Sumter District Schools

Bushnell Elementary School

2022-23 Schoolwide Improvement Plan

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Bushnell Elementary School

218 W FLANNERY AVE, Bushnell, FL 33513

[no web address on file]

Demographics

Principal: Jaimie Kinney

Start Date for this Principal: 7/25/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (69%) 2018-19: A (66%) 2017-18: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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.

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Bushnell Elementary School

218 W FLANNERY AVE, Bushnell, FL 33513

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 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	39%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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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. 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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Kinney, Jaimie	Principal	
Borum, Kimberly	Assistant Principal	
Lewis, Erin	Assistant Principal	
Duckworth, Lauryn	Instructional Coach	
Camara, Stephanie	Instructional Coach	
Lester, Karu	Teacher, ESE	
Archambeault, Gennivieve	Teacher, K-12	
Waddell, Brandi	Instructional Media	
McCormick, Jason	School Counselor	

Demographic Information

Principal start date
Monday 7/25/2022, Jaimie Kinney

Number of teachers with a 2022 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.*
4

Number of teachers with a 2022 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.*
11

Total number of teacher positions allocated to the school

52

Total number of students enrolled at the school

676

Identify the number of instructional staff who left the school during the 2021-22 school year.

8

Identify the number of instructional staff who joined the school during the 2022-23 school year.

4

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	12	72	126	116	101	104	107	0	0	0	0	0	0	638
Attendance below 90 percent	4	16	34	21	21	21	16	0	0	0	0	0	0	133
One or more suspensions	1	3	4	3	7	5	1	0	0	0	0	0	0	24
Course failure in ELA	4	21	21	7	14	8	11	0	0	0	0	0	0	86
Course failure in Math	2	16	11	6	10	14	25	0	0	0	0	0	0	84
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	7	9	0	0	0	0	0	0	0	16
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	8	14	16	0	0	0	0	0	0	38
Number of students with a substantial reading deficiency	0	0	3	25	9	4	6	0	0	0	0	0	0	47

Using the table above, complete the table below with the number of students by current grade level who have 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	3	15	9	4	10	19	0	0	0	0	0	0	0	60

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	9	6	2	1	0	0	0	0	0	0	0	18
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 9/15/2022

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	115	120	98	113	102	109	0	0	0	0	0	0	0	657
Attendance below 90 percent	11	17	8	12	8	10	0	0	0	0	0	0	0	66
One or more suspensions	2	15	6	5	6	15	0	0	0	0	0	0	0	49
Course failure in ELA	2	3	0	1	0	2	0	0	0	0	0	0	0	8
Course failure in Math	1	0	1	0	0	2	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	16	14	0	0	0	0	0	0	0	30
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	12	18	0	0	0	0	0	0	0	30
Number of students with a substantial reading deficiency	0	0	1	2	0	0	0	0	0	0	0	0	0	3

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	2	4	0	0	12	15	0	0	0	0	0	0	0	33

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	4	12	6	1	0	0	0	0	0	0	0	0	0	23
Students retained two or more times	0	0	0	1	2	0	0	0	0	0	0	0	0	3

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	115	120	98	113	102	109	0	0	0	0	0	0	0	657
Attendance below 90 percent	11	17	8	12	8	10	0	0	0	0	0	0	0	66
One or more suspensions	2	15	6	5	6	15	0	0	0	0	0	0	0	49
Course failure in ELA	2	3	0	1	0	2	0	0	0	0	0	0	0	8
Course failure in Math	1	0	1	0	0	2	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	16	14	0	0	0	0	0	0	0	30
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	12	18	0	0	0	0	0	0	0	30
Number of students with a substantial reading deficiency	0	0	1	2	0	0	0	0	0	0	0	0	0	3

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	2	4	0	0	12	15	0	0	0	0	0	0	0	33

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	4	12	6	1	0	0	0	0	0	0	0	0	0	23
Students retained two or more times	0	0	0	1	2	0	0	0	0	0	0	0	0	3

Part II: Needs Assessment/Analysis

School Data Review
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	70%	63%	56%				64%	56%	57%
ELA Learning Gains	75%						60%	58%	58%
ELA Lowest 25th Percentile	65%						52%	51%	53%
Math Achievement	75%	55%	50%				73%	61%	63%
Math Learning Gains	77%						77%	68%	62%
Math Lowest 25th Percentile	54%						71%	55%	51%
Science Achievement	67%	66%	59%				63%	62%	53%

Grade Level Data Review - State Assessments
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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	61%	66%	-5%	58%	3%
Cohort Comparison		0%				
04	2022					
	2019	68%	62%	6%	58%	10%
Cohort Comparison		-61%				
05	2022					
	2019	60%	65%	-5%	56%	4%
Cohort Comparison		-68%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	62%	64%	-2%	62%	0%
Cohort Comparison		0%				
04	2022					
	2019	81%	72%	9%	64%	17%
Cohort Comparison		-62%				
05	2022					
	2019	71%	69%	2%	60%	11%
Cohort Comparison		-81%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	60%	66%	-6%	53%	7%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	40	46	42	45	43	30	25				
ELL	53	58		59	64						
BLK	41	63		43	44	30					
HSP	64	74	64	70	76	50	53				
MUL	83	71		72	79						
WHT	74	77	69	83	83	64	75				
FRL	64	74	68	68	75	59	57				

2021 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 2019-20	C & C Accel 2019-20
SWD	27	42	50	32	43	38	41				
ELL	30			47							
BLK	41	50		44	64		33				
HSP	57	50		60	65		71				
MUL	61			72							
WHT	69	65	64	69	65	62	72				
FRL	48	51	50	57	58	47	56				

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 2017-18	C & C Accel 2017-18
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	538
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	58
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners 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
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	44
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	76
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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	75
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	65
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Students with disabilities performed below their peers in all tested subjects.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on progress monitoring and 2022 state assessments, the greatest need for improvement is in the area of improving proficiency among students with disabilities.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Bushnell Elementary believes that a contributing factor was the abundance of quarantines that caused both students and teachers to miss multiple days throughout the 21-22 school year. This school year, quarantines are no longer mandatory or even voluntary if the student is asymptomatic. This will result in fewer students and teachers missing vital instruction.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The data components that showed the most improvement were in the area of learning gains in ELA and math.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factors to this improvement were strategies implemented by instructional coaches. Coaches flooded classrooms providing extra support, as well as implementing targeted review sessions immediately before the assessment.

What strategies will need to be implemented in order to accelerate learning?

Coaches and interventionists will continue to flood classrooms. Formal and informal assessments will be given, and data monitored, to ensure that supports are given in the highest areas of need.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The professional development opportunities that will be provided will include instruction on how to implement new math curriculum to maximize student success. In addition, instructional coaches, district personnel, and teacher leaders will provide professional development in the areas of collaboration, differentiation, and student engagement.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

In order the ensure sustainability of improvement, all staff will continue to be trained in, and implement, high-impact instructional strategies in all curriculum areas.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Increase Student Achievement in Science Students have limited knowledge of real life science exposure and are unfamiliar with scientific concepts.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Increase student proficiency on the State Science Assessment in 5th grade from 67% to 70%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Bushnell Elementary will utilize diagnostic data, monthly PLCs and data chats, as well as formative and summative assessments to monitor this Area of Focus.
Person responsible for monitoring outcome:	Erin Lewis (erin.lewis@sumter.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Students will be taught with hands on instruction which research has shown to increase a students knowledge of the skill being taught. Along with hands-on instruction, experiments and videos will be used to reinforce their understanding.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Research has shown that a hands-on approach to learning will increase a student understanding of the skill.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Teachers will integrate and prioritize hands-on experimentation in the new STEM lab.
2. Students will participate in the weekly integration of STEAM activities into science lessons.
3. 2nd and 4th grade 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.
10. Additional 30 minutes added to each day.

Person Responsible	Erin Lewis (erin.lewis@sumter.k12.fl.us)

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Students with disabilities were identified as performing below the ESSA Index.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase proficiency among students with disabilities from 40% to 45% to meet the federal index for Students with Disabilities.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	We will utilize diagnostic data, monthly PLCs, and data chats, as well as formative and summative assessments to monitor this Area of Focus.
Person responsible for monitoring outcome:	Kimberly Borum (kimberly.borum@sumter.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Flooding of instructional coaches, interventionists, and ESE inclusion teachers into classrooms to work with students with disabilities. Extra support staff will work with students on phonics and language using the Mind Play program. They will work with these students to increase math fluency using the program Reflex. Scaffolding for all subjects will be provided through the use of visual presentation and graphic organizers.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	With the extra support, students with disabilities will receive small group, targeted instruction to fill instructional gaps.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Flooding of instructional coaches into classrooms on a weekly basis.
2. ESE/ESOL paraprofessionals provide additional support to students with disabilities.
3. Students with disabilities will utilize the iReady program for ELA 30-45 minutes per week.
4. 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.
5. Additional 30 minutes added to each day.

Person Responsible   Kimberly Borum (kimberly.borum@sumter.k12.fl.us)

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Increase Student Achievement in Mathematics Teachers will increase their understanding of the Florida Standards which will increase student achievement in Mathematics for the 2022-2023 school year.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Achieve 78% proficiency school-wide on the math FAST.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Bushnell Elementary will utilize diagnostic data, monthly PLCs and data chats, as well as formative and summative assessments to monitor this Area of Focus.
Person responsible for monitoring outcome:	Kimberly Borum (kimberly.borum@sumter.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers will utilize a variety of math programs to increase proficiency. SAVAAS will be used for core instruction and re-teaching. Reflex math will be used to increase fluency with math facts. iReady will be used to provide differentiated instruction. Teachers will continue to use high-yield math strategies such as marking the text and visual representation for word problems.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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.

Person Responsible	Kimberly Borum (kimberly.borum@sumter.k12.fl.us)

5. All students receive a dedicated 90 minute block for math instruction utilizing the district curriculum Savaas.

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.

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.

9. Additional 30 minutes added to each day.

Person Responsible   Kimberly Borum (kimberly.borum@sumter.k12.fl.us)

#4. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Increase Student Achievement in English Language Arts Teachers will increase their understanding of the Florida Standards which will increase student achievement in English Language Arts in the 2022-23 school year.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Achieve 72% proficiency school-wide on the ELA FAST.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	We will utilize diagnostic data, monthly PLCs and data chats, as well as formative and summative assessments to monitor this Area of Focus.
Person responsible for monitoring outcome:	Jaimie Kinney (jaimie.kinney@sumter.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Teachers will utilize a variety of ELA programs to increase proficiency. HMH will be used for core instruction and re-teaching. Accelerated Reader be used to help students increase fluency and building reading endurance of longer texts. iReady will be used to provide differentiated instruction. Teachers will continue to use high-yield ELA strategies such as marking the text and graphic organizers.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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.

Person Responsible   Jaimie Kinney (jaimie.kinney@sumter.k12.fl.us)

6. Teachers utilize flexible grouping to provide small group instruction for students and provide 120 minutes of dedicated ELA instruction daily.
7. 4th & 5th grade students will utilize Coach as a supplemental resource for ELA instruction.
8. Teachers participate in PLC's and/or data chats twice a month to discuss grade level expectations, refine and extend understanding of high-impact learning strategies, and progress monitor formative student assessments.
9. The school-wide ELA Leadership team meets monthly, and its members serve as a grade level point of contact for school focus areas, stands based instructional practices, and a means of communication between administration and all instructional staff.
10. Additional 30 minutes added to each day.

Person Responsible   Jaimie Kinney (jaimie.kinney@sumter.k12.fl.us)

#5. Positive Culture and Environment specifically relating to Attendance

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Improve Student Attendance Utilizing the district's elementary attendance plan and thorough parent education, incentives, and inter-agency collaboration, student attendance rates improve.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	This focus area will be monitored using Skyward attendance reports on a weekly, monthly, and quarterly basis. These reports also help determine the need for Child Study Team Meetings for individual students.
Person responsible for monitoring outcome:	Kimberly Borum (kimberly.borum@sumter.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	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: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Monitoring and supporting families with high absence will encourage daily attendance which will improve academic proficiency.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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   Kimberly Borum (kimberly.borum@sumter.k12.fl.us)

#6. Positive Culture and Environment specifically relating to Parent Involvement	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Increase Parental Involvement When parents are actively involved in their student's education, student success improves academically and behaviorally.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Teachers will communicate with the parent/guardian of each student in their class at least once per quarter.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Teachers will complete communication logs to show how often and with who they are communicating each quarter. The assistant principal will record information in a spreadsheet to show the percentages of parent communication for each class.
Person responsible for monitoring outcome:	Kimberly Borum (kimberly.borum@sumter.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Research shows an increase in performance of students who have actively engaged parental support.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Frequent communication with parents will support the school's academic performance.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Use of Remind communication system
2. Monthly parent newsletters will go home to inform parents of school events.
3. Each child will use a daily communication folder/planner that will serve as a form of communication for notes, student grades, goals that are set, data, etc.
4. Parent conference nights & Open House

Person Responsible	Kimberly Borum (kimberly.borum@sumter.k12.fl.us)

#7. Positive Culture and Environment specifically relating to Additional 30 minutes added to each dayDiscipline	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Decrease the number of long forms. By increasing parental communication and implementing greater teacher-initiated interventions at the classroom level, student discipline will decline.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Decrease the number of long forms to less than 220 this school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This focus area will be monitored using weekly, monthly and quarterly discipline reports. Administration will review data monthly and discuss adjustments as needed.
Person responsible for monitoring outcome:	Erin Lewis (erin.lewis@sumter.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teaching students appropriate social skills will lower the amount of discipline incidents.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Teacher-initiated interventions will help decrease the number of incidents resulting in a long form being written.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Utilization of parent communication means to highlight positive student behavior on a routine basis.
2. Increase classroom level behavior interventions.
3. Provide a STOP room for as an intervention before long form. Paraprofessional in STOP will make parent contact regarding the student's behavior.
4. School-wide implementation of our PBIS system.

Person Responsible	Erin Lewis (erin.lewis@sumter.k12.fl.us)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

The school builds a positive school culture and environment by focusing on attendance, anti-bullying, mentoring, and reinforcement of positive behaviors. A three tiered approach is used that gives each students the amount of support they need in order to be successful.

Identify the stakeholders and their role in promoting a positive school culture and environment.

All faculty, staff, and administration play an important role in promoting a positive school culture and environment. Teachers serve as mentors for students and reinforce positive behaviors with the use of "Bushnell Bucks". Administration rewards students who have perfect attendance monthly and quarterly. The Positive Behavior Support (PBS) team organizes quarterly reward days for students who meet high expectations in attendance, behavior, and academics.