

Flagler Schools

Bunnell Elementary School



2017-18 Schoolwide Improvement Plan

Bunnell Elementary School

305 N PALMETTO ST, Bunnell, FL 32110

www.flaglerschools.com

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	80%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	36%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	B*	A

**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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Bunnell Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

At our first faculty meeting, administration reviewed the importance of establishing relationships with students and shared data regarding the impact of this. This year, teachers were training on CHAMPS and Capturing Kids Hearts as well. 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 and learn more about what they will be doing throughout the school year. 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.

b. 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, 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, Spanish, and Wrestling are all offered.

Our "Trust Network" will continue 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.

c. 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 Project Wisdom are announced daily in the morning along with the Pledge of Allegiance. The Project Wisdom excerpts provide inspirational thoughts and quotes for students to ponder.

The staff has routinely been trained in discipline procedures at the beginning of each school year and continually throughout the year. This year CHAMPS and Capturing Kids Hearts training has been added. Teachers are also expected to have character education lessons each week. These procedures and routines mirror the Positive Behavioral Interventions and Supports guidelines.

Our district discipline policy states that 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.

Teachers are encouraged through our PBIS team and guidance, 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.

Capturing Kids Hearts and CHAMPS has allowed for consistency across the campus. Students are familiar with the expectations in varying areas such as the classroom, lunchroom, recess, hallway and other areas. Capturing Kids Hearts guides teachers through social emotional discussions with students when they are having a hard time.

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

To help support our students in making better choices academically and with their behavior, Bunnell Elementary School has established a Watch Dog program and a mentoring program. The Watch Dog program brings in male-role models related to our current students. These men volunteer to spend a day at the school, walking through classrooms, interacting with students and helping with classroom tasks. Our mentoring program brings in parents and members of the community to meet with selected students at least once a week, to go over classwork, homework or to just be a shoulder to lean on.

Each year, in order to receive feedback from parents, students, and faculty, we administer the AdvancEd Stakeholder Survey. Opportunities to complete the survey include online and paper/pencil. In order to facilitate this, we set up computer stations during evening functions that parents and community are invited to attend. The survey serves as a guide that enables us to meet the needs of our students and their families. In addition we are implementing Capturing Kids' Hearts in our school this year. Capturing Kids' Hearts is a behavior management program that helps students develop empathy, build motivation, rapport, and team work, and reinforces emotional intelligence.

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 Strong Kids/Strong Start, a social and emotional learning

curriculum that teaches social and emotional skills, promotes resilience, and increases coping skills of our students. Our counselors also offer individual and small group counseling to identified students on an as-needed basis. Bunnell Elementary also participates in character education. Counselors and teachers focus on one character trait each month. Those traits are introduced and discussed during 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. This year counselors have also implemented a "check-in" program between teachers and students to support academic and emotional needs. This program pairs high needs students with a teacher who will check in with that student once per week for the entire school year to discuss academics, goals, and issues facing the student at home. Through the use of Title I funds, a Mental Health counselor works at the school two days a week with students. School counselors can also refer students and families in crisis to outside providers for mental health services.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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

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

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

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

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

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

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

Teachers attend regular Data Day meetings with the administrator, the grade-level ESE inclusion teacher, the EWS interventionist, and the academic coach to review individual student data (specifically those students who show multiple early warning indicators) and to discuss teaching strategies used in the classroom including small group instruction. We also include the MTSS specialists, EWS interventionist, and the guidance counselors to determine what individual student interventions are needed based on the EWS indicators. We use the MTSS process, both for academics and behavior, to help students who need additional support. Teachers communicate student progress with parents and students using the Skyward online system, progress reports, parent conferences, and EWS tracking/accountability forms. 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.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/429108>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. 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).

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Sanfilippo, Marcus	Principal
Jackson, Ester	Assistant Principal
Lawson, Toneshia	Psychologist
Coalson, Mary	Other
Vazquez, Marlene	Teacher, K-12
Warren, Bonnie	Teacher, K-12
Atkinson-Brock, Melissa	Teacher, K-12
Caballero, Melissa	Teacher, K-12
Smith, Cindy	Teacher, K-12
Newman, Colleen	Instructional Coach
Westly, Tom	Teacher, K-12
Hillman, Blair	Teacher, K-12
Pickett, Maureen	Teacher, K-12
Blanchard, Heidi	Assistant Principal
Breeding, Debbie	School Counselor
Fasnacht, Randi	School Counselor

b. Duties

1. 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

TSC/Academic 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.
- Data Analysis**

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

2. 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 are 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 a portion of the District Curriculum Specialist position and the 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 a portion of the salary and travel for the Homeless/Parent Specialist who will work closely with the Title I Coordinator. All schools will be monitored by the Title I Homeless/Parent Specialist to be sure the

needs of all homeless students are met. 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
	Business/Community
JACKSON, ESTER	Parent
Karri Castle	Parent
Susan Zabawa	Teacher
David Morris	Teacher
Janine Killmer	Parent
Michelle Brito	Parent
Elana Martinez	Parent
Megan Townsend	Parent
Carmen Stanford	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC committee reviewed the data from the 2016-2017 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 2017-2018 school year.

b. Development of this school improvement plan

The previous years SAC committee reviewed the SIP from 2016-2017 in May and offered suggestions and input. The 2017-2018 SAC committee reviewed the goals of the school improvement plan for this year and offered suggestions as well. Those updates were made.

c. Preparation of the school's annual budget and plan

A discussion of the Title I funding was held at the first 2017-2018 SAC meeting. Input and suggestions were welcomed.

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

TBD

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Neubauer, Wendy	Instructional Media
Hillman, Blair	Teacher, K-12
Miller, Rachael	Teacher, K-12
Ricks, Jackie	Teacher, K-12
Pickett, Maureen	Teacher, K-12
Smith, Cindy	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

During the 2017-2018 school year, the literacy team will promote school wide school literacy the following ways-

Reading programs: Sunshine State Young Readers for grades 3-6, Sunshine State Young Readers Jr. for grades PK-2 and the FRA Books sponsored by Children's Book Award for grades PK-2. Students in all grade levels vote for their favorite book after reading a specific number of these

designated titles.

Access to Electronic books (ebooks): Utilize the Firstbooks.org subscription free ebooks provided to Title 1 Schools. Brytewave app to be installed on student ipads to access current ebooks that our part of our media center collection.

Literacy Weeks, Read Across America Week and Poetry Month Activities: Promote dress up days, educational games, book swaps, writing contests and invite guest readers on campus to read and share their love of literacy with students.

Evening Events: We will be introducing a Dr. Seuss Literacy Night where families can enjoy Dr. Seuss stories and complete various activities. We will continue hosting Bingo for Books providing every child a minimum of at least one free book.

Collaboration:

Media Specialist will create resource lists for 5th grade teachers to review the science standards addressed in 3rd grade in preparation statewide assessments. Mrs. Neubauer will continuously review Destiny, the online library database, for students to locate text on specific reading levels and/or create book reviews to encourage other students to consider various genres. The media specialists is collaborating with groups of primary teachers to facilitate a "Newsroom" to support both language arts and information literacy standards. Annually, media specialist provides weekly literacy enrichment per teacher and/or grade level requests.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. 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 data, planning, and instruction and academic coaches are included in this process.

2. 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)
- School Level New Teacher Orientation (Curriculum AP)
- Soliciting referrals from employees (Administration)
- Recruitment at job fairs and colleges/universities (Human Resources Dept)

3. 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 or it is the Teacher Support Colleague for the school. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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
- Weekly assessments for reading
- Chapter/Topic tests for math
- Quarterly assessments for reading, math and science (performance matters)
- I-ready diagnostic and Renaissance STAR

Tracking and using data to drive instruction takes place at a school-wide level as well as in individual classrooms. Coaches, administration and teachers 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 iReady and Renaissance STAR data to modify and supplement instruction, based on individual needs of students. 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, which is provided by someone other than the students classroom teacher.

2. 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 FSA 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.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

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

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

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

b. College and Career Readiness

1. 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

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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 rigorous instruction and assignments teachers will maximize their instructional time which will lead to an increase in student growth as well as proficiency, as demonstrated on FSA (3-6) and I-ready (K-2).

Strategic Goals Detail

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

G1. If we increase student engagement through rigorous instruction and assignments teachers will maximize their instructional time which will lead to an increase in student growth as well as proficiency, as demonstrated on FSA (3-6) and I-ready (K-2). **1a**

G099069

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	70.0
ELA/Reading Gains	77.0
ELA/Reading Lowest 25% Gains	77.0
FSA Mathematics Achievement	65.0
Math Gains	80.0
Math Lowest 25% Gains	80.0
FSA Science Achievement	56.0

Targeted Barriers to Achieving the Goal **3**

- Inconsistent team collaboration that leads to ineffective and inconsistent data utilization, quality instruction and reflection

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Guided Reading Training
- Assistance from academic coaches (review progress toward goals, ongoing professional development as needed, classroom support as needed)
- Professional Learning Communities
- Curriculum Department at the County Level
- Danielson Model Rubric
- Performance Matters
- 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 (if used appropriately as a resource)
- Performance Matters Quarterly Assessments
- Access to item specifications/focus calendars
- Positive Behavioral Interventions and Supports (PBIS)
- Volunteer/Mentors
- On site coaches

- CPALMS

Plan to Monitor Progress Toward G1. 8

School developed common assessments

Person Responsible

Heidi Blanchard

Schedule

Quarterly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Meeting Notes and Data Analysis

Plan to Monitor Progress Toward G1. 8

State Assessment Results and quarterly i-ready analysis

Person Responsible

Marcus Sanfilippo

Schedule

Semiannually, from 10/5/2017 to 6/25/2018

Evidence of Completion

Step 0 needs assessment for next year, gap analysis

Plan to Monitor Progress Toward G1. 8

SIP progress monitoring meeting

Person Responsible

Marcus Sanfilippo

Schedule

Semiannually, from 12/4/2017 to 5/31/2018

Evidence of Completion

meeting minutes/sign in sheet

Plan to Monitor Progress Toward G1. 8

SIP mid year review

Person Responsible

Marcus Sanfilippo

Schedule

Semiannually, from 4/2/2018 to 5/31/2018

Evidence of Completion

mid year review in CIMS

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 rigorous instruction and assignments teachers will maximize their instructional time which will lead to an increase in student growth as well as proficiency, as demonstrated on FSA (3-6) and I-ready (K-2). 1

G099069

G1.B8 Inconsistent team collaboration that leads to ineffective and inconsistent data utilization, quality instruction and reflection 2

B266739

G1.B8.S1 Update our system for school-wide ownership of a sustainable PLC process, which includes teachers facilitating meetings. 4

S282618

Strategy Rationale

Create a sustainable PLC process which develops school-wide ownership.

Action Step 1 5

Grade levels will develop plan with lead teachers and TSC for PLC's -including framework for upcoming meetings-frequency of meetings, where will they be held.

Person Responsible

Heidi Blanchard

Schedule

On 9/11/2017

Evidence of Completion

Grade levels will have plan for PLC's to turn into administration

Action Step 2 5

Next, hold regular PLC meetings within each grade level

Person Responsible

Colleen Newman

Schedule

Biweekly, from 9/4/2017 to 5/31/2018

Evidence of Completion

PLC agendas and meeting notes -documented through Google Docs

Action Step 3 5

Meet regularly with lead teachers and admin to review data they shared at PLCs and discuss next steps.

Person Responsible

Heidi Blanchard

Schedule

Biweekly, from 10/2/2017 to 5/31/2018

Evidence of Completion

Agenda/notes from the meetings, as well as updated coaching plans to support instruction.

Plan to Monitor Fidelity of Implementation of G1.B8.S1 6

Bi-weekly leadership meetings will review data, agendas, meeting notes from PLCs to monitor the fidelity of implementation.

Person Responsible

Marcus Sanfilippo

Schedule

Biweekly, from 11/1/2017 to 5/31/2018

Evidence of Completion

Agendas from weekly leadership meetings, as well as updated schoology information from teachers with PLC information and data.

Plan to Monitor Effectiveness of Implementation of G1.B8.S1 7

Administration classroom visits that provide feedback to teachers regarding high quality, cognitively complex instruction and maximized instructional time and then review that feedback to determine whether or not instructional changes are being observed consistently.

Person Responsible

Marcus Sanfilippo

Schedule

Weekly, from 10/2/2017 to 5/31/2018

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B8.S1 7

Review data from informal classroom observations to determine whether or not evidence of rigorous classroom instruction the areas of focus.

Person Responsible

Marcus Sanfilippo

Schedule

Biweekly, from 10/2/2017 to 5/31/2018

Evidence of Completion

Feedback provided to teachers and grade level teams through the use of the Danielson rubric.

G1.B8.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

S282619

Strategy Rationale

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

Action Step 1 5

Administration will develop a plan for tiered teacher support according to their instructional needs.

Person Responsible

Marcus Sanfilippo

Schedule

Monthly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Support Plan

Action Step 2 5

Administration will work with academic coaches and district staff to provide necessary teacher support and will monitor support plans.

Person Responsible

Marcus Sanfilippo

Schedule

Biweekly, from 9/4/2017 to 5/31/2018

Evidence of Completion

TSC Log

Plan to Monitor Fidelity of Implementation of G1.B8.S2 6

Bi-weekly leadership meetings to review differentiated support for teachers (when/who/data).

Person Responsible

Marcus Sanfilippo

Schedule

Biweekly, from 9/11/2017 to 5/31/2018

Evidence of Completion

Weekly agendas from leadership meetings and student data from selected teachers.

Plan to Monitor Effectiveness of Implementation of G1.B8.S2 7

Informal classroom visits using Danielson rubric.

Person Responsible

Heidi Blanchard

Schedule

Quarterly, from 9/18/2017 to 5/31/2018

Evidence of Completion

Data collected from classroom visits will be reviewed.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B8.S1.A1 A381343	Grade levels will develop plan with lead teachers and TSC for PLC's -including framework for...	Blanchard, Heidi	9/4/2017	Grade levels will have plan for PLC's to turn into administration	9/11/2017 one-time
G1.MA1 M414274	School developed common assessments	Blanchard, Heidi	9/1/2017	Meeting Notes and Data Analysis	5/31/2018 quarterly
G1.MA3 M414276	SIP progress monitoring meeting	Sanfilippo, Marcus	12/4/2017	meeting minutes/sign in sheet	5/31/2018 semiannually
G1.MA4 M414277	SIP mid year review	Sanfilippo, Marcus	4/2/2018	mid year review in CIMS	5/31/2018 semiannually
G1.B8.S1.MA1 M414269	Administration classroom visits that provide feedback to teachers regarding high quality,...	Sanfilippo, Marcus	10/2/2017	Notes from classroom visits, demonstrating similar plans/activities/ lessons (evidence of collaboration)- Checklist	5/31/2018 weekly
G1.B8.S1.MA3 M414270	Review data from informal classroom observations to determine whether or not evidence of rigorous...	Sanfilippo, Marcus	10/2/2017	Feedback provided to teachers and grade level teams through the use of the Danielson rubric.	5/31/2018 biweekly
G1.B8.S1.MA1 M414271	Bi-weekly leadership meetings will review data, agendas, meeting notes from PLCs to monitor the...	Sanfilippo, Marcus	11/1/2017	Agendas from weekly leadership meetings, as well as updated schoology information from teachers with PLC information and data.	5/31/2018 biweekly
G1.B8.S1.A2 A381344	Next, hold regular PLC meetings within each grade level	Newman, Colleen	9/4/2017	PLC agendas and meeting notes - documented through Google Docs	5/31/2018 biweekly
G1.B8.S1.A3 A381345	Meet regularly with lead teachers and admin to review data they shared at PLCs and discuss next...	Blanchard, Heidi	10/2/2017	Agenda/notes from the meetings, as well as updated coaching plans to support instruction.	5/31/2018 biweekly
G1.B8.S2.MA1 M414272	Informal classroom visits using Danielson rubric.	Blanchard, Heidi	9/18/2017	Data collected from classroom visits will be reviewed.	5/31/2018 quarterly
G1.B8.S2.MA1 M414273	Bi-weekly leadership meetings to review differentiated support for teachers (when/who/data).	Sanfilippo, Marcus	9/11/2017	Weekly agendas from leadership meetings and student data from selected teachers.	5/31/2018 biweekly
G1.B8.S2.A1 A381346	Administration will develop a plan for tiered teacher support according to their instructional...	Sanfilippo, Marcus	8/21/2017	Support Plan	5/31/2018 monthly
G1.B8.S2.A2 A381347	Administration will work with academic coaches and district staff to provide necessary teacher...	Sanfilippo, Marcus	9/4/2017	TSC Log	5/31/2018 biweekly
G1.MA2 M414275	State Assessment Results and quarterly i-ready analysis	Sanfilippo, Marcus	10/5/2017	Step 0 needs assessment for next year, gap analysis	6/25/2018 semiannually

V. 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 rigorous instruction and assignments teachers will maximize their instructional time which will lead to an increase in student growth as well as proficiency, as demonstrated on FSA (3-6) and I-ready (K-2).

G1.B8 Inconsistent team collaboration that leads to ineffective and inconsistent data utilization, quality instruction and reflection

G1.B8.S1 Update our system for school-wide ownership of a sustainable PLC process, which includes teachers facilitating meetings.

PD Opportunity 1

Next, hold regular PLC meetings within each grade level

Facilitator

Newman, Osypian, Smith, Blanchard

Participants

Teachers in grade levels K-6

Schedule

Biweekly, from 9/4/2017 to 5/31/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B8.S1.A1	Grade levels will develop plan with lead teachers and TSC for PLC's -including framework for upcoming meetings-frequency of meetings, where will they be held.				\$395,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0022 - Bunnell Elementary School	Title I, Part A		\$395,600.00
			<i>Notes: Academic Coaches (math, ELA primary) will work with teachers and students. Intervention teachers will work directly with identified students (salaries for Title I positions).</i>			
2	G1.B8.S1.A2	Next, hold regular PLC meetings within each grade level				\$0.00
3	G1.B8.S1.A3	Meet regularly with lead teachers and admin to review data they shared at PLCs and discuss next steps.				\$0.00
4	G1.B8.S2.A1	Administration will develop a plan for tiered teacher support according to their instructional needs.				\$51,250.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0022 - Bunnell Elementary School	Other		\$51,250.00
			<i>Notes: Continued training/support in Lesson Planning (Backward Design); various levels of support as determined by need in PLCs and classroom visits. Provide support in use of non consumable and online instructional materials purchased for instruction.</i>			
5	G1.B8.S2.A2	Administration will work with academic coaches and district staff to provide necessary teacher support and will monitor support plans.				\$0.00
					Total:	\$446,850.00