

Bunnell Elementary School



2014-15 School Improvement Plan

Bunnell Elementary School

305 N PALMETTO ST, Bunnell, FL 32110

www.flaglerschools.com

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
72%

Alternative/ESE Center
No

Charter School
No

Minority
35%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	B	A	B

School Board Approval

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

SIP Authority and Template

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.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Teachers have received professional development such as Ruby Payne training by both the district and our assistant principal. Teachers have also been given a Positive Behavior System Packet, for each of their classrooms. This packet highlights tips and strategies to help build relationships with students. Our THINK campaign has been emphasized to be useful for both students and teachers when interacting with each other. (Is it true? Is it helpful? Is it inspiring? Is it necessary? Is it kind?) Each year we have a school Fall festival where families are invited to the campus to participate in games and provide interaction with students and teachers. We also provide Open house for families to see the work students have completed. At the end of the year, students get to see their teachers in a new light during our Faculty Variety show. Teachers perform skits for the students and show off their talents. This provides for a morale boost for students and teachers.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Many of our students are in our extended day program which provides care before and after school. During those times, students interact with one another in a controlled environment, are able to do homework and have time to play.

Our after school tutoring program, SES tutoring provides an extra hour of academic support for students, after school. Students are also invited to join the many clubs we have available on campus. Student Council, Future Problem Solvers, Health and Wellness club, Kiwanis Kids, Art Club, Chorus, Musicals, and Wrestling are all offered.

During the school day, our administration monitors classrooms and hallways for structural soundness. They visit classrooms looking for instructional rigor and respectful learning environments, which coincide with our school wide expectations. Hallways, cafeteria and walkways are monitored every morning and afternoon by teachers and staff. We also have a student Safety Patrol program that helps in these areas as well.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Bunnell Elementary has in place the BES Expectations. Be respectful and responsible, Eager to learn and well prepared, Stay safe and cooperate. These expectations and our THINK campaign are announced daily in the morning along with the Pledge of Allegiance. At that time our principal also reads from Project Wisdom. These excerpts provide inspirational thoughts and quotes for students to ponder. They end with "Make it a great day or not. The choice is yours."

The staff has routinely been trained in discipline procedures at the beginning of each school year and continually throughout the year. These procedures mirror the Positive Behavior System guidelines. Students are put on a tracking form when they are involved in a minor behavior such as calling out or pushing past someone. The student is reminded of our expectation. The second infraction results in a parent call home and a discipline action such as loss of privilege. After twenty-four hours, if another similar infraction occurs, another phone call is made home and another disciplinary action is given. The fourth time an infraction of the same nature occurs, the student is written a referral.

Administration uses the discipline matrix provided by our district, to fairly determine the best course of disciplinary action.

All grade levels attend the Back to Basics Assembly hosted by school administration. Students are informed about school expectations, procedures, incentives, and school clubs. They also attend periodic assemblies during the school year that focus on topics such as bus safety, dress code, anti-bullying, how to ask for help, and drug/alcohol awareness.

Teachers are encouraged through our PBS team, to have classroom incentives and grade level quarterly incentives in place for students who follow the expectations. Our school wide incentives are Buster Bucks that can be spent in our Buster Buck store. Students have the opportunity to spend these bucks on items from as small as pencils to as large as basketballs. Each item is designated a certain amount of Buster Bucks. This happens bi-weekly and we average over 900 Buster Bucks spent a month. Teachers give them to student that are meeting specific BES expectations.

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 will come and spend a day at the school, walking through classrooms, interacting with students and helping with classroom tasks. The 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. The survey serves as a guide that enables us to meet the needs of our students and their families.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

1. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
2. One or more suspensions, whether in school or out of school
3. Course failure in English Language Arts or mathematics
4. A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

Provide the following data related to the school's early warning system

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

Indicator	Grade Level 6	Total
Attendance below 90 percent	5	5
One or more suspensions	12	12
Course failure in ELA or Math	2	2
Level 1 on statewide assessment	18	18

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

Indicator	Grade Level 6	Total
Students exhibiting two or more indicators	5	5

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Each month, teachers would attend Data Day meetings with the administrator, the grade level ESE inclusion teacher, and the academic coach to review individual student data and to discuss teaching strategies used in the classroom, including small group instruction. We would also include the MTSS specialists and the guidance counselors to determine what interventions we could employ. We used the MTSS process, both for academics and behavior, to help students who needed additional support. Teachers communicated student progress with parents and students using the Skyward online system, progress reports, and parent conferences. Additional interventions included after school tutoring, group mentoring, individual mentoring, an after school "grade recovery" program, leadership groups led by the guidance counselor, and counseling services as needed.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

Title I School-See PIP

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

BES works with several businesses and organizations in Flagler County. Currently, we have relationships with McDonalds (McTeacher Night and donations), Flagler County Library, The VFW, Kiwanis Club (Terrific Kids, K-Kids Club), Target, African American Cultural Society, Rotary Club of Palm Coast, University of North Florida, NFL (Fuel up to Play 60 grant), local radio station, Dairy Council (grant), Pizza Hut (Book-It Program), and many individuals in the community (serving as mentors and volunteers).

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Blanchard, Heidi	Assistant Principal

Duties

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

RESPONSIBILITIES AND POSSIBLE ROLES

Administration:

Sets vision for problem solving process

Responsible for allocation of resources

Supports program evaluation

Monitors staff support/climate

Facilitates review of fidelity of implementation

Guidance Counselor

Assist administration and staff to understand the familial, cultural and community components of students' response to instruction, learning and academic success.

As determined by school site, may collaborate with teachers to track documentation and schedule students for TPST meetings

Reading Coach

Help to select, design, implement, and interpret whole school screening programs and dynamic assessments.

Participate in the design and delivery of professional development.

Support colleagues through mentoring and close collaboration to provide consistency in reinforcing skills. Provide expertise on appropriate interventions for identified needs.

Facilitator

Data Analysis

Personnel Providing Information or Expertise

Support colleagues through mentoring and side by side coaching

Behavior Specialists

Conduct Functional Behavior Assessments

Support the MTSS in development of individual Behavior Intervention Plans when needed as determined by the Case Manager. (As noted in the behavior section of the manual, this will most often occur when the BIP developed at the beginning of Tier 2 is not producing desired results and an adapted behavior plan is being developed at Tier 2)

Observe students in the instructional environment in order to help identify appropriate intervention strategies, to identify barriers to intervention, and to collect response to intervention data. This may

occur at tier 3 if the situation warrants the expertise of the behavior specialist, or at an earlier point if deemed necessary by the Case Manager.

School Psychologist

Provide a consistent guidance, monitoring of procedural compliance, and overview of a student's progress throughout the MTSS process. To include:

Determining when appropriate to bring in the behavior specialist to provide expertise on determining appropriate interventions for a student.

Determining that TPST decisions are adequately supported by data.

Engage in ongoing consultation regarding implementation issues as well as individual student needs.

Identify team training needs and provide, or help the team obtain, relevant training (including training in applying progress monitoring procedures to decision-making).

Assist staff in interpreting data as a part of the ongoing decision-making process.

Observe students in the instructional environment in order to help identify appropriate intervention strategies, to identify barriers to intervention, and to collect response to intervention data.

Evaluate the student's relevant academic, behavioral, and mental health functioning.

Provide small group tier 2 intervention for behavior on a schedule to be determined by the district office.

*Case Manager

Staffing Specialists

Monitor components for compliance after receipt of consent for evaluation

*Facilitate eligibility for ESE services

*Facilitate process for ESE staffing

Speech/Language Pathologists

Conduct Language screening at the beginning of Tier 2 (for referrals related to reading)

Explain the role that language plays in curriculum, assessment and instruction.

Assist general education teachers with universal screening.

Provide expertise in language, its disorders, and treatment.

Consult and collaborate with teachers to meet the needs of students in initial MTSS tiers with a specific focus on the relevant language underpinnings of learning and fluency.

Interpret screening and progress assessment results to staff and families.

*Data Analysis

*Personnel Providing Information or Expertise

Intervention Specialist/Title I/ELL Instructors

Provide push-in and/or pull-out intervention for students

Provide expertise on appropriate interventions for identified needs.

Serve as a resource and support for the classroom teacher

*Data Analysis

*Personnel Providing Information or Expertise

Classroom Teachers

Identify, implement, document, and analyze evidence-based academic and behavioral interventions.

Differentiate instructions for a diverse classroom.

Engage in ongoing collaboration to address small group and individual student needs.

Collaborate with other school personnel in data collection and analysis.

Collect data within the instructional environment in order to help identify appropriate interventions and to collect response to intervention data.

*Data Analysis

*Personnel Providing Information or Expertise

Parent

Collaborative member of the MTSS team

Provide relevant home/community information

Provides relevant medical/social information

Accesses appropriate community resources

Collaborates with school personnel in implementing interventions

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 will import data from the online grade book and other data sources 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 problem solving team.

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. Title I professional development will be supplemental to district offerings and specific to the needs of the Title I schools. Title I teachers are included in any district offerings under Titles II A, II B, and IV for professional development activities. All Title I teachers previously received FRI training and updated RRI offerings. Needs for professional development for highly qualified requirements are reviewed by the curriculum department at curriculum meetings.

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 workshops and collaborative involvement. A minimum of five parent involvement nights were held by Title I. Parent trainings will provide math and reading make and take workshops such as Families Building Better Readers and MAPPS (Math and Parent Partnerships) Title I and Title II will allow for the training to support these programs. Parents are asked to give input into the Title I program at any of the parent meetings as well as through a survey included in the Title I newsletter. The newsletter is sent home and is available online. Youth at risk and/or economically disadvantaged in elementary school served by Title I would have services available to them through the Title I funding. Title I also funds .50 of a District Curriculum Specialist position and .50 for a District Assessment Coordinator to work with and provide reading professional development for the Reading Coaches, classroom teachers and ESE teachers. The District Curriculum Specialist also works with individual schools on data disaggregation, prescriptive and programmatic planning, and fidelity of implementation of the K-12 reading plan. This position also supports data disaggregation and intervention for MTSS.

Title I, Part C-Migrant

Flagler's migrant students are served through Alachua County with multiple counties participating. Students not served through that multi-county grant could receive some set aside from Title I. There is access to Full Service Schools for health and counseling issues. Our representative from the multi-county grant visits families and communicates with the Title I staff to resolve issues for students who do not have the necessary school supplies. Students who are considered migrant can access tutoring services through the Alachua County Migrant staff and through other sources available from the district.

Title X – Homeless

Flagler County is a sub-grant recipient of Title X. The funding from these grants pays 20% 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. The Title Coordinator meets with each Title I school on a monthly basis. During those meetings the homeless student counts are discussed. Academic needs and attendance issues are discussed for individual students who may require additional services. Appropriate contacts are made to be sure that homeless students needs are met. There may be a need for additional academic assistance, school materials, health needs or transportation issues. In

such cases the Homeless/Parent Specialist is contacted and a referral is made to request the liaison to follow up on the needs. The Homeless/Parent Specialist makes visits to homeless families when the school requests a home visit or when a new homeless student registers and the family needs assistance in obtaining missing documents such as birth certificates, immunizations, and school physical forms. The Homeless/Parent Specialist will build trust relationships with homeless students and families. The Homeless/Parent Specialist will provide case management to unaccompanied 7th-12th grade homeless youth and make referrals for community agencies and services. This grant provides some monies for tutoring at risk homeless students.

Supplemental Academic Instruction (SAI)

Florida Statute Chapter 2009-59, Section 1007.2d, Subsection (12) is added to section (12) (a) (6) CATEGORIAL FUNDS (b) If a district school board finds and declares in a resolution adopted at a regular meeting of the school board that the funds received for any of the following categorical appropriations are urgently needed to maintain school board specified academic classroom instruction, the school board may consider and approve an amendment to the school district operating budget transferring the identified amount of the categorical funds to the appropriate account for expenditure:

Violence Prevention Programs

The Safe and Drug Free Schools grant, Title IV, will work collaboratively with grants written by the Flagler County Sheriff's Department and the Title II, Part A grant for professional development which includes Title I Schools and Title I teachers. Additional programs are provided by the Flagler Youth Coalition who partners with the district to provide additional programs to reduce substance abuse and the use of alcohol. Parent Involvement will be encouraged through Title II, Title I and the Title IV dollars.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
MCDONALD, JANET	Business/Community
GILLIAM, CHRISTINA	Parent
ORTEGA, DAVID	Parent
ORTEGA, MICHELLE	Parent
McDONNELL, MARGARET	Parent
THOMAS, CATHY	Teacher
DRISCOLL, KAREN	Teacher
CHAMBERS, TANYA	Parent
FORRESTER, DONNA	Parent
JACKSON, ESTER	Parent
DUPONT, RICHARD	Principal
TUCKER, TREVOR	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC committee reviewed the data from the 2013-2014 school year and discussed which goals were met, as well as those that were not. That information was used to develop the SIP for the 2014-2015 school year.

Development of this school improvement plan

The previous years SAC committee reviewed the SIP from 2013-2014 in May and offered suggestions and input. The 2014-2015 SAC committee reviewed the goals of the school improvement plan for this year and offered suggestions as well. Those updates were made.

Preparation of the school's annual budget and plan

A discussion of the Title I funding was held at the first 2014-2015 SAC meeting. Input and suggestions were welcomed.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

TBD

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Taylor, Lynn	Instructional Coach
Kennelly, Christina	Instructional Coach
Andrews, Erin	Teacher, K-12
Beckett, Kylie	Teacher, K-12
Blanchard, Heidi	Assistant Principal
Dupont, Richard	Principal
Hess, Lisa	Teacher, ESE
Hillman, Blair	Teacher, K-12
Kicklighter, Tara	Teacher, K-12
Lambert, Jamie	Teacher, K-12
Manestar, Debbie	Teacher, K-12
Mantel, Michele	Instructional Media
Perry, Denise	Teacher, K-12
Pickett, Maureen	Teacher, K-12
Ricks, Jackie	Teacher, K-12
Sheffield, Julie	Teacher, K-12
Towery, Andrea	Teacher, K-12
Warren, Bonnie	Teacher, K-12
Wedgeworth, Leslie	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT disaggregates data to find school-wide trends. They establish methods to integrate literacy into deficient areas in classrooms and through school-wide initiatives.

Family Events:

- How to Read with Your Child, parent training
 - Pizza Hut "book it"
 - Book of the Month
 - Families Building Better Readers
 - Literacy Week (January)
 - Read Across America (March)
 - BINGO for Books
 - Sunshine State Young Readers program (3-6)
 - Friends of the Library
- Grade Level Initiatives- Writing Authorship

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers have a daily common planning time (45 minutes) and are encouraged to plan collaboratively. Regular PLCs are also held, where teachers discuss planning and instruction.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

- Assign Mentors for all new teachers (Principal)
- Regular school level meetings with new teachers, principal, guidance, and mentor teachers (Administration)
- District New Teacher Induction Program (District Curriculum Specialist)
- Soliciting referrals from employees (Administration)
- Recruitment at job fairs and colleges/universities (Human Resources Dept)

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Each teacher that is new to the district or new to teaching, is assigned a mentor. These mentors are typically teachers that teach the same grade level/subjects. Mentors should have 3 years of effective teaching as evidenced by a high rate of student achievement, clinical education training is preferred as well as a principals recommendation. Mentors must also complete district training in effective mentoring. The district training takes place annually, once the majority of the hiring has been completed. At this meeting, each mentor is given mentoring activities to complete and keep track of.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The district has a textbook committee that reviews materials prior to adoption. Materials adopted and purchased must be aligned to Florida's Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The use of data is essential to provide the differentiated instruction needed to meet the diverse needs of students. Here at Bunnell Elementary we have several means of data collection including the following:

- Guided Reading Level assessments
- District weekly assessments for reading
- Chapter tests for math
- District quarterly assessments for reading, math and science (performance matters)
- FAIR FS

Tracking and using data to drive instruction takes place at a school-wide level as well as in individual classrooms. A team of coaches track weekly and quarterly reading and math assessments school-wide to monitor and identify those students not meeting proficiency or advanced levels. Once the students are identified they can be targeted with modified or supplemented instruction. Coaches and teachers also use the data to determine which standards need to be retaught. Planning during PLC's gives teachers time to adjust upcoming instruction based on the data presented on these weekly and quarterly assessments.

Guided reading data is collected for all K-2 students and any 3rd or 4th grade student not meeting proficiency. Teachers are using the guided reading model and instructional strategies to meet the needs of those students not meeting proficiency. The guided reading model allows teachers to target

students' individual needs as they move along the reading continuum with the intended outcome of reaching proficiency or advanced levels.

In addition to the above-mentioned assessments, classroom teachers use FAIR FS, SRI and iReady data to modify and supplement instruction. Teachers use the assessment data to form small groups in math and reading.

Students who are not meeting proficiency are identified and given Tier 2 interventions. These interventions are facilitated by the classroom teacher and give the targeted students an additional 60 minutes per week of research-based intervention. Some students with additional needs are given an additional Tier 3 intervention.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 4,500

Students who qualify are invited to participate in after school tutoring (students in grades 3-6 who scored a level 1 or 2 on FCAT the previous year -in science, math, and/or reading). They are eligible to attend 90 minute sessions twice each week for 21 weeks.

Strategy Rationale

Tutors focus on individual needs, based on school test data and assessments given throughout the tutoring.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Vazquez, Marlene, vazquezm@flaglerschools.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

A tutoring coordinator at the school works with teachers to monitor the progress of students and collects data from the tutors. At the end of the school year, FCAT data is then reviewed to help determine the success of the program.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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. Currently we serve 6 students in our inclusion unit for VPK and 13 students in our 3 yr old self-contained unit.. 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 have an outstanding relationship with local preschool providers and Head Start. We have a representative on the ELCFV board and work closely with the program coordinator to ensure all students are prepared to enter Kindergarten. Bunnell Elementary, offers a voluntary Pre-K program during the school year. Flagler County Schools also offers a Pre-K extended school year program.

Registration for Kindergarten is promoted at the local day care providers and Head Start to ensure early registration and provide information. In addition, a "What to Know B4 You Go" event is held each May for families with students that will be entering Kindergarten in the fall. The event is run by Kindergarten teachers and moves students through centers with activities that they can work on throughout the summer to prepare them for Kindergarten. Parents are given materials to take home and practice.

Readiness is assessed and monitored in a number of ways. Each Kindergarten student is given the FLKRS and the FAIR at the start of the school year. We assess our Kindergarten students two more times during the year to assess personal academic growth using FAIR. 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.

College and Career Readiness

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

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key


Strategic Goals Summary

- G1.** If we increase student engagement through high quality, cognitively complex instruction/ assignments teachers will maximize their instructional time which will lead to sustained current percentile rank for student growth and an increase in the percentile rank of student proficiency. (Science percentile growth will increase to 56%)

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If we increase student engagement through high quality, cognitively complex instruction/assignments teachers will maximize their instructional time which will lead to sustained current percentile rank for student growth and an increase in the percentile rank of student proficiency. (Science percentile growth will increase to 56%) **1a**

 G043639

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	73.0
FSA - English Language Arts - Proficiency Rate	70.0
ELA/Reading Gains	77.0
ELA/Reading Lowest 25% Gains	77.0
AMO Math - All Students	65.0
FSA - Mathematics - Proficiency Rate	65.0
Math Gains	80.0
Math Lowest 25% Gains	80.0
FCAT 2.0 Science Proficiency	56.0

Resources Available to Support the Goal **2**

- Guided Reading Training
- Assistance from the Differentiated Accountability Team (Instructional Review visits, monthly meetings/check ins with administration and instructional coaches to review progress toward goals, ongoing professional development as needed)
- Professional Learning Communities
- Curriculum Department at the County Level
- Teaching Channel/Teachscape/PD 360
- Danielson Model Rubric
- Lots of resources/materials for students
- Easily accessible data
- Technology
- Various outside resources (NEFEC, FINS, etc...)
- Previous Learning Focused Training
- Media Center Specialist
- Intervention Specialists (MTSS)
- Title One (Tutoring, Mentoring, materials, etc)
- MTSS process is in place
- Go Math/Wonders
- Performance Matters Quarterly Assessments
- Access to item specifications/focus calendars
- Positive Behavioral System (PBS)

- Volunteer/Mentors
-

Targeted Barriers to Achieving the Goal 3

- Lack of a system for collaborative planning that leads to effective and consistent data utilization, quality instruction and reflection

Plan to Monitor Progress Toward G1. 8

District led progress monitoring data analysis meetings

Person Responsible

Richard Dupont

Schedule

Quarterly, from 10/28/2014 to 6/5/2015

Evidence of Completion

Meeting Notes and Data Analysis

Plan to Monitor Progress Toward G1. 8

End of year FSA Analysis

Person Responsible

Heidi Blanchard

Schedule

Semiannually, from 8/22/2014 to 6/26/2015

Evidence of Completion

Growth PR/Proficiency PR Science: 53rd Target: 60% Reading: 68th, 63% Math: 79th, 63%
Writing: 87th, 84%

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If we increase student engagement through high quality, cognitively complex instruction/assignments teachers will maximize their instructional time which will lead to sustained current percentile rank for student growth and an increase in the percentile rank of student proficiency. (Science percentile growth will increase to 56%) **1**

 G043639

G1.B12 Lack of a system for collaborative planning that leads to effective and consistent data utilization, quality instruction and reflection **2**

 B112780

G1.B12.S1 Develop a system for PLC's **4**

 S124135

Strategy Rationale

By having a set system for these sessions, we can ensure that they are occurring and are productive

Action Step 1 **5**

Develop a plan/schedule for teachers to meet with coaches (reading, math, and TSC) in monthly PLC meetings.

Person Responsible

Tara Millette

Schedule

On 9/12/2014

Evidence of Completion

Schedule/plan for monthly meetings.

Action Step 2 5

Send schedule to teachers for feedback and finalize.

Person Responsible

Christina Kennelly

Schedule

On 9/12/2014

Evidence of Completion

Email of schedule and finalized schedule.

Action Step 3 5

Identify needs/subgroups, based on needs.

Person Responsible

Tara Millette

Schedule

On 9/19/2014

Evidence of Completion

Action Step 4 5

Hold regular PLC meetings

Person Responsible

Heidi Blanchard

Schedule

Weekly, from 9/22/2014 to 6/5/2015

Evidence of Completion

Weekly agendas and sign in sheets from PLC meetings

Plan to Monitor Fidelity of Implementation of G1.B12.S1 6

Send invites for PLCs and secure location

Person Responsible

Tara Millette

Schedule

Monthly, from 9/15/2014 to 5/30/2015

Evidence of Completion

accepted invites from teachers and copy of email sent

Plan to Monitor Fidelity of Implementation of G1.B12.S1 6

Plans/agendas for PLCs developed with coaches and teachers

Person Responsible

Tara Millette

Schedule

Monthly, from 9/22/2014 to 5/30/2015

Evidence of Completion

copy of the plan for each PLC

Plan to Monitor Fidelity of Implementation of G1.B12.S1 6

Hold regular focused PLC sessions

Person Responsible

Tara Millette

Schedule

Monthly, from 10/2/2014 to 5/29/2015

Evidence of Completion

Agendas and sign in sheets from PLCs

Plan to Monitor Effectiveness of Implementation of G1.B12.S1 7

Administration will attend selected PLCs

Person Responsible

Heidi Blanchard

Schedule

Biweekly, from 9/23/2014 to 5/29/2015

Evidence of Completion

Admin will sign in to all PLCs sessions attended

Plan to Monitor Effectiveness of Implementation of G1.B12.S1 7

Regular classroom visits by coaches and administration

Person Responsible

Richard Dupont

Schedule

Weekly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Notes from classroom visits, demonstrating similar plans/activities/essons (evidence of collaboration)

G1.B12.S2 Differentiate teacher support based on previous data and data chats with teachers (embedding our four areas of focus -maximized instructional time, quality assignments, intellectual student engagement, cognitive complexity) 4

 S124143

Strategy Rationale

differentiating for the needs of teachers is as essential as differentiating for student learning

Action Step 1 5

Identify support level for each teacher in content areas.

Person Responsible

Richard Dupont

Schedule

On 7/28/2014

Evidence of Completion

List of support and needs.

Action Step 2 5

Meet with coaches to review/refine needs and analyze.

Person Responsible

Heidi Blanchard

Schedule

On 9/5/2014

Evidence of Completion

Final List

Action Step 3 5

Define level of support and assign support personnel to specific teachers (include administrative support and data pieces for support levels)

Person Responsible

Heidi Blanchard

Schedule

On 9/5/2014

Evidence of Completion

Support assignments

Action Step 4 5

Kick off conversations coach to teacher with every teacher

Person Responsible

Heidi Blanchard

Schedule

On 10/1/2014

Evidence of Completion

Coaches log

Action Step 5 5

Coach to teacher ongoing meetings as defined in levels of support

Person Responsible

Heidi Blanchard

Schedule

Monthly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Coaches log

Action Step 6 5

Weekly meetings with coaches (per month with DA team)

Person Responsible

Heidi Blanchard

Schedule

Weekly, from 8/22/2014 to 6/5/2015

Evidence of Completion

Notes and agendas from weekly meetings

Action Step 7 5

Quarterly meetings with teachers (Data Chats)

Person Responsible

Heidi Blanchard

Schedule

Monthly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Notes from Data Chats, sign in sheets

Plan to Monitor Fidelity of Implementation of G1.B12.S2 6

Send invite, secure location

Person Responsible

Heidi Blanchard

Schedule

On 8/6/2014

Evidence of Completion

Invite with location

Plan to Monitor Fidelity of Implementation of G1.B12.S2 6

Check in with coaches to support kickoff schedule

Person Responsible

Heidi Blanchard

Schedule

On 9/5/2014

Evidence of Completion

Admin check in with coaches log

Plan to Monitor Fidelity of Implementation of G1.B12.S2 6

Invites for the weekly meetings are sent and meetings rescheduled not canceled

Person Responsible

Heidi Blanchard

Schedule

Weekly, from 8/15/2014 to 6/5/2015

Evidence of Completion

Calendar Invites and Updates and weekly meeting agendas/notes

Plan to Monitor Fidelity of Implementation of G1.B12.S2 6

Schedule/Calendar invites for Data Chats are sent monthly

Person Responsible

Heidi Blanchard

Schedule

Monthly, from 9/15/2014 to 5/30/2015

Evidence of Completion

calendar invites accepted, copy of email sent

Plan to Monitor Effectiveness of Implementation of G1.B12.S2 7

Instructional Walkthrough with DA Team (Scheduled with Sandy and Dr. Thomas)

Person Responsible

Heidi Blanchard

Schedule

Semiannually, from 11/12/2014 to 6/5/2015

Evidence of Completion

Team will debrief following the Instructional Review and create "glows" and "grows" to share with staff

Plan to Monitor Effectiveness of Implementation of G1.B12.S2 7

Weekly focus for any classroom visits (data collection from admin)

Person Responsible

Heidi Blanchard

Schedule

Weekly, from 8/22/2014 to 6/5/2015

Evidence of Completion

Data document/analysis summary

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B12.S2.A1	Identify support level for each teacher in content areas.	Dupont, Richard	7/28/2014	List of support and needs.	7/28/2014 one-time
G1.B12.S1.A1	Develop a plan/schedule for teachers to meet with coaches (reading, math, and TSC) in monthly PLC meetings.	Millette, Tara	9/1/2014	Schedule/plan for monthly meetings.	9/12/2014 one-time
G1.B12.S2.A2	Meet with coaches to review/refine needs and analyze.	Blanchard, Heidi	9/5/2014	Final List	9/5/2014 one-time
G1.B12.S1.A2	Send schedule to teachers for feedback and finalize.	Kennelly, Christina	9/4/2014	Email of schedule and finalized schedule.	9/12/2014 one-time
G1.B12.S2.A3	Define level of support and assign support personnel to specific teachers (include administrative support and data pieces for support levels)	Blanchard, Heidi	9/5/2014	Support assignments	9/5/2014 one-time
G1.B12.S1.A3	Identify needs/subgroups, based on needs.	Millette, Tara	9/12/2014		9/19/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B12.S2.A4	Kick off conversations coach to teacher with every teacher	Blanchard, Heidi	9/8/2014	Coaches log	10/1/2014 one-time
G1.B12.S1.A4	Hold regular PLC meetings	Blanchard, Heidi	9/22/2014	Weekly agendas and sign in sheets from PLC meetings	6/5/2015 weekly
G1.B12.S2.A5	Coach to teacher ongoing meetings as defined in levels of support	Blanchard, Heidi	9/8/2014	Coaches log	6/5/2015 monthly
G1.B12.S2.A6	Weekly meetings with coaches (per month with DA team)	Blanchard, Heidi	8/22/2014	Notes and agendas from weekly meetings	6/5/2015 weekly
G1.B12.S2.A7	Quarterly meetings with teachers (Data Chats)	Blanchard, Heidi	9/22/2014	Notes from Data Chats, sign in sheets	5/29/2015 monthly
G1.MA1	District led progress monitoring data analysis meetings	Dupont, Richard	10/28/2014	Meeting Notes and Data Analysis	6/5/2015 quarterly
G1.MA2	End of year FSA Analysis	Blanchard, Heidi	8/22/2014	Growth PR/Proficiency PR Science: 53rd Target: 60% Reading: 68th, 63% Math: 79th, 63% Writing: 87th, 84%	6/26/2015 semiannually
G1.B12.S1.MA1	Administration will attend selected PLCs	Blanchard, Heidi	9/23/2014	Admin will sign in to all PLCs sessions attended	5/29/2015 biweekly
G1.B12.S1.MA2	Regular classroom visits by coaches and administration	Dupont, Richard	10/1/2014	Notes from classroom visits, demonstrating similar plans/activities/ lessons (evidence of collaboration)	5/29/2015 weekly
G1.B12.S1.MA1	Send invites for PLCs and secure location	Millette, Tara	9/15/2014	accepted invites from teachers and copy of email sent	5/30/2015 monthly
G1.B12.S1.MA2	Plans/agendas for PLCs developed with coaches and teachers	Millette, Tara	9/22/2014	copy of the plan for each PLC	5/30/2015 monthly
G1.B12.S1.MA3	Hold regular focused PLC sessions	Millette, Tara	10/2/2014	Agendas and sign in sheets from PLCs	5/29/2015 monthly
G1.B12.S2.MA1	Instructional Walkthrough with DA Team (Scheduled with Sandy and Dr. Thomas)	Blanchard, Heidi	11/12/2014	Team will debrief following the Instructional Review and create "glows" and "grows" to share with staff	6/5/2015 semiannually
G1.B12.S2.MA2	Weekly focus for any classroom visits (data collection from admin)	Blanchard, Heidi	8/22/2014	Data document/analysis summary	6/5/2015 weekly
G1.B12.S2.MA1	Send invite, secure location	Blanchard, Heidi	8/6/2014	Invite with location	8/6/2014 one-time
G1.B12.S2.MA2	Check in with coaches to support kickoff schedule	Blanchard, Heidi	9/5/2014	Admin check in with coaches log	9/5/2014 one-time
G1.B12.S2.MA3	Invites for the weekly meetings are sent and meetings rescheduled not canceled	Blanchard, Heidi	8/15/2014	Calendar Invites and Updates and weekly meeting agendas/notes	6/5/2015 weekly
G1.B12.S2.MA6	Schedule/Calendar invites for Data Chats are sent monthly	Blanchard, Heidi	9/15/2014	calendar invites accepted, copy of email sent	5/30/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If we increase student engagement through high quality, cognitively complex instruction/assignments teachers will maximize their instructional time which will lead to sustained current percentile rank for student growth and an increase in the percentile rank of student proficiency. (Science percentile growth will increase to 56%)

G1.B12 Lack of a system for collaborative planning that leads to effective and consistent data utilization, quality instruction and reflection

G1.B12.S1 Develop a system for PLC's

PD Opportunity 1

Hold regular PLC meetings

Facilitator

Millette, Kennelly, Durocher, Taylor

Participants

Teachers in grade levels K-6

Schedule

Weekly, from 9/22/2014 to 6/5/2015

G1.B12.S2 Differentiate teacher support based on previous data and data chats with teachers (embedding our four areas of focus -maximized instructional time, quality assignments, intellectual student engagement, cognitive complexity)

PD Opportunity 1

Quarterly meetings with teachers (Data Chats)

Facilitator

Millette, Durocher, Kennelly, Taylor, Blanchard, Jackson, Dupont

Participants

Teachers- grades K-6

Schedule

Monthly, from 9/22/2014 to 5/29/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Goal 1: If we increase student engagement through high quality, cognitively complex instruction/ assignments teachers will maximize their instructional time which will lead to sustained current percentile rank for student growth and an increase in the percentile rank of student proficiency. (Science percentile growth will increase to 56%)	450,600
Grand Total	450,600

Goal 1: If we increase student engagement through high quality, cognitively complex instruction/ assignments teachers will maximize their instructional time which will lead to sustained current percentile rank for student growth and an increase in the percentile rank of student proficiency. (Science percentile growth will increase to 56%)

Description	Source	Total
B12.S1.A4 - SEEC Grant- Bi-monthly PLC meetings for all teachers in the SEEC grant (cost of substitutes)	Other	9,600
B12.S1.A4 - SEEC Grant- Data Chats (quarterly)	Other	4,500
B12.S1.A4 - Title I Teachers (ELA Primary Coach, Math Coach, 2 MTSS teachers, Inclusion Teacher)	Title I Part A	423,000
B12.S1.A4 - Materials to support classroom instruction	Title I Part A	2,500
B12.S1.A4 - Parent Involvement Activities/Events	Title I Part A	6,500
B12.S2.A7 - SEEC Grant- Quarterly Data Chats with teachers (K-6)	Other	4,500
Total Goal 1		450,600