

School District: **Appoquinimink School District**
 School: **Bunker Hill Elementary School**
 Project: **Empowering Innovative Mind Through Inquiry**
 Award: **\$32,767.25**

Demographics: Bunker Hill Elementary is a Title I school with a student population consisting of approximately 600 children. 12.5% of students are identified as special education, 58.8% are Caucasian, and 41.2% are considered African American, American Indian, Asian, Hispanic, or multi-racial. Under the old method of calculating low-income student population, the number of students gradually rose to 31%. Under the new method of calculation, eliminating free and reduced lunch eligibility, low-income students rose to a peak of 17% during the 2015-16 school year.

Abstract: Bunker Hill Elementary plans to use **inquiry-based learning** to improve student outcomes across content areas over the course of three school years. Bunker Hill staff aim to improve its **Smarter-balanced Assessment (SBAC) scores** in **ELA** and **Mathematics** to **90% proficiency** by the 2018-2019 school year through **training, coaching sessions, monthly PLC meetings, improved data analysis, weekly peer coaching, and lesson redesign** in **English/language Arts, mathematics, and science** content areas. The Delaware Department of Education and other expert speakers have offered professional development in **standards-based instruction** to Bunker Hill faculty, which they will use to create and administer one alternative means of summative assessment per unit and implement at least one **transdisciplinary unit** in partnership with a professional business.

Data: The DIBELS Reading/Math Assessment table shows two cohorts of students in the 2015-2016 and 2016-2017 school years. The average of both cohorts shows approximately 21% of the student population receives comprehension and fluency intervention. 16% of students have needed continued intervention in math fluency, concepts, and application. Bunker Hill staff found decoding, reading fluency, math fluency, concepts, and application to be the areas where students struggle most according to their data.

DIBELS Reading/Math Assessments					
Promoting Class 2016	% Students Tier 2/3 Reading RTI: Decoding/Fluency	% Students Tier 2/3 Math RTI: Decoding/Fluency	Promoting Class 2017	% Students Tier 2/3 Reading RTI: Decoding/Fluency	% Students Tier 2/3 Math RTI: Decoding/Fluency
Grade One	17%	17%	Grade One	23%	15%
Grade Two	11%	16%	Grade Two	26%	15%
Grade Three	18%	20%	Grade Three	28%	16%
Grade Four	17%	15%	Grade Four	27%	14%
Grade Five	14%	15%	Grade Five	n/a	n/a