

Flagler Schools

# Bunnell Elementary School



## 2021-22 Schoolwide Improvement Plan

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# Bunnell Elementary School

305 N PALMETTO ST, Bunnell, FL 32110

www.flaglerschools.com

## Demographics

**Principal: Marcus Sanfilippo**

Start Date for this Principal: 7/1/2016

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-6
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	<i>[Data Not Available]</i>
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
<b>School Grades History</b>	2018-19: C (52%) 2017-18: C (48%) 2016-17: C (51%) 2015-16: C (51%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Dustin Sims</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

Flagler 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 Leadership Team

#### **Membership**

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

Name	Title	Job Duties and Responsibilities
Sanfilippo, Marcus	Principal	Instructional school leader overseeing all schoolwide practices, educators, school employees, and classroom instructional routines.
Evensen, Donelle	Assistant Principal	Assistant principal assigned to oversee grades K/1 and 5/6, Exceptional Student Education, Reading, Math, Science and Social Studies instruction.
Hankerd, Cari	Assistant Principal	Assistant principal assigned to oversee grades 2-4, Community Engagement, Behavior, and MTSS.
Killmer, Janine	Assistant Principal	Assistant principal assigned to oversee PreK instruction including Voluntary as well as ESE PreK.
Adams, April	Reading Coach	Literacy Coach. Meets regularly with teachers and leadership team to assess individual student and school data to make instructional decisions.
Westly, Tom	Math Coach	Math/Science Coach. Meets regularly with teachers and leadership team to assess individual student and school data to make instructional decisions.
Jaques, Robin	Instructional Coach	Literacy Coach. Meets regularly with K-2 teachers and leadership team to assess individual student and school data to make instructional decisions.

**Demographic Information**

**Principal start date**

Friday 7/1/2016, Marcus Sanfilippo

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

9

**Total number of teacher positions allocated to the school**

56

**Total number of students enrolled at the school**

1,094

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

13

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

18

**Demographic Data**

**Early Warning Systems**

**2021-22**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	134	148	156	176	154	154	174	0	0	0	0	0	0	1096
Attendance below 90 percent	15	26	23	23	19	30	20	0	0	0	0	0	0	156
One or more suspensions	0	8	4	6	5	15	22	0	0	0	0	0	0	60
Course failure in ELA	1	6	3	0	3	17	3	0	0	0	0	0	0	33
Course failure in Math	0	1	2	0	3	14	10	0	0	0	0	0	0	30
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	22	53	34	48	0	0	0	0	0	0	157
Level 1 on 2019 statewide FSA Math assessment	0	0	0	28	78	29	28	0	0	0	0	0	0	163
Number of students with a substantial reading deficiency	0	13	51	52	25	62	76	0	0	0	0	0	0	279
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	1	1	0	0	1	12	0	0	0	0	0	0	15

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	2	1	0	16	1	2	2	0	0	0	0	0	0	24
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Date this data was collected or last updated**

Thursday 8/19/2021

**2020-21 - As Reported**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	102	155	154	163	127	154	179	0	0	0	0	0	0	1034
Attendance below 90 percent	0	5	11	8	11	9	17	0	0	0	0	0	0	61
One or more suspensions	0	4	7	2	1	13	13	0	0	0	0	0	0	40
Course failure in ELA	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	3	0	0	0	0	0	0	3
Level 1 on 2019 statewide ELA assessment	0	0	0	0	4	17	43	0	0	0	0	0	0	64
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	24	56	0	0	0	0	0	0	82

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	1	0	1	1	3	3	0	0	0	0	0	0	9

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



Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	5	6	1	1	0	1	1	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**2020-21 - Updated**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	102	155	154	163	127	154	179	0	0	0	0	0	0	1034
Attendance below 90 percent	0	5	11	8	11	9	17	0	0	0	0	0	0	61
One or more suspensions	0	4	7	2	1	13	13	0	0	0	0	0	0	40
Course failure in ELA	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	3	0	0	0	0	0	0	3
Level 1 on 2019 statewide ELA assessment	0	0	0	0	4	17	43	0	0	0	0	0	0	64
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	24	56	0	0	0	0	0	0	82

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	1	0	1	1	3	3	0	0	0	0	0	0	9

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	5	6	1	1	0	1	1	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Part II: Needs Assessment/Analysis**

**School Data Review**

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

**Grade Level Data Review - State Assessments**

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

<b>ELA</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
03	2021					
	2019	58%	68%	-10%	58%	0%
Cohort Comparison						
04	2021					
	2019	45%	60%	-15%	58%	-13%
Cohort Comparison		-58%				
05	2021					
	2019	45%	58%	-13%	56%	-11%
Cohort Comparison		-45%				
06	2021					
	2019	55%	62%	-7%	54%	1%
Cohort Comparison		-45%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
03	2021					
	2019	65%	72%	-7%	62%	3%
Cohort Comparison						
04	2021					
	2019	43%	60%	-17%	64%	-21%
Cohort Comparison		-65%				
05	2021					
	2019	58%	58%	0%	60%	-2%
Cohort Comparison		-43%				
06	2021					
	2019	64%	67%	-3%	55%	9%
Cohort Comparison		-58%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
05	2021					
	2019	42%	53%	-11%	53%	-11%
Cohort Comparison						

**Grade Level Data Review - Progress Monitoring Assessments**

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

iReady Reading and iReady Math

<b>Grade 1</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	20	28	54
	Economically Disadvantaged			
	Students With Disabilities	13	9	19
	English Language Learners	10	30	10
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15	22	55
	Economically Disadvantaged			
	Students With Disabilities	16	16	39
	English Language Learners	0	0	30
<b>Grade 2</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23	43	65
	Economically Disadvantaged			
	Students With Disabilities	6	18	38
	English Language Learners	9	27	45
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15	38	52
	Economically Disadvantaged			
	Students With Disabilities	9	27	33
	English Language Learners	9	27	27

<b>Grade 3</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	50	61	85
	Economically Disadvantaged Students With Disabilities	24	36	70
	English Language Learners	20	20	80
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16	36	54
	Economically Disadvantaged Students With Disabilities	9	21	39
	English Language Learners	0	20	40

<b>Grade 4</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	32	36	50
	Economically Disadvantaged Students With Disabilities	0	17	17
	English Language Learners	33	33	50
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13	33	53
	Economically Disadvantaged Students With Disabilities	4	7	15
	English Language Learners	33	50	66

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	28	39	45
	Economically Disadvantaged			
	Students With Disabilities	3	10	19
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	31	37	58
	Economically Disadvantaged			
	Students With Disabilities	13	23	29
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 6					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		30	34	41
	Economically Disadvantaged				
	Students With Disabilities		3	0	3
	English Language Learners		22	27	25
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		22	36	47
	Economically Disadvantaged				
	Students With Disabilities		3	9	6
	English Language Learners		18	27	38

**Subgroup Data Review**

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	10	28	30	31	44	39	15				
ELL	57	58		69	58	60					
ASN	70	60		80	70						
BLK	32	46	47	36	49	50	23				
HSP	59	53		64	62	53	57				
MUL	63	56		70	75						
WHT	56	57	52	63	59	49	49				
FRL	45	51	47	51	53	50	39				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	9	31	27	16	34	33	9				
ELL	55			68							
ASN	67			80							
BLK	36	41	37	38	40	42	36				
HSP	57	54		57	49	40	50				
MUL	57	50		58	58		60				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	52	47	38	60	55	44	49				
FRL	44	45	38	50	48	42	44				

### ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	63
Total Points Earned for the Federal Index	430
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	61
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	70
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES

<b>Black/African American Students</b>	
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	66
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
<b>White Students</b>	
Federal Index - White Students	55
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
<b>Economically Disadvantaged Students</b>	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## **Analysis**

### **Data Analysis**

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

**What trends emerge across grade levels, subgroups and core content areas?**



Within the previous three years of FSA testing Bunnell Elementary students have scored at 45% proficiency or lower in 5th grade Science. FSA results from the 2020-21 school year did not follow any previous trends. Utilizing the 2018-19 FSA data and the 2020-21 iReady data:

**ELA trends:**

4th and 5th grade perform at lower proficiency rates on both FSA and iReady than all other grade levels.

ESE student grade level proficiency in 1st, 4th, and 5th grade are lower than 20%

ESE student growth from Fall to Spring in 1st, 4th, and 5th grades are lower than all other grade levels

English Language Learner proficiency levels are at or above the grade level average except in 1st and 2nd grades.

**Math trends:**

4th and 5th grade perform at lower proficiency rates than all other grade levels on FSA

All grade levels perform at similar proficiency rates in iReady

ESE student grade level proficiency in 4th grade is significantly lower than all other grade levels in iReady at 15% proficiency while other grade levels are at an average of 35% proficiency

ESE student growth from Fall to Spring in 4th, and 5th grades are lower than all other grade levels

English Language Learner proficiency levels are at or above the grade level average except in 1st and 2nd grades.

**What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?**

According to 2018-19 FSA data as well as iReady data, the areas of greatest need include:

5th Grade Science

Strengthening Tier 1 instruction to increase overall grade level proficiency

4th and 5th grade interventions in both ELA and Math

ESE instructional strategies on grade level content

**What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

Some of the factors that contribute to the needs for improvement include:

An increased number of new hires and mid-year hires over the last 2 school years

Changes in grade level standards, without changes to core curriculum, requiring additional content knowledge and planning for teachers

The number of students scoring more than one grade level below proficiency in need on interventions

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

According to FSA, 5th grade ELA proficiency increased from 45% to 51%

iReady progress monitoring signifies the greatest improvement occurring in 2nd and 3rd grade ELA with increases of 42 points in 2nd grade 55 points in 3rd grade

iReady progress monitoring signifies the greatest improvement occurring in 1st and 4th grade Math with increases of 45 points in 1st grade and 40 points in 4th grade

Students with disabilities made the greatest improvements in 2nd and 3rd grade with increases of 30 to 45 points in both reading and math.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

Some of the factors that contribute to the improvements at Bunnell Elementary include:  
The implementation of intervention blocks called PUP times at the same time across the grade level with an individual focus on each students greatest need  
The implementation of high support classes at each grade level that provide consistent and intensive supports to our most struggling students with disabilities.

**What strategies will need to be implemented in order to accelerate learning?**

In order to accelerate learning Bunnell Elementary will need to implement  
A teacher retention program to meet the needs of the multiple new hires  
Accountability and collaboration practices for Tier 1 instruction  
Previewing strategies for students with disabilities to better access grade level curriculum

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

The following are professional development opportunities that will be provided to support teachers and leaders throughout the 2021-22 school year:

- Grade level mentors for new hires
- Academic coach and district level support meetings for new hires
- Online school-wide practices training for new hires
- Administrative support for new hires
- Grade level planning sessions that focus on new standards and core curriculum
- Collaborative assessment analysis for individual classrooms in Tier 1 instruction
- Monthly progress monitoring meetings reviewing Tier 1 instructional outcomes
- Monthly support facilitation meetings to review strategy implementation and successes in previewing across campus

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

As the 2021-22 school year begins to show results, we will have a better understanding of what procedures to sustain and how. In order to build sustainability many of our new hire opportunities are housed in Schoology which is an online platform that can be reused in future school years.

All grade level meetings are recorded through the use of an agenda and live curriculum maps that can be maintained in future school years.

A systematic approach is begin created for the progress monitoring procedures so as to be replicated and provided to new hires in future school years.

## **Part III: Planning for Improvement**

### **Areas of Focus:**

**#1. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:**

According to our 2020-2021 FSA data, only 42% of 3rd grade students, 43% of 4th grade students, 51% of 5th grade students, and 38% of our 6th grade students scored a level 3 or higher on the ELA assessment.

In relation to writing on the FSA, 9% of all 4th graders and 4% of 5th graders scored 0 points, 30% of 4th graders and 22% of 5th graders scored 2-4 points, while 0 students in 4th grade and 1 student in 5th grade scored above an 8.

According to the final iReady diagnostic of the 2020-2021 school year in relation to phonics, 89% of Kindergarten students, 50% of 1st grade students, 59% of 2nd grade students, 77% of 3rd grade students, 49% of 4th grade students, 47% of 5th grade students, and 40% of 6th grade students are on level.

**Measureable Outcome:**

In grades Kindergarten through 2nd grade, students will progress in phonics skills throughout the year such that 70% of students will demonstrate mastery of grade level phonics concepts by the school year’s end as evidenced by the CORE reading assessment. In grades 3-6, 70% of students will score at least 3 out of 5 points on a school-based rubric focused on writing instruction. In grades Kindergarten through 6th grade, 70% of students in each class will score 70% or higher on the grade level ELA assessments.

**Monitoring:**

Kindergarten through 3rd grade phonics mastery levels will be monitored through the use of the CORE reading assessment that will be provided to all students at least 3 times within the school year. Students in grades 4-6 will be monitored based on those who score below 120 wpm fluency and show the need for additional phonics interventions.

Grades 3-6 writing outcomes will be monitored through quarterly teacher instructional rounds ratings to determine at what rubric level students are performing as well as grade level review of writing responses from the Benchmark and HMH reading series.

Mastery of grade level skills for Kindergarten through 6th grade students will be evaluated through the common assessments in the Tier 1 Reading curriculum. Skills mastery will be evaluated by the unit test in the Benchmark ELA curriculum or HMH for 6th grade. These assessments will be taken on paper and input into the online platforms of Benchmark and HMH in order to provide timely feedback and make instructional decisions throughout the school year.

**Person responsible for monitoring outcome:**

April Adams (adamsa@flaglerschools.com)

**Evidence-based Strategy:**

In addition to the evidence based core curriculum, Kindergarten through 2nd grade classrooms will use Wilson’s Foundations for their Tier 1 phonics instruction.

Students who are in need of additional interventions in Kindergarten through 6th grade will participate in direct instruction focused on their first area of need. This will take place 4 days per week for 30 minutes and will focus on the deficit skill for each student utilizing additional evidence based resources such as REWARDS, Read Naturally, and iReady tools for instruction. These interventions will be given by a qualified teacher or academic coach.

**Rationale  
for  
Evidence-  
based  
Strategy:**

Direct instruction has an effect size of 0.60, mastery learning 0.57, and phonics instruction (utilized in REWARDS and Wilson Foundations) 0.70. All curriculum chosen for direct instruction are evidence based resources.

**Action Steps to Implement**

Based upon data from the iReady diagnostic and CORE phonics assessment, students will be grouped based on their individual needs.

**Person  
Responsible** April Adams (adamsa@flaglerschools.com)

Data from individual students will be monitored monthly to determine if a student has mastered the skill and will need to move to a new skill.

**Person  
Responsible** April Adams (adamsa@flaglerschools.com)

The “gap” standards will be identified and a schedule will be implemented to teach skills that will be assessed k-2 for foundational skills.

**Person  
Responsible** April Adams (adamsa@flaglerschools.com)

Grade level assessments will be reviewed by the leadership team and meetings will be held with teachers to review student data in classes where 70% of students have not met the 70% average goal. Within the meeting the team will develop a plan for how to meet those students needs within the next reading Unit.

**Person  
Responsible** Donelle Evensen (evensend@flaglerschools.com)

**#2. Leadership specifically relating to Teacher Recruitment and Retention**

**Area of Focus Description and Rationale:** The 2021-22 school year, 18 out of 56 (32%) teachers are new to Bunnell Elementary. In providing thoughtful support for teachers we intend to retain the majority of these new teachers for the following school year.

**Measureable Outcome:** Within the 2021-22 school year Bunnell Elementary will provide four different levels of support for all new Bunnell Elementary teachers. New teachers starting in August will have 20 or more opportunities for mentoring and planned supports throughout the school year, combining the four levels of support. These levels of support will include a grade level mentor, a coach level mentor, provision of courses to provide professional learning on topics already implemented at Bunnell Elementary, as well as Administrative level of support.

**Monitoring:** Grade level mentors will keep sign-in sheets dating the times when they meet with their mentees as well as coaches and administrators. Courses completed will be monitored through Schoology as well as ERO which will help determine who started and completed these courses as well as completed follow up assignments. Completion of modules in the course will be reviewed monthly by academic and behavioral coaches who will follow-up and provide assistance as needed. Modules are optional for teachers, however those who complete will receive recertification points and stipends.

**Person responsible for monitoring outcome:** Tom Westly (westlyt@flaglerschools.com)

**Evidence-based Strategy:** Multilayered teacher mentoring will be implemented during the 2021-2022 school year. Mentees will meet with their grade level mentor on a bi-weekly basis to discuss pre-determined topics, and they will meet with academic coaches, as well as district level curriculum specialists, monthly to discuss pre-determined school-wide related topics. Mentee teachers will also have access to additional paid professional learning related to academic instruction and behavior/classroom management, and will have a designated administrator who will provide additional follow-up and support.

**Rationale for Evidence-based Strategy:** New teacher induction and teacher mentoring is widely supported by research and is demonstrated to be an effective educational practice. As stated by Ingersoll and Strong, "...evaluations of specific school district or state beginning teacher induction programs found that induction had positive effects on student achievement." (The Impact of Induction and Mentoring Programs for Beginning Teachers, 2011)

**Action Steps to Implement**

School leadership, including administration and academic coaches, will identify current faculty to serve as mentors.

**Person Responsible** Donelle Evensen (evensend@flaglerschools.com)

A new teacher orientation and mentoring meeting will be held to roll out the mentoring process.

**Person Responsible** Donelle Evensen (evensend@flaglerschools.com)

A calendar of meetings with coach level mentors has been developed to ensure mentoring occurs, with follow-up by school leadership team.

**Person Responsible** April Adams (adamsa@flaglerschools.com)

Schoology courses must be created focused on behavior as well as curriculum school-wide initiatives along with the ERO sign in process.

**Person Responsible** Donelle Evensen (evensend@flaglerschools.com)

Monitoring of Schoology course completion and followup completion for ERO.

**Person Responsible** Tom Westly (westlyt@flaglerschools.com)

**#3. Culture & Environment specifically relating to Equity & Diversity**

**Area of Focus Description and Rationale:** Several indicators were used to determine a critical need of providing targeted support to families. Student growth and achievement, attendance records, social work referrals, mental health counseling referrals, discipline incidents, and free/reduced lunch qualification were factors used to identify students and families that could benefit from additional support provided by the school and community.

**Measureable Outcome:** In the 2021-22 school year, 20 families will be identified to receive targeted family support. Support for each family will be determined by the family’s needs with their input and interests. In order to provide continuous support to these families, quarterly meetings will be held to learn about the families and how the school and community may help them meet their family and individual student goals. Additionally, there will be follow-up and progress monitoring to occur with the identified families each quarter.

**Monitoring:** Once family and individual student goals are created, data will be reviewed at least quarterly in order to determine progress towards those goals. Any additional support the family may need to meet those goals will also be identified and implemented. Sign in sheets and goal monitoring sheets will be kept throughout the school year. Student school performance data will be closely monitored to evaluate school achievement impacts.

**Person responsible for monitoring outcome:** Cari Hankerd (hankerdc@flaglerschools.com)

**Evidence-based Strategy:** Effective school-community relations have been established as a key performance indicator in a multitude of longitudinal studies. Families will be incentivized to participate in connecting with community and school based resources. These connections will fill a variety of needs that the family and student may have, which will in turn improve the relationship between the family, school, community and, potentially, the family’s ability to focus on prioritizing the educational needs of the student. Resources will address issues such as food security, personal health and safety, housing, mental health support, and educational interventions.

**Rationale for Evidence-based Strategy:** As previously stated and, among the qualitative knowledge of student services staff and school personnel, there is significant research that supports the importance of school-community relations. In a study published in 2010 by the Harvard Family Research Project, findings included the following: “When schools and community organizations work together to support learning, everyone benefits. Partnerships can serve to strengthen, support, and even transform individual partners, resulting in improved program quality, more efficient use of resources, and better alignment of goals and curricula.”

**Action Steps to Implement**

Reach out to local community organizations and school district departments offering relevant services and resources to identified families.

**Person Responsible** Cari Hankerd (hankerdc@flaglerschools.com)

Create calendar of events including information night and follow-up events.

**Person Responsible** Cari Hankerd (hankerdc@flaglerschools.com)

Connect with organizations able to provide funding and incentives to families for their participation.

**Person Responsible** Cari Hankerd (hankerdc@flaglerschools.com)



**#4. ESSA Subgroup specifically relating to Students with Disabilities**

**Area of Focus Description and Rationale:** Students with disabilities were identified as an ESSA subgroup based on student performance data. Overall, students with disabilities demonstrated a value of 21 on the federal percent of point index rating. According to 2020-21 iReady, the percent of students proficient in ELA across grade levels as compared to students with disabilities reveals a gap of between 20 and 33 percentage points.

**Measureable Outcome:** In the 2021-22 school year Bunnell Elementary will decrease the gap between grade level proficiency and proficiency of students with disabilities to 25 percentage points or less at all grade levels as evidenced by grade level ELA assessments (Wilson's, Benchmark, and HMH) as well as winter & or Spring iReady diagnostics.

**Monitoring:** Teachers and students will track their own progress towards their goals with data chats taking place within the classroom. The leadership team will review all grade level ELA assessments within a week of their completion to determine proficiency on each assessment as well as the gap between grade level proficiency and proficiency of students with disabilities. Leadership team members will hold data chats with classroom teachers on the results of these assessments including the success of students with disabilities. The leadership team will review iReady diagnostic assessments after each completion to determine proficiency on each assessment as well as the gap between grade level proficiency and proficiency of students with disabilities.

**Person responsible for monitoring outcome:** Donelle Evensen (evensend@flaglerschools.com)

**Evidence-based Strategy:** Classroom teachers as well as ESE teachers will hold data chats with all students in order to set goals and require students to graph those goals consistently throughout the school year. In participating in grade level meetings, ESE teachers will have a deeper understanding of vocabulary and concepts to be taught in the upcoming weeks and month in classrooms. Having this information will help them to create lesson plans and interventions that preview these vocabulary terms multiple times before it is used in the classroom and provide background knowledge on skills that will be necessary for students to better participate and understand the instruction within their homeroom classes when it is provided.

**Rationale for Evidence-based Strategy:** According to Hattie's research with high yield strategies goal setting and follow through is effective as evidenced by self reported grades having an effect size of 1.33 followed by learning goals at .68 and goal commitment at .40. Previewing/Prior knowledge are also important with strategy to integrate prior knowledge having an effect size of .93 followed by acceleration at .68

**Action Steps to Implement**

Teachers and ESE teachers will be provided with rosters that identify students falling into this ESSA category.

**Person Responsible** Tom Westly (westlyt@flaglerschools.com)

Teachers will hold data chats with students to set and review individual goals for students and provide them information needed to graph their progress.

**Person Responsible** Donelle Evensen (evensend@flaglerschools.com)

ESE teachers will review strategies for previewing and successes in doing so during monthly ESE meetings.

**Person Responsible** Donelle Evensen (evensend@flaglerschools.com)

**#5. ESSA Subgroup specifically relating to Black/African-American**

**Area of Focus Description and Rationale:** Black/African American students were identified as an ESSA subgroup based on student performance data. Overall, Black/African American students demonstrated a value of 25 on the federal percent of point index rating. According to 2020-21 iReady, the percent of students proficient in ELA across grade levels as compared to African American students reveals a gap of between 9 and 24 percentage points.

**Measureable Outcome:** In the 2021-22 school year Bunnell Elementary will decrease the gap between grade level proficiency and proficiency of African American students to 15 percentage points or less at all grade levels as evidenced by winter & or Spring iReady diagnostics.

**Monitoring:** The leadership team will review all grade level ELA assessments within a week of their completion to determine proficiency on each assessment as well as the gap between grade level proficiency and proficiency of African American students. Leadership team members will hold data chats with classroom teachers on the results of these assessments including the success of African American students. The leadership team will review iReady diagnostic assessments after each completion to determine proficiency on each assessment as well as the gap between grade level proficiency and proficiency of African American students.

**Person responsible for monitoring outcome:** Cari Hankerd (hankerdc@flaglerschools.com)

**Evidence-based Strategy:** Identified students will participate in mentoring that will include student data-driven conversations to include goal setting, steps toward improvement and growth, and follow-up.

**Rationale for Evidence-based Strategy:** Research indicates that effective mentoring helps young people overcome barriers to academic achievement including: chronic absenteeism, inadequate academic preparation, multiple suspensions, poor academic performance, poverty, and repeating a grade. Additionally, in an article published by edutopia.org, “surveyed students who were tracking their data were substantially more likely to respond that they were trying their hardest, and felt in control of their learning than other students in the classroom.” (Why Student Data Should be Students’ Data, Li 2017)

**Action Steps to Implement**

Students will be identified for mentoring prior to the start of school with an emphasis on Black/African American students

**Person Responsible** Cari Hankerd (hankerdc@flaglerschools.com)

Family meetings to occur prior to the start of school for students demonstrating the greatest need, with an emphasis on Black/African American students

**Person Responsible** Cari Hankerd (hankerdc@flaglerschools.com)

Mentoring with student data folders and goal setting frameworks to begin after the first midterm

**Person Responsible** Cari Hankerd (hankerdc@flaglerschools.com)

**#6. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:** According to our 2020-2021 FSA data, only 42% of 3rd grade students, 35% of 4th grade students, 42% of 5th grade students, and 43% of our 6th grade students scored a level 3 or higher on the math assessment. According to the final iReady diagnostic of the 2020-2021 school year, 77% of Kindergarten students, 50% of 1st grade students, 56% of 2nd grade students, 49% of 3rd grade students, 56% of 4th grade students, 59% of 5th grade students, and 48% of 6th grade students are on grade level for math.

**Measureable Outcome:** The goal is for 70% of students in each class to score 70% or higher on the grade level Math assessments (mid and end of chapter assessments).

**Monitoring:** Mastery of grade level skills for Kindergarten through 6th grade students will be evaluated through the common assessments in the Tier 1 Math curriculum. Skills mastery will be evaluated by the chapter tests in the iReady MAFS curriculum. These assessments will be taken on paper and input into the online platforms of Performance Matters in grades 3-6 and input into an item analysis for grades Kindergarten-2nd grade in order to provide timely feedback and make instructional decisions throughout the school year.

**Person responsible for monitoring outcome:** Tom Westly (westlyt@flaglerschools.com)

**Evidence-based Strategy:** In addition to the evidence based core curriculum, students who are in need of additional interventions in Kindergarten through 6th grade will take part in direct instruction for the first area of need. This will take place 4 days per week for 30 minutes and will focus on the readiness skills for each student utilizing the FocusMath intervention program. These interventions will be given by a qualified teacher or academic coach. For those students who are on grade level or above we will utilize Mindset Mathematics following the Math Talk ideas in order to build student understanding of math concepts that will transfer to challenging concepts.

**Rationale for Evidence-based Strategy:** Direct instruction has an effect size of 0.60, mastery learning 0.57, and classroom discussion (utilized in Mindset Mathematics) 0.82. All curriculum chosen for direct instruction are evidence based resources.

**Action Steps to Implement**

Based upon data from the iReady diagnostic and Focus Math pretests, students will be grouped based on their individual needs.

**Person Responsible** Tom Westly (westlyt@flaglerschools.com)

Data from individual students will be monitored monthly to determine if a student has mastered the skill and will need to move to a new skill.

**Person Responsible** Tom Westly (westlyt@flaglerschools.com)

Professional Learning focused on Math Talks will be provided for school-wide implementation.

**Person Responsible** Tom Westly (westlyt@flaglerschools.com)

Grade level assessments will be reviewed by the leadership team and meetings will be held with teachers to review student data in classes where 70% of students have not met the 70% average goal. Within the meeting the team will develop a plan for how to meet those students needs within the next chapter of math.

**Person Responsible** Donelle Evensen (evensend@flaglerschools.com)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**According to the School Safety Dashboard accessed at SafeSchoolsforAlex.org, Bunnell Elementary ranks #837 out of 1,395 elementary schools in the state. Further, the number of total suspensions was considered very high with the metrics used by this site. With the implementation of student mentoring and targeted family supports that have been discussed in the areas of focus (which is intended to improve school culture and environment), discipline data as related to total suspensions will be targeted for decrease.**

### Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

### Describe how the school addresses building a positive school culture and environment.

BES will build positive relationships with parents, families, and other community stakeholders through a variety of methods. The School Advisory Council will be open to all members of the school community, giving a voice and platform for all to have an influence in the direction of the school. Further, school staff will make an intentional effort to reach out to parents and families to share information about their respective student and to offer mutual respect, support, and guidance. Some of the events that are held to share this information include: Meet the Teacher, Open House, and Family Bullpup Universities. Bunnell Elementary will also

make a concentrated effort to reach out to local businesses, to involve them in appropriate ways with functions of the school, and include them in partnerships which are mutually beneficial. BES will celebrate the educator of the month nominated by their peers. In order to meet all academic goals set forth by the school improvement plan, it will be imperative that administrators and academic coaches support teachers in implementation of strategies and goal setting, through accountability partnerships, as well as assisting with record keeping and data collection. With a grand task comes feelings of inadequacy and being overwhelmed. This team will need to be aware when this is taking place with teachers and alleviate it as it comes up in creative ways.

**Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

- Cari Hankerd - Assistant principal - SAC / PTO support and Community Stakeholder liaison
- Donelle Evensen - Assistant Principal - Bullpup University and Event Director
- April Adams - Literacy Coach - Event support, Teacher support, and pulse checks
- Tom Westly - Academic Coach - Event support, Teacher support, and pulse checks
- Robin Jaques - Academic Coach - Event support, Teacher support, and pulse checks
- Stephanie Giumenta - SAC Chairperson

**Part V: Budget**

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$176,935.61
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	130-Other Certified Instructional Personnel	0022 - Bunnell Elementary School	Title, I Part A		\$107,107.64
			<i>Notes: Salaries for academic coaches supporting teachers, analyzing data, and supporting students across all grade levels.</i>			
	5100	210-Retirement	0022 - Bunnell Elementary School	Title, I Part A		\$10,710.76
			<i>Notes: Academic Coaches</i>			
	5100	220-Social Security	0022 - Bunnell Elementary School	Title, I Part A		\$8,193.73
			<i>Notes: Academic Coaches</i>			
	5100	230-Group Insurance	0022 - Bunnell Elementary School	Title, I Part A		\$13,800.00
			<i>Notes: Academic Coaches</i>			
	5100	231-Health and Hospitalization	0022 - Bunnell Elementary School	Title, I Part A		\$353.46
			<i>Notes: Academic Coaches</i>			
	5100	240-Workers Compensation	0022 - Bunnell Elementary School	Title, I Part A		\$1,071.08
			<i>Notes: Academic Coaches</i>			
	5100	510-Supplies	0022 - Bunnell Elementary School	Title, I Part A		\$5,627.18
			<i>Notes: REWARDS student instructional materials as well as Scholastic Storyworks magazines</i>			

	5100	590-Other Materials and Supplies	0022 - Bunnell Elementary School	Title, I Part A		\$391.80
			<i>Notes: REWARDS teacher edition materials</i>			
	5100	369-Technology-Related Rentals	0022 - Bunnell Elementary School	Title, I Part A		\$2,600.00
			<i>Notes: Flocabulary site license</i>			
	5100	590-Other Materials and Supplies	0022 - Bunnell Elementary School	Title, I Part A		\$1,063.33
			<i>Notes: Word Wisdom Vocabulary Teacher editions and Wilson Foundations teaching materials.</i>			
	5900	120-Classroom Teachers	0022 - Bunnell Elementary School	Title, I Part A		\$18,600.00
			<i>Notes: After School tutoring teacher pay</i>			
	5900	210-Retirement	0022 - Bunnell Elementary School	Title, I Part A		\$1,860.00
			<i>Notes: After School tutoring</i>			
	5900	220-Social Security	0022 - Bunnell Elementary School	Title, I Part A		\$1,422.90
			<i>Notes: After School tutoring</i>			
	6150	120-Classroom Teachers	0022 - Bunnell Elementary School	Title, I Part A		\$1,000.00
			<i>Notes: Bullpup University Make it and Take it as well as Book Bingo Night teacher stipends</i>			
	6150	210-Retirement	0022 - Bunnell Elementary School	Title, I Part A		\$100.00
			<i>Notes: Bullpup University Make it and Take it as well as Book Bingo Night</i>			
	6150	220-Social Security	0022 - Bunnell Elementary School	Title, I Part A		\$76.50
			<i>Notes: Bullpup University Make it and Take it as well as Book Bingo Night</i>			
	6150	510-Supplies	0022 - Bunnell Elementary School	Title, I Part A		\$1,474.84
			<i>Notes: Bullpup University Make it and Take it as well as Book Bingo Night</i>			
	6150	120-Classroom Teachers	0022 - Bunnell Elementary School	Title, I Part A		\$1,260.00
			<i>Notes: Transition to Kinder stipends</i>			
	6150	210-Retirement	0022 - Bunnell Elementary School	Title, I Part A		\$126.00
			<i>Notes: Transition to Kinder</i>			
	6150	220-Social Security	0022 - Bunnell Elementary School	Title, I Part A		\$96.39
			<i>Notes: Transition to Kinder</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Leadership: Teacher Recruitment and Retention</b>				<b>\$7,304.40</b>



	Function	Object	Budget Focus	Funding Source	FTE	2021-22	
	6400	220-Social Security	0022 - Bunnell Elementary School	Title, I Part A		\$104.40	
<i>Notes: Job embedded strategy instruction substitute</i>							
	6400	750-Other Personal Services	0022 - Bunnell Elementary School	Title, I Part A		\$7,200.00	
<i>Notes: Job embedded strategy instruction substitute</i>							
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Culture &amp; Environment: Equity &amp; Diversity</b>					<b>\$405,071.46</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22	
	5100	120-Classroom Teachers	0022 - Bunnell Elementary School	Title, I Part A		\$277,000.00	
<i>Notes: Academic and Behavior interventionist salary</i>							
	6400	210-Retirement	0022 - Bunnell Elementary School	Title, I Part A		\$27,700.00	
<i>Notes: Academic and Behavior interventionist</i>							
	6400	220-Social Security	0022 - Bunnell Elementary School	Title, I Part A		\$21,011.31	
<i>Notes: Academic and Behavior interventionist</i>							
	6400	230-Group Insurance	0022 - Bunnell Elementary School	Title, I Part A		\$34,500.00	
<i>Notes: Academic and Behavior interventionist</i>							
	6400	231-Health and Hospitalization	0022 - Bunnell Elementary School	Title, I Part A		\$915.00	
<i>Notes: Academic and Behavior interventionist</i>							
	6400	240-Workers Compensation	0022 - Bunnell Elementary School	Title, I Part A		\$2,770.00	
<i>Notes: Academic and Behavior interventionist</i>							
	6400	120-Classroom Teachers	0022 - Bunnell Elementary School	Title, I Part A		\$1,500.00	
<i>Notes: Poverty simulation stipends</i>							
	6400	210-Retirement	0022 - Bunnell Elementary School	Title, I Part A		\$150.00	
<i>Notes: Poverty simulation</i>							
	6400	220-Social Security	0022 - Bunnell Elementary School	Title, I Part A		\$114.75	
<i>Notes: Poverty simulation</i>							
	6400	120-Classroom Teachers	0022 - Bunnell Elementary School	Title, I Part A		\$3,000.00	
<i>Notes: Behavior data and strategies training stipends</i>							
	6400	210-Retirement	0022 - Bunnell Elementary School	Title, I Part A		\$300.00	

			<i>Notes: Behavior data and strategies training</i>			
	6400	220-Social Security	0022 - Bunnell Elementary School	Title, I Part A		\$229.50
			<i>Notes: Behavior data and strategies training</i>			
	5100	150-Aides	0022 - Bunnell Elementary School	Title, I Part A		\$17,452.53
			<i>Notes: Paraprofessional salary</i>			
	5100	210-Retirement	0022 - Bunnell Elementary School	Title, I Part A		\$1,745.25
			<i>Notes: Paraprofessional</i>			
	5100	220-Social Security	0022 - Bunnell Elementary School	Title, I Part A		\$1,335.13
			<i>Notes: Paraprofessional</i>			
	5100	230-Group Insurance	0022 - Bunnell Elementary School	Title, I Part A		\$6,900.00
			<i>Notes: Paraprofessional</i>			
	5100	231-Health and Hospitalization	0022 - Bunnell Elementary School	Title, I Part A		\$57.59
			<i>Notes: Paraprofessional</i>			
	5100	240-Workers Compensation	0022 - Bunnell Elementary School	Title, I Part A		\$174.53
			<i>Notes: Paraprofessional</i>			
	6150	120-Classroom Teachers	0022 - Bunnell Elementary School	Title, I Part A		\$1,500.00
			<i>Notes: Family Art Night, Family Music Night, and Family Movement Night stipends</i>			
	6150	210-Retirement	0022 - Bunnell Elementary School	Title, I Part A		\$150.00
			<i>Notes: Family Art Night, Family Music Night, and Family Movement Night</i>			
	6150	220-Social Security	0022 - Bunnell Elementary School	Title, I Part A		\$114.75
			<i>Notes: Family Art Night, Family Music Night, and Family Movement Night</i>			
	6150	510-Supplies	0022 - Bunnell Elementary School	Title, I Part A		\$500.99
			<i>Notes: Family Art Night, Family Music Night, and Family Movement Night</i>			
	6150	730-Dues and Fees	0022 - Bunnell Elementary School	Title, I Part A		\$100.00
			<i>Notes: Family Art Night and Family Music Night application for block party city fee</i>			
	6150	120-Classroom Teachers	0022 - Bunnell Elementary School	Title, I Part A		\$250.00
			<i>Notes: Video creation stipends</i>			
	6150	210-Retirement	0022 - Bunnell Elementary School	Title, I Part A		\$25.00

			<i>Notes: Video creation</i>			
	6150	220-Social Security	0022 - Bunnell Elementary School	Title, I Part A		\$19.13
			<i>Notes: Video creation</i>			
	6150	390-Other Purchased Services	0022 - Bunnell Elementary School	Title, I Part A		\$850.00
			<i>Notes: Refreshments for family events</i>			
	6150	120-Classroom Teachers	0022 - Bunnell Elementary School	Title, I Part A		\$4,000.00
			<i>Notes: Family meeting stipends</i>			
	6150	210-Retirement	0022 - Bunnell Elementary School	Title, I Part A		\$400.00
			<i>Notes: Family meeting</i>			
	6150	220-Social Security	0022 - Bunnell Elementary School	Title, I Part A		\$306.00
			<i>Notes: Family meeting</i>			
<b>4</b>	<b>III.A.</b>	<b>Areas of Focus: ESSA Subgroup: Students with Disabilities</b>				<b>\$3,529.50</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	120-Classroom Teachers	0022 - Bunnell Elementary School	Title, I Part A		\$3,000.00
			<i>Notes: MTSS data review training stipends</i>			
	6400	210-Retirement	0022 - Bunnell Elementary School	Title, I Part A		\$300.00
			<i>Notes: MTSS data review training</i>			
	6400	220-Social Security	0022 - Bunnell Elementary School	Title, I Part A		\$229.50
			<i>Notes: MTSS data review training</i>			
<b>5</b>	<b>III.A.</b>	<b>Areas of Focus: ESSA Subgroup: Black/African-American</b>				<b>\$0.00</b>
<b>6</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Math</b>				<b>\$11,039.03</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	510-Supplies	0022 - Bunnell Elementary School	Title, I Part A		\$4,469.95
			<i>Notes: Focus Math student consumable materials for interventions.</i>			
	6400	120-Classroom Teachers	0022 - Bunnell Elementary School	Title, I Part A		\$3,375.00
			<i>Notes: Math talk book study stipends</i>			
	6400	210-Retirement	0022 - Bunnell Elementary School	Title, I Part A		\$337.50
			<i>Notes: Math talk book study</i>			

	6400	220-Social Security	0022 - Bunnell Elementary School	Title, I Part A		\$258.19
			<i>Notes: Math talk book study</i>			
	6150	120-Classroom Teachers	0022 - Bunnell Elementary School	Title, I Part A		\$1,500.00
			<i>Notes: Bullpup University Math Night and STEM Night stipends</i>			
	6150	210-Retirement	0022 - Bunnell Elementary School	Title, I Part A		\$150.00
			<i>Notes: Bullpup University Math and STEM Night</i>			
	6150	220-Social Security	0022 - Bunnell Elementary School	Title, I Part A		\$114.75
			<i>Notes: Bullpup University Math</i>			
	6150	510-Supplies	0022 - Bunnell Elementary School	Title, I Part A		\$833.64
			<i>Notes: Bullpup University Math</i>			
					<b>Total:</b>	<b>\$603,880.00</b>