event, input from all stakeholders will be collected and reviewed by the leadership team. Mid-year, progress toward school goals will be assessed. Any changes that need to occur will be decided upon as a team.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	40.3%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: B 2022-23: C* 2021-22: C 2020-21: 2019-20: C

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days	77	45	55	50	66	43				336
One or more suspensions	25	19	32	37	26	22				161
Course failure in English Language Arts (ELA)	7	13	17	42	16	10				105
Course failure in Math	6	8	13	29	22	10				88
Level 1 on statewide ELA assessment	0	0	0	15	42	44				101
Level 1 on statewide Math assessment	0	0	0	12	22	33				67
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

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	16	9	20	27	34	22				128

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	5	5	4	15	4	0				33
Students retained two or more times	0	0	1	0	0	0				1

Prior Year (2023-24) As Last 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 school days	54	58	56	56	45	49				318
One or more suspensions	4	4	6	7	6	14				41
Course failure in ELA		13	35	40	19	6				113
Course failure in Math		10	13	32	27	27				109
Level 1 on statewide ELA assessment				62	48	52				162
Level 1 on statewide Math assessment				41	40	44				125
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	15	22	47	57						141

Prior Year (2023-24) As Last Reported (pre-populated)

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		1	3	7	21	18				50

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	4	4	5	20						33
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	52	59	57	47	56	53	50	61	56
ELA Grade 3 Achievement **	49	63	58	44	59	53			
ELA Learning Gains	61	60	60				55		
ELA Learning Gains Lowest 25%	64	60	57				47		
Math Achievement *	52	62	62	50	61	59	50	49	50
Math Learning Gains	57	62	62				57		
Math Learning Gains Lowest 25%	61	54	52				51		
Science Achievement *	37	57	57	48	60	54	36	63	59
Social Studies Achievement *								66	64
Graduation Rate								53	50
Middle School Acceleration								56	52
College and Career Readiness									80
ELP Progress	77	73	61	40	69	59	43		

*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 (FPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	57%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	510
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
57%	50%	49%	41%		54%	50%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	36%	Yes	5	
English Language Learners	63%	No		
Asian Students	60%	No		
Black/African American Students	46%	No		
Hispanic Students	52%	No		
Multiracial Students	66%	No		
White Students	59%	No		
Economically Disadvantaged Students	55%	No		

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%
Students With Disabilities	25%	Yes	4	4
English Language Learners	40%	Yes	1	
Black/African American Students	27%	Yes	4	1
Hispanic Students	32%	Yes	1	
Multiracial Students	57%	No		
White Students	57%	No		
Economically Disadvantaged Students	45%	No		

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%
Students With Disabilities	26%	Yes	3	3

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%
English Language Learners	55%	No		
Native American Students				
Asian Students	80%	No		
Black/African American Students	32%	Yes	3	
Hispanic Students	53%	No		
Multiracial Students	47%	No		
Pacific Islander Students				
White Students	55%	No		
Economically Disadvantaged Students	46%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	52%	49%	61%	64%	52%	57%	61%	37%					77%
Students With Disabilities	20%	20%	52%	58%	26%	48%	49%	14%					
English Language Learners	39%		62%	67%	57%	77%							77%
Asian Students	60%				60%								
Black/African American Students	37%	40%	56%	71%	38%	46%	58%	23%					
Hispanic Students	37%	35%	50%	55%	50%	62%	71%	31%					80%
Multiracial Students	69%	64%	72%		66%	61%							
White Students	58%	55%	63%	60%	55%	60%	53%	41%					82%
Economically Disadvantaged Students	46%	40%	58%	65%	48%	55%	64%	38%					83%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%	44%			50%			48%					40%
Students With Disabilities	23%	28%			26%			22%					
English Language Learners	30%	15%			56%								60%
Black/African American Students	30%	24%			27%			27%					
Hispanic Students	36%	30%			37%			26%					
Multiracial Students	52%	60%			59%								
White Students	55%	56%			59%			58%					
Economically Disadvantaged Students	43%	36%			44%			43%					58%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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%
Students With Disabilities	16%		34%	29%	21%	39%	37%	6%					
English Language Learners	52%		59%		61%	59%							43%
Native American Students													
Asian Students	80%				80%								
Black/African American Students	28%		44%	38%	29%	44%	31%	13%					
Hispanic Students	51%		59%	62%	46%	54%	69%	33%					
Multiracial Students	48%		63%		44%	33%							
Pacific Islander Students													
White Students	56%		57%	47%	56%	62%	67%	42%					
Economically Disadvantaged Students	45%		53%	47%	45%	55%	53%	34%					36%

E. 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.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	48%	61%	-13%	55%	-7%
Ela	4	50%	56%	-6%	53%	-3%
Ela	5	55%	54%	1%	55%	0%
Math	3	46%	60%	-14%	60%	-14%
Math	4	62%	64%	-2%	58%	4%
Math	5	48%	55%	-7%	56%	-8%
Science	5	35%	53%	-18%	53%	-18%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

ELA learning gains and achievement showed the most improvement. Learning gains increased from 55% to 62%, a 7% increase from last year. Achievement overall is up from 47% to 52%, a 5% growth.

Lowest Performance

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

Science scores dropped 11% from last year. This is largely due in part to the loss of our Science on the Wheel teacher last year. Teachers also were utilizing their textbook resources without offering multiple hands-on experiences.

We went from 48% achievement to 37% achievement this year. 37% achievement is our lowest category.

Greatest Decline

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

Science scores dropped 11% from last year. This is largely due in part to the loss of our Science on the Wheel teacher last year. Teachers also were utilizing their textbook resources without offering multiple hands-on experiences.

Greatest Gap

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.

Grade 3 math and Grade 5 science are the largest gaps. 3rd grade math is 14% below the state average and science is 17% below the state.

Our science intervention teacher was out for the greater part of the school year. Teachers in third were very focused on ELA achievement. With this year's plan, there will be equitable focus for all

subject areas.

EWS Areas of Concern

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

Attendance and behavioral referrals are areas of concern.

Highest Priorities

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

The highest priorities for this school year will be

1. Benchmark- Aligned instruction
2. PBIS- Safety/Security and Schoolwide Expectations
3. Push- in Instruction for ELA and Math
4. Hands- on Science
5. Coaching Cycles for teachers

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Although they are not meeting the 41% proficiency expectation set by the state, the SWD population at BES has made significant gains throughout the years. up to 28.61% from 25% last year. This school year, we need to focus on grade-level goals and pushing in to provide instruction that not only meets the student need but also meets the rigor of the grade-level benchmark.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Students with disabilities at BES have an average of 28.61% proficiency. The goal is to increase SWD proficiency 13%. This would result in a minimum 41% proficient.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

We have an instructional coach who will focus on providing feedback and coaching in the area of push- in small- group instruction for our SF and Intervention teachers. All members of an instructional grade-level team will have the same planning to allow for collaboration between support and classroom teachers and paras to meet the needs of all students.

Data from our district and state- provided assessments will be used to monitor the effectiveness of our strategy. As a result, we will see a minimum of 13% growth for our SWD population.

Person responsible for monitoring outcome

Robin Jaques, Jennifer Watt, Tom Westley, Cari Presley

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA

Section 8101(21)(B)).

Description of Intervention #1:

Small-group Instruction on targeted skills aligned to grade-level benchmarks.

Rationale:

As SWD progress throughout the year, they will have small- group instruction to assist in achieving the benchmark learning goals for their respective grade level. As students are provided this additional layer of support, the teacher will be able to provide corrective feedback with immediacy. This will assist students in learning more than if they were not provided this intervention.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Focus Board Training

Person Monitoring:

Tamara Payne, Eron Riley, Cari Presley

By When/Frequency:

8/2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

All teachers will receive focus board training to increase alignment to state benchmarks across all subject areas. This will be monitored through walkthroughs, teacher evaluations and coaching cycles.

Action Step #2

Collaborative Team Meetings

Person Monitoring:

Tamara Payne, Cari Presley

By When/Frequency:

Once per Week

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Classroom teachers, Support Facilitation teachers, intervention teachers and academic paraprofessionals will attend collaborative team meetings to complete grade-level data chats to include specific looks at SWD data, plan benchmark-aligned instruction and assessments, and to collaborate on lesson planning across all subjects. Monitoring will take place through lesson plan/ gradebook walkthroughs and collaborative participation by administrative team during these meetings.

Action Step #3

Coaching for Small-Group instruction

Person Monitoring:

Tamara Payne

By When/Frequency:

as-needed throughout the year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers providing support will have the opportunity to collaborate with and learn from an academic

coach who specializes in best practices for small-group instruction and differentiation of benchmark tasks to meet the rigor and grade-level expectations. This will be monitored through walkthrough and evaluation evidence, collaborative team meetings and coaching cycles.

Action Step #4

Professional Development on the push-in teaching model

Person Monitoring:

Cari Presley, Tamara Payne

By When/Frequency:

quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

In collaborative team planning, teachers will be required to plan for push- in teaching to take place daily. This will be monitored by reviewing student grades, district, and state testing quarterly to look at trends.

Action Step #5

Number Talks Training

Person Monitoring:

Tamara Payne, Tom Westley

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will be given the opportunity to attend number talks training. They will be expected to incorporate number talks into daily instruction. This will be monitored through walkthrough observations, evaluations, and Collaborative Team Meetings.

Action Step #6

Hand 2 Mind and Penda

Person Monitoring:

Tamara Payne, Tom Westley

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers are provided hands- on science materials and lessons that are benchmark-aligned for science instruction. Penda is also provided as an online resource to solidify learning from the hands-on experiences. These resources can be used in small or whole-group settings.

Area of Focus #2

Address the school’s highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

With reviewing all of our subject-specific data, we know we are not where we would like to be in all areas. Math, ELA, and Science. scores are reflecting the need to change teaching practice and planning protocol at BES.

In response to this, we will be focusing on benchmark-aligned instruction for all areas of education at BES. This includes strengthening the rigor and expectations associated with Tier 1 instruction as well as supporting staff instruction in small groups.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the focus on benchmark-aligned instruction, our ELA, Math and Science achievement scores should increase by 10% by the end of the year.

This would result in 62% achievement in ELA, 59% in 3rd grade ELA achievement, 63% in Math achievement, and 47% in Science achievement on Spring 2025 Assessments.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This area of focus will be monitored through intentional coaching cycles, walkthroughs, teacher evaluations and student progress monitoring data throughout the year.

Person responsible for monitoring outcome

Cari Presley, Tamara Payne, Eron Riley

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Learning-Focused Strategies Previewing (effect size of .73) and Distributed Summarizing (effect size of 1.0) within small-group and whole-group instruction aligned to grade-level benchmarks.

Rationale:

Within the classroom, teachers need to plan for intentional instruction of benchmarks that meets the rigor of the grade-level expectation. When teaching new skills, students will benefit from scaffolding in the previewing of skills and distributed summarization of texts to strengthen tier 1 instruction for all.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Focus Board Training

Person Monitoring:

Cari Presley, Eron Riley, Tamara Payne

By When/Frequency:

8/2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

All teachers will receive focus board training to increase alignment to state benchmarks across all subject areas. This will be monitored through walkthroughs, teacher evaluations, and coaching cycles.

Action Step #2

Collaborative Team Meetings

Person Monitoring:

Cari Presley, Tamara Payne

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Classroom teachers, Support Facilitation teachers, Intervention teachers, and paras will attend weekly collaborative team meetings to complete grade-level data chats, plan benchmark-aligned instruction. and assessments, and collaborate on lesson planning across all subject areas. Monitoring will take place through lesson plan/gradebook walkthroughs by admin.

Action Step #3

LETRS Training

Person Monitoring:

Cari Presley, Tamara Payne, Robin Jaques, Jennifer Watt

By When/Frequency:

quarterly monitored

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

LETRS training provides professional development based in the Science of Reading. This professional development helps to cultivate highly-effective literacy teachers. In the elementary grades, it is imperative that all teachers identify as literacy teachers. Teachers who have not completed LETRS training in the 2023-2024 school year will be asked to complete this year-long training in the upcoming school year. The expectation is to complete the program to include a pre and post test, and 4 units of study by June 2025.

Action Step #4

Number Talks

Person Monitoring:

Tamara Payne, Tom Westley

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will be given the opportunity to attend number talks training. They will be expected to incorporate number talks into daily instruction. This will be monitored through walkthrough

observations, evaluations, and Collaborative Team Meetings.

Action Step #5

Hand 2 Mind and Penda for Science

Person Monitoring:

Tamara Payne, Tom Westley

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers are provided hands- on science materials and lessons that are benchmark-aligned for science instruction. Penda is also provided as an online resource to solidify learning from the hands-on experiences. These resources can be used in small or whole-group settings.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our first and second- grade students scored below 50% proficient on PM 3. By taking the time to ensure teachers and students are supported by CLSD Literacy paras in small-group instruction, we are able to provide an additional layer of support for all students in these grades. This support is designed to strengthen reading skills.

As teachers complete their LETRS training, they will become more familiar with common misconceptions and how to address these in the early literacy classroom. By becoming knowledgeable in the science of reading, teachers can better differentiate lessons to meet the needs of all students.

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

This year, we will continue with the CLSD grant to enhance the literacy instruction in general education classrooms. K-2 classrooms will receive 45 minutes of support for small-group rotation daily. On Fridays, CLSD paraprofessionals will be provided training to ensure they are knowledgeable in teaching the lessons they are given and subsequently teaching.

Teachers who have not completed year 1 of LETRS training will be afforded this opportunity. The skills taught to teachers in this training ensure that they are taking a specific focus on the science of reading when planning lessons.

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

CLSD Literacy paras will provide small- group support for 30 minutes each day in Grades 3-5. The support they provide will specialize in reading fluency and comprehension. As we look at the ELA proficiency scores, third grade is the highest need (now fourth) as they were at a 48.09% proficiency in the last year.

LETRS training will be offered to 4th grade teachers who have not yet completed the training. This ensures that the teachers who are teaching the second part of the reading rope, are familiar with and can use the foundational skills taught during the beginning of the rope. They can then layer support throughout a comprehension or fluency lesson to differentiate for their student needs.

Grades K-2: Measurable Outcome(s)

By the end of this school year, all K-2 grades will have an average of 50% or higher in ELA achievement.

Grades 3-5: Measurable Outcome(s)

By the end of this school year, all 3-5 grades will have an average of 50% or higher in ELA achievement.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

In collaborative team meetings, and in LETRS training, teachers will be required to review data on an almost weekly basis. This will allow for conversation around how to best support each student at BES. Admin and coaches will be in these meetings and trainings to monitor how teachers proactively utilize their resources to meet the needs of all readers.

Monitoring will also take place in walkthrough observations, administrative evaluations and data meetings after district and state testing.

Person responsible for monitoring outcome

Cari Presley, Robin Jaques, Jennifer Watt, Tamara Payne

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Wilson Reading Grades K-3 will utilize the Foundations program through Wilson Reading Grades 3-5 will utilize the Just Words program through Wilson Reading

Rationale:

As students in primary grades are learning to read, they are also learning to blend and segment sounds. The Foundations program will teach these students to read using their phonological awareness skills. In the upper grades, students who have struggled with learning to read will require a different approach. Just words allows for this.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Wilson Foundations and Just Words Training

Person Monitoring:

Tamara Payne, Robin Jaques, Jennifer Watt

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

New teachers and teachers new to BES will be trained in the Wilson reading programs we have purchased for use at this school. All teachers will be expected to utilize Foundations within their ELA block in grades K-3. 4-5 grades will utilize these programs as tiered intervention. This will be monitored through data discussions and collaborative team planning meetings weekly.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

As we look at the 2024-2025 school year, we are rebuilding our PBIS team to strengthen the impact on campus. With strengthening this team, we expect to see a positive response in attendance and behavioral referrals for the upcoming school year.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for

each relevant grade level. This should be a data-based, objective outcome.

At the end of the 2024-2025 school year, we should see a 15% decrease in behavioral referrals. With this decrease in behavioral referrals, we expect to also see a decrease in out of school suspensions.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Behavior will be monitored through our PBIS coach, Referral reports, and in student services weekly meetings.

Climate and culture surveys will also be administered to all stakeholders and reviewed to ensure our PBIS system is positively impacting everyone.

Person responsible for monitoring outcome

Jerri Berry, Eron Riley, Cari Presley, Robert Kendall

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

PBIS system will be strengthened and utilized school-wide. Teachers, parents, students, and community members will be involved in the process. Students will have common expectations and consequences for behavioral expectations and outcomes.

Rationale:

Students need to know what to expect and how to behave in school. Parents and community members need to be aware of the behavioral expectations and consequences to be an active and impactful part of the educational team. When students know what to expect, and are aware of the day-to-day routines and behavioral consequences (positive and negative) they will want to be a part of the community. This will increase attendance and decrease unwanted behaviors.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

PBIS BOQ Reviews

Person Monitoring:

Jerri Berry, Eron Riley

By When/Frequency:

three times a year

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

Teachers, parents, and staff will complete the Benchmarks of Quality Survey three times in the year to monitor the impact of our PBIS plan. Climate surveys will be developed to accompany this to include all stakeholders and their perception of the impact of our PBIS team to help increase productivity.

Action Step #2

Expectation Posters for Main Areas

Person Monitoring:

Jerri Berry, Eron Riley

By When/Frequency:

8/2024

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

By the start of school, members of the PBIS committee and lead teachers will create posters to convey expectations in the hallway, restrooms, cafeteria, playground, and classroom. These posters will be printed and posted around campus to create uniformity in our expectations for all.

Action Step #3

Data Meetings with Parents

Person Monitoring:

Eron Riley, Tamara Payne, Cari Presley

By When/Frequency:

quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

When meeting with parents of students receiving Tier 3 behavioral supports, we will review our PBIS expectations and how this will help their students to succeed at their maximum potential. We will monitor the academic and behavioral growth of these students quarterly.

Action Step #4

Develop a Comprehensive, Highly-trained PBIS committee

Person Monitoring:

Eron Riley, Jerri Berry

By When/Frequency:

2024-2025 School year

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

Members of the PBIS committee will be identified in preplanning. These members will be provided with intentional training and support to build their capacity to ensure our PBIS committee serves our students. This will be monitored by the implementation of our PBIS plan and the impact it has on student attendance and behavioral referrals.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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. (ESEA 1114(b)(4))

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

<https://www.besbullpups.com/about-us/school-advisory-council>

Stakeholders will be afforded the opportunity to review our SIP at our September SAC meeting. As we go through the process of reviewing data and making any needed changes, we will offer time for feedback and stakeholder input throughout the year at our various SAC meetings.

Our SIP will be published on our school website and shared with parents at the annual title 1 meeting for information.

The SIP will be shared with teachers throughout the year to share our vision and focus.

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

<https://www.besbullpups.com/students-families/parent-resources>

Parents, families, and stakeholders are encouraged to join our PTO and SAC. At all family engagement nights, parents are given an update on student growth and school goals as a whole.

Positive Parent contact will be given weekly by our behavior interventionist and coach to support the PBIS initiative and boost morale.

Plans to Strengthen the Academic Program

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 II of the SIP. (ESEA Section 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 leads 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.

How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

This year we will be continuing our participation 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.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 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.

We have a coach that focuses on Intervention, Support Facilitation and EWS coaching for teachers and students. This coach will focus on data that is specific to students flagged through the EWS and on SWD and in the MTSS process. This will be shared with teachers and coaches at collaborative team planning. The goal is to increase rigor in instruction for MTSS interventions and SF small-groups as well as implementing skills and strategies within planning to help teachers meet the need of all students in their class.

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 1114(b)(7)(iii)(II))

N/A

Addressing Problem Behavior and Early Intervening Services

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 ESEA 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.

Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii(V)).

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.

Title 1 funded professional development and planning opportunities are incorporated throughout the year. These opportunities include- 1/2 day planning for each grade level, each quarter, PBIS champions and CKH ambassadors to ensure fidelity to the implementation of PBIS, Lead teacher professional learning to ensure the vision and mission of BES are articulated and shared effectively from day 1, ESE professional learning for teachers and support staff to ensure the success of SWD, Monthly PD for paraprofessionals to encourage the use of best practices when working with SWD and monitoring dily routines/behaviors, New teacher orientation to support newly hired teachers at BES.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early

childhood education programs to local elementary school programs. (ESEA 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 certified BES teachers.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

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).

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

District- provided resources to be utilized throughout the school year are iReady, Penda, LETRS training for teachers, UFLI foundations for reading intervention, Hand 2 mind for science, SAVVAS math, and number talks training for teachers. School-based programs include Wilson Foundations, Wilson Just Read, and Geodes readers to strengthen reading fluency.

These resources were chosen based upon ESSA ratings and evidence-based research. These programs will be utilized throughout the school year. These will meet the needs of all Tiered learners as there are interventions accompanying these programs to scaffold learning and push students to achieve at higher levels.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00