

Sumter District Schools

Bushnell Elementary School



2020-21 Schoolwide Improvement Plan

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Bushnell Elementary School

218 W FLANNERY AVE, Bushnell, FL 33513

[no web address on file]

Demographics

Principal: Kelly Goodwin

Start Date for this Principal: 7/1/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: A (66%) 2017-18: C (49%) 2016-17: A (64%) 2015-16: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Goodwin, Kelly	Principal	
Waddell, Brandi	Instructional Media	
Kelly, LaShandra	Instructional Coach	
Johnson, Carol	Teacher, K-12	
Simmons, Cindy	Assistant Principal	
Cook, Donna	Assistant Principal	
Perry, Stephanie	Instructional Coach	
Westerkom, Susan	Teacher, K-12	
Fort, Ashley	Teacher, ESE	
Tragesser, Kathleen	Teacher, K-12	
Yehl, Karen	Teacher, K-12	
Mancini, Leslie	Teacher, K-12	
Sommersdorf, Kim	Teacher, K-12	
McCormick, Jason	Guidance Counselor	

Demographic Information

Principal start date

Wednesday 7/1/2015, Kelly Goodwin

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Total number of teacher positions allocated to the school

46

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
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2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	102	100	112	103	89	105	0	0	0	0	0	0	0	611
Attendance below 90 percent	0	7	6	4	2	6	0	0	0	0	0	0	0	25
One or more suspensions	0	1	4	5	4	11	0	0	0	0	0	0	0	25
Course failure in ELA	0	7	10	4	7	9	0	0	0	0	0	0	0	37
Course failure in Math	0	5	2	3	1	7	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	11	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	18	0	0	0	0	0	0	0	18

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	5	3	1	3	15	0	0	0	0	0	0	0	27

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	5	5	9	0	3	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Thursday 9/3/2020

Prior Year - As Reported

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	119	130	108	116	118	116	0	0	0	0	0	0	0	707
Attendance below 90 percent	13	9	4	2	7	6	0	0	0	0	0	0	0	41
One or more suspensions	0	5	8	7	10	5	0	0	0	0	0	0	0	35
Course failure in ELA or Math	5	10	6	9	13	16	0	0	0	0	0	0	0	59
Level 1 on statewide assessment	0	0	0	1	22	13	0	0	0	0	0	0	0	36

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	1	0	4	13	9	0	0	0	0	0	0	0	27

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year		5	5	9	1	2	0	0	0	0	0	0	0	22
Students retained two or more times		0	0	0	1	1	0	0	0	0	0	0	0	2

Prior Year - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	119	130	108	116	118	116	0	0	0	0	0	0	0	707
Attendance below 90 percent	13	9	4	2	7	6	0	0	0	0	0	0	0	41
One or more suspensions	0	5	8	7	10	5	0	0	0	0	0	0	0	35
Course failure in ELA or Math	5	10	6	9	13	16	0	0	0	0	0	0	0	59
Level 1 on statewide assessment	0	0	0	1	22	13	0	0	0	0	0	0	0	36

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	1	0	4	13	9	0	0	0	0	0	0	0	27

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	5	5	9	1	2	0	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	1	1	0	0	0	0	0	0	0	0	2

Part II: Needs Assessment/Analysis

School Data

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

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

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		4%				

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

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

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	33	50	54	48	65	70	25				
ELL	38	56		73	78		36				
BLK	53	56		64	78		17				
HSP	54	62	64	73	85	80	59				
MUL	55	43		57	64						
WHT	69	61	55	76	77	71	74				
FRL	59	55	54	68	72	72	54				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	25	31	21	32	26	17	37				
ELL	38	54		52	54						
BLK	35	25	8	39	33	7	50				
HSP	60	56	64	62	38		67				
MUL	75	62		65	46						
WHT	66	51	40	73	43	25	72				
FRL	56	44	34	59	41	22	60				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index - All Students	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	36
Total Points Earned for the Federal Index	496
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	49
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners

Federal Index - English Language Learners	53
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students

Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	54
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	64
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	69
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	58
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

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

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

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

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

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

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

All components were at or above the state average.

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

Math Lowest 25% showed the greatest improvement. This can be contributed to the addition of a math coach/interventionist.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

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

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

1. ELA Achievement in all subgroups
2. Science Achievement

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

**Area of Focus
Description and
Rationale:**

Increase Student Achievement in English-Language Arts.
Teachers will increase their understanding of the Florida Standards; which will in turn, increase student achievement in English-Language Arts in the 2020-21 school year.

**Measureable
Outcome:**

Increase student proficiency on the FSA in ELA from 64% to 80%.
Increase student learning gains on the FSA in ELA from 60% to 76%.
Increase learning gains among the lowest 25% of students on the FSA in ELA from 52% to 69%.

**Person
responsible for
monitoring
outcome:**

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

**Evidence-based
Strategy:**

Teach students to analyze, discuss, and write to text.

**Rationale for
Evidence-based
Strategy:**

Research has shown that students who can talk about and write information regarding the text they are reading better understand the information.

Action Steps to Implement

1. The reading coach facilitates a "flooding" style model with the classroom teacher and the ESE/ESOL paraprofessional in classrooms for grades 3-5 to provide additional academic support.
2. The reading coach also provides supplemental ELA instruction through "PE groups" 2 days a week with signed parental permission and a PE waiver.
3. All students utilize the i-Ready program for ELA 30 to 45 minutes a week.
5. All students participate in the Accelerated Reader Program and Khan Academy.
6. Teachers utilize flexible grouping to provide small group instruction for students and provide 120 minutes of dedicated ELA instruction daily.
7. 4th & 5th grade students will utilize Coach as a supplemental resource for ELA instruction.

**Person
Responsible**

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

8. Teachers participate in PLC's and/or data chats twice a month to discuss grade level expectations, refine and extend understanding of high-impact learning strategies, and progress monitor formative student assessments.
9. The school-wide ELA Leadership team meets monthly, and its members serve as a grade level point of contact for school focus areas, stands based instructional practices, and a means of communication between administration and all instructional staff.

**Person
Responsible**

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

#2. Instructional Practice specifically relating to Math

**Area of Focus
Description and
Rationale:**

Increase Student Achievement in Mathematics
Teachers will increase their understanding of the Florida Standards; which will in turn, increase student achievement in Mathematics in the 2020-2021 school year.

**Measureable
Outcome:**

Increase student proficiency on the FSA in math from 73% to 86%.
Increase student learning gains on the FSA in math from 77% to 85%.
Increase learning gains among the lowest 25% of student on the FSA in math from 71% to 81%.

**Person
responsible for
monitoring
outcome:**

Donna Cook (donna.cook@sumter.k12.fl.us)

**Evidence-based
Strategy:**

Teach students to view and describe their world mathematically.

**Rationale for
Evidence-based
Strategy:**

Research has shown that students who can talk and write about math have a better understanding. The understanding is increased when students can articulate their understanding to others.

Action Steps to Implement

1. The math coach facilitates a "flooding" style model with the classroom teacher and the ESE/ESOL paraprofessional in the classrooms for grades 3-5 to provide additional academic support.
2. The math coach also provides supplemental math instruction through "PE groups" 2 days a week with signed parental permission and a PE waiver.
3. All students utilize the i-Ready program for math 30-45 minutes a week.
4. All students utilize Khan Academy on a weekly basis.
5. All students receive a dedicated 90 minute block for math instruction utilizing the district curriculum Go Math!
6. Emphasize and prioritize repeated exposure of mathematical terminology and vocabulary at the primary and intermediate levels.
7. 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.

**Person
Responsible**

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

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

**Person
Responsible**

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

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Increase Student Achievement in Science
Students have limited knowledge of real life science exposure and are unfamiliar with scientific concepts.

Measureable Outcome: Increase student proficiency on the SSA in 5th grade from 63% to 75%.

Person responsible for monitoring outcome: Cindy Simmons (cynthia.simmons@sumter.k12.fl.us)

Evidence-based Strategy: Students will be taught with hands on instruction which research has shown increases a student's knowledge of the skill being taught. Along with hands on instruction, experiments and videos will be used to reinforce their understanding.

Rationale for Evidence-based Strategy: Research has shown that a hands on approach to learning will increase a students understanding of the skill.

Action Steps to Implement

1. Teachers will integrate and prioritize hands on experimentation in the classroom.
2. Students will participate in the weekly integration of STEAM activities into science lessons.
3. 2nd and 4th grade students partake in a "in the field" type of science program at the Sumter Environmental Education Center.
4. Guest speakers will be acquired and targeted to grade level standards in 5th grade.
5. Gizmos are used as a digital resource for science instruction.
6. A school-wide STREAM night is held in the spring.
7. Students will participate in the Science Explorers and Science Superstars.
8. All teachers utilize the Pearson Interactive materials that accompany the district provided curriculum.
9. 4th and 5th grade students will utilize Coach Science as a supplemental resource for science instruction.

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

#4. Culture & Environment specifically relating to Student Attendance

Area of Focus Improve Student Attendance
Description and Rationale: Utilizing the district's elementary attendance plan and thorough parent education, incentives, and inter-agency collaboration, student attendance rates improve.

Measureable Outcome: Reduce the number of students with 5 or more unexcused absences to under 50 students. Reduce the number of chronically absent students (more than 10% of school for any reason) to under 50 students.

Person responsible for monitoring outcome: Cindy Simmons (cynthia.simmons@sumter.k12.fl.us)

Evidence-based Strategy: Students that are absent are missing valuable lessons. To increase daily attendance, daily calls to parents will be made. A Child Study Team Meeting will be held on students with more absences than the district plan allows.

Rationale for Evidence-based Strategy: Monitoring and supporting families with high absence will encourage daily attendance which will improve academic proficiency.

Action Steps to Implement

1. Utilization of a 3 tier system of support.
2. Parent Communication (phone calls, attendance letters, parent conferences)
3. Utilization of attendance mentors for tier 2 and tier 3 students
4. Creation of an Attendance Success Plan with parent input for tier 2 students
5. Student incentives (individual and class weekly, individual quarterly)

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

#5. Culture & Environment specifically relating to Parent Involvement

Area of Focus Increase Parental Involvement
Description and Rationale: When parents are actively involved in their student's education, student success improves academically and behaviorally.

Measureable Outcome: 50% or more of parents of MTSS tier 3 students will attend a BES Florida Standards Training for Parents.

Person responsible for monitoring outcome: Donna Cook (donna.cook@sumter.k12.fl.us)

Evidence-based Strategy: Research shows an increase in performance of students who have actively engaged parental support.

Rationale for Evidence-based Strategy: Engaging and educating parents of the Florida Standards will support the school's academic performance.

Action Steps to Implement

1. More frequent, varied means of parent communication
2. Advertise events through local media outlets
3. Conscientious planning/scheduling, taking into consideration competing community event.

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

#6. Culture & Environment specifically relating to Discipline

Area of Focus Description and Rationale: Decrease the number of long forms
Increasing parental communication, integrating a social/emotional curriculum, and implementing greater teacher-initiated interventions at the classroom level, student discipline will decline.

Measureable Outcome: Decrease the number of long forms from 311 to 200.

Person responsible for monitoring outcome: Donna Cook (donna.cook@sumter.k12.fl.us)

Evidence-based Strategy: Teaching students appropriate social skills will lower the amount of discipline incidents.

Rationale for Evidence-based Strategy: Sanford Harmony will help decrease the number of incidents resulting in a long form being written.

Action Steps to Implement

1. Implementation of Sanford Harmony, a social emotional curriculum, school wide.
2. Utilization of parent communication means to highlight positive student behavior on a routine basis.
3. Increase classroom level behavior interventions.
4. School-wide implementation of our PBIS system.

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

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

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

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

At BES we understand the importance of all stakeholders being involved in the learning process to ensure a positive school culture. We are 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 to build a positive school culture and environment.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget						
1	III.A.	Areas of Focus: Instructional Practice: ELA				\$10,657.75
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0031 - Bushnell Elementary School	Title, I Part A		\$10,657.75
			<i>Notes: Teachers in grades K-2 will utilize the Saxon Phonics and Spelling curriculum daily instruction. As a result, students will increase in ELA proficiency as measured on the end of the year assessment.</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science				\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$0.00
5	III.A.	Areas of Focus: Culture & Environment: Parent Involvement				\$0.00
6	III.A.	Areas of Focus: Culture & Environment: Discipline				\$0.00
					Total:	\$10,657.75