

Flagler Schools

# Bunnell Elementary School



2015-16 School Improvement Plan

## Bunnell Elementary School

305 N PALMETTO ST, Bunnell, FL 32110

www.flaglerschools.com

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	Yes	75%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	34%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	B*	A	B	A

\*Preliminary Informational Baseline School Grade

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### 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, B or C with at least one F in the prior three years
- 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-C 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)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
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

At our first faculty meeting, our AP reviewed the importance of establishing relationships with students and shared data regarding the impact of this. 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 have a "meet the teacher" event prior to the start of school and provide an "Open House" evening event 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 and our 21st Century program (returning to our campus this year) which both provide 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, funded by Title I, 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, Running Club, and Wrestling are all offered.

Our "Trust Network" has been established this year. This is a core group of teachers, counselors, and other school staff that are identified to students as people they can go to when they need to share something important. These individuals have identifying markers on their lanyards, as well as outside their doors. This information is shared with students during an assembly.

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.



**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 encourages 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 Support 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. 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 students meeting specific BES expectations. BES now has a grant position for a Behavior Interventionist. The interventionist's job was designed to be proactive and to provide supports for students not responding to the Tier 1 supports, put in place by the classroom teacher and to help facilitate the MTSS behavior process. Teachers can ask for help from the Behavior Interventionist, guidance counselor, school psychologist and/or administration with any student.

**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.

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 school also utilizes Second Step, an empathy based program that teaches children how to identify feelings and emotions and respond to others in appropriate ways. Our counselors also offer individual and small group counseling to identified 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 daily 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. Also, when counselors know students are struggling with issues they contact parents and we make referrals to outside agencies for mental health counseling.

### 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	9	9
One or more suspensions	29	29
Course failure in ELA or Math	21	21
Level 1 on statewide assessment	0	

*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	7	7

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

Each month, teachers 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 also include the MTSS specialists and the guidance counselors to determine what interventions we could employ. We use the MTSS process, both for academics and behavior, to help students who needed additional support. Teachers communicate student progress with parents and students using the Skyward online system, progress reports, and parent conferences. Additional interventions include 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:**

Name	Title
Blanchard, Heidi	Assistant Principal
Dupont, Richard	Principal
Jackson, Ester	Assistant Principal
Lively, Jill	Instructional Coach
Taylor, Lynn	Instructional Coach
Breeding, Debbie	Guidance Counselor
Millette, Tara	Instructional Coach
Fasnacht, Randi	Guidance Counselor
Haskins, Carmen	Guidance Counselor
Lawson, Toneshia	Psychologist
Coalson, Mary	Other
Vazquez, Marlene	Teacher, K-12
Warren, Bonnie	Teacher, K-12
Towery, Andrea	Teacher, K-12
Adams, April	Teacher, K-12
Atkinson-Brock, Melissa	Teacher, K-12
Caballero, Melissa	Teacher, K-12
Smith, Cindy	Teacher, K-12
Lacertosa, Kaylee	Teacher, K-12

### 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 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

#### 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:**

Name	Stakeholder Group
MCDONALD, JANET	Business/Community
GILLIAM, CHRISTINA	Parent
ORTEGA, DAVID	Parent
ORTEGA, MICHELLE	Parent
McDONNELL, MARGARET	Parent
CHAMBERS, TANYA	Parent
FORRESTER, DONNA	Parent
JACKSON, ESTER	Parent
DUPONT, RICHARD	Principal
Amber Adams	Parent
Angela Norman	Parent
Angela Perdue	Parent
Belinda Rush	Parent
Cheryl Brugna	Parent
Jade Merriman	Parent
Tara Millette	Teacher
Kelly Malvesti	Parent
Danielle Scarcella	Parent
Candice Bucknor	Parent
Laurie Billups	Parent
Rob Bastos	Parent
Susan Zabawa	Teacher
Micah Spruill	Teacher
Mary Narin	Teacher
Leanne Manino	Parent
Lindsey Pritt	Teacher
Robert Mantell	Parent
Sarah Crosby	Parent
Sonia D'Brest	Parent
Melissa Brock	Teacher
Idana Oliva	Parent
Mary Bracewell	Parent
Carmen Stanford	Parent
Geraldine Sanidad	Teacher
Elizabeth Latham	Teacher
Nichole Roberts	Parent

**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. (Data from 2015 not available yet)

*Development of this school improvement plan*

The previous years SAC committee reviewed the SIP from 2014-2015 in May and offered suggestions and input. The 2015-2016 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 2015-2016 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:**

Name	Title
Taylor, Lynn	Instructional Coach
Beckett, Kylie	Teacher, K-12
Blanchard, Heidi	Assistant Principal
Dupont, Richard	Principal
Hillman, Blair	Teacher, K-12
Wedgeworth, Leslie	Teacher, K-12
Lively, Jill	Instructional Coach
Neubauer, Wendy	Instructional Media
Spruill, Micah	Teacher, K-12
Read, Shannon	Teacher, K-12
Miller, Rachael	Teacher, K-12
Westly, Tom	Teacher, K-12

**Duties**

**Describe how the LLT promotes literacy within the school**

We will meet after school the first Tuesday of every month starting in October. 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
  - Families Building Better Readers
  - BINGO for Books
  - SMORES Campfire Literacy Night
- School-Wide Literacy Programs/Initiatives
- Pizza Hut "book it"
  - Literacy Week (January)
  - Reading Pals Volunteer Program

## 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)
- New Teacher (less than five years of experience) Support Group (biweekly meetings with curriculum AP)

### **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 principal's 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, FSA data is then reviewed to help determine the success of the program.

**Strategy: After School Program**

**Minutes added to school year: 4,500**

\*Provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet state and local student academic achievement standards in core academic subjects, such as reading and mathematics.

\*Offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs and character education programs, that are designed to reinforce and complement the regular academic program of participating students.

\*Offer families of students served by community learning centers opportunities for literacy and related educational development.

**Strategy Rationale**

This program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Dupont, Richard, dupontr1@flaglerschools.com

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

Each subrecipient must engage in periodic (formative) evaluations to assess progress toward achieving the proposed objectives and ultimate goal of providing high-quality opportunities for academic enrichment. Additionally, each 21st CCLC program in Florida is required to submit a summative evaluation report at the conclusion of each program year. The summative report is a detailed summary of the program and progress towards meeting stated objectives.

**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 8 students in our inclusion unit for VPK and 20 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

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

### **Data Uploads**

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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### **Problem Identification Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### **Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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## 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**

 G072511

**Targets Supported** **1b**

Indicator	Annual Target
AMO Reading - All Students	73.0
FSA English Language Arts - Achievement	70.0
ELA/Reading Gains	77.0
ELA/Reading Lowest 25% Gains	77.0
AMO Math - All Students	65.0
FSA Mathematics - Achievement	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 and videos
- 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
- On site coaches/SEEC grant resources
- 

### 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 10/26/2015 to 6/3/2016

#### 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 8/24/2015 to 6/17/2016

#### Evidence of Completion

Growth PR/Proficiency PR Science: 56% ELA: TBD when state releases data Math: TBD when state releases data

## 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**

 G072511

**G1.B10** Lack of a system for collaborative planning that leads to effective and consistent data utilization, quality instruction and reflection **2**

 B188989

**G1.B10.S1** Update our system for PLC's **4**

 S200437

### 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 9/18/2015

#### Evidence of Completion

Schedule/plan for monthly meetings.

**Action Step 2** 5

Send schedule to teachers for feedback/revisions

**Person Responsible**

Tara Millette

**Schedule**

On 9/25/2015

**Evidence of Completion**

Email of schedule and finalized schedule.

**Action Step 3** 5

First PLC meeting-model norms/structure-exemplar, gather needs/strengths of teachers/develop leaders to lead PLC's, areas of focus for PLC's. Plan for 2nd PLC-next steps. (Begin gradually releasing PLC as appropriate-help w/notes, agenda, finding quotes, articles, videos-only release PLC once a leader has emerged)

**Person Responsible**

Tara Millette

**Schedule**

Monthly, from 10/1/2015 to 6/9/2016

**Evidence of Completion**

Agenda/list of needs/focuses/groups/leaders

**Action Step 4** 5

Admin will attend PLC's (assigned grade levels)

**Person Responsible**

Richard Dupont

**Schedule**

Monthly, from 10/1/2015 to 6/9/2016

**Evidence of Completion**

Notes w/look fors identified for future walk throughs

**Action Step 5** 5

Meeting to debrief/reflect/adjust PLC's experiences

**Person Responsible**

Richard Dupont

**Schedule**

Weekly, from 10/2/2015 to 6/10/2016

**Evidence of Completion**

agenda/notes from meeting/coaching plan/observation notes-feedback

**Plan to Monitor Fidelity of Implementation of G1.B10.S1** 6

Send email (phone call) reminder to Tara Millette regarding PLC schedule

**Person Responsible**

Heidi Blanchard

**Schedule**

On 9/11/2015

**Evidence of Completion**

copy of email sent to Tara

**Plan to Monitor Fidelity of Implementation of G1.B10.S1** 6

Phone call/text to Tara reminding of schedule deadline for teachers

**Person Responsible**

Heidi Blanchard

**Schedule**

On 9/24/2015

**Evidence of Completion**

Reminder phone call or text to Tara

**Plan to Monitor Fidelity of Implementation of G1.B10.S1** 6

Email to Tara regarding PLC meetings

**Person Responsible**

Heidi Blanchard

**Schedule**

***Evidence of Completion***

Email reminder from Heidi regarding status of PLC meetings

**Plan to Monitor Fidelity of Implementation of G1.B10.S1** 6

Email/calendar invite

**Person Responsible**

Heidi Blanchard

**Schedule**

Weekly, from 9/25/2015 to 6/3/2016

***Evidence of Completion***

Email/calendar invite to School based leadership team (Mr. Dupont)

**Plan to Monitor Effectiveness of Implementation of G1.B10.S1** 7

Regular classroom visits by coaches and administration using the 4 Areas of Focus checklist

**Person Responsible**

Richard Dupont

**Schedule**

Weekly, from 10/5/2015 to 6/10/2016

***Evidence of Completion***

Notes from classroom visits, demonstrating similar plans/activities/lessons (evidence of collaboration)-Checklist

**G1.B10.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

 S200438

### Strategy Rationale

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

### Action Step 1 5

Meeting to develop support plans for each identified cohort (1 and 2)-including expectations, training plans, needs moving forward

#### Person Responsible

Heidi Blanchard

#### Schedule

On 8/10/2015

#### Evidence of Completion

Support Plan

### Action Step 2 5

Faculty meeting to identify observable indicators review definitions of areas of focus

#### Person Responsible

Heidi Blanchard

#### Schedule

On 8/19/2015

#### Evidence of Completion

Meeting agenda/list of indicators-T-Chart of teacher actions and student actions

**Action Step 3** 5

Meeting to use indicators to create observation checklist for 4 Areas of Focus

**Person Responsible**

Heidi Blanchard

**Schedule**

On 8/20/2015

***Evidence of Completion***

Checklist

**Action Step 4** 5

Share and discuss checklist in PLC

**Person Responsible**

Tara Millette

**Schedule**

On 10/1/2015

***Evidence of Completion***

Agenda/Notes

**Plan to Monitor Fidelity of Implementation of G1.B10.S2** 6

Send invite, secure location for developing checklist (first faculty meeting-preplanning)

**Person Responsible**

Heidi Blanchard

**Schedule**

On 7/29/2015

***Evidence of Completion***

Invite with location



**Plan to Monitor Fidelity of Implementation of G1.B10.S2** 6

Check in with coaches and Heidi regarding faculty meeting

**Person Responsible**

Richard Dupont

**Schedule**

On 8/14/2015

***Evidence of Completion***

Mr. Dupont to email Heidi and coaches

**Plan to Monitor Fidelity of Implementation of G1.B10.S2** 6

Email to SBLT regarding Checklist completion

**Person Responsible**

Heidi Blanchard

**Schedule**

On 8/19/2015

***Evidence of Completion***

Email to SBLT and coaches

**Plan to Monitor Fidelity of Implementation of G1.B10.S2** 6

Email to coaches regarding checklist sharing in PLC

**Person Responsible**

Heidi Blanchard

**Schedule**

***Evidence of Completion***

Email sent to coaches for status check

**Plan to Monitor Effectiveness of Implementation of G1.B10.S2 7**

Instructional learning walks with DA Team (Scheduled with Sandy Brusca)-4 Areas of Focus Checklist

**Person Responsible**

Heidi Blanchard

**Schedule**

Quarterly, from 10/19/2015 to 6/10/2016

**Evidence of Completion**

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

**Plan to Monitor Effectiveness of Implementation of G1.B10.S2 7**

Classroom observations with a specific focus on the 4 Areas of Focus using the checklist

**Person Responsible**

Richard Dupont

**Schedule**

Weekly, from 10/26/2015 to 6/10/2016

**Evidence of Completion**

Checklist with areas to "look for"

**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.B10.S1.A1	Develop a plan/schedule for teachers to meet with coaches (reading, math, and TSC) in monthly PLC meetings.	Millette, Tara	9/1/2015	Schedule/plan for monthly meetings.	9/18/2015 one-time
G1.B10.S2.A1	Meeting to develop support plans for each identified cohort (1 and 2)-including expectations, training plans, needs moving forward	Blanchard, Heidi	8/10/2015	Support Plan	8/10/2015 one-time
G1.B10.S1.A2	Send schedule to teachers for feedback/revisions	Millette, Tara	9/25/2015	Email of schedule and finalized schedule.	9/25/2015 one-time
G1.B10.S2.A2	Faculty meeting to identify observable indicators review definitions of areas of focus	Blanchard, Heidi	8/19/2015	Meeting agenda/list of indicators-T-Chart of teacher actions and student actions	8/19/2015 one-time
G1.B10.S1.A3	First PLC meeting-model norms/structure-exemplar, gather needs/strengths of teachers/develop leaders to	Millette, Tara	10/1/2015	Agenda/list of needs/focuses/groups/leaders	6/9/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	lead PLC's, areas of focus for PLC's. Plan for 2nd PLC-next steps. (Begin gradually releasing PLC as appropriate-help w/notes, agenda, finding quotes, articles, videos-only release PLC once a leader has emerged)				
G1.B10.S2.A3	Meeting to use indicators to create observation checklist for 4 Areas of Focus	Blanchard, Heidi	8/20/2015	Checklist	8/20/2015 one-time
G1.B10.S1.A4	Admin will attend PLC's (assigned grade levels)	Dupont, Richard	10/1/2015	Notes w/look fors identified for future walk throughs	6/9/2016 monthly
G1.B10.S2.A4	Share and discuss checklist in PLC	Millette, Tara	10/1/2015	Agenda/Notes	10/1/2015 one-time
G1.B10.S1.A5	Meeting to debrief/reflect/adjust PLC's experiences	Dupont, Richard	10/2/2015	agenda/notes from meeting/coaching plan/observation notes-feedback	6/10/2016 weekly
G1.MA1	District led progress monitoring data analysis meetings	Dupont, Richard	10/26/2015	Meeting Notes and Data Analysis	6/3/2016 quarterly
G1.MA2	End of year FSA Analysis	Blanchard, Heidi	8/24/2015	Growth PR/Proficiency PR Science: 56% ELA: TBD when state releases data Math: TBD when state releases data	6/17/2016 semiannually
G1.B10.S1.MA1	Regular classroom visits by coaches and administration using the 4 Areas of Focus checklist	Dupont, Richard	10/5/2015	Notes from classroom visits, demonstrating similar plans/activities/ lessons (evidence of collaboration)- Checklist	6/10/2016 weekly
G1.B10.S1.MA1	Send email (phone call) reminder to Tara Millette regarding PLC schedule	Blanchard, Heidi	9/11/2015	copy of email sent to Tara	9/11/2015 one-time
G1.B10.S1.MA2	Phone call/text to Tara reminding of schedule deadline for teachers	Blanchard, Heidi	9/24/2015	Reminder phone call or text to Tara	9/24/2015 one-time
G1.B10.S1.MA3	Email to Tara regarding PLC meetings	Blanchard, Heidi	9/25/2015	Email reminder from Heidi regarding status of PLC meetings	one-time
G1.B10.S1.MA4	Email/calendar invite	Blanchard, Heidi	9/25/2015	Email/calendar invite to School based leadership team (Mr. Dupont)	6/3/2016 weekly
G1.B10.S2.MA1	Instructional learning walks with DA Team (Scheduled with Sandy Brusca)-4 Areas of Focus Checklist	Blanchard, Heidi	10/19/2015	Team will debrief following the Instructional learning walks and create "glows" and "grows" to share with staff	6/10/2016 quarterly
G1.B10.S2.MA2	Classroom observations with a specific focus on the 4 Areas of Focus using the checklist	Dupont, Richard	10/26/2015	Checklist with areas to "look for"	6/10/2016 weekly
G1.B10.S2.MA1	Send invite, secure location for developing checklist (first faculty meeting-preplanning)	Blanchard, Heidi	7/29/2015	Invite with location	7/29/2015 one-time
G1.B10.S2.MA2	Check in with coaches and Heidi regarding faculty meeting	Dupont, Richard	8/14/2015	Mr. Dupont to email Heidi and coaches	8/14/2015 one-time
G1.B10.S2.MA3	Email to SBLT regarding Checklist completion	Blanchard, Heidi	8/19/2014	Email to SBLT and coaches	8/19/2015 one-time
G1.B10.S2.MA6	Email to coaches regarding checklist sharing in PLC	Blanchard, Heidi	9/25/2015	Email sent to coaches for status check	one-time

## 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.*

## Technical Assistance Items

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

### Budget

#### Budget Data

<b>1</b>	<b>G1.B10.S1.A1</b>	<b>Develop a plan/schedule for teachers to meet with coaches (reading, math, and TSC) in monthly PLC meetings.</b>				<b>\$28,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0022 - Bunnell Elementary School	Other		\$28,000.00
			Notes: PLCs- one day per quarter for each teacher \$100/day (sub) for 70 teachers = \$7000 x 4 (quarterly) = \$28000			
<b>2</b>	<b>G1.B10.S1.A2</b>	<b>Send schedule to teachers for feedback/revisions</b>				<b>\$0.00</b>
<b>3</b>	<b>G1.B10.S1.A3</b>	<b>First PLC meeting-model norms/structure-exemplar, gather needs/strengths of teachers/develop leaders to lead PLC's, areas of focus for PLC's. Plan for 2nd PLC-next steps. (Begin gradually releasing PLC as appropriate-help w/ notes, agenda, finding quotes, articles, videos-only release PLC once a leader has emerged)</b>				<b>\$150,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0022 - Bunnell Elementary School	Title I Part A		\$150,000.00
			Notes: Academic Coaches (math, ELA primary) will work with teachers and students.			
<b>4</b>	<b>G1.B10.S1.A4</b>	<b>Admin will attend PLC's (assigned grade levels)</b>				<b>\$0.00</b>
<b>5</b>	<b>G1.B10.S1.A5</b>	<b>Meeting to debrief/reflect/adjust PLC's experiences</b>				<b>\$0.00</b>
<b>6</b>	<b>G1.B10.S2.A1</b>	<b>Meeting to develop support plans for each identified cohort (1 and 2)-including expectations, training plans, needs moving forward</b>				<b>\$10,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0022 - Bunnell Elementary School	Other		\$10,000.00
			Notes: Continued training/support in Lesson Planning (Backward Design); various levels of support as determined by need in PLCs and classroom visits			
<b>7</b>	<b>G1.B10.S2.A2</b>	<b>Faculty meeting to identify observable indicators review definitions of areas of focus</b>				<b>\$0.00</b>
<b>8</b>	<b>G1.B10.S2.A3</b>	<b>Meeting to use indicators to create observation checklist for 4 Areas of Focus</b>				<b>\$0.00</b>
<b>9</b>	<b>G1.B10.S2.A4</b>	<b>Share and discuss checklist in PLC</b>				<b>\$0.00</b>
<b>Total:</b>						<b>\$188,000.00</b>