BUSHNELL ELEMENTARY SCHOOL

2024-25 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. 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".

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name
Jaimie Kinney

Position Title
Principal

Job Duties and Responsibilities

Administrator over Reading and all areas of school operations.

Leadership Team Member #2

Employee's Name
Kimberly Borum

Position Title
Assistant Principal

Job Duties and Responsibilities

Administrator over Science, Discipline, Certification, Title I, Testing Coordinator 3-5

Leadership Team Member #3

Employee's Name
Katherine Palazzo

Position Title
Assistant Principal

Job Duties and Responsibilities

Administrator over Math, Attendance, New Teachers/Mentors, and School Safety, Testing coordinator K-2

Leadership Team Member #4

Employee's Name
Jason McCormick

Position Title
School Counselor

Job Duties and Responsibilities

Counseling services for PK-5 students.

Leadership Team Member #5

Employee's Name
Lauryn Duckworth

Position Title
Instructional Coach

Job Duties and Responsibilities

Oversees School-wide Reading support as well as testing.

Leadership Team Member #6

Employee's Name
Brandi Waddell

Position Title
Media Specialist

Job Duties and Responsibilities

Oversees and supports classroom teachers with resources for Reading, Accelerated Reader, and student rewards

Leadership Team Member #7

Employee's Name
Carol Johnson

Position Title
MTSS Facilitator

Job Duties and Responsibilities

Oversees MTSS program and supports classroom teachers with Tier 2 and Tier 3 interventions in Reading, Math, Science, and Behavior

Leadership Team Member #8

Employee's Name
Magan Holt

Position Title
Teacher K-12

Job Duties and Responsibilities

Kindergarten Grade Level Chair

Leadership Team Member #9

Employee's Name
Angela Sovercool

Position Title
Teacher K-12

Job Duties and Responsibilities

1st Grade Level Chair

Leadership Team Member #10

Employee's Name
Teri Douglas

Position Title
Teacher K-12

Job Duties and Responsibilities

2nd Grade Level Chair

Leadership Team Member #11

Employee's Name
Susanne Westerkon

Position Title
Teacher K-12

Job Duties and Responsibilities

3rd Grade Level Chair

Leadership Team Member #12

Employee's Name
Kim Somersdorf

Position Title
Teacher K-12

Job Duties and Responsibilities

4th Grade Level Chair

Leadership Team Member #13

Employee's Name
Chris Castle

Position Title
Teacher K-12

Job Duties and Responsibilities

5th Grade Level Chair

Leadership Team Member #14

Employee's Name
Kaili Prevatt

Position Title
Teacher K-12

Job Duties and Responsibilities

4/5 Teacher, Title I Coordinator

Leadership Team Member #15

Employee's Name
Stephanie Camara

Position Title
Teacher K-12

Job Duties and Responsibilities

4th/5th Grade Math/Science Teacher, Math Resource Teacher

Leadership Team Member #16

Employee's Name
Kari Lester

Position Title
Teacher K-12

Job Duties and Responsibilities

Oversees inclusion services for grade 3-5

Leadership Team Member #17

Employee's Name
Laura Moulton

Position Title
Teacher K-12

Job Duties and Responsibilities

Oversees inclusion services grade K-2

C. Stakeholder Involvement and Monitoring

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. *(ESEA 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. *(ESEA 1114(b)(3))*

Bushnell Elementarys' 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.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**40.3%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**89.2%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: A** **2022-23: B*** **2021-22: A** **2020-21:** **2019-20: A**

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days	41	44	32	34	36	32				219
One or more suspensions	1	3	5	9	7	7				32
Course failure in English Language Arts (ELA)	20	18	8	7	7	4				64
Course failure in Math	5	4	4	8	5	4				30
Level 1 on statewide ELA assessment	23	26	24	19	11	8				111
Level 1 on statewide Math assessment	32	10	19	8	21	11				101
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	23	26	24	19						92
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	32	10	19	8	21					90

Current Year 2024-25

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	27	23	19	20	18	2				109

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	14	14	9	3						40
Students retained two or more times					2	1				3

Prior Year (2023-24) As Last 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 school days	54	39	27	24	27	27				198
One or more suspensions	3	6	7	1	4	7				28
Course failure in ELA	18	21	13	11	4	2				69
Course failure in Math	3	8	12	3	5	5				36
Level 1 on statewide ELA assessment	7	15	17	20	10	10				79
Level 1 on statewide Math assessment	19	22	22	17	11	21				112
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) As Last Reported (pre-populated)

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	18	19	26	16	12	2				93

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	9	9	4	6						28
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	64	61	57	62	55	53	70	63	56
ELA Grade 3 Achievement **	66	65	58	58	55	53			
ELA Learning Gains	66	63	60				75		
ELA Learning Gains Lowest 25%	62	59	57				65		
Math Achievement *	68	62	62	64	57	59	75	66	59
Math Learning Gains	62	60	62				77		
Math Learning Gains Lowest 25%	41	51	52				54		
Science Achievement *	68	59	57	58	49	54	67	66	59
Social Studies Achievement *								64	64
Graduation Rate								65	50
Middle School Acceleration								49	52
College and Career Readiness									80
ELP Progress	47	48	61	41	53	59	55		

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	60%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	544
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
60%	57%	67%	59%		62%	51%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

		2023-24 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%
Students With Disabilities	44%	No		
English Language Learners	50%	No		
Black/African American Students	40%	Yes	2	
Hispanic Students	61%	No		
Multiracial Students	63%	No		
White Students	65%	No		
Economically Disadvantaged Students	58%	No		

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%**
Students With Disabilities	27%	Yes	2	1
English Language Learners	41%	No		
Black/African American Students	32%	Yes	1	
Hispanic Students	51%	No		
Multiracial Students	55%	No		
White Students	68%	No		
Economically Disadvantaged Students	49%	No		
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%**
Students With Disabilities	40%	Yes	1	

	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%
English Language Learners	58%	No		
Native American Students				
Asian Students				
Black/African American Students	44%	No		
Hispanic Students	64%	No		
Multiracial Students	76%	No		
Pacific Islander Students				
White Students	75%	No		
Economically Disadvantaged Students	65%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	64%	66%	66%	62%	68%	62%	41%	68%					47%
Students With Disabilities	37%	35%	49%	54%	45%	51%	41%	43%					40%
English Language Learners	30%		43%		60%	71%							47%
Black/African American Students	46%	60%	44%		39%	33%	38%	20%					
Hispanic Students	63%	61%	72%	67%	63%	60%	45%	70%					47%
Multiracial Students	50%		55%		72%	73%							
White Students	68%	68%	69%	62%	73%	68%	38%	74%					
Economically Disadvantaged Students	60%	62%	68%	67%	60%	56%	38%	57%					57%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%	58%			64%			58%					41%
Students With Disabilities	36%	34%			33%			6%					
English Language Learners	38%				43%							41%	
Black/African American Students	38%				25%								
Hispanic Students	57%	39%			61%			53%				44%	
Multiracial Students	55%				55%								
White Students	69%	72%			70%			61%					
Economically Disadvantaged Students	53%	47%			57%			49%				40%	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%
English Language Learners	53%		58%		59%	64%							55%
Students With Disabilities	40%		46%	42%	45%	43%	30%	25%					50%
Native American Students													
Asian Students													
Black/African American Students	41%		63%		43%	44%	30%						
Hispanic Students	64%		74%	64%	70%	76%	50%	53%					58%
Multiracial Students	83%		71%		72%	79%							
Pacific Islander Students													
White Students	74%		77%	69%	83%	83%	64%	75%					
Economically Disadvantaged Students	64%		74%	68%	68%	75%	59%	57%					56%

E. 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.

		2023-24 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	64%	65%	-1%	55%	9%
Ela	4	58%	65%	-7%	53%	5%
Ela	5	67%	64%	3%	55%	12%
Math	3	72%	71%	1%	60%	12%
Math	4	56%	66%	-10%	58%	-2%
Math	5	68%	67%	1%	56%	12%
Science	5	67%	63%	4%	53%	14%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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.

Lowest Performance

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.

Greatest Decline

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.

Greatest Gap

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.

EWS Areas of Concern

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.

Highest Priorities

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

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year 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 2024-2025 school year.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Increase school-wide student proficiency on the ELA FAST from 64% to 66%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Teachers will utilize a variety of ELA programs to increase proficiency and provide explicit instruction. HMH will be utilized 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 explicit differentiated instruction. Teachers will continue to use high-yield ELA strategies such as marking the text and graphic organizers.

Rationale:
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:
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 to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Support Staff Resources

Person Monitoring:	**By When/Frequency:**
Jaimie Kinney	Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. The reading resource teacher facilitates a "flooding" style model with the classroom teacher and the ESE/ESOL paraprofessional for grades 3-5 to provide additional academic support. 2. The reading resource teacher also provides supplemental ELA instruction through "PE groups" 2 days a week with signed parental permission and a PE waiver.

Action Step #2
Academic Resources

Person Monitoring:	**By When/Frequency:**
Jaimie Kinney	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
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 and 5th grade students will utilize Coach as a supplemental resource for ELA instruction.

Action Step #3
Leadership and PLC planning

Person Monitoring:	**By When/Frequency:**
Jaimie Kinney	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
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 assessment. 8. The schoolwide ELA leadership team meets monthly, and its members serve as a grade level point of contact for school the school focus area, standards based instructional practices, and a means of communications between administration and instructional staff.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year 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 2024-2025 school year.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Increase school-wide student proficiency from 67% to 69% on the Math FAST.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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
Katherine Palazzo

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
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 explicit differentiated instruction. Teachers will continue to use high-yield math strategies such as marking the text and visual representation for word problems.

Rationale:
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:
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 to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Support Staff Resources

Person Monitoring:	**By When/Frequency:**
Katherine Palazzo	Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. The math resource teacher facilitates a "flooding" style model with the classroom teacher and the ESE/ESOL paraprofessional for grades 3-5 to provide additional academic support. 2. The math resource teacher also provides supplemental Math instruction through "PE groups" 2 days a week with signed parental permission and a PE waiver.

Action Step #2
Academic Resources

Person Monitoring:	**By When/Frequency:**
Katherine Palazzo	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
3. All students will utilize the iReady Math program 30-45 minutes a week. 4. All students will 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 Refex Math and Frax to work on fact fluency. 7. Students use IXL for additional practice and review of math concepts.

Action Step #3
PLCs and Leadership

Person Monitoring:	**By When/Frequency:**
Katherine Palazzo	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
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.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Increase student achievement in Science. Students have limited knowledge of real life science exposure and are unfamiliar with scientific concepts.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Increase student proficiency on the State Science Assessment in 5th grade from 69% to 70%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
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:
Research has shown that a hands-on approach to learning will increase a students' understanding of the skill.

Tier of Evidence-based Intervention:
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 to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Instructional Supports

Person Monitoring:	By When/Frequency:
Kimberly Borum	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action 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. Students will participate in Science Superstars and Stop, Drop, Science. 4. All teachers utilize the Interactive materials that accompany the district provided curriculum. 5. 3-5 students will utilize Study Island as a supplemental resource for science instruction.

Action Step #2
Community partnerships

Person Monitoring:	**By When/Frequency:**
Kimberly Borum	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
6. Guest speakers will be acquired and target 5th grade level standards. 7. A school-wide STREAM night is held in the spring. 8. 5th grade field trip planned for CEMEX.

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Black/African American Students (BLK)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Black/African American students subgroup were identified as performing below the ESSA Index.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Increase student proficiency among Black/African American students from 40% to 41% to meet the federal index for students with disabilities.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

We 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

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Flooding of instructional coaches, interventionist, and ESE inclusion teachers into classrooms to work with black/African American subgroup of students. 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 support students in being active learners in school. BES provides counseling services, health resources, and mentoring as needed to support students.

Rationale:
With extra support, Black/African American students will receive small group instruction and targeted instruction to fill gaps.

Tier of Evidence-based Intervention:
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 to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Instructional Support Staff

Person Monitoring:	**By When/Frequency:**
Katherine Palazzo	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Flooding of instructional coaches into classrooms on a weekly basis. 2. ESE/ESOL paraprofessionals provide additional support for black/African American students.

Action Step #2
Instructional Resources and data review

Person Monitoring:	**By When/Frequency:**
Katherine Palazzo	Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
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 monitoring of formative student assessments.

IV. Positive Culture and Environment

Area of Focus #1
Student Attendance

Area of Focus Description and Rationale
Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Improve student attendance. Utilizing the district's elementary attendance plan and through parent education, incentives, and inter-agency collaboration, student attendance rates improve.

Measurable Outcome
Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Increase overall daily attendance rate to 92.5 % for the 2024-2025 school year.

Monitoring
Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This focus area will be monitored using Skyward attendance reports on a weekly basis. These reports also help determine the need for Child Study Team meetings for individual students.

Person responsible for monitoring outcome
Katherine Palazzo

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
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 attendance in order to support students in being active learners in school.

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

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1
Attendance Monitoring

Person Monitoring:	**By When/Frequency:**
Katherine Palazzo	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action 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.

Action Step #2
Student Attendance Plans

Person Monitoring:	**By When/Frequency:**
Katherine Palazzo	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
4. Create an Attendance Success Plan with parent input for tier 2 students. 5. Student incentives (individual and class weekly, individual quarterly)

Area of Focus #2

Other

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Increase parental involvement. When parents are actively involved in their student's education, student success improves academically and behaviorally.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. 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. Include a description of how ongoing monitoring will impact student achievement outcomes.

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

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
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 support 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:
Frequent communication with parents will support the school's academic performance.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1
Parent Communication

Person Monitoring:	By When/Frequency:
Kimberly Borum	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Use of Parent Square communication system. 2. Monthly parent newsletters 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 setting, data, etc. 4. Parent Conference Nights and Open House

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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. (ESEA 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.

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 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 (SAC) to communicate school events, gain input, and vote on approval for multiple aspects of school engagement. BES participates in the districts' Parent Advisory Council (PAC) 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.

Plans to Strengthen the Academic Program

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 II of the SIP. (ESEA Section 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.

How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

Bushnell Elementary School offers counseling with our guidance counselor and counseling with our district based mental health therapist for students who may be in need of additional support regarding behavior, emotions, and/or other mental-health related concerns. A school-based mental health problem solving team meets at a minimum of quarterly to discuss students who may be in need of additional support, are currently receiving additional support, and to discuss student progress on campus.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

Bushnell Elementary has an annual Career Day that focuses on pathways to various careers, exposure to different industries, and other postsecondary opportunities that can be considered. Students who are in fifth grade who will be transitioning to the middle school will have the opportunity to visit the middle school campus and learn about the different electives that are offered that support postsecondary careers.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

Bushnell Elementary encourages staff, students and families to work together to resolve student behavior concerns. Parents will be contacted regarding student problem behaviors. Dependent upon the severity, students may be removed from class and/or spend time in the Scholastic Time Out Program (STOP) to reflect on appropriate behavior. Students who continue to demonstrate frequent and/or consistent inappropriate behavior may be referred to MTSS for review for additional support. Students with IEPs will be provided services in the least restrictive environment as outlined in their IEP.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii(V)).

Our district and school, regularly provide professional learning opportunities to support the needs of our teachers and their students. Teachers will meet weekly with their departments/grade levels to review pacing, curriculum, and assessments. Teachers will participate in monthly Professional Learning Communities (PLCs) to review data from common and state academic assessments and create individual student plans based on data. District wide professional learning activities include CPI training, CPR training, curriculum and content specific trainings.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

The Florida Assessment of Student Thinking (FAST) Star Early Literacy is the statewide coordinated screening and progress monitoring program that must be implemented in all VPK programs. This program assessment identifies student achievement and learning gains – it is given 3x/year. A student that earns a Scaled Score of 709 or higher is considered as meeting the achievement score. Students must gain at least 12 Scaled Score points per month, from Progress Monitoring 1 (PM1) to Progress Monitoring 3 (PM3) to be considered as meeting the learning gains expectation.

Bushnell Elementary percentage meeting or exceeding the achievement score of SS 709 = 61% for the 23-24 school year.

Bushnell Elementary percentage meeting learning gains expectation (gaining 12 SS points per month) = 44% for the 23-24 school year.

Goal for Bushnell Elementary is to improve the percentage of students meeting the learning gains expectation. This will in turn increase the number of students meeting the goal achievement score. Teachers will have an increased focus on teaching Phonemic Awareness skills and Vocabulary. Additional small Group and One-on-One instruction will be implemented, as necessary, to support student learning gains.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources
Describe the process to review the use of resources to meet the identified needs of students.

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.

Specifics to Address the Need
Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

HMH Into Reading (K-5) - Demonstrates a Rationale
HMH Into Reading is founded in meeting the needs of all students in diverse classrooms.
Opportunities for differentiation are built into the curriculum in the following ways:
·   Explicit instruction and practice on foundational reading skills
·   Targeted, whole-class reading or writing instruction in a teacher-led lesson
·   Small group instruction
·   A variety of interactive and independent reading and writing activities

HMH Into Reading:
·   Maximizes growth through data-driven differentiation and targeted scaffolds;
·   Develops learners with positive habits of reading, writing, and thinking behavior to foster agency;
·   Fosters a learning culture with a focus on collaboration, peer interaction, and articulation of views;
·   Unburdens teachers to focus on the delivery of powerful instruction through simple, intuitive simple, intuitive program designs;
·   Whole group learning (direct instruction and modeling); and
·   Small group learning (collaboration and guided practice).

These elements of a core instructional program are essential to a program serving all students at a Core, Tier 1 level and sufficient for at least 80% of the student population.

i-Ready will be used as a Tier 2 intervention.
ESSA Level 2 (Moderate)

i-Ready will be used as a Tier 3 intervention.
ESSA Level 2 (Moderate)

All students take the i-Ready Diagnostic which produces:
·   Next Steps
·   Instructional Grouping Reports

The *i-Ready Diagnostic* provides actionable insights, enable differentiated and personalized instruction. Students receive a tailor-made, digital learning path to which teachers can assign specific lesson as necessary. Every student excels with an empowered teacher and the right instructional tools. *i-Ready Assessment* sets high expectations for all students. Tools like the *i-Ready Dyslexia Screener* and *i-Ready Literacy Tasks,* teachers can easily identify individual student learning needs and chart a customized pathway toward proficiency. *i-Ready Assessment* includes a wide range of accessibility features to maximize usability for students.

i-Ready Personalized Learning for Grades K-8 produces greater learning gains, data-driven instruction, and motivating lessons for students.

i-Ready Reading is an online program that helps students of all ages become thoughtful, analytical readers. Grounded in bet practice, it engages students as they build new skills and learn to access rigorous texts. It's personalized instruction adjusts the lesson path to meet every reader at their individual level, enabling teachers to provide a personalized learning experience for each student.

i-Ready Reading includes:
·   Lessons that teach foundational skills such as phonological awareness, high-frequency words, and phonics to help students understand their connections to reading;
·   Vocabulary lessons at earlier grade levels that teach words researchers have identified as the most essential to reading success;
·   Instruction for Grade 3 and above that helps build word learning strategies that maximize vocabulary acquisition; and
·   Reading comprehension instruction that is designed to motivate learners of all ages as they grow accustomed to reading independently.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00