

Bushnell Elementary School

218 W FLANNERY AVE, Bushnell, FL 33513

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	70%

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

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

**Preliminary Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

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.

School Environment

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

Teachers use student interests surveys to find out about student's cultures. Parent surveys are also utilized by teachers to determine how to build relationships. We have several parent nights at school to foster relationships and build community involvement including AR afternoons, science nights, literacy nights, and math nights.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Students at BES receive character education through Character Connex. Teachers infuse character education into their class activities. For grades 4-5, PE coaches also address creating an environment of safety and respect at PE with the expectation that students respect each other on the playground and in less structured environments. BES also utilizes the Help Box. Students are instructed to use the Help Box to report being bullied or other negative interactions.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

BES utilizes school-wide Positive Behavioral Support (PBS). Students are given Bushnell Bucks for following rules. They are able to spend these at a store. The PBS team meets once a month to review expectations and generate ideas. Behavioral Expectations are clearly defined in the student and faculty handbook. Teachers follow a school-wide discipline plan. Behavior management plans are reviewed in faculty meetings and GLC meetings.

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

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 can receive counseling at school.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

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

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/49712>.

Description

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

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school collaborates with several local business/community partners to support school initiatives. Local community resources are provided throughout the year to support the school. Resources are sought based on needs and interests. Several local organizations come to Open House to support community-school relationships. Grants are awarded to teachers from several local organizations that provide additional resources in classrooms.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Goodwin, Kelly	Principal
Austin, Bonni	Teacher, K-12
Fort, Susan	Teacher, K-12
McKinney, Chris	Instructional Media
Sherman, Marty	Teacher, K-12
Valdez, Brandi	Teacher, K-12
Vigilanti, Tony	Teacher, ESE
Ward, Tiffany	Teacher, K-12
Russ, Jennifer	Instructional Coach
Ferguson, Casey	Assistant Principal
Hairston, Kathleen	Teacher, K-12
Kelly, LaShandra	Instructional Coach
Strickland, Keri	Guidance Counselor
Spence, Shana	Teacher, ESE
Holt, Megan	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The principal and assistant principal lead the administrative team at BES. Administrators analyze student performance data and data from observations of instructional practice. They then meet with the instructional coaches to determine what professional development needs to be implemented and what topics should be taught in PLCs. Administration also discusses concerns with GLCs to determine the best course of action to take concerning professional development and school policies. Grade Level Chairs (GLC) meet with administration to discuss school practices, as well as instructional practices. GLCs then meet with their instructional staff bi-monthly to ensure grade level teachers are implementing school policies and instructional practices. Teachers meet bi-monthly to review data in PLCs.

The MTSS resource teacher facilitates all meetings with general education teachers who have students in the MTSS process. The MTSS resource teacher collects progress monitoring data and analyzes the effectiveness of the interventions. The team then meets to review intervention implementation and effectiveness. The MTSS resource teacher meets with the guidance counselor, assistant principal and principal on a frequent basis to discuss progress, goals, necessary adjustments and recommendations to the program. The team meets to review school-wide and class-wide academic and behavioral data.

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.

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 at each of the four elementary schools 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:

The school-based problem-solving processes include utilizing universal screening (FCAT, SESAT, SAT 10) 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.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Kelly Goodwin	Principal
Chris McKinney	Teacher
Wendi Hileman	Parent
Misty Durham	Parent
Felicia Halley	Parent
Eneida Rodriquez	Parent
Ebony Castle	Parent
Carla Duggs	Business/Community
Melissa Chisenhall	Education Support Employee
Jessica Banks	Education Support Employee
Casey Ferguson	Principal
Hairston, Kathy	Teacher
Chris Huddleston	Business/Community
LaTura Meikrantz	Parent
April Norris	Education Support Employee
Gabby Vasquez	Parent
Tina Yates	Education Support Employee
Magan Holt	Teacher

Duties

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

Evaluation of last year's school improvement plan

The SAC reviews the previous year's data. The current year's SIP is created in collaboration with the SAC so that revisions can be made based on the data and goals set by the stakeholders.

Development of this school improvement plan

The School Advisory Council meets 3-4 times a year to review and discuss student achievement and data. The members collaborate and provide suggestions to address the current student achievement performance on state and local assessments. All of the information is gathered from the meetings and summarized in the School Improvement Plan. Once all the data is completed, the plan is presented to SAC members to review. Then the SAC members add any additional input for the plan and the final form is presented to the SAC for approval.

Preparation of the school's annual budget and plan

SAC funds are allocated and disbursed upon recommendation of the staff and final approval of the SAC membership.

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

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Goodwin, Kelly	Principal
Kinney, Jamie	Teacher, K-12
Johnson, Carol	Teacher, K-12
Orona, Anayeli	Teacher, K-12
Steverding, Suzanne	Teacher, K-12
Fort, Susan	Teacher, K-12
Baker, Frances	Teacher, K-12
McKinney, Chris	Instructional Media
Russ, Jennifer	Instructional Coach
Ferguson, Casey	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the Literacy Leadership Team are to provide support and resources for the reading curriculum, new writing standards and assessments (FSA), and to analyze assessment data to help drive classroom instruction.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

At the beginning of the year, creating a positive culture was reviewed in the initial faculty meeting. Most teachers are given common planning times with their grade level teachers. In addition to that, if funding permits, teachers are given collaborative planning days once a semester to plan with their grade level.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Teacher to Teachers and Troops to Teachers are used as a recruiting process. District/school staff also attend recruiting fairs at various colleges. Potential teachers seek positions that are available on the county website and complete an online application. The hiring protocol for new teachers is followed to the hiring of the best certified personnel.

Responsible Personnel: Lisa Whitman/Allison Nave

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

All new teachers are assigned to a mentor (experienced teacher). Mentor teachers are selected based on years of teaching experience, the specific subject area, and the understanding of the state standards and the district-wide curriculum. The planned mentoring activities include: Complete Sumter County School District New Teacher Program, utilize guided meetings, peer observations, and monthly checklists of teaching responsibilities. Documentation must be submitted to district office at the end of the school year. If teachers are hired prior to the start of school, they attend a four day new teacher induction program.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Sumter County Schools utilizes teachers to develop curriculum maps that are based on the Florida Standards. These maps are reviewed throughout the year to ensure that they are aligned to the standards. In addition, administration monitors where teachers are in the curriculum maps to ensure that all the standards are taught. All materials purchased through the Florida School Book Depository are aligned with the standards or can be used as supplements to ensure that the standards are being taught.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The District/school data management system, Performance Matters, houses the data for all state and district assessments and is utilized to access student data. Teachers are given training on Performance Matters to disaggregate the data to guide their instruction. Teachers also have access to DATA STAR for Progress Monitoring Plans and IEPs. These help teachers target specific skills for students that are struggling.

To elaborate, in grades K-5 FSA is given in Reading, Math, and Science. In grades K-2, DEA is used for reading and math. Kindergarten students also take Discovery Education Assessments, FAIR, and Flicker at the beginning of Kindergarten. Successmaker, an interactive student computer program provides numerous reports in reading and mathematics. Those reports include prescriptive scheduling, last session report, and areas of difficulties. Discovery Education Assessments for reading, math, and science are given several times throughout the year to inform and assess instruction.

Teachers use this information to create flexible groups within their class for small group, differentiated instruction.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program

Minutes added to school year: 6,000

If funding permits, summer school will be available to those students in grade K-5. Emphasis is on English Language Arts, science, writing and math. Differentiated instruction and materials will be provided to meet each child's level of learning. Working in a small group with both a teacher and aide will give each child extra help in mastery of academic skills. Students experience a hands-on learning approach to meet their academic needs during the summer. Students use technology to support learning needs such as Successmaker and Reflex.

Strategy Rationale

Students are provided with additional time to work on skills that they are missing to help close the achievement gap.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Ferguson, Casey, casey.ferguson@sumter.k12.fl.us

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

Resource teachers will assist in creating Discovery Education ELA and mathematics probes in the form of a pre-test and post-test to determine the effectiveness of the program. SAT-10 Will also be administered for 3rd graders to assist in determining promotion to grade 4.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

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 11; “Handwriting Without Tears” will introduce the students to writing as well as letter tracing games and activities; 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.

College and Career Readiness

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

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

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Students will show an increase in learning gains in ELA.
- G2.** Students will show an increase in learning gains in Math.
- G3.** Students will show an increase in learning gains in Science.
- G4.** Parent involvement will increase.
- G5.** The number of students with excessive unexcused absences will decrease.
- G6.** Students will show a decrease in discipline incidents.

Strategic Goals Detail

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

G1. Students will show an increase in learning gains in ELA. 1a

G073678

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	0.0

Resources Available to Support the Goal 2

- Reading PLCs and Reading Resource Teacher that targets grades (3-5)
- Purchase and use Saxon Phonics Curriculum Kits in Kindergarten
- ERP's from Great Educators

Targeted Barriers to Achieving the Goal 3

- Lack of Background of knowledge and language skills
- Limited vocabulary knowledge, limited integration of knowledge and skills, and limited knowledge and use of conventions

Plan to Monitor Progress Toward G1. 8

Effective ELA Instruction during reading block

Person Responsible

Casey Ferguson

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

2016 FSA results and Discovery Education Assessments

G2. Students will show an increase in learning gains in Math. 1a

G073679

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	0.0

Resources Available to Support the Goal 2

- Math Resource Teacher, GO Math! materials, and Successmaker Math

Targeted Barriers to Achieving the Goal 3

- Lack of Math vocabulary and application of math concepts
- Transition to new standards

Plan to Monitor Progress Toward G2. 8

Effective math Instruction during math block

Person Responsible

Kelly Goodwin

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

2016 FSA Math, Discovery Education Assessments

G3. Students will show an increase in learning gains in Science. 1a

G073680

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	0.0

Resources Available to Support the Goal 2

- Pearson Science interactive materials
- Hands on experiments
- Technology: Gizmo, Brainpop, etc.....

Targeted Barriers to Achieving the Goal 3

- Limited knowledge of real life science exposure

Plan to Monitor Progress Toward G3. 8

Effective Science Instruction

Person Responsible

Kelly Goodwin

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

walkthroughs, lesson plans, hands on experiments, science journals

G4. Parent involvement will increase. 1a

G073681

Targets Supported 1b

Indicator	Annual Target
5Es Score: Parent Involvement	0.0

Resources Available to Support the Goal 2

- Volunteer Sign-In Inventory on Computer; All Pro Dads; Volunteer Breakfast

Targeted Barriers to Achieving the Goal 3

- Time conflicts of scheduled school events and work
- Language barrier

Plan to Monitor Progress Toward G4. 8

Increase of parent Involvement

Person Responsible

Casey Ferguson

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Volunteer Sign-In System

G5. The number of students with excessive unexcused absences will decrease. 1a

G073682

Targets Supported 1b

Indicator	Annual Target
Attendance rate	0.0

Resources Available to Support the Goal 2

- Positive Behavior Support System, Skyward, Check in System, Youth and Family Alternatives, Inc

Targeted Barriers to Achieving the Goal 3

- Students have limited control getting to school each day.

Plan to Monitor Progress Toward G5. 8

The number of students who have excessive unexcused absences will decrease by 20%.

Person Responsible

Casey Ferguson

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Skyward

G6. Students will show a decrease in discipline incidents. 1a

G073683

Targets Supported 1b

Indicator	Annual Target
2+ Behavior Referrals	0.0

Resources Available to Support the Goal 2

- PBS Plan, PBS Store, PBS Committee, STOP

Targeted Barriers to Achieving the Goal 3

- Student infractions with other students
- Student infractions with staff

Plan to Monitor Progress Toward G6. 8

Person Responsible

Schedule

Evidence of Completion

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Students will show an increase in learning gains in ELA. **1**

 G073678

G1.B1 Lack of Background of knowledge and language skills **2**

 B192385

G1.B1.S1 Continuation of uninterrupted, 90 minute reading block and utilizing the district adopted SBR program, "McGraw Hill Reading Wonders" **4**

 S203862

Strategy Rationale

Students receiving 90 minutes using curriculum that is based on the Florida Standards will be more likely to be proficient in reading.

Action Step 1 **5**

Collaborating with Reading Teachers and MTSS/Resource Teacher to discuss ideas/strategies to improve reading instruction in the classroom

Person Responsible

Jennifer Russ

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

PLC agendas and discussion notes from meetings

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Effective Reading Instruction during 90 minute block time

Person Responsible

Jennifer Russ

Schedule

Daily, from 8/10/2015 to 5/27/2016

Evidence of Completion

walkthroughs, lesson plans, and classroom student engagement

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Effective Reading Instruction during 90 minute reading block

Person Responsible

LaShandra Kelly

Schedule

Daily, from 8/10/2015 to 5/27/2016

Evidence of Completion

2016 FSA results and Discovery Education Assessments

G1.B2 Limited vocabulary knowledge, limited integration of knowledge and skills, and limited knowledge and use of conventions **2**

 B192386

G1.B2.S1 Continuation of the use of writing instruction and Learning Focused Strategies: extended reading passages, embedded Florida Standards common practice focus, higher order questioning, and skills to enhance the student's vocabulary **4**

 S203864

Strategy Rationale

Continuation of best practices that support the learning of the standards will help students to become proficient on FSA.

Action Step 1 **5**

Data-Based ELA Instruction paired with research-based instructional practices

Person Responsible

Jennifer Russ

Schedule

Daily, from 8/10/2015 to 5/27/2016

Evidence of Completion

walkthroughs, lesson plans, classroom student engagement

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

Effective ELA Instruction during reading block

Person Responsible

Kelly Goodwin

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

walkthroughs, lesson plans, classroom student engagement

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Effective ELA Instruction during reading 90 minute block

Person Responsible

Kelly Goodwin

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

2015 FSA results and Discovery Education Assessments

G1.B2.S2 Purchase and integrate the technology resource ERP's from Educators. 4

 S203865

Strategy Rationale

Using this technology resource will allow students to deepen reading comprehension skills leading to improved writing.

Action Step 1 5

Integrate the ERP's reading resource.

Person Responsible

Kelly Goodwin

Schedule

Biweekly, from 11/2/2015 to 11/2/2015

Evidence of Completion

FSA and DEA Assessment proficiency

G2. Students will show an increase in learning gains in Math. 1

G073679

G2.B1 Lack of Math vocabulary and application of math concepts 2

B192388

G2.B1.S1 Continuation of dedicated 90 minute math block and utilizing the district adopted Go Math! textbook, practice book, and manipulatives with data-based instruction 4

S203867

Strategy Rationale

Continuation of a 90 minute math block and data-based instruction will help make more students proficient on the 2015 Math FSA.

Action Step 1 5

Effective use of the 90 minute math block using data-based instruction

Person Responsible

LaShandra Kelly

Schedule

Daily, from 8/10/2015 to 5/27/2016

Evidence of Completion

PLC math minutes, and teacher lesson plans

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Math Instruction

Person Responsible

Casey Ferguson

Schedule

On 5/27/2016

Evidence of Completion

walkthroughs, lesson plans, student engagement during math block

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Effective Math Instruction during math block

Person Responsible

Kelly Goodwin

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

2016 Math FSA results, Discovery Education Assessments

G2.B2 Transition to new standards 2

 B192389

G2.B2.S1 Provide teachers with trainings and resources to implement FSA and to help assist parents with the transition. 4

 S203868

Strategy Rationale

Knowing FSA expectations will give teachers support to help students to become proficient. Parent involvement will help students be more successful in math.

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Person Responsible

Schedule

Evidence of Completion

G2.B2.S2 Purchase Learning Farm Curriculum Resource 4

 S203869

Strategy Rationale

Assist students with skill and process development

Action Step 1 5

Purchase and implement the use of technology resource entitled, Learning Farm.

Person Responsible

LaShandra Kelly

Schedule

Biweekly, from 11/2/2015 to 5/26/2016

Evidence of Completion

FSA Learning gains in math

G3. Students will show an increase in learning gains in Science. 1

G073680

G3.B1 Limited knowledge of real life science exposure 2

B192390

G3.B1.S1 Continue to use interactive materials and other resources with students 4

S203870

Strategy Rationale

Interactive activities will help students understand how science can be applied to real life.

Action Step 1 5

Effective Science Instruction

Person Responsible

Tiffany Ward

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

walkthrough, lesson plans, student engagement and experiments

Action Step 2 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Effective Science Instruction

Person Responsible

Kelly Goodwin

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

walkthroughs, lesson plans, hands on experiments,

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Effective Science Instruction

Person Responsible

Kelly Goodwin

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

walkthroughs, lesson plans, hands on experiments, 2016 FSA Science Results

G4. Parent involvement will increase. 1

G073681

G4.B1 Time conflicts of scheduled school events and work 2

B192391

G4.B1.S1 Provide access to activities at various times of the day to accomodate conflicts of work schedules 4

S203871

Strategy Rationale

When volunteers can assist the school in different ways, parent/volunteer involvement will increase.

Action Step 1 5

Increase Parent/Volunteer Involvement; educate volunteers on BES volunteer expectations

Person Responsible

Casey Ferguson

Schedule

Daily, from 8/10/2015 to 5/27/2016

Evidence of Completion

Volunteer Log

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Increase Parent/Volunteer Involvement

Person Responsible

Casey Ferguson

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Volunteer Sign-in System

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Increase Parent/Volunteer Involvement

Person Responsible

Casey Ferguson

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Volunteer Sign-in System

G4.B2 Language barrier 2

 B192392

G4.B2.S1 Provide translator on site at the school to provide information to the parents at various activities. 4

 S203872

Strategy Rationale

Having a translator will encourage and enable parent communication.

Action Step 1 5

Increase Parent Involvement by providing translator for parents

Person Responsible

Casey Ferguson

Schedule

Daily, from 8/10/2015 to 5/27/2016

Evidence of Completion

Parent sign in sheets

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Increase Parent Involvement by utilizing translator

Person Responsible

Casey Ferguson

Schedule

Daily, from 8/10/2015 to 5/27/2016

Evidence of Completion

Parent sign in sheets

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Increase Parent Involvement by utilizing translator

Person Responsible

Casey Ferguson

Schedule

Daily, from 8/10/2015 to 5/27/2016

Evidence of Completion

Parent sign in sheets

G5. The number of students with excessive unexcused absences will decrease. 1

G073682

G5.B1 Students have limited control getting to school each day. 2

B192393

G5.B1.S1 Continue to use the Positive Behavior Support system to create a learning environment where students feel like they have missed something when not in attendance. Students will also be referred to Youth and Family Alternatives, Inc, parent contacts, and Child Study Teams will be conducted to help decrease absences. 4

S203873

Strategy Rationale

Lack of attendance is due to lack of support. Families that can receive support from Youth and Family Alternatives, Inc. and feel like they have a partnership with the school will be more likely to send their children to school.

Action Step 1 5

Run reports to determine who has unexcused absences.

Person Responsible

Casey Ferguson

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Skyward

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Parents are being contacted and YFA is being utilized when needed

Person Responsible

Casey Ferguson

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Skyward

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

The number of students who have excessive unexcused absences will decrease by 20%.

Person Responsible

Casey Ferguson


Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Skyward

G6. Students will show a decrease in discipline incidents. 1

 G073683

G6.B1 Student infractions with other students 2

 B192394

G6.B1.S1 Student familiarity with the Code of Conduct 4

 S203874

Strategy Rationale

Students will understand rules and consequences

Action Step 1 5

Review of District and School-wide Expectations

Person Responsible

Casey Ferguson

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

lesson plan documentation; PBS Reward system

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Completion of Expectations Review schedule in each classroom

Person Responsible

Casey Ferguson

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

The number of discipline referrals

Person Responsible

Casey Ferguson

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

The number of students receiving no discipline referrals

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Collaborating with Reading Teachers and MTSS/Resource Teacher to discuss ideas/strategies to improve reading instruction in the classroom	Russ, Jennifer	8/10/2015	PLC agendas and discussion notes from meetings	5/27/2016 weekly
G1.B2.S1.A1	Data-Based ELA Instruction paired with research-based instructional practices	Russ, Jennifer	8/10/2015	walkthroughs, lesson plans, classroom student engagement	5/27/2016 daily
G1.B2.S2.A1	Integrate the ERP's reading resource.	Goodwin, Kelly	11/2/2015	FSA and DEA Assessment proficiency	11/2/2015 biweekly
G2.B1.S1.A1	Effective use of the 90 minute math block using data-based instruction	Kelly, LaShandra	8/10/2015	PLC math minutes, and teacher lesson plans	5/27/2016 daily
G2.B2.S1.A1	[no content entered]			one-time	
G2.B2.S2.A1	Purchase and implement the use of technology resource entitled, Learning Farm.	Kelly, LaShandra	11/2/2015	FSA Learning gains in math	5/26/2016 biweekly
G3.B1.S1.A1	Effective Science Instruction	Ward, Tiffany	8/10/2015	walkthrough, lesson plans, student engagement and experiments	5/27/2016 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.A1	Increase Parent/Volunteer Involvement; educate volunteers on BES volunteer expectations	Ferguson, Casey	8/10/2015	Volunteer Log	5/27/2016 daily
G4.B2.S1.A1	Increase Parent Involvement by providing translator for parents	Ferguson, Casey	8/10/2015	Parent sign in sheets	5/27/2016 daily
G5.B1.S1.A1	Run reports to determine who has unexcused absences.	Ferguson, Casey	8/10/2015	Skyward	5/27/2016 weekly
G6.B1.S1.A1	Review of District and School-wide Expectations	Ferguson, Casey	8/10/2015	lesson plan documentation; PBS Reward system	5/27/2016 weekly
G3.B1.S1.A2	[no content entered]			one-time	
G1.MA1	Effective ELA Instruction during reading block	Ferguson, Casey	8/10/2015	2016 FSA results and Discovery Education Assessments	5/27/2016 quarterly
G1.B1.S1.MA1	Effective Reading Instruction during 90 minute reading block	Kelly, LaShandra	8/10/2015	2016 FSA results and Discovery Education Assessments	5/27/2016 daily
G1.B1.S1.MA1	Effective Reading Instruction during 90 minute block time	Russ, Jennifer	8/10/2015	walkthroughs, lesson plans, and classroom student engagement	5/27/2016 daily
G1.B2.S1.MA1	Effective ELA Instruction during reading 90 minute block	Goodwin, Kelly	8/10/2015	2015 FSA results and Discovery Education Assessments	5/27/2016 weekly
G1.B2.S1.MA1	Effective ELA Instruction during reading block	Goodwin, Kelly	8/10/2015	walkthroughs, lesson plans, classroom student engagement	5/27/2016 weekly
G2.MA1	Effective math Instruction during math block	Goodwin, Kelly	8/10/2015	2016 FSA Math, Discovery Education Assessments	5/27/2016 quarterly
G2.B1.S1.MA1	Effective Math Instruction during math block	Goodwin, Kelly	8/10/2015	2016 Math FSA results, Discovery Education Assesments	5/27/2016 quarterly
G2.B1.S1.MA1	Math Instruction	Ferguson, Casey	8/10/2015	walkthroughs, lesson plans, student engagement during math block	5/27/2016 one-time
G2.B2.S1.MA1	[no content entered]			once	
G2.B2.S1.MA1	[no content entered]			once	
G3.MA1	Effective Science Instruction	Goodwin, Kelly	8/10/2015	walkthroughs, lesson plans, hands on experiments, science journals	5/27/2016 weekly
G3.B1.S1.MA1	Effective Science Instruction	Goodwin, Kelly	8/10/2015	walkthroughs, lesson plans, hands on experiments, 2016 FSA Science Results	5/27/2016 weekly
G3.B1.S1.MA1	Effective Science Instruction	Goodwin, Kelly	8/10/2015	walkthroughs, lesson plans, hands on experiments,	5/27/2016 weekly
G4.MA1	Increase of parent Involvement	Ferguson, Casey	8/10/2015	Volunteer Sign-In System	5/27/2016 quarterly
G4.B1.S1.MA1	Increase Parent/Volunteer Involvement	Ferguson, Casey	8/10/2015	Volunteer Sign-in System	5/27/2016 weekly
G4.B1.S1.MA1	Increase Parent/Volunteer Involvement	Ferguson, Casey	8/10/2015	Volunteer Sign-in System	5/27/2016 monthly
G4.B2.S1.MA1	Increase Parent Involvement by utilizing translator	Ferguson, Casey	8/10/2015	Parent sign in sheets	5/27/2016 daily
G4.B2.S1.MA1	Increase Parent Involvement by utilizing translator	Ferguson, Casey	8/10/2015	Parent sign in sheets	5/27/2016 daily
G5.MA1	The number of students who have excessive unexcused absences will decrease by 20%.	Ferguson, Casey	8/10/2015	Skyward	5/27/2016 quarterly
G5.B1.S1.MA1	The number of students who have excessive unexcused absences will decrease by 20%.	Ferguson, Casey	8/10/2015	Skyward	5/27/2016 quarterly
G5.B1.S1.MA1	Parents are being contacted and YFA is being utilized when needed	Ferguson, Casey	8/10/2015	Skyward	5/27/2016 quarterly
G6.MA1	[no content entered]			one-time	
G6.B1.S1.MA1	The number of discipline referrals	Ferguson, Casey	8/10/2015	The number of students receiving no discipline referrals	5/27/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G6.B1.S1.MA1	Completion of Expectations Review schedule in each classroom	Ferguson, Casey	8/10/2015	Lesson Plans	5/27/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Students will show an increase in learning gains in ELA.

G1.B1 Lack of Background of knowledge and language skills

G1.B1.S1 Continuation of uninterrupted, 90 minute reading block and utilizing the district adopted SBR program, "McGraw Hill Reading Wonders"

PD Opportunity 1

Collaborating with Reading Teachers and MTSS/Resource Teacher to discuss ideas/strategies to improve reading instruction in the classroom

Facilitator

MTSS/Reading Resource Teacher

Participants

Reading Teachers

Schedule

Weekly, from 8/10/2015 to 5/27/2016

G1.B2 Limited vocabulary knowledge, limited integration of knowledge and skills, and limited knowledge and use of conventions

G1.B2.S1 Continuation of the use of writing instruction and Learning Focused Strategies: extended reading passages, embedded Florida Standards common practice focus, higher order questioning, and skills to enhance the student's vocabulary

PD Opportunity 1

Data-Based ELA Instruction paired with research-based instructional practices

Facilitator

Administration/District Office

Participants

Teachers

Schedule

Daily, from 8/10/2015 to 5/27/2016

G2. Students will show an increase in learning gains in Math.

G2.B1 Lack of Math vocabulary and application of math concepts

G2.B1.S1 Continuation of dedicated 90 minute math block and utilizing the district adopted Go Math! textbook, practice book, and manipulatives with data-based instruction

PD Opportunity 1

Effective use of the 90 minute math block using data-based instruction

Facilitator

Math Resource Teacher

Participants

Teachers

Schedule

Daily, from 8/10/2015 to 5/27/2016

G4. Parent involvement will increase.

G4.B1 Time conflicts of scheduled school events and work

G4.B1.S1 Provide access to activities at various times of the day to accomodate conflicts of work schedules

PD Opportunity 1

Increase Parent/Volunteer Involvement; educate volunteers on BES volunteer expectations

Facilitator

Administration

Participants

Volunteers

Schedule

Daily, from 8/10/2015 to 5/27/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Collaborating with Reading Teachers and MTSS/Resource Teacher to discuss ideas/strategies to improve reading instruction in the classroom				\$0.00
2	G1.B2.S1.A1	Data-Based ELA Instruction paired with research-based instructional practices				\$1,730.56
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	510-Supplies	0031 - Bushnell Elementary School	School Improvement Funds		\$1,730.56
<i>Notes: Saxon Phonics</i>						
3	G1.B2.S2.A1	Integrate the ERP's reading resource.				\$365.50
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	510-Supplies	0031 - Bushnell Elementary School	Title I Part A		\$365.50
<i>Notes: ERP's</i>						
4	G2.B1.S1.A1	Effective use of the 90 minute math block using data-based instruction				\$0.00
5	G2.B2.S1.A1					\$0.00
6	G2.B2.S2.A1	Purchase and implement the use of technology resource entitled, Learning Farm.				\$410.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	510-Supplies	0031 - Bushnell Elementary School	School Improvement Funds		\$410.00
<i>Notes: Notes</i>						
7	G3.B1.S1.A1	Effective Science Instruction				\$0.00
8	G3.B1.S1.A2					\$0.00
9	G4.B1.S1.A1	Increase Parent/Volunteer Involvement; educate volunteers on BES volunteer expectations				\$0.00
10	G4.B2.S1.A1	Increase Parent Involvement by providing translator for parents				\$0.00
11	G5.B1.S1.A1	Run reports to determine who has unexcused absences.				\$0.00
12	G6.B1.S1.A1	Review of District and School-wide Expectations				\$0.00

Budget Data	
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Total:	\$2,506.06
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