Bushnell Elementary School

2018-19 Schoolwide Improvement Plan

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Bushnell Elementary School

218 W FLANNERY AVE, Bushnell, FL 33513

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	36%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	A	B	A*

School Board Approval

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

SIP Authority

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

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Bushnell Elementary provides a quality staff, an appropriate learning environment and adequate resources to ensure academic, social, and physical growth, enabling students to excel in an ever-changing world.
Our school motto is "A Great Place to Grow".

School Leadership Team

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

Name	Title
Kinley, Kelly	Principal
Waddell, Brandi	Instructional Media
Kelly, LaShandra	Instructional Coach
Strickland, Keri	School Counselor
Holt, Magan	Teacher, K-12
Johnson, Carol	Teacher, K-12
Johnston, Jessica	Assistant Principal
Dewey, Terri	Teacher, K-12
Bryant, Jennifer	Teacher, K-12
Cook, Donna	Assistant Principal
Duckworth, Lauryn	Teacher, K-12
Perry, Stephanie	Instructional Coach
Van Hooijdonk, Carrie	Teacher, ESE
Wallace, Brittany	Teacher, K-12
Westerkom, Susan	Teacher, K-12

Duties

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

The principal serves as the overseer of all instructional practices, staff development, and student learning. The principal serves as the administrative leader for the content area leadership team for English-language arts which meets monthly. The principal's weekly classroom walkthroughs and individualized feedback provide a means of communicating the importance of continuous improvement in instructional practice and the prioritizing of student learning. The principal leads bi-

weekly grade level chair meetings and integrates a monthly AVID site team meeting to provide a comprehensive school leadership team that can share in the decision making process that guides classroom implementation of learning strategies, state standards, and teacher pedagogical skill set. Furthermore, the principal organizes data chats that are held monthly where content areas/grade-level bands can review individual student progress and track performance trends across the school.

The two assistant principals support the implementation of state standards through weekly classroom walkthroughs, serve as the administrative leader for content area leadership teams in math and science that meet monthly, monitor ongoing student data, provide professional development in a PLC setting and/or faculty meeting, and practice shared decision making through collaboration at bi-weekly grade level meetings with the other members of the school leadership/AVID site teams.

Our reading an math instructional coaches work daily in classrooms across campus providing small group instruction for our bottom quartile students in a "flooding model" for grades 3 through 5 in conjunction with the participation of the classroom teacher and/or ESE inclusion services. Instructional coaches serve as campus experts when it comes to their content area standards, district formative assessments, standardized test item specifications, available supplemental resources for classroom teachers, and leaders in hosting one PLC meeting a month.

Our teacher leaders or grade level chair members, serve as grade-level or department experts for a specific area within our school body. These individuals provide an integral means to maintaining open, clear communication regarding a variety of school business: e.g. teacher input, student data, instructional initiatives, and professional expectations. Additionally, these members of our school leadership team serve as a first point of contact for grade level instructional decisions involving lesson planning, formative assessment design and implementation for students, and mastery of state standards.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	6	12	16	12	13	13	0	0	0	0	0	0	0	72
One or more suspensions	6	14	8	7	16	23	0	0	0	0	0	0	0	74
Course failure in ELA or Math	3	9	8	10	11	4	0	0	0	0	0	0	0	45
Level 1 on statewide assessment	0	0	0	12	27	30	0	0	0	0	0	0	0	69
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	7	6	8	15	15	0	0	0	0	0	0	0	52

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	7	8	7	7	3	0	0	0	0	0	0	0	0	32
Retained Students: Previous Year(s)	6	11	13	24	22	15	0	0	0	0	0	0	0	91

Date this data was collected

Thursday 9/20/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	23	20	25	17	17	15	0	0	0	0	0	0	0	117
One or more suspensions	0	2	4	4	4	4	0	0	0	0	0	0	0	18
Course failure in ELA or Math	8	14	8	14	11	19	0	0	0	0	0	0	0	74
Level 1 on statewide assessment	0	0	0	0	5	19	0	0	0	0	0	0	0	24

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	4	7	4	4	5	15	0	0	0	0	0	0	0	39

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	23	20	25	17	17	15	0	0	0	0	0	0	0	117
One or more suspensions	0	2	4	4	4	4	0	0	0	0	0	0	0	18
Course failure in ELA or Math	8	14	8	14	11	19	0	0	0	0	0	0	0	74
Level 1 on statewide assessment	0	0	0	0	5	19	0	0	0	0	0	0	0	24

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	4	7	4	4	5	15	0	0	0	0	0	0	0	39

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Math learning gains among our lowest 25th percentile of students was the data component that showed the lowest performance. This data component showed a 35% decrease in comparison to school performance the previous year in 2017. Lacking growth in learning gains as compared to achievement in both the content areas of ELA and math do appear to be a trend when considering the last two years of testing data.

Which data component showed the greatest decline from prior year?

Math learning gains among the lowest 25th percentile of students showed the greatest decline from the previous year going from 56% in 2017 to 21% in 2018.

Which data component had the biggest gap when compared to the state average?

Math learning gains among the lowest 25th percentile of students at BES revealed the largest gap when compared to the state average (state average 47% vs. BES 21%) last year, showing a 26% difference.

Which data component showed the most improvement? Is this a trend?

ELA achievement would be the data component that showed the greatest performance. When comparing the performance of this data component in 2018 to that of 2017, there was no gain or loss. This is not a noticeable trend.

Describe the actions or changes that led to the improvement in this area.

Maintaining a performance of 62% for the last two consecutive years in the data component of ELA achievement, and taking into consideration last year we showed a decrease in all other data components, we do not consider this performance as an improvement but rather a continuation or maintaining of results.

Part III: Planning for Improvement
Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Increase Student Achievement in English-Language Arts
Rationale	Teachers will increase their understanding of the Florida Standards; which will in turn, increase student achievement in English-Language Arts in the 2018-2019 school year.
Intended Outcome	Increase student proficiency on the FSA in ELA from 62% to 70%. Increase student learning gains on the FSA in ELA from 49% to 60%. Increase learning gains among the lowest 25% of students on the FSA in ELA from 39% to 50%.
Point Person	Kelly Kinley (kelly.kinley@sumter.k12.fl.us)

Action Step	
Description	The reading coach facilitates a "flooding" style model with the classroom teacher and the ESE/ESOL paraprofessional in classrooms for grades 3-5 to provide additional academic support. The reading coach also provides supplemental ELA instruction through "PE groups" 2 days a week with signed parental permission and a PE waiver. All students utilize the i-Ready program for ELA 30 to 45 minutes a week. Students in grades 4-5 utilize KidBiz/Achieve 300 or "Avid Weekly" bi-weekly. All students participate in the Accelerated Reader Program and Khan Academy. Teachers utilize flexible grouping to provide small group instruction for students and provide 120 minutes of dedicated ELA instruction daily. 4th & 5th grade students will utilize Coach as a supplemental resource for ELA instruction. Teachers participate in PLC's and/or data chats twice a month to discuss grade level expectations, refine and extend understanding of high-impact learning strategies, and progress monitor formative student assessments. The school-wide ELA Leadership team meets monthly, and its members serve as a grade level point of contact for school focus areas, standards based instructional practices, and a means of communication between administration and all instructional staff.
Person Responsible	Kelly Kinley (kelly.kinley@sumter.k12.fl.us)

Plan to Monitor Effectiveness	
Description	Continuous review and discussion of student data (i-Ready, Achieve, Accelerated Reader, school level & district formatives, & classroom assessments) monthly. Administrative weekly walkthroughs.
Person Responsible	Kelly Kinley (kelly.kinley@sumter.k12.fl.us)

Activity #2	
Title	Increase Student Achievement in Mathematics
Rationale	Teachers will increase their understanding of the Florida Standards; which will in turn, increase student achievement in Mathematics in the 2018-2019 school year.
Intended Outcome	Increase student proficiency on the FSA in math from 66% to 75%. Increase student learning gains on the FSA in math from 41% to 65%. Increase learning gains among the lowest 25% of students on the FSA in math from 21% to 50%.
Point Person	Donna Cook (donna.cook@sumter.k12.fl.us)

Action Step	
Description	The math coach facilitates a "flooding" style model with the classroom teacher and the ESE/ESOL paraprofessional in classrooms for grades 3-5 to provide additional academic support. The math coach also provides supplemental math instruction through "PE groups" 2 days a week with signed parental permission and a PE waiver. All students utilize the i-Ready program for math 30 to 45 minutes a week. All students utlilze Khan Academy on a weekly basis. All students receive a dedicated 90 minute block for math instruction utilizing the district curriculum Go Math! Emphasize and prioritize repeated exposure of mathematical terminology and vocabulary at the primary and intermediate levels. 4th & 5th grade students will utilize Coach Mathematics as a supplemental resource for math instruction. Teachers utilize a variety of digital science resources in the classroom to math instruction (Reflex Math, Sumdog, Hoodah Math). Teachers participate in PLC's and/or data chats twice a month to discuss grade level expectations, refine and extend understanding of high-impact learning strategies, and progress monitor formative student assessments. The school-wide math Leadership team meets monthly, and its members serve as a grade level point of contact for school focus areas, standards based instructional practices, and a means of communication between administration and all instructional staff.
Person Responsible	Kelly Kinley (kelly.kinley@sumter.k12.fl.us)

Plan to Monitor Effectiveness	
Description	Continuous review and discussion of student data (i-Ready, district formatives, & classroom assessments) monthly. Administrative weekly walkthroughs.

Person Responsible	Kelly Kinley (kelly.kinley@sumter.k12.fl.us)

Activity #3	
Title	Increase Student Achievement in Science
Rationale	Students have limited knowledge of real life science exposure and are unfamiliar with scientific concepts
Intended Outcome	Increase student proficiency on the SSA in 5th grade from 68% to 75%.
Point Person	Jessica Johnston (jessica.johnston@sumter.k12.fl.us)

Action Step	
Description	Teachers will integrate and prioritize hands on experimentation in the classroom. Students will participate in the weekly integration of STEAM activities into science lessons. 2nd & 4th grade students partake in a "in the field" type of science program at the Sumter Environmental Education Center. Guest speakers will be acquired and targeted to grade level standards in 5th grade Gizmos is used as a digital resource for science instruction. A school-wide STREAM night is held in the spring. 5th grade students with identified need for supplemental instruction will participate in Spring science pull-outs. Students will participate in Science Explorers & Science Superstars. All teachers utilize the pearson interactive materials that accompany the district provided curriculum. 4th & 5th grade students will utilize Coach Science as a supplemental resource for science instruction.
Person Responsible	Kelly Kinley (kelly.kinley@sumter.k12.fl.us)

Plan to Monitor Effectiveness	
Description	Continuous review and discussion of student data (district formatives, & classroom assessments) monthly. Administrative weekly walkthroughs.
Person Responsible	Kelly Kinley (kelly.kinley@sumter.k12.fl.us)

Activity #4	
Title	Improve Student Attendance
Rationale	Utilizing the district's elementary attendance plan and through parent education, incentives, and interagency collaboration, student attendance rates improve.
Intended Outcome	The number of student unexecused absences will decrease by 25% or better by comparing the total number of unexcused absences for the prior school year.
Point Person	Jessica Johnston (jessica.johnston@sumter.k12.fl.us)

Action Step	
Description	Utilization of a 3 tier system of support
	Parent Communication (phone calls, attendance letters, parent conferences)
	Utlilization of attendance mentors for tier 2 and tier 3 students
	Creation of an Attendance Success Plan w/ parent input for tier 2 students
	Youth and Family Alternatives partnership
	Student incentives (individual & class weekly, individual quarterly)
Person Responsible	Kelly Kinley (kelly.kinley@sumter.k12.fl.us)

Plan to Monitor Effectiveness	
Description	Child Study Team Meetings
	Youth and Family Alternatives referral/services
	Child Case Staffings
Person Responsible	Kelly Kinley (kelly.kinley@sumter.k12.fl.us)

Activity #5	
Title	Increase Parental Involvement
Rationale	When parents are actively involved in their student's education, student success improves academically and behaviorally.
Intended Outcome	Increase parent attendance by 25% at our Title I Toolkit Night and our AVID night events.
Point Person	Donna Cook (donna.cook@sumter.k12.fl.us)
Action Step	
Description	More frequent, varied means of parent communication Advertise events through local media outlets Conscientious planning/scheduling, taking into consideration competing community events
Person Responsible	Kelly Kinley (kelly.kinley@sumter.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Event Sign-in Sheets
Person Responsible	Kelly Kinley (kelly.kinley@sumter.k12.fl.us)

Activity #6	
Title	Decrease the Number of Discipline Incidents Resulting in Suspension
Rationale	Increasing parental communiction, integrating a social/emotional curriculum, and implementing greater teacher-initiated interventions at the classroom level, student discipline incidents resulting in suspension will decline.

Intended Outcome	The number of student discipline incidents resulting in suspension will decrease by 25% compared to the total number of discipline incidents that resulted in suspension during the 2017-2018 school year.
Point Person	Jessica Johnston (jessica.johnston@sumter.k12.fl.us)

Action Step	
Description	Implementation of Sandford Harmony, a social emotional curriculum, school wide Utilization of parent communication means to highlight positive student behavior on a routine basis School focus goal "relationships trump strategies" and prioritizing rapport with families for the 18-19 school year Integrating mental health services when giving consideration of student behavior Increase classroom level behvaior interventions (i.e. teacher-student behavior contract and student record of behavior in planner) prior to administrative intervention School wide implementation of our PBIS system
Person Responsible	Kelly Kinley (kelly.kinley@sumter.k12.fl.us)

Plan to Monitor Effectiveness	
Description	Skyward discipline data Threat Assessment Team monthly meetings Student Counseling logs
Person Responsible	Kelly Kinley (kelly.kinley@sumter.k12.fl.us)

Part IV: Title I Requirements

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

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

BES's is always trying to increase parent participation and improve the quality of parental involvement in school related activities. In order to accomplish this, parent activities are scheduled throughout the year at varying times to accommodate parent's schedules. BES annually reviews parent involvement data

and writes a Parent and Family Engagement Plan (PFEP) that incorporates strategies to build positive relationships with families. Please see the PFEP to examine the activities and strategies utilized at BES to increase parent involvement.

PFEP Link

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

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

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

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

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

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

To elaborate, the majority of the students served by Voluntary Pre-Kindergarten program will attend Bushnell Elementary School and will enter our Kindergarten program with a solid foundation. In order to assist students in a smooth transition from the Pre-Kindergarten program into a Kindergarten classroom, several definitive actions are implemented during the student's attendance in the final grading period of the Pre- Kindergarten program.
"Language for Learning" is used to teach basic words, concepts, and sentence formation as a language development activity; "Number Worlds" is used as the primary math curriculum; "Handwriting Without Tears" will introduce the students to writing as well as letter tracing games and activities; "Frog Street" is a curriculum used for conscious discipline and circle time with connections/applications in math, science and play areas; VPK students visit the Kindergarten classrooms; students take home materials to encourage and support learning ;small groups are implemented during the day; and children are assessed three times during the year on oral language, print knowledge, phonological awareness, and math.

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

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

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

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

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

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

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

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

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

ESE:
Students are placed into ESE programs who are determined to have disabilities based on IDEA

regulations. IEPs are reviewed annually. ESE services range from part to full time and may include PT, OT, SLP, and/or behavioral supports.

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

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

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