

Sumter District Schools

Bushnell Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Bushnell Elementary School

218 W FLANNERY AVE, Bushnell, FL 33513

[no web address on file]

School Board Approval

This plan was approved by the Sumter County School Board on 11/14/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Kinney, Jaimie	Principal	Administrator over Reading and all areas of school operations.
Borum, Kimberly	Assistant Principal	Administrator over Math, Discipline, Certification, New Teachers/Mentors
Lewis, Erin	Assistant Principal	Administrator over Science, Attendance, and Title I
McCormick, Jason	School Counselor	Counseling services for PK-5 students.
Duckworth, Lauryn	Instructional Coach	Oversees School-wide Reading support as well as testing.
Johnson, Carol	Other	Oversees MTSS program and supports teachers with Tier 2 and 3 interventions in Reading, Math, and Science.
Waddell, Brandi	Other	Oversees and supports classroom teachers with resources for Reading, Accelerated Reader, and student rewards.
Holt, Magan	Teacher, K-12	Kindergarten Grade Level Chair
Sovercool, Angela	Teacher, K-12	1st Grade Level Chair
Douglas, Teri	Teacher, K-12	2nd Grade Level Chair
Westerkom, Susan	Teacher, K-12	3rd Grade Level Chair
Sommersdorf, Kim	Teacher, K-12	4th Grade Level Chair
Camara, Stephanie	Instructional Coach	Oversees resources and support school-wide for Math, Testing Coordinator, and Title I Coordinator
Lester, Karu	Teacher, K-12	Oversees Inclusion services, ESE Grade Level Chair.
Castle, Christopher	Teacher, K-12	5th Grade Level Chair
Moulton, Laura	Teacher, K-12	Oversees inclusion services, ESE Grade Level Chair

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The leadership team coordinates and makes important decisions to lead and improve all aspects of day to day school needs. The leadership team meets every Monday to discuss and make decisions about curriculum, instruction, and professional learning. The team includes opportunities for family and community engagement with input from all staff, family, and community members.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Bushnell Elementarlys' leadership team will monitor the school improvement plan through monthly data analysis. To increase achievement we use data chats and support students through the use of our instructional coaches, resource teachers, and intervention teachers in everyday lesson engagement and rigor. During monthly monitoring the team will plan with instructional coaches and staff to target areas needing support and have a continuous plan to increase our greatest achievement gaps. Our district will monitor the implementation of the plan through monthly calls with the Bureau of School Improvement. The BES leadership team will review the goals with staff members monthly for reflection and improvement purposes.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	39%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT)

	Economically Disadvantaged Students (FRL)
<p>School Grades History *2022-23 school grades will serve as an informational baseline.</p>	2021-22: A
	2019-20: A
	2018-19: A
	2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	54	39	27	24	27	27	0	0	0	198
One or more suspensions	3	6	7	1	4	7	0	0	0	28
Course failure in English Language Arts (ELA)	18	21	13	11	4	2	0	0	0	69
Course failure in Math	3	8	12	3	5	5	0	0	0	36
Level 1 on statewide ELA assessment	7	15	17	20	10	10	0	0	0	79
Level 1 on statewide Math assessment	19	22	22	17	11	21	0	0	0	112
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	18	19	26	16	12	2	0	0	0	93

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	9	9	4	6	0	0	0	0	0	28
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	4	16	34	21	21	21	16	0	0	133
One or more suspensions	1	3	4	3	7	5	1	0	0	24
Course failure in ELA	4	21	21	7	14	8	11	0	0	86
Course failure in Math	2	16	11	6	10	14	25	0	0	84
Level 1 on statewide ELA assessment	0	0	0	0	7	9	0	0	0	16
Level 1 on statewide Math assessment	0	0	0	0	8	14	16	0	0	38
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	3	25	9	4	6	0	0	47

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	15	9	4	10	19	0	0	0	60

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	4	16	34	21	21	21	16	0	0	133
One or more suspensions	1	3	4	3	7	5	1	0	0	24
Course failure in ELA	4	21	21	7	14	8	11	0	0	86
Course failure in Math	2	16	11	6	10	14	25	0	0	84
Level 1 on statewide ELA assessment	0	0	0	0	7	9	0	0	0	16
Level 1 on statewide Math assessment	0	0	0	0	8	14	16	0	0	38
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	3	25	9	4	6	0	0	47

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	15	9	4	10	19	0	0	0	60

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	62	55	53	70	63	56	63		
ELA Learning Gains				75			60		
ELA Lowest 25th Percentile				65			57		
Math Achievement*	64	57	59	75	55	50	65		
Math Learning Gains				77			65		
Math Lowest 25th Percentile				54			54		
Science Achievement*	58	49	54	67	66	59	66		
Social Studies Achievement*					64	64			
Middle School Acceleration					49	52			
Graduation Rate					65	50			
College and Career Acceleration						80			
ELP Progress	41	53	59	55			38		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	283
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	538
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	27	Yes	2	1
ELL	41			
AMI				
ASN				
BLK	32	Yes	1	
HSP	51			
MUL	55			
PAC				
WHT	68			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	49			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	40	Yes	1	
ELL	58			
AMI				
ASN				
BLK	44			
HSP	64			
MUL	76			
PAC				
WHT	75			
FRL	65			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	62			64			58					41
SWD	36			33			6				4	
ELL	38			43							3	41
AMI												
ASN												
BLK	38			25							2	
HSP	57			61			53				5	44
MUL	55			55							2	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	69			70			61				4	
FRL	53			57			49				5	40

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	70	75	65	75	77	54	67					55
SWD	40	46	42	45	43	30	25					50
ELL	53	58		59	64							55
AMI												
ASN												
BLK	41	63		43	44	30						
HSP	64	74	64	70	76	50	53					58
MUL	83	71		72	79							
PAC												
WHT	74	77	69	83	83	64	75					
FRL	64	74	68	68	75	59	57					56

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	63	60	57	65	65	54	66					38
SWD	27	42	50	32	43	38	41					
ELL	30			47								38
AMI												
ASN												
BLK	41	50		44	64		33					
HSP	57	50		60	65		71					41
MUL	61			72								
PAC												
WHT	69	65	64	69	65	62	72					
FRL	48	51	50	57	58	47	56					37

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	70%	65%	5%	54%	16%
04	2023 - Spring	73%	68%	5%	58%	15%
03	2023 - Spring	55%	61%	-6%	50%	5%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	60%	68%	-8%	59%	1%
04	2023 - Spring	71%	72%	-1%	61%	10%
05	2023 - Spring	64%	65%	-1%	55%	9%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	57%	58%	-1%	51%	6%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

Based on the 2023 state assessment (Florida Assessment of Student Thinking-F.A.S.T.), the lowest performance area was 3rd grade ELA. Bushnell Elementary believes the contributing factors consists of brand new teachers in 3rd grade ELA, newer curriculum being used, as well as this group of 3rd grade students are making up for missed learning from the Covid 19 pandemic.

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

Based on the 2023 state assessment (Florida Assessment of Student Thinking-F.A.S.T.) the greatest decline area was 3rd grade Math. Bushnell Elementary believes the contributing factors consists of brand new teachers in 3rd grade Math, first year with new curriculum, as well as this group of 3rd grade students are making up for missed learning from the Covid 19 pandemic.

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.

Bushnell Elementary was not below in any area compared to the state average. However, 3rd grade Math was only 2 points above the state average. Our 3rd graders were 61% proficient compared to the state average of 59%. contributing factors consists of brand new teachers in 3rd grade Math, first year with new curriculum, as well as this group of 3rd grade students are making up for missed learning from the Covid 19 pandemic.

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

Bushnell Elementary showed the most improvement in 5th grade ELA scores compared to the previous year. New actions taken were additional support from instructional coaches, resource teachers, and school interventionist with a focus on students who had the biggest gap through monthly data analysis by the leadership team.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

1. Attendance is an area of concern as we had a slight decrease from the previous year.
2. Level 1 Math is an area of concern as we had an increase in overall numbers from the previous year.

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

1. ELA
2. Math
3. Science
4. Students with Disabilities (SWD)
5. Attendance

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 2023-2024 school year.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase school-wide student proficiency on the ELA FAST from 63% to 70%.

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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers will utilize a variety of ELA programs to increase proficiency and provide explicit instruction. HMH will be used for core instruction and re-teaching. Accelerated Reader will be used to help increase fluency and build reading endurance of longer text. i-Ready 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 Intervention:

Explain the rationale for selecting this specific strategy.

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

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 iReady program for ELA 30-45 minutes a week.
4. All students participate in the Accelerated Reader Program.
5. Teachers utilize flexible grouping to provide small group instruction for students and provide 120

minutes of dedicated ELA instruction daily.

6. 4th & 5th grade students will utilize Coach as a supplemental resource for ELA instruction.

7. Teachers participate in PLCs 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 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 instructional staff.

9. Additional 30 minutes added to each day.

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

By When: By end of 2023-2024 school year.

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Increase student achievement in Mathematics. Teachers will increase their understanding of the Florida Standards which will increase student achievement in Mathematics for the 2023-2024 school year.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase school-wide student proficiency from 67% to 70% 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 the Area of Focus.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers will utilize a variety of math programs to increase proficiency. SAVVAAS 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 Intervention:

Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 Math program for 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 Savaas.
6. Students use Reflex Math and Frax to work on fact fluency.

7. Students use IXL for additional practice and review of math concepts.
8. Teachers participate in PLCs/data chats twice a month to refine and extend planning for targeted areas of support.
9. School-wide Math leadership team meets monthly by grade level.

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

By When: By the end of the 2023-2024 school year.

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Increase student achievement in Science. Students have limited knowledge of real life science exposure and 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 57% to 62%.

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 the area of focus.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students will be taught with hands on instruction which research has shown to increase student knowledge of the skill being taught. This includes hands-on instruction, experiments, and videos will be used to reinforce their understanding.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Research has shown that a hands-on approach to learning will increase a students' understanding of the skill.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 STEM lab.
2. Students will participate in weekly integration of STEAM activities into science lessons.
3. 2nd nd 4th grade students participate in an "in the field" type of science program at the Sumter Environmental Education Center.
4. Guest speakers will be acquired and targeted to 5th grade level standards.
5. A school-wide STREAM night is held in the spring.
6. Students will participate in Science Superstars and Stop, Drop, Science.
7. All teachers utilize the Pearson Interactive materials that accompany the district provided curriculum.
8. 5th grade students will utilize Study Island as a supplemental resource for science instruction.
9. Additional 30 minutes of instruction added to each day.

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

By When: By the end of the 2023-2024 school year.

#4. 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Flooding of instructional coaches, interventionist, 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. BES also uses the Positive Behavior Interventions and Support (PBIS) program to supports students in being active learners in school. BES provides counseling services, health resources, and mentoring as needed to support students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

With extra support, students with disabilities will receive small group, targeted instruction to fill instructional gaps.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 PLCs 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: Erin Lewis (erin.lewis@sumter.k12.fl.us)

By When: By the end of the 2023-2024 school year.

#5. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 100 students. Reduce the number of chronically absent students (more than 10% of school for any reason) to under 100 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:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 allows. BES provides counseling services, health resources, and mentoring as needed to support students with an effort to increase daily attendance. BES also uses the Positive Behavior Interventions and Support (PBIS) program to help increase attendance in order to supports students in being active learners in school.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Monitoring and supporting families with high absence will encourage daily attendance which will improve academic proficiency.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 tier 3 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: Erin Lewis (erin.lewis@sumter.k12.fl.us)

By When: By the end of the 2023-2024 school year.

#6. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Research shows an increase in performance of students who have actively engaged parental support. BES also uses the Positive Behavior Interventions and Support (PBIS) program to supports students in being active learners in school with parental support. BES provides counseling services, health resources, and mentoring as needed to support students and families.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Frequent communication with parents will support the school's academic performance.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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)

By When: By the end of the 2023-2024 school year.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

Bushnell Elementary uses student data to support the needs of SWD students. We will use our instructional coaches, resource teacher, ESE inclusion teachers and paraprofessionals in a flooding style into classrooms to support students with disabilities. Extra support staff will work with students in the area of phonics and language. The use of the Math Reflex program will help support SWD students with Math fluency. Scaffolding for all subjects will be provided through the use of visual presentation and graphic organizers.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

Bushnell Elementary presents the School Improvement Plan (SIP) to faculty and staff throughout the development of the plan. Bushnell also presents the SIP with a parent friendly version at our annual Title I Open House (fall), to our School Advisory Council throughout the development of the plan for feedback and as a final product. Sumter County requires all School Improvement Plans be presented, and approved by, the school board in October. Bushnell Elementary also presents and reflects upon the SIP throughout the year with faculty, staff, and SAC input and feedback.

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Bushnell Elementary uses a variety of ways to communicate with families and build positive relationships. We have a Title I Open House night, use daily parent communication folders, planners, and newsletters, BES has planned academic nights for Math, Science, and Reading throughout the school year. Family conference nights are scheduled quarterly and we have participation through our School Advisory Council to communicate school events, gain input, and vote on approval for multiple aspects of school engagement. BES participates in the districts' Parent Advisory Council both in the fall and spring. Additionally, we collect information from our Comprehension Needs Assessment completed in the fall and Title I surveys which are completed in the spring. We partner with our Adult Education Center to support parents with information on extended learning opportunities and job information/ training in the community.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

To strengthen the academic program BES uses the flooding of instructional coaches, interventionist, 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 also 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. Additionally, BES has the following program integration to support strengthening academics: i-Ready, IXL, AR, myON, Generation Genius, STAR, Moby Max, and Study Island.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Bushnell Elementary uses student data to support the needs of SWD students. We will use our instructional coaches, resource teacher, ESE inclusion teachers and paraprofessionals in a flooding style into classrooms to support students with disabilities. Bushnell Elementary coordinates with our Pre-K program to help support foundational and phonological skills to prepare students for Kindergarten.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Math	\$0.00
3	III.B.	Area of Focus: Instructional Practice: Science	\$0.00
4	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
5	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
6	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No