

Flagler Schools

# Bunnell Elementary School



2018-19 Schoolwide Improvement Plan

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# Bunnell Elementary School

305 N PALMETTO ST, Bunnell, FL 32110

www.flaglerschools.com

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2018-19 Title I School</b>	<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-6	Yes	72%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	37%

## School Grades History

<b>Year</b>	<b>2017-18</b>	<b>2016-17</b>	<b>2015-16</b>	<b>2014-15</b>
<b>Grade</b>	C	C	C	B*

## School Board Approval

This plan is pending approval by the Flagler County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

Flagler 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.

### School Leadership Team

#### Membership

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

Name	Title
Sanfilippo, Marcus	Principal
Jackson, Ester	Assistant Principal
Lawson, Toneshia	Psychologist
Vazquez, Marlene	Teacher, K-12
Atkinson-Brock, Melissa	Teacher, K-12
Caballero, Melissa	Teacher, K-12
Smith, Cindy	Teacher, K-12
Newman, Colleen	Instructional Coach
Westly, Tom	Teacher, K-12
Blanchard, Heidi	Assistant Principal
Breeding, Debbie	Guidance Counselor
Lawless, Allyson	Teacher, K-12
Root, Tammy	Teacher, K-12
Lambert, Jamie	Teacher, K-12
Reed, Angela	Other

#### Duties

##### Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The members of the school leadership team serve as the team that develops the School Improvement Plan. The team meets at the end of the school year for a "Strategic Planning Session". During this time, data from the school year is reviewed. The team then reviews the SIP from that year and discusses what changes will be made for the upcoming school year. Administration takes notes during this time and then uses this information to begin writing the School Improvement Plan. During this process, the team comes together to review what has been written/developed and provides

feedback. From there, the plan is finalized and reviewed by team members. Throughout the school year, the team will meet regularly to review data (both at the classroom level and school level). Based on this data, all members will assist in making adjustments to instruction and supports that students receive.

## Early Warning Systems

### Year 2017-18

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

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

#### The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	13	28	13	18	44	72	93	0	0	0	0	0	0	281

#### The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	14	18	9	4	1	0	3	0	0	0	0	0	0	49
Retained Students: Previous Year(s)	14	11	10	0	0	0	0	0	0	0	0	0	0	35

#### Date this data was collected

Wednesday 8/22/2018

### Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	17	16	11	13	5	15	10	0	0	0	0	0	0	87
One or more suspensions	1	9	21	37	19	35	26	0	0	0	0	0	0	148
Course failure in ELA or Math	0	1	0	3	19	48	25	0	0	0	0	0	0	96
Level 1 on statewide assessment	0	0	0	2	35	42	59	0	0	0	0	0	0	138

#### The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	2	1	6	13	29	24	0	0	0	0	0	0	75

**Year 2016-17 - Updated**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	17	16	11	13	5	15	10	0	0	0	0	0	0	87
One or more suspensions	1	9	21	37	19	35	26	0	0	0	0	0	0	148
Course failure in ELA or Math	0	1	0	3	19	48	25	0	0	0	0	0	0	96
Level 1 on statewide assessment	0	0	0	2	35	42	59	0	0	0	0	0	0	138

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	2	1	6	13	29	24	0	0	0	0	0	0	75

**Part II: Needs Assessment/Analysis**

**Assessment & Analysis**

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

**Which data component performed the lowest? Is this a trend?**

School wide: The two lowest components were ELA Lowest Quartile and Math Lowest Quartile. This is a trend.

Grade Level: The lowest component was overall performance in ELA for 5th and 3rd Grades. For Math, 6th grade overall performance was the lowest at 49%.

Sub Group: The lowest data component was Students with Disabilities. Yes, this is a trend.

**Which data component showed the greatest decline from prior year?**

School wide: The data component that showed the greatest decline from prior year was ELA Learning Gains.

Grade Level: The data component that showed the greatest decline from prior year was Grade 3 ELA, 60% in 2016-17 to 47% in 2017-18.

Sub Group: The data component that showed the greatest decline from prior year was Students with Disabilities.

**Which data component had the biggest gap when compared to the state average?**

School wide: The data component that had the biggest gap when compared to the state average was ELA Lowest 25th Percentile.

Grade Level: The data component that had the biggest gaps when compared to the state average were 3rd and 5th grade ELA, scoring 10% lower than the state.

**Which data component showed the most improvement? Is this a trend?**

School wide: The data component that showed the most improvement was Math Lowest 25th Percentile. No, this is not a trend.

Grade Level: The data component that showed the most improvement was 6th grade with a 3 point increase in ELA. No, this is not a trend.

Sub Group: The data component that showed the most improvement was Math Lowest 25th Percentile. No, this is not a trend.

**Describe the actions or changes that led to the improvement in this area.**

School wide: The Eureka math curriculum was implemented district-wide. Teachers were provided with support at the district level as well as the school level.

Grade Level: Literacy coach provided ongoing literacy support.

Sub Group: The Eureka math curriculum was implemented district-wide. Teachers were provided with support at the district level as well as the school level.

**School Data**

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	50%	58%	56%	55%	60%	52%
ELA Learning Gains	48%	54%	55%	54%	53%	52%
ELA Lowest 25th Percentile	38%	43%	48%	38%	44%	46%
Math Achievement	56%	65%	62%	62%	60%	58%
Math Learning Gains	52%	59%	59%	60%	55%	58%
Math Lowest 25th Percentile	43%	48%	47%	34%	47%	46%
Science Achievement	49%	56%	55%	53%	51%	51%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)							Total
	K	1	2	3	4	5	6	
Attendance below 90 percent	12 (17)	22 (16)	14 (11)	12 (13)	11 (5)	17 (15)	21 (10)	109 (87)
One or more suspensions	4 (1)	25 (9)	25 (21)	24 (37)	22 (19)	29 (35)	40 (26)	169 (148)
Course failure in ELA or Math	0 (0)	0 (1)	0 (0)	3 (3)	54 (19)	35 (48)	56 (25)	148 (96)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (2)	3 (35)	32 (42)	36 (59)	71 (138)

**Grade Level Data**

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	47%	62%	-15%	57%	-10%
	2017	60%	69%	-9%	58%	2%
Same Grade Comparison		-13%				
Cohort Comparison						
04	2018	52%	58%	-6%	56%	-4%
	2017	52%	59%	-7%	56%	-4%
Same Grade Comparison		0%				
Cohort Comparison		-8%				
05	2018	45%	54%	-9%	55%	-10%
	2017	54%	53%	1%	53%	1%
Same Grade Comparison		-9%				
Cohort Comparison		-7%				
06	2018	54%	56%	-2%	52%	2%
	2017	51%	57%	-6%	52%	-1%
Same Grade Comparison		3%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	57%	69%	-12%	62%	-5%
	2017	56%	69%	-13%	62%	-6%
Same Grade Comparison		1%				
Cohort Comparison						
04	2018	57%	63%	-6%	62%	-5%
	2017	67%	68%	-1%	64%	3%
Same Grade Comparison		-10%				
Cohort Comparison		1%				
05	2018	55%	59%	-4%	61%	-6%
	2017	58%	58%	0%	57%	1%
Same Grade Comparison		-3%				
Cohort Comparison		-12%				
06	2018	49%	65%	-16%	52%	-3%
	2017	55%	65%	-10%	51%	4%
Same Grade Comparison		-6%				
Cohort Comparison		-9%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	46%	54%	-8%	55%	-9%
	2017					
Cohort Comparison						



**Subgroup Data**

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	9	31	27	16	34	33	9				
ELL	55			68							
ASN	67			80							
BLK	36	41	37	38	40	42	36				
HSP	57	54		57	49	40	50				
MUL	57	50		58	58		60				
WHT	52	47	38	60	55	44	49				
FRL	44	45	38	50	48	42	44				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	15	32	30	22	33	24	14				
ELL	62			83							
BLK	40	50	43	43	45	28	25				
HSP	64	52		71	65		55				
MUL	56	69		66	62						
WHT	58	56	39	64	52	35	60				
FRL	48	50	39	54	50	34	47				

**Part III: Planning for Improvement**

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

**Areas of Focus:**

<b>Activity #1</b>	
<b>Title</b>	Literacy and High Expectations
<b>Rationale</b>	With the Learning-Focused Instructional Framework, teachers purposefully focus on how their students will meet or exceed grade level expectations, how they will increase the use and application of Higher Order Thinking, and how to apply research-based and evidence-based strategies and practices that personalize the curriculum for every student.
<b>Intended Outcome</b>	If we implement school wide lesson plans that include the various elements of the Learning Focused template (ie. essential questions, higher order thinking questions, and vocabulary instruction), then student achievement in ELA and Math will increase. This will be monitored and refined through collaborative planning, biweekly review of lesson plans, and classroom visits with school-wide feedback.
<b>Point Person</b>	Marcus Sanfilippo (sanfilippom@flaglerschools.com)
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"><li>1. Communicate to teachers the expectation for lesson plans (use of the Learning Focused template items) and provide support through regular collaborative planning meetings facilitated by academic coaches.</li><li>2. Hold bi-weekly review of lesson plans by administration to ensure components are included in plans and provide assistance to teachers who might need it.</li><li>3. Administrators and academic coaches will conduct regular classroom visits and provide specific and school-wide feedback.</li><li>4. Provide both formal and informal professional development opportunities based on deficiencies.</li></ol>
<b>Person Responsible</b>	Marcus Sanfilippo (sanfilippom@flaglerschools.com)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	<ol style="list-style-type: none"><li>1. Progress Monitoring three times per year using the i-ready ELA and Math diagnostic tool. Based on this information, leadership team and teachers will identify student needs and adjust instruction as needed to meet the needs of every learner.</li><li>2. % of students who earn a score of 7 or higher on the writing portion of the FSA ELA test will be reviewed at the end of the year to determine effectiveness of strategies and resources utilized</li><li>3. % of students in the lowest quartile who made a learning gain on FSA in ELA or Math will be reviewed at the end of the year to determine effectiveness of strategies and resources utilized</li></ol>
<b>Person Responsible</b>	Marcus Sanfilippo (sanfilippom@flaglerschools.com)

**Activity #2**

**Title** Early Warning Systems (EWS)

**Rationale** From last year, BES showed an improvement in EWS data. As a result, the same strategies are being applied to the lowest indicator of EWS: Course failure in ELA or Math. This indicator had an increase of 52 students from last year.

**Intended Outcome** Students with more than 2 EWS Indicators will show a decrease in student numbers within the measure: Course Failure in ELA or Math.

**Point Person** Heidi Blanchard (blanchardh@flaglerschools.com)

**Action Step**

**Description** 1. Utilize a Title 1 Position for EWS Intervention teacher.  
2. This person will monitor students in grades K-6 (those with greater than 2 EW indicators or those with Course failure in ELA or Math) by tracking their data in ELA and Math courses as well as ELA and Math assessment scores. Additionally, the EWS instructor will provide interventions as needed and appropriate to student data results.

**Person Responsible** Heidi Blanchard (blanchardh@flaglerschools.com)

**Plan to Monitor Effectiveness**

**Description** Bi monthly tracking of students will occur; students will review the Red Light/Green Light data form. Interventions will be governed by student need and data results. Student outcomes are incentive based; reward given indicate student effectively can maintain proficient data independently.  
Team Leaders will meet regularly to review data, ensure interventions are appropriate or to adjust for effective practice.

**Person Responsible** Heidi Blanchard (blanchardh@flaglerschools.com)

### Activity #3

**Title** Graduation Rate

**Rationale**

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive, targeted, and rigorous literacy practices students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

**Intended Outcome**

By providing differentiated support and instruction for each child at their level, students will show gains in their learning, as evidenced by i-Ready data and FSA data. This will prepare students for middle and high school success.

**Point Person**

Marcus Sanfilippo (sanfilippom@flaglerschools.com)

### Action Step

**Description**

Use iReady to monitor learning and intervention needs.  
The goal is to put supports in place eventually closing the gap of areas of improvement until they are no longer needed.  
Triple i (immediate intensive interventions) daily will group students according to appropriate educational levels within a small group setting to receive academic and supplemental strategies to strengthen areas of need.

**Person Responsible**

Marcus Sanfilippo (sanfilippom@flaglerschools.com)

### Plan to Monitor Effectiveness

**Description**

The plan to monitor for effectiveness involves all stakeholders. Leadership will set the expectation for and assist with the implementation of the groups and support teachers. Teachers will provide instruction in small groups and meet regularly to review the data and make adjustments to the groups and/or instruction. Groups will be flexible and fluid and admin will be involved in these discussions to ensure students are showing gains.

**Person Responsible**

Marcus Sanfilippo (sanfilippom@flaglerschools.com)

#### Activity #4

**Title** Acceleration

**Rationale** Upon review of our data, for students who need to maintain a level of proficiency as well as those who need to excel in levels of proficiency, students who scored a Level 5 in ELA during the 2016-17 school year did not maintain or increase in their assessment level. Approximately, 50% of students who scored a Level 5 in 2016-17 did not maintain a Level 5 in 2017-18. In 2016-17 in grades 4-6 there were a total of 84 students who were at a Level 1. In 2017-18, only 30% of those students moved to a Level 2.

**Intended Outcome** Acceleration in the 2018-19 year will include the construct of "stretch growth" in Reading as defined by the IReady Reading curriculum. All students both those that are currently excelling academically as well as those who require accelerated growth to reach proficiency will be given differentiated support based on their data and on their academic needs so that all students will increase toward proficiency. These will be measured by iReady diagnostics.

**Point Person** Ester Jackson (jackson@flaglerschools.com)

#### Action Step

In order to ensure that supports are in place for all students, including those that are excelling academically, BES will:

**Description**

1. Develop advanced classes at each grade level (K-6). Student data will be used to determine placement in these classes and teachers will be trained in how to meet the needs of these advanced learners.
2. Teachers in grades 2-6 will utilize the GIPs program: In addition to the cognitive characteristics most often associated with giftedness, gifted learners have unique affective characteristics. Instructors understand affective characteristics of gifted learners, the social and emotional needs related to those characteristics, and ways to address those needs (Kuhl, 2018).
3. BES is the cluster site for our county for the Gifted program for grades 3-6. Teachers in these classes all have Gifted Endorsement in order to be highly qualified.
4. In general education classes, differentiation occurs for all students with small group instruction (based on data).
5. Acceleration in 2018-19 will include the construct of "stretch growth" in Reading as defined by the IReady Reading curriculum.

**Person Responsible** Ester Jackson (jackson@flaglerschools.com)

#### Plan to Monitor Effectiveness

**Description** Monthly monitoring and review of iReady data for accelerated students in order to ensure and support Stretch Growth progress toward proficiency.

**Person Responsible** Ester Jackson (jackson@flaglerschools.com)

## Part IV: Title I Requirements

### **Additional Title I Requirements**

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

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

All parents are invited to attend quarterly School/Title I Parent Advisory Council meetings through backpack mailings, newsletters, our parent call out system, and parent involvement tables at open house. These meetings are a forum to review, discuss, and amend the School Improvement Plan, Parent and Family Engagement Plan, and Title I Compact. This is a way for the school and families to come together to develop a relationship and work toward a common goal. Administration sends home monthly calendars, posts announcements on the school website and school marquee, as well as utilize the calling system to notify families of various school events and activities. The school will provide on-going opportunities to parents of children served by the school through: Curriculum Night, parent/family conferences, Family Literacy Events, FSA Parent Night, ELL Parent Night, ESE Parent Nights, Kindergarten Night, Math Night, BINGO for Books, STEAM Night. Parents will be asked to do an evaluation form each parent night in order to get feedback on the value of these events. Data and feedback will be used to enhance future parent involvement opportunities. Parents will be provided on-going opportunities for input into the Title I Parent Involvement Plan and school improvement through the SAC process. Minutes and sign-in sheets from all meetings will be kept on file and posted on the website for parent review. All parent involvement sign-in sheets will be kept on file.

#### **PFEP Link**

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

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

To help support our students in making better choices academically and with their behavior, Bunnell Elementary School has established a Watch Dog program and a mentoring program. The Watch Dog program brings in male-role models related to our current students. These men volunteer to spend a day at the school, walking through classrooms, interacting with students and helping with classroom tasks. Our mentoring program brings in parents and members of the community to meet with selected students at least once a week, to go over classwork, homework or to just be a shoulder to lean on. Each year, in order to receive feedback from parents, students, and faculty, we administer the AdvancEd Stakeholder Survey. Opportunities to complete the survey include online and paper/pencil. In order to facilitate this, we set up computer stations during evening functions that parents and community are invited to attend. In addition to these programs, Bunnell Elementary has three guidance counselors available to help meet the social-emotional needs of our students. Counselors deliver classroom lessons on various social-emotional issues such as empathy, bullying prevention, conflict resolution, social skills. and goal setting. Our counselors also offer individual and small group counseling to identified students on an as-needed basis. Bunnell Elementary also participates in character education. Counselors and teachers focus on one character trait each month. Those traits are introduced and discussed during classroom instruction and over the morning announcements throughout the year. Students that exhibit those character traits are identified and acknowledged on a monthly basis throughout the year. Through the use of Title I funds, a Mental Health counselor works at the school two days a week with students. School counselors can also refer students and families in crisis to outside providers for mental health services.

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

The Early Learning Coalition of Flagler and Volusia Counties (ELCFV) provides early learning services to the families of Flagler County through School Readiness and Voluntary PreK services. The Early Learning Coalition provides training for the private providers VPK programs in the county as well as Flagler Schools Early Childhood Education department.

We use the Child Find Specialist from the Florida Diagnostic Learning Resource System (FDLRS) to identify Pre-K students with disabilities who are not currently enrolled in our school. We provide services to students as young as 3 years old. On-going assessments are provided and learning objectives have been established. Annual reviews are held at IEP meetings where current goals are reviewed, continued or replaced. Speech students are served as well beginning at age 3 although not all these students are enrolled in our full day programs.

Flagler County schools offers a voluntary Pre-K program during the school year. Flagler County Schools also offers a Pre-K extended school year program.

Readiness is assessed and monitored in a number of ways. Each Kindergarten student is given the FLKRS at the start of the school year. We also assess our Kindergarten students regularly and as needed on letters, sounds, high frequency words, and Guided Reading levels. This data is then collected and disaggregated to adjust teaching strategies to meet the individual child's needs. In addition, curriculum based assessments are utilized in reading and math.

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

The engine that powers any school-wide MTSS program is the MTSS Targeted Problem Solving Team (TPST). This group of school professionals meets with referring teachers to assist them in identifying their central concerns about struggling students and to design intervention plans to help those students achieve success.

Teachers import data from the online grade book into excel. The District has created templates that will graph excel data using trend lines to summarize ongoing data. Teachers use these graphs to identify students who require additional supports to succeed and then refer them to the TPST.

#### Title I, Part A

The Title I coordinator met with all of the schools that will be served under Title I, Part A and discussed the results of their Comprehensive Needs School Assessment. Needs for professional development for highly qualified requirements are reviewed by the curriculum department. Parent involvement activities are developed in collaboration with Title III requirements and IDEA requirements so that Title I, ELL and ESE parents have more opportunities for collaborative involvement. Parents are asked to give input into the Title I program at any of the parent meetings as well as through a survey. Title I also funds a portion of the District Curriculum Specialist position and the District Assessment Coordinator to work with and provide reading PD for teachers. The DCS also works with individual schools on data disaggregation and fidelity of implementation of the K-12 reading plan.

#### Title X – Homeless

Flagler County is a sub-grant recipient of Title X. The funding from these grants pays a portion of the salary and travel for the Homeless/Parent Specialist who will work closely with the Title I Coordinator. All schools will be monitored by the Title I Homeless/Parent Specialist to be sure the needs of all homeless students are met.



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

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

### Part V: Budget

Total:	\$346,611.03
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