2013-2014 SCHOOL IMPROVEMENT PLAN

Bushnell Elementary School
218 W FLANNERY AVE
Bushnell, FL 33513
352-793-3501

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	67%

Alternative/ESE Center	Charter School	Minority Rate
No	No	33%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
A	A	A	A	A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Bushnell Elementary School

Principal

John Temple

School Advisory Council chair

Teeter McMullen

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
John Temple	Principal
Teeter McMullen	Assistant Principal
Jackie Hart	Kindergarten Grade Level Chair
Marty Sherman	First Grade Level Chair
Tiffany Ward	First Grade Level Chair
Ashley Dorsey	Second Grade Level Chair
Bonnie Austin	Third Grade Level Chair
Susan Fort	Fourth Grade Level Chair
Beverly Ray	Fifth Grade Level Chair
Brooke Shea	Fifth Grade Level Chair
Chris McKinney	Resource Representative
Anthony Vigilanti	ESE Representative

District-Level Information

District

Sumter

Superintendent

Mr. Richard A Shirley

Date of school board approval of SIP

6/18/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Teeter McMullen, Chairman

Involvement of the SAC in the development of the SIP

The School Advisory Council meet 4 times a year to review and discuss student achievement and data such as the FCAT 2.0 and other district wide assessments. The members collaborate and provide suggestions to address the current student achievement scores. 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 their input and suggested changes for the plan and Finally the SAC approves the plan.

Activities of the SAC for the upcoming school year

The activities of the SAC for the upcoming school year consists of the following, they will provide input for the School Improvement Plan and Academic Growth Plan. Then the committee will approve the School Improvement Plan and the Academic Growth Plan. The SAC will provide input on ways to improve the school. The committee will recieve updates on student achievement at the meetings.

Projected use of school improvement funds, including the amount allocated to each project

The School Advisory Council funds will be allocated and disbursed upon recommendation of the principal and majority vote of the SAC membership.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators
2

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

John Temple		
Principal	Years as Administrator: 8	Years at Current School: 4

Credentials	Professional certificate in Mathematics 6-12; School Principal K-12
Performance Record	Wildwood Middle/High School 2008-2009 made AYP requirements made an A, 2009-2010 made a school grade of an A, 2010-2011did not make AYP made an A, Bushnell Elementary School 2011-2012 made AYP requirements and made a school grade of an A Bushnell Elementary School 2012-2013 made an A

Asst Principal	Years as Administrator:	Years at Current School:
Credentials		
Performance Record		

Teeter McMullen		
Asst Principal	Years as Administrator: 3	Years at Current School: 3
Credentials	Professional certificate in Elementary Education 1-6;Educational Leadership (all levels);ESOL	
Performance Record	Webster Elementary 2008-2009 Did not meet AYP requirements and made a school grade of an A; 2009-2010did not meet AYP, Bushnell Elementary 2010-2011 made AYP requirements and made an A, 2011-2012 made a school grade of an A Bushnell Elementary 2012-2013 made a school grade of an A	

Instructional Coaches

# of instructional coaches
1

receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Jennifer Russ		
Full-time / School-based	Years as Coach: 3	Years at Current School: 3
Areas	Reading/Literacy, RtI/MTSS	
Credentials	Professional Certificate in Elementary Education K-6	
Performance Record	Wildwood Elementary School 2008-2009 made AYP requirements made an A, 2009-2010 made a school grade of an A, 2010-2011did not make AYP made an A, Bushnell Elementary School 2011-2012 made AYP requirements and made a school grade of an A, Bushnell Elementary School 2012-2013 made a school grade of an A	

Lashandra Kelly		
Full-time / School-based	Years as Coach: 3	Years at Current School: 7

Areas	Mathematics
Credentials	Professional Certificate in Elementary Education 1-6
Performance Record	Bushnell Elementary School 2008-2009 made AYP requirements and made a school grade of an A, 2009-2010 made AYP requirements and made a school grade of an A, 2010-2011 made AYP requirements and made a school grade of an A, 2011-2012 made AYP requirements and made a school grade of an A, Bushnell Elementary School 2012-2013 made school grade of an A

Classroom Teachers

# of classroom teachers
52

 # receiving effective rating or higher
52, 100%

 # Highly Qualified Teachers
92%

 # certified in-field
52, 100%

 # ESOL endorsed
48, 92%

 # reading endorsed
7, 13%

 # with advanced degrees
12, 23%

 # National Board Certified
0, 0%

 # first-year teachers
1, 2%

 # with 1-5 years of experience
17, 33%

 # with 6-14 years of experience
12, 23%

 # with 15 or more years of experience
22, 42%

Education Paraprofessionals

# of paraprofessionals
24

 # Highly Qualified
24, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
7

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Teacher to Teachers and Troops to Teachers are used as a recruiting process. Potential teachers seek positions that are available on the county website and complete an online application. Certification checks are completed prior to hiring.
Responsible Personnel: Lisa Whitman/Allison Nave

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The mentee (new teacher) is assigned to a mentor (experienced teacher). Mentor teachers are selected based on years of teaching experience based on 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The MTSS Coordinator facilitates all meetings with general education Teachers who have students in the MTSS process, to review intervention implementation, effectiveness, and data collections. The MTSS coordinator collects progress monitoring data and analyzes the effectiveness of the interventions. The MTSS Coordinator 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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS and the Assistant Principal meets to discuss any students they have concerns for. The team reviews student data and compare the data with his/her peers. The data is kept on a graph and if performance is below the projected aim line the team will revisit the intervention plan to make the appropriate modifications.It is the responsiblilty of the Assistant Principal to ensure the fidelity checks are being done and the Assistant Principal communicates feedback to the MTSS coordinator and principal.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The school data management systems, AS 400 and Performance Matters are utilized to access student data. Schools also have access to DATA STAR, a data management program, housing all Progress Monitoring Plans, Individual Education Plans, and State/District test scores. In grades 3-5 FCAT 2.0 is given in Reading, Math, and Science. In grades K-2, the SAT 10 is used for reading and math. Kindergarten students also take SESAT, FAIR and ECHOES 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. The FOCUS assessments give data for third grade reading. Discovery Education Assessments give reading, math, and science data.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The MTSS Leadership team provides training for the staff outlining the MTSS process and shows how to implement interventions for the needs of the student effectively. The MTSS Leadership team communicates with parents involved in the MTSS process, providing detailed information on the intervention(s) implemented in the classroom and ways they may also assist at home. Parents also recieved regular correspondence as to the progress of the interventions, which is a key aspect to the success of the MTSS program.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 7,000

After-School is available for those students in grades 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 small group with the teacher or aide will give each child extra help in mastery of academic skills. Students will also use technology to support learning needs such as Successmaker and Reflex.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

At the end of the after-school program, classroom grades from beginning of the program to the end of the program will be gathered and reviewed by the after-school coordinator at the school level and district level. FCAT 2.0 and SAT-10 proficiency results will be gathered and evaluated.

Who is responsible for monitoring implementation of this strategy?

Classroom teachers, after-school teachers, after-school cooordinators (school-level and district level)

Strategy: Summer Program

Minutes added to school year: 6,000

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 Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this 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.

Who is responsible for monitoring implementation of this strategy?

Summer school coordinators (school-level and district level) and principal

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Jennifer Russ	MTSS/RTI Coordinator/Reading Resource
Jaimie Kinney	Kindergarten/First Reading Teacher
Carol Johnson	First Grade Teacher
Anayeli Orona	Second Grade Teacher
Sarah Merritt	Third Grade Teacher
Amanda Yates	Fourth Grade Teacher
Susan Fort	Fifth Grade Teacher
Chris McKinney	Media Specialist
John Temple	Principal

How the school-based LLT functions

The leadership team meets monthly to discuss the initiatives/goals set at the beginning of the year. Assessment data is also discussed to determine areas of strengths and weakness to drive classroom instruction. Mrs. Russ sets the dates and times and facilitates the meetings.

Major initiatives of the LLT

The major initiatives of the Literacy Leadership Team will be to provide support and resources for the new reading series, continue to focus on skill of the month, and to analyze assessment data to help drive classroom instruction.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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.

Voluntary Pre-Kindergarten is offered at the school for four year olds four 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.

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

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	92	29%	30%
Students scoring at or above Achievement Level 4	120	38%	40%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		*[data excluded for privacy reasons]*	22%
Students scoring at or above Level 7		*[data excluded for privacy reasons]*	42%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	122	68%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	10	75%	77%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	12	35%	37%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	11	32%	34%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	14	41%	43%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	64	70%	72%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		21%

Area 3: Mathematics

Elementary and Middle School Mathematics

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	112	36%	38%
Students scoring at or above Achievement Level 4	96	31%	33%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		22%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		42%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	133	65%	67%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	20	60%	62%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	23	22%	24%
Students scoring at or above Achievement Level 4	52	50%	52%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		5%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		82%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	150		200
Participation in STEM-related experiences provided for students	50	47%	50%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	2	0%	2%
Students retained, pursuant to s. 1008.25, F.S.	33	4%	2%
Students who are not proficient in reading by third grade	18	18%	16%
Students who receive two or more behavior referrals	44	67%	50%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	17	22%	10%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

BES goal is to increase parent involvement by 5%. In order to accomplish this goal, different parent involved activties will be scheduled throughout the school year at varying times to accomodate parent's schedules. Parents will also have the opportunity to attend Parent Conference nights to reveiw the progress of their child academically and behavior wise.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
AR Night (Monthly)	157	22%	24%
Science Night	82	12%	14%
Math Night	41	6%	9%
PE Night	193	28%	30%
Open House	380	55%	57%
All Pro Dads	100	15%	17%

Goals Summary

G1. It is Bushnell Elementary School's goal to achieve 96% daily student attendance for 2013-2014 school year.

G2. Students in grades 2, 3, and 5 will be equipped with the basic keyboarding skills by using EasyTech program in 2013-2014

G3. Bushnell Elementary School Parent Involvement will increase by 5% for 2013-2014.

G4. Based on the analysis of the Science FCAT 2.0 student achievement data, 74% of tested 5th grade students achieved proficiency. 76% of students in grade 5 will achieve proficiency on the 2014 Science FCAT 2.0.

G5. Based on the writing FCAT 2.0 student achievement data, 70% of tested students in 4th grade achieved proficiency. 73% of students in 4th grade will achieve proficiency on the 2014 Writing FCAT 2.0.

G6. Based on the analysis of the 2013 Math FCAT 2.0 student achievement data, 68% of tested students in grades 3-5 achieved proficiency. 73% of students in grades 3-5 will achieve proficiency on the 2014 Math FCAT 2.0.

G7. Based on the analysis of the 2013 Reading FCAT 2.0 student achievement data, 69% of tested students in grades 3-5 achieved proficiency. 75% of students in grades 3-5 will achieve proficiency on the 2014 Reading FCAT 2.0.

Goals Detail

G1. It is Bushnell Elementary School's goal to achieve 96% daily student attendance for 2013-2014 school year.

Targets Supported
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal
- Postitive Behavior Support System, AS 400, Check in System

Targeted Barriers to Achieving the Goal
- Students have limited control getting to school each day

Plan to Monitor Progress Toward the Goal

Students attendance on daily basis

> **Person or Persons Responsible**
> PBS Team, Data entry clerk, Principal, Assistant Principal
>
> **Target Dates or Schedule:**
> Throughout the year
>
> **Evidence of Completion:**
> AS 400

G2. Students in grades 2, 3, and 5 will be equipped with the basic keyboarding skills by using EasyTech program in 2013-2014

> **Targets Supported**
> - STEM
> - STEM - All Levels
> - STEM - High School
>
> **Resources Available to Support the Goal**
> - Computer lab, Lab Technicians, Easy Tech outlines, Laptops
>
> **Targeted Barriers to Achieving the Goal**
> - Lack of knowledge for typing skills

Plan to Monitor Progress Toward the Goal

Basic Keyboarding skills and creating spreadsheets

> **Person or Persons Responsible**
> Teachers, Principal, Assistant Principal
>
> **Target Dates or Schedule:**
> Throughout the year
>
> **Evidence of Completion:**
> walkthroughs, lesson plans, and Easy Tech reports

G3. Bushnell Elementary School Parent Involvement will increase by 5% for 2013-2014.

> **Targets Supported**
> - Parental Involvement
>
> **Resources Available to Support the Goal**
> - Parent sign-in sheets at various school events, notifications, website, and Parent resource centers
>
> **Targeted Barriers to Achieving the Goal**
> - Time conflicts of scheduled school events and work
> - Language barrier

Plan to Monitor Progress Toward the Goal

Increase of parent Involvement

Person or Persons Responsible
Teachers, Principal, Assistant Principal, Title I Contact

Target Dates or Schedule:
Throughout the year

Evidence of Completion:
Parent sign in sheets from various activities

G4. Based on the analysis of the Science FCAT 2.0 student achievement data, 74% of tested 5th grade students achieved proficiency. 76% of students in grade 5 will achieve proficiency on the 2014 Science FCAT 2.0.

Targets Supported
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal
- Pearson Science interactive materials
- Hands on experiments
- Technology: Gizmo, Brainpop, etc.....

Targeted Barriers to Achieving the Goal
- Limited knowledge of real life science exposure

Plan to Monitor Progress Toward the Goal

Effective Science Instruction

Person or Persons Responsible
Teachers, Principal, Assistant Principal

Target Dates or Schedule:
Throughout the year

Evidence of Completion:
walkthroughs, lesson plans, hands on experiments, science journals

G5. Based on the writing FCAT 2.0 student achievement data, 70% of tested students in 4th grade achieved proficiency. 73% of students in 4th grade will achieve proficiency on the 2014 Writing FCAT 2.0.

Targets Supported
- Writing

Resources Available to Support the Goal
- Core Connections Trainings

Targeted Barriers to Achieving the Goal
- Lack of vocabulary and limited organization of utilizing vocabulary in sentences

Plan to Monitor Progress Toward the Goal

Effective use of Core Connections

Person or Persons Responsible
Teachers, Principal, Assistant Principal

Target Dates or Schedule:
Throughout the year

Evidence of Completion:
Walkthroughs, lesson plans, student samples

G6. Based on the analysis of the 2013 Math FCAT 2.0 student achievement data, 68% of tested students in grades 3-5 achieved proficiency. 73% of students in grades 3-5 will achieve proficiency on the 2014 Math FCAT 2.0.

Targets Supported
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal
- Math Resource Teacher, GO Math materials, and Successmaker Math

Targeted Barriers to Achieving the Goal
- Lack of Math vocabulary
- Transition to new standards

Plan to Monitor Progress Toward the Goal

Effective math Instruction during math block

Person or Persons Responsible
Principal and Assistant Principal

Target Dates or Schedule:
Periodically throughout the year

Evidence of Completion:
2014 FCAT 2.0 math results, FOCUS, and Discovery Education Assessements

G7. Based on the analysis of the 2013 Reading FCAT 2.0 student achievement data, 69% of tested students in grades 3-5 achieved proficiency. 75% of students in grades 3-5 will achieve proficiency on the 2014 Reading FCAT 2.0.

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal
- Reading PLCs and Reading Resource Teacher that targets grades (3-5)

Targeted Barriers to Achieving the Goal
- Lack of Background of knowledge and language skills
- Limited vocabulary knowledge

Plan to Monitor Progress Toward the Goal

Effective Reading Instruction during reading block

Person or Persons Responsible
Principal and Assistant Principal

Target Dates or Schedule:
Periodically throughout the year

Evidence of Completion:
2014 FCAT 2.0 results, FOCUS, and Discovery Education Assessments

Action Plan for Improvement

Problem Solving Key

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

G1. It is Bushnell Elementary School's goal to achieve 96% daily student attendance for 2013-2014 school year.

G1.B1 Students have limited control getting to school each day

G1.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

Action Step 1

Students will attend school daily to meet 96% goal

Person or Persons Responsible

PBS Team, data entry clerk, Principal, Assistant Principal

Target Dates or Schedule

Throughout the year

Evidence of Completion

As400

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

Students will attend school on daily basis

Person or Persons Responsible

PBS team, data entry clerk, Principal, Assistant Principal

Target Dates or Schedule

Throughout the year

Evidence of Completion

AS 400

Plan to Monitor Effectiveness of G1.B1.S1

Students attendance to achieve 96% daily attendance

Person or Persons Responsible

PBS support Team, data entry clerk, Principal, Assistant Principal

Target Dates or Schedule

Throughout school year

Evidence of Completion

AS 400

G2. Students in grades 2, 3, and 5 will be equipped with the basic keyboarding skills by using EasyTech program in 2013-2014

G2.B1 Lack of knowledge for typing skills

G2.B1.S1 Students will continue to work on Easy Tech weekly until basic keyboarding skills are completed successfully

Action Step 1

Basic Keyboarding skills, and creating spreadsheets

Person or Persons Responsible

Teachers, Lab Technincians, Principals, Assistant Principal

Target Dates or Schedule

Throughout the year

Evidence of Completion

walkthroughs, lesson plans, Easy Tech reports

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

Basic Keyboarding skills and creating spreadsheets

Person or Persons Responsible

Teachers, Principal, Assistant Principal

Target Dates or Schedule

Throughout the year

Evidence of Completion

walkthroughs, lesson plans, EasyTech reports

Plan to Monitor Effectiveness of G2.B1.S1

Basic keyboarding skills and creating spreadsheets

Person or Persons Responsible

Teachers, Principal, and Assistant Principal

Target Dates or Schedule

Throughout the year

Evidence of Completion

walkthroughs, lesson plans, Easy Tech reports

G3. Bushnell Elementary School Parent Involvement will increase by 5% for 2013-2014.

G3.B1 Time conflicts of scheduled school events and work

G3.B1.S1 Provide access to activities at various times of the day to accomodate conflicts of work schedules

Action Step 1

Increase Parent Involvement

Person or Persons Responsible

Teachers, Principal, Assistant Principal, Title I Contact

Target Dates or Schedule

Throughout the year

Evidence of Completion

Sign in sheets from various events

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

Increase of parental involvement

Person or Persons Responsible

Teachers,principal, Assistant Principal, Title I Contact

Target Dates or Schedule

Throughout the year

Evidence of Completion

Parent sign-in sheets of various activities

Plan to Monitor Effectiveness of G3.B1.S1

Increase of Parental Involvement

Person or Persons Responsible

Teachers, Principal, Assistant Principal, Title I Contact

Target Dates or Schedule

Throughout the year

Evidence of Completion

Parent Sign-in sheets from various activities

G3.B2 Language barrier

G3.B2.S1 Provide translator on site at the school to provide information to the parents at various activities.

Action Step 1

Increase Parent Involvement by providing translator for parents

Person or Persons Responsible

Bilinugal translators, Principal, Assistant Principal

Target Dates or Schedule

throughout the year

Evidence of Completion

Parent sign in sheets

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Increase Parent Involvement by utilizing translator

Person or Persons Responsible

Bilingual translators, Principal, Assistant Principal

Target Dates or Schedule

Throughout the year

Evidence of Completion

Parent sign in sheets

Plan to Monitor Effectiveness of G3.B2.S1

Increase Parent Involvement by utilizing translator

Person or Persons Responsible

Bilingual Translators, Principal, Assistant Principal

Target Dates or Schedule

Throughout the year

Evidence of Completion

Parent sign in sheets

G4. Based on the analysis of the Science FCAT 2.0 student achievement data, 74% of tested 5th grade students achieved proficiency. 76% of students in grade 5 will achieve proficiency on the 2014 Science FCAT 2.0.

G4.B1 Limited knowledge of real life science exposure

G4.B1.S1 Continue to focus on skill of the month in daily instruction by utilizing the Pearson interactive materials with students

Action Step 1

Effective Science Instruction

Person or Persons Responsible

Teachers, Principal, Assistant Principal

Target Dates or Schedule

Throughout the Year

Evidence of Completion

walkthrough, lesson plans, student engagement and experiments

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

Effective Science Instruction

Person or Persons Responsible

Teachers, Principal, Assistant Principal

Target Dates or Schedule

Throughout the year

Evidence of Completion

walkthroughs,lesson plans, hands on experiments,

Plan to Monitor Effectiveness of G4.B1.S1

Effective Science Instruction

Person or Persons Responsible

Teachers, Principal, Assistant Principal

Target Dates or Schedule

Throughout the year

Evidence of Completion

walkthoughs, lesson plans, hands on experiments, FCAT 2.0 Science results

G5. Based on the writing FCAT 2.0 student achievement data, 70% of tested students in 4th grade achieved proficiency. 73% of students in 4th grade will achieve proficiency on the 2014 Writing FCAT 2.0.

G5.B1 Lack of vocabulary and limited organization of utilizing vocabulary in sentences

G5.B1.S1 Continue to utilize the district mandate "Core Connections" program in daily instruction

Action Step 1

Effective use of Core Connections Writing Program

Person or Persons Responsible

Teachers, Principal, Assistant Principal

Target Dates or Schedule

Throughout the Year

Evidence of Completion

Walkthroughs, lesson plans, Student samples and writing sign in sheets

Facilitator:

Core Connections Consultant

Participants:

Teachers

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

Effective use of Core Connections daily

Person or Persons Responsible

Teachers, Principal, Assistant Principal

Target Dates or Schedule

Throughout the year

Evidence of Completion

walkthroughs, lesson plans, student samples

Plan to Monitor Effectiveness of G5.B1.S1

Effective use of Core Connections

Person or Persons Responsible

Teachers, Principal, Assistant Principal

Target Dates or Schedule

Throughout the year

Evidence of Completion

2014 FCAT 2.0 Writing results, Student samples, lesson plans, and Write Score assessments

G6. Based on the analysis of the 2013 Math FCAT 2.0 student achievement data, 68% of tested students in grades 3-5 achieved proficiency. 73% of students in grades 3-5 will achieve proficiency on the 2014 Math FCAT 2.0.

G6.B1 Lack of Math vocabulary

G6.B1.S1 Continuation of dedicated 90 minute math block and utilizing the district adopted Go Math textbook, practice book, and manipulatives

Action Step 1

Effective use of the 90 minute math block

Person or Persons Responsible

math teachers, math resource teacher

Target Dates or Schedule

Periodically throughout the year

Evidence of Completion

PLC math minutes, and teacher lesson plans

Facilitator:

Math Resource Teacher

Participants:

Teachers

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

Math Instruction

Person or Persons Responsible

Math Resource Teacher, Principal, Assistant Principal

Target Dates or Schedule

Periodically Throughout the year

Evidence of Completion

walkthroughs, lesson plans, student engagement during math block

Plan to Monitor Effectiveness of G6.B1.S1

Effective Math Instruction during math block

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Periodically throughout the year

Evidence of Completion

2014 FCAT 2.0 Math results, FOCUS, and Discovery Education Assessements

G7. Based on the analysis of the 2013 Reading FCAT 2.0 student achievement data, 69% of tested students in grades 3-5 achieved proficiency. 75% of students in grades 3-5 will achieve proficiency on the 2014 Reading FCAT 2.0.

G7.B1 Lack of Background of knowledge and language skills

G7.B1.S1 Continuation of interrupted, 90 minute reading block and utilizing the district newly adopted SBR program, "McGraw Hill Reading Wonders"

Action Step 1

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

Person or Persons Responsible

Reading teachers and MTSS/Reading Resource Teacher

Target Dates or Schedule

Periodically throughout the year

Evidence of Completion

PLC agendas and discussion notes from meetings

Facilitator:

MTSS/Reading Resource Teacher

Participants:

Reading Teachers

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Effective Reading Instruction during 90 minute block time

Person or Persons Responsible

Principal, Assistant principal, and MTSS/Reading Resource

Target Dates or Schedule

Periodically throughout the year

Evidence of Completion

walkthroughs, lesson plans, and classroom student engagement

Plan to Monitor Effectiveness of G7.B1.S1

Effective Reading Instruction during 90 minute reading block

Person or Persons Responsible

Principal, and Assistant Principal

Target Dates or Schedule

Periodically throughout the year

Evidence of Completion

2014 FCAT 2.0 results, FOCUS Assessments, and Discovery Education Assessments

G7.B2 Limited vocabulary knowledge

G7.B2.S1 Continuation of the use of Learning Focused Strategies: extended reading passages, skill of the month, higher order questioning, and skills to enhance the student's vocabulary

Action Step 1

Reading Instruction

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

Periodically throughout the year

Evidence of Completion

walkthroughs, lesson plans, classroom student engagement

Plan to Monitor Fidelity of Implementation of G7.B2.S1

Effective Reading Instruction during reading block

Person or Persons Responsible

Teachers, Principal, Assistant Principal

Target Dates or Schedule

Throughout the year

Evidence of Completion

walkthroughs, lesson plans, classroom student engagement

Plan to Monitor Effectiveness of G7.B2.S1

Effective Reading Instruction during reading 90 minute block

Person or Persons Responsible

Teachers, Principal, Assistant Principal

Target Dates or Schedule

Throughout the year

Evidence of Completion

2014 FCAT 2.0 results, FOCUS, Discovery Education Assessments

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A: All Title I schools in the Sumter County 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 and review and revision of curriculum, and parent involvement activities.
Title I, Part C-Migrant:
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, all of which are based on student data and research based strategies. Title II school based funds are used to support the IPDPs of teachers, which correlate to the SIP and district research based initiatives. The oversight of all professional development comes from the district.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G5. Based on the writing FCAT 2.0 student achievement data, 70% of tested students in 4th grade achieved proficiency. 73% of students in 4th grade will achieve proficiency on the 2014 Writing FCAT 2.0.

G5.B1 Lack of vocabulary and limited organization of utilizing vocabulary in sentences

G5.B1.S1 Continue to utilize the district mandate "Core Connections" program in daily instruction

PD Opportunity 1

Effective use of Core Connections Writing Program

Facilitator

Core Connections Consultant

Participants

Teachers

Target Dates or Schedule

Throughout the Year

Evidence of Completion

Walkthroughs, lesson plans, Student samples and writing sign in sheets

G6. Based on the analysis of the 2013 Math FCAT 2.0 student achievement data, 68% of tested students in grades 3-5 achieved proficiency. 73% of students in grades 3-5 will achieve proficiency on the 2014 Math FCAT 2.0.

G6.B1 Lack of Math vocabulary

G6.B1.S1 Continuation of dedicated 90 minute math block and utilizing the district adopted Go Math textbook, practice book, and manipulatives

PD Opportunity 1

Effective use of the 90 minute math block

Facilitator

Math Resource Teacher

Participants

Teachers

Target Dates or Schedule

Periodically throughout the year

Evidence of Completion

PLC math minutes, and teacher lesson plans

G7. Based on the analysis of the 2013 Reading FCAT 2.0 student achievement data, 69% of tested students in grades 3-5 achieved proficiency. 75% of students in grades 3-5 will achieve proficiency on the 2014 Reading FCAT 2.0.

G7.B1 Lack of Background of knowledge and language skills

G7.B1.S1 Continuation of interrupted, 90 minute reading block and utilizing the district newly 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

Target Dates or Schedule

Periodically throughout the year

Evidence of Completion

PLC agendas and discussion notes from meetings

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G5.	Based on the writing FCAT 2.0 student achievement data, 70% of tested students in 4th grade achieved proficiency. 73% of students in 4th grade will achieve proficiency on the 2014 Writing FCAT 2.0.	$500
G6.	Based on the analysis of the 2013 Math FCAT 2.0 student achievement data, 68% of tested students in grades 3-5 achieved proficiency. 73% of students in grades 3-5 will achieve proficiency on the 2014 Math FCAT 2.0.	$500
G7.	Based on the analysis of the 2013 Reading FCAT 2.0 student achievement data, 69% of tested students in grades 3-5 achieved proficiency. 75% of students in grades 3-5 will achieve proficiency on the 2014 Reading FCAT 2.0.	$500
	Total	$1,500

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
Title II	$1,500	$1,500
Total	$1,500	$1,500

Budget Details
Budget items identified in the SIP as necessary to achieve the school's goals.

G5. Based on the writing FCAT 2.0 student achievement data, 70% of tested students in 4th grade achieved proficiency. 73% of students in 4th grade will achieve proficiency on the 2014 Writing FCAT 2.0.

G5.B1 Lack of vocabulary and limited organization of utilizing vocabulary in sentences

G5.B1.S1 Continue to utilize the district mandate "Core Connections" program in daily instruction

Action Step 1

Effective use of Core Connections Writing Program

Resource Type

Professional Development

Resource

Funding Source

Title II

Amount Needed

$500

G6. Based on the analysis of the 2013 Math FCAT 2.0 student achievement data, 68% of tested students in grades 3-5 achieved proficiency. 73% of students in grades 3-5 will achieve proficiency on the 2014 Math FCAT 2.0.

G6.B1 Lack of Math vocabulary

G6.B1.S1 Continuation of dedicated 90 minute math block and utilizing the district adopted Go Math textbook, practice book, and manipulatives

Action Step 1

Effective use of the 90 minute math block

Resource Type

Professional Development

Resource

Funding Source

Title II

Amount Needed

$500

G7. Based on the analysis of the 2013 Reading FCAT 2.0 student achievement data, 69% of tested students in grades 3-5 achieved proficiency. 75% of students in grades 3-5 will achieve proficiency on the 2014 Reading FCAT 2.0.

G7.B1 Lack of Background of knowledge and language skills

G7.B1.S1 Continuation of interrupted, 90 minute reading block and utilizing the district newly adopted SBR program, "McGraw Hill Reading Wonders"

Action Step 1

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

Resource Type

Professional Development

Resource

Funding Source

Title II

Amount Needed

$500