

Sumter District Schools

Bushnell Elementary School



2019-20 School Improvement Plan

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Bushnell Elementary School

218 W FLANNERY AVE, Bushnell, FL 33513

[no web address on file]

Demographics

Principal: Kelly Goodwin

Start Date for this Principal: 8/29/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: A
School Grades History	2017-18: C 2016-17: A 2015-16: B 2014-15: A 2013-14: A
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Tracy Webley
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA

ESSA Status	N/A
* 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 Sumter 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.

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

The mission of Bushnell Elementary is to foster an environment that provides on-going programs to meet the educational needs and differences of all students in our changing society and to help all students realize success and fulfillment in school and community life.

Provide the school's vision statement

Bushnell Elementary provides a quality staff, an appropriate learning environment and adequate resources to ensure academic, social, and physical growth, enabling students to excel in an ever-changing world.

Our school motto is "A Great Place to Grow".

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Goodwin, Kelly	Principal	
Valdez, Brandi	Instructional Media	
Kelly, LaShandra	Instructional Coach	
Holt, Magan	Teacher, K-12	
Johnson, Carol	Teacher, K-12	
Shea, Melynda	Assistant Principal	
Dewey, Terri	Teacher, K-12	
Bryant, Jennifer	Teacher, K-12	
Cook, Donna	Assistant Principal	
Duckworth, Lauryn	Teacher, K-12	
Perry, Stephanie	Instructional Coach	
Van Hooijdonk, Carrie	Teacher, ESE	
Wallace, Brittany	Teacher, K-12	
Westerkom, Susan	Teacher, K-12	
Fort, Ashley	Guidance Counselor	

Early Warning Systems

Current Year

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	119	130	108	116	118	116	0	0	0	0	0	0	0	707
Attendance below 90 percent	13	9	4	2	7	6	0	0	0	0	0	0	0	41
One or more suspensions	0	5	8	7	10	5	0	0	0	0	0	0	0	35
Course failure in ELA or Math	5	10	6	9	13	16	0	0	0	0	0	0	0	59
Level 1 on statewide assessment	0	0	0	1	22	13	0	0	0	0	0	0	0	36

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	4	13	9	0	0	0	0	0	0	0	27

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	5	9	1	2	0	0	0	0	0	0	0	22
Students retained two or more times		0	0	0	1	1	0	0	0	0	0	0	0	2

FTE units allocated to school (total number of teacher units)

41

Date this data was collected or last updated

Friday 9/6/2019

Prior Year - 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
Attendance below 90 percent	6	12	16	12	13	13	0	0	0	0	0	0	0	72
One or more suspensions	6	14	8	7	16	23	0	0	0	0	0	0	0	74
Course failure in ELA or Math	3	9	8	10	11	4	0	0	0	0	0	0	0	45
Level 1 on statewide assessment	0	0	0	12	27	30	0	0	0	0	0	0	0	69
	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	1	7	6	8	15	15	0	0	0	0	0	0	0	52

Prior Year - 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
Attendance below 90 percent	6	12	16	12	13	13	0	0	0	0	0	0	0	72
One or more suspensions	6	14	8	7	16	23	0	0	0	0	0	0	0	74
Course failure in ELA or Math	3	9	8	10	11	4	0	0	0	0	0	0	0	45
Level 1 on statewide assessment	0	0	0	12	27	30	0	0	0	0	0	0	0	69
	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	1	7	6	8	15	15	0	0	0	0	0	0	0	52

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	64%	56%	57%	62%	59%	56%
ELA Learning Gains	60%	58%	58%	49%	57%	55%
ELA Lowest 25th Percentile	52%	51%	53%	39%	48%	48%
Math Achievement	73%	61%	63%	66%	62%	62%
Math Learning Gains	77%	68%	62%	41%	53%	59%
Math Lowest 25th Percentile	71%	55%	51%	21%	45%	47%
Science Achievement	63%	62%	53%	68%	65%	55%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	119 (0)	130 (0)	108 (0)	116 (0)	118 (0)	116 (0)	707 (0)
Attendance below 90 percent	13 (6)	9 (12)	4 (16)	2 (12)	7 (13)	6 (13)	41 (72)
One or more suspensions	0 (6)	5 (14)	8 (8)	7 (7)	10 (16)	5 (23)	35 (74)

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Course failure in ELA or Math	5 (3)	10 (9)	6 (8)	9 (10)	13 (11)	16 (4)	59 (45)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	1 (12)	22 (27)	13 (30)	36 (69)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	61%	66%	-5%	58%	3%
	2018	75%	67%	8%	57%	18%
Same Grade Comparison		-14%				
Cohort Comparison						
04	2019	68%	62%	6%	58%	10%
	2018	56%	71%	-15%	56%	0%
Same Grade Comparison		12%				
Cohort Comparison		-7%				
05	2019	60%	65%	-5%	56%	4%
	2018	53%	61%	-8%	55%	-2%
Same Grade Comparison		7%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	62%	64%	-2%	62%	0%
	2018	71%	67%	4%	62%	9%
Same Grade Comparison		-9%				
Cohort Comparison						
04	2019	81%	72%	9%	64%	17%
	2018	65%	71%	-6%	62%	3%
Same Grade Comparison		16%				
Cohort Comparison		10%				
05	2019	71%	69%	2%	60%	11%
	2018	59%	67%	-8%	61%	-2%
Same Grade Comparison		12%				
Cohort Comparison		6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	60%	66%	-6%	53%	7%
	2018	68%	68%	0%	55%	13%
Same Grade Comparison		-8%				
Cohort Comparison						

Subgroup Data

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 2016-17	C & C Accel 2016-17
SWD	33	50	54	48	65	70	25				
ELL	38	56		73	78		36				
BLK	53	56		64	78		17				
HSP	54	62	64	73	85	80	59				
MUL	55	43		57	64						
WHT	69	61	55	76	77	71	74				
FRL	59	55	54	68	72	72	54				

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 2015-16	C & C Accel 2015-16
SWD	25	31	21	32	26	17	37				
ELL	38	54		52	54						
BLK	35	25	8	39	33	7	50				
HSP	60	56	64	62	38		67				
MUL	75	62		65	46						
WHT	66	51	40	73	43	25	72				
FRL	56	44	34	59	41	22	60				

ESSA Data

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)	N/A
OVERALL Federal Index - All Students	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	36
Total Points Earned for the Federal Index	496
Total Components for the Federal Index	8

ESSA Federal Index	
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	49
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	53
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	54
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	64
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
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

Pacific Islander Students	
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
White Students	
Federal Index - White Students	69
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	58
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year’s low performance and discuss any trends

ELA Lowest 25% showed the lowest performance however this subgroup was higher than the district and 1 point below the state average.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

Science is the only component that showed a decline. It can be contributed to new teachers in our 5th grade classrooms still learning the standards.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

All components were at or above the state average.

Which data component showed the most improvement? What new actions did your school take in this area?

Math Lowest 25% showed the greatest improvement. This can be contributed to the addition of a Math Coach.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Kindergarten attendance is a concern as these students are building the foundation of reading and math and if absent will miss important components.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

1. ELA Achievement in all subgroups
2. Science Achievement
- 3.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase Student Achievement in English-Language Arts
Rationale	Teachers will increase their understanding of the Florida Standards; which will in turn, increase student achievement in English-Language Arts in the 2019-2020 school year
State the measureable outcome the school plans to achieve	<p>Increase student proficiency on the FSA in ELA from 64% to 80%</p> <p>Increase student learning gains on the FSA in ELA from 60% to 76%</p> <p>Increase learning gains among the lowest 25% of students on the FSA in ELA from 52% to 69%</p>
Person responsible for monitoring outcome	Kelly Goodwin (kelly.goodwin@sumter.k12.fl.us)
Evidence-based Strategy	Teach students to analyse, discuss and write to text.
Rationale for Evidence-based Strategy	Research has shown that students who can talk about and write information regarding the text they are reading better understand the information.
Action Step	
Description	<ol style="list-style-type: none"> 1. The reading coach facilitates a "flooding" style model with the classroom teacher and the ESE/ESOL paraprofessional in classrooms for grades 3-5 to provide additional academic support. 2. The reading coach also provides supplemental ELA instruction through "PE groups" 2 days a week with signed parental permission and a PE waiver. 3. All students utilize the i-Ready program for ELA 30 to 45 minutes a week. 4. Students in grades 4-5 utilize KidBiz/Achieve 300 or "Avid Weekly" bi-weekly. 5. All students participate in the Accelerated Reader Program and Khan Academy. 6. Teachers utilize flexible grouping to provide small group instruction for students and provide 120 minutes of dedicated ELA instruction daily. 7. 4th & 5th grade students will utilize Coach as a supplemental resource for ELA instruction. 8. Teachers participate in PLC's and/or data chats twice a month to discuss grade level expectations, refine and extend understanding of high-impact learning strategies, and progress monitor formative student assessments. 9. The school-wide ELA Leadership team meets monthly, and its members serve as a grade level point of contact for school focus areas,

standards based instructional practices, and a means of communication between administration and all instructional staff.

**Person
Responsible**

Kelly Goodwin (kelly.goodwin@sumter.k12.fl.us)

#2	
Title	Increase Student Achievement in Mathematics
Rationale	Teachers will increase their understanding of the Florida Standards; which will in turn, increase student achievement in Mathematics in the 2019-2020 school year.
State the measureable outcome the school plans to achieve	Increase student proficiency on the FSA in math from 73% to 86% Increase student learning gains on the FSA in math from 77% to 85% Increase learning gains among the lowest 25% of students on the FSA in math from 71% to 81%
Person responsible for monitoring outcome	Donna Cook (donna.cook@sumter.k12.fl.us)
Evidence-based Strategy	Teach students to view and describe their world mathematically.
Rationale for Evidence-based Strategy	Research has shown that students who can talk and write about math have a better understanding. The understanding is increased when students can articulate their understanding to others.
Action Step	
Description	<ol style="list-style-type: none"> 1. The math coach facilitates a "flooding" style model with the classroom teacher and the ESE/ESOL paraprofessional in classrooms for grades 3-5 to provide additional academic support. 2. The math coach also provides supplemental math instruction through "PE groups" 2 days a week with signed parental permission and a PE waiver. 3. All students utilize the i-Ready program for math 30 to 45 minutes a week. 4. All students utilize Khan Academy on a weekly basis. 5. All students receive a dedicated 90 minute block for math instruction utilizing the district curriculum Go Math! 6. Emphasize and prioritize repeated exposure of mathematical terminology and vocabulary at the primary and intermediate levels. 7. Emphasize and prioritize repeated exposure of mathematical terminology and vocabulary at the primary and intermediate levels. 8. Teachers participate in PLC's and/or data chats twice a month to discuss grade level expectations, refine and extend understanding of high-impact

learning strategies, and progress monitor formative student assessments.

9. The school-wide math Leadership team meets monthly, and its members serve as a grade level point of contact for school focus areas, standards based instructional practices, and a means of communication between administration and all instructional staff.

Person Responsible Kelly Goodwin (kelly.goodwin@sumter.k12.fl.us)

#3	
Title	Increase Student Achievement in Science
Rationale	Students have limited knowledge of real life science exposure and are unfamiliar with scientific concepts
State the measureable outcome the school plans to achieve	Increase student proficiency on the SSA in 5th grade from 63% to 75%
Person responsible for monitoring outcome	Melynda Shea (melynda.shea@sumter.k12.fl.us)
Evidence-based Strategy	Students will be taught with hands on instruction which research has shown to increase a students knowledge of the skill being taught. Along with hands on instruction, experiments and videos will be used to reinforce their understanding.
Rationale for Evidence-based Strategy	Research shows that a hands on approach to learning will increase a students understanding of the skill.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers will integrate and prioritize hands on experimentation in the classroom. 2. Students will participate in the weekly integration of STEAM activities into science lessons. 3. 2nd and 4th grade students partake in a "in the field" type of science program at the Sumter Environmental Education Center. 4.n Guest speakers will be acquired and targeted to grade level standards in 5th grade. 5. Gizmos is used as a digital resource for science instruction. 6. A school-wide STREAM night is held in the spring. 7. Students will participate in Science Explorers and Science Superstars. 8. All teachers utilize the Pearson Interactive materials that accompany the distrcit provided curriculum. 9. 4th and 5th grade students will utilize Coach Science as a supplemental resource for science instruction.
Person Responsible	Kelly Goodwin (kelly.goodwin@sumter.k12.fl.us)

#4	
Title	Improve Student Attendance
Rationale	Utilizing the district's elementary attendance plan and through parent education, incentives, and interagency collaboration, student attendance rates improve.
State the measureable outcome the school plans to achieve	Reduce the number of students with 5 or more unexcused absence to under 50 students. Reduce the number of chronically absent student (more than 10% of school for any reason) to under 50 students.
Person responsible for monitoring outcome	Melynda Shea (melynda.shea@sumter.k12.fl.us)
Evidence-based Strategy	Students that are absent are missing valuable lessons. To increase daily attendance, daily calls to parents will be made. A Child Study Team Meeting will be held on students with more absences than the district plan allows.
Rationale for Evidence-based Strategy	Monitoring and supporting families with high absence will encourage daily attendance which will improve academic proficiency.
Action Step	
Description	<ol style="list-style-type: none"> 1. Utilization of a 3 tier system of support 2. Parent Communication (phone calls, attendance letters, parent conferences) 3. Utilization of attendance mentors for tier 2 and tier 3 students 4. Creation of an Attendance Success Plan with parent input for tier 2 students 5. Student incentives (individual and class weekly, individual quarterly)
Person Responsible	Kelly Goodwin (kelly.goodwin@sumter.k12.fl.us)

#5	
Title	Increase Parental Involvement
Rationale	When parents are actively involved in their student's education, student success improves academically and behaviorally.
State the measureable outcome the school plans to achieve	50% or more of parents of MTSS Tier 3 students will attend a BES Florida Standards Training for Parents.
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	Research shows an increase in performance of students who have actively engage parental support.
Rationale for Evidence-based Strategy	Engaging and educating parent of the Florida Standards will support the school's academic performance.
Action Step	
Description	<ol style="list-style-type: none"> 1. More frequent, varied means of parent communication 2. Advertise events through local media outlets 3. Conscientious planning/scheduling, taking into consideration competing community events 4. 5.
Person Responsible	Kelly Goodwin (kelly.goodwin@sumter.k12.fl.us)

#6	
Title	Decrease the number of long forms
Rationale	Increasing parental communication, integrating a social/emotional curriculum, and implementing greater teacher-initiated interventions at the classroom level, student discipline will decline.
State the measureable outcome the school plans to achieve	Decrease the number long forms for 311 to 200.
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	Teaching students appropriate social skills will lower the amount of discipline incidents.
Rationale for Evidence-based Strategy	Sandford Harmony will help to decrease the number of incidents resulting in a long form being written.
Action Step	
Description	<ol style="list-style-type: none"> 1. Implementation of Sandford Harmony, a social emotional curriculum, school-wide. 2. Utilization of parent communication means to highlight positive student behavior on a routine basis. 3. Increase classroom level behavior interventions. 4. School-wide implementation of our PBIS system. 5.
Person Responsible	Kelly Goodwin (kelly.goodwin@sumter.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

The school principal will assign members of the leadership team to assist with monitoring the improvement of all areas of the school.

Part IV: Title I Requirements

Additional Title I Requirements
 This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

BES's is always trying to increase parent participation and improve the quality of parental involvement in school related activities. In order to accomplish this, parent activities are scheduled throughout the year at varying times to accommodate parent's schedules. BES annually reviews parent involvement data and writes a Parent and Family Engagement Plan (PFEP) that incorporates strategies to build positive relationships with families. Please see the PFEP to examine the activities and strategies utilized at BES to increase parent involvement.

PFEP Link

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

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

Every student at Bushnell Elementary has a mentor. Students meet monthly with their mentor. We also have Sanford Harmony, a social emotional curriculum that is being implemented campus wide. We have an on-site counselor for students. Students with more intense needs benefit from services from the district behavior therapist/BCBA. District school psychologists are utilized as needed. In addition, the district contracts with Lifestream allowing eligible students to receive counseling at school. For students who exhibit great concern behaviorally or in the aspect of mental health concerns, we have a threat assessment team (TAT) that meets monthly to review and progress monitor students that have been recommended for additional services and/or currently receive services to address these identified needs through various school/district/and community partners.

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

Each spring the schools holds VPK and Kindergarten "Round Ups". During this time parents are assisted with completing required registration forms. Students also participate in a Kindergarten readiness assessment along with speech and language screeners.

Fifth graders transitioning to the middle school go on a field trip to the feeder middle school to visit. Teachers and guidance counselors meet to discuss specific student concerns. Fifth and sixth grade teachers also observe one another and participate in vertical articulation meetings in which curriculum and expectations are discussed.

Voluntary Pre-Kindergarten is offered at the school for four year olds five days per week, to ensure a smooth transition in to Kindergarten and an early start to learning. During the VPK program students are exposed to school procedures and a print rich environment that mirrors the Kindergarten program. Additional resources available to parents include a VPK social worker and Pre-K specialist.

To elaborate, the majority of the students served by Voluntary Pre-Kindergarten program will attend Bushnell Elementary School and will enter our Kindergarten program with a solid foundation. In order to assist students in a smooth transition from the Pre-Kindergarten program into a Kindergarten classroom, several definitive actions are implemented during the student's attendance in the final grading period of the Pre- Kindergarten program. "Language for Learning" is used to teach basic words, concepts, and sentence formation as

a language development activity; "Number Worlds" is used as the primary math curriculum; "Handwriting Without Tears" will introduce the students to writing as well as letter tracing games and activities; "Frog Street" is a curriculum used for conscious discipline and circle time with connections/applications in math, science and play areas; VPK students visit the Kindergarten classrooms; students take home materials to encourage and support learning ;small groups are implemented during the day; and children are assessed three times during the year on oral language, print knowledge, phonological awareness, and math.

VPK and Kindergarten teachers participate in articulation meetings each fall to discuss student placement and areas of need.

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

Title I, Part A:

All Title I schools in the Sumter district have schoolwide programs. The Title I funds that are distributed to the schools are used to implement comprehensive strategies that address the needs of the students and to improve the educational programs for the entire school population with a direct focus on the most academically at risk students. In addition, these funds supplement the school's academic program by providing additional technology, instructional programs, personnel, professional development, opportunities for data analysis, review and revision of curriculum, and parent involvement activities.

Title II

Bushnell Elementary School is allotted Title II funds to be used for teacher training based on the School Improvement Plan goals, teacher Individual Professional Development Plans, district mandates and surveys. Each of these tools are research based strategies that use student data. These resources align with the School Improvement Plan, Strategic Plan, and DIAP. The oversight of all professional development comes from the district.

Title III:

ESOL (English for Speakers of Other Languages) is coordinated through the district. Services to students and parents are provided by the district following state guidelines.

Title X- Homeless:

All new student registrations include a "Residency Questionnaire" which helps to determine if the student is living under homeless conditions. If a student is determined to be living under homeless conditions, the guidance counselor, in coordination with the district homeless contact, work with parents to use district homeless resources to meet student and parent needs.

Violence Prevention Programs:

All Bushnell Elementary students participate in the monthly "Character Connex" program which teaches character education. This program is provided by a local church through a grant by the Division of Juvenile Justice. Bushnell Elementary also implements a school-wide positive behavior support plan throughout the school year. Lastly, BES will begin implementation of a new social/emotional curriculum "Sanford Harmony" this school year in each classroom.

Nutrition Programs:

Schools participate in the Department of Agriculture’s National Lunch Program. Students who participate in the afterschool academic enrichment program are also eligible to receive a snack provided through the National Lunch Program.

VPK:

Voluntary Pre-Kindergarten is offered to ensure a smooth transition into Kindergarten and an early start to learning. Students participate in VPK five full school days per week and are exposed to literature, social skills, mathematics content, and a print rich environment.

ESE:

Students are placed into ESE programs who are determined to have disabilities based on IDEA regulations. IEPs are reviewed annually. ESE services range from part to full time and may include PT, OT, SLP, and/or behavioral supports.

MTSS/RTI:

The school-based problem-solving processes include utilizing universal screening (FSA, I-Ready) that is conducted by school staff. The School based MTSS Leadership Team meets with each general education teacher who have children in the MTSS process to review interventions, implementation, effectiveness, and data collection. The MTSS Leadership team collects progress monitoring data on a bi-weekly basis. The data is analyzed to help determine effectiveness of the interventions and to see if interventions are meeting student's needs.

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

Bushnell Elementary is an AVID school. One of the pillars of this initiative is preparing students for college and career readiness. We embrace this idea as part of our school culture. Our teachers all have signage displaying the institution of their two highest degrees earned that shows the school names, degrees earned, and the college emblems. We also have scheduled a career day in the spring for local community members and parents to showcase various occupations that exist within our own community.

Part V: Budget

1	III.A	Areas of Focus: Increase Student Achievement in English-Language Arts	\$0.00
2	III.A	Areas of Focus: Increase Student Achievement in Mathematics	\$0.00
3	III.A	Areas of Focus: Increase Student Achievement in Science	\$0.00
4	III.A	Areas of Focus: Improve Student Attendance	\$0.00
5	III.A	Areas of Focus: Increase Parental Involvement	\$0.00
6	III.A	Areas of Focus: Decrease the number of long forms	\$0.00
Total:			\$0.00