

Suwannee County Schools

# Branford Elementary School



2015-16 School Improvement Plan

## Branford Elementary School

26801 STATE ROAD 247, Branford, FL 32008

[www.suwannee.k12.fl.us/bes](http://www.suwannee.k12.fl.us/bes)

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	Yes	49%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	19%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	B*	B	C	B

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan was approved by the Suwannee County School Board on 12/15/2015.

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Suwannee County Schools will educate all students in a safe and supportive learning environment that will develop life-long learners and productive citizens.

##### Provide the school's vision statement

Suwannee County Schools will be a district of excellence ensuring all students are prepared for personal success.

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our Character Education Program builds positive relationships between students and their teachers. Students with outstanding character traits are given special recognition by their teacher and then on the morning news. Positive behavior referrals are also awarded by the principal or assistant principal. Also, at the end of each month, a student that is recognized for having an outstanding character trait gets to eat lunch with the guidance counselor.

Students at BES also participate in Student Council. Officers are chosen from grade five and classroom representatives are chosen from grades 3-4.

Success Fridays are just one more way that BES builds relationships between teachers and students. During Success Fridays, students celebrate each others achievements and accomplishments. Teachers select students once per month to be recognized and by the end of the school year ALL students will be recognized. Students are called up on stage and receive an award for their achievements. This award and recognition is for a trait other than academics. During this time we also promote our Character Word for the month and students/staff dress in the color representing the character trait.

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

The safety of our children is our first priority. With this in mind, Branford Elementary has a keyless entry system for the school. Teachers and staff must use an ID badge to enter and exit the building. Along with this keyless entry system we also have a security system for student's safety known as The Raptor System. This system enables the school to search the sexual offender/predator sites for individuals at the scan of an ID. We also have a sign in/ sign out policy which indicates the whereabouts of all volunteers/ visitors on campus. Before school and after school all exterior doors are locked.

##### Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

CHAMPS is the schoolwide behavioral plan currently used at BES. CHAMPS includes a plan of action for all areas of the school giving explicit instruction for students to follow. Expectations include: procedures for correcting behavior, positive recognition, procedures for transitioning, as well as the



need for assistance. All BES personnel are given training in the CHAMPS program during preplanning to ensure that proper protocols and clear behavioral expectations are both consistent and are fairly enforced throughout the school.

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

BES offers a number of counseling and mentoring opportunities for students. With a full time guidance counselor on campus, Meridian counseling, as well as counselors from the Corner Dug Store BES is well equipped to meet the needs of our students.

Our fifth grade student council students mentor younger students during their special area time. This may include helping them with their academics or just providing someone to talk to. Older students also reinforce the character word of the month with our younger students.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	23	24	23	15	11	18	114
One or more suspensions	1	0	1	1	0	0	3
Course failure in ELA or Math	0	9	14	8	5	10	46
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level					Total
	K	1	2	3	5	
Students exhibiting two or more indicators	1	1	5	3	2	12

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

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

**Description**

Please see on-line parent involvement plan for 2014-15.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Branford Elementary School is supported by its SAC committee members, which consists of both parents and local community business partnerships. EDMODO, IRIS Alerts, and the REMIND101 systems are use to keep parents and business partners informed of upcoming events. Messages through these systems keep parents aware of school meetings.

BES also has a parent liaison committed to providing excellent opportunities to support our school. She is available to help bridge the gap between home and school.

Local churches provide support throughout the year by donating shoes, school supplies and jackets. Also provided are weekly snack backpacks for 20+ students to take home to assist families with food needs.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership:**

Name	Title
Barrs, Jennifer	Principal
Busch, Stephenie	Assistant Principal

**Duties**

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

Principal: Provides a common vision for the use of data-based decision making, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school based Rtl plans and activities.

Assistant Principal: Role of the AP is to work in collaboration with the principal to ensure that Rtl goals are implemented.

Select General Education Teacher: Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/intervention; implement and collaborates with other staff to implement Tier 2 and Tier 3 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

School Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students, and links child-serving community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Academic Coach: Evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum assessment and intervention approaches; assists with whole school screening programs that provide early intervening data to help identify children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; provides

support for assessment and implementation monitoring; provides guidance on K-5 reading plan; and supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, analysis, intervention planning, and program evaluation; and facilitates data-based decision making activities.

Exceptional Student Education Teacher: Collaborates with general education teachers to integrate core instructional activities/materials into Tier 3 instruction.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills. Collaborates with general educational teacher to integrate activities/materials into Tier 2/3 instruction.

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

BES's response to intervention model is a process designed for teachers to help students succeed in the general education setting. Through the use of a team-based approach, educators work together to develop effective strategies for improving student difficulties. Students progress through core instruction is monitored monthly by reviewing data at grade level meetings. When a student is not successful at grade level instruction, assessments are used to determine the skills that are lacking and a child is placed in Response to Intervention. Tier 2 interventions are implemented for 4 to 6 weeks in small groups of 3-5 students for 20 -40 minutes. Progress is monitored at least monthly. If a student is not responding to intervention or the progress is not at a rate in comparison to peer then the student is moved to Tier 3. Students who are moved to Tier 3 are given different interventions which are more intensive or delivered with increased duration. Tier 3 interventions are delivered on a 1-3 student group size. Tier 3 interventions are implemented for 4-6 weeks with progress monitoring assessed at least twice a month. BES receives no funding or additional personnel to implement RTI.

Title I, Part A

Title 1, will be utilized to provide Academic Coaches at three Title 1 schools. Funds will also provide paraprofessional at the Title 1 school to given additional help to students a level 1 or 2 on FCAT. Title 1, Title 1 Part A is also used to provide a District Wide Math Coach, and a teacher for the Opportunity School to serve all schools in the District.

Title I, Part C- Migrant

School based administrators will observe the use of common core standards in all classrooms. This initiative is funded by Title I Part C and district professional development funds. ALL activities funded by Title I Part C will be supplementary and will not supplant existing State- and District-funded and required services.

Title I Part C funds are used for a Migrant Coordinator, Migrant Tutors, Migrant paraprofessional and to purchase license for Accelerated Reading Enterprise-English in a Flash, additional computers and other supplies needed for migrant students.

Title II

School based administrators will observe the use of common core standards in all classrooms. This initiative is funded by Title II Part A funds are used to fund three Reading Coaches, travel, consultants and the district's professional development funds. ALL activities funded by Title III will be supplementary and will not supplant existing State- and District-funded and required services.

Title III

Funds from Title III Part A are used to provide tutors for ELL students, purchased instructional

materials and software for ELL students. All activities funded by Title III will be supplementary and will not supplant existing State and District funded and required services.

Title X- Homeless

Title X Homeless funds are used to provide supplies, dues, field trip fund and other needs for Homeless students.

Supplemental Academic Instruction (SAI)

n/a

Violence Prevention Programs

n/a

Nutrition Programs

Branford Elementary is a CEO school

Housing Programs

n/a

Head Start

n/a

Adult Education

n/a

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Jennifer Barrs	Principal
Stephenie Busch	Principal
Stephanie Knighton	Teacher
Amanda Harris	Education Support Employee
Aleshia Terry	Business/Community
Stephanie Dampier	Business/Community
Kathy Woolard	Business/Community
Caroline Hill	Parent
Carla Bryant	Parent
Margaret Williams	Teacher
Toni Hansard	Parent
Erica Jordan	Parent
Donna Koon	Business/Community
Debbie Ibarra	Education Support Employee

#### Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

SAC members review outcomes of the prior year and help school personnel set goals for the current year. Throughout the year SAC members continue to discuss the plan, as well as discuss possible improvements that may be made to the plan.

*Development of this school improvement plan*

SAC members review outcomes of the prior school year and help school personnel to set goals for the current year. Throughout the year school personnel share progress monitoring data with SAC members and discussion centers around improvement strategies. Also, the council helps the school make decisions with a parent/community perspective.

*Preparation of the school's annual budget and plan*

The SAC budget is reviewed with the committee, however funds are not allocated to our school any longer so the balance carried forward is the only funding available.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

Funds are not allocated for our school, the fund balance is a carry over from year past.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Barrs, Jennifer	Principal
Busch, Stephenie	Assistant Principal

**Duties**

**Describe how the LLT promotes literacy within the school**

First, the LLT supports the effective implementation of the Florida standards for grades K-5, concentrating on the areas of reading and writing.

Then, the LLT will monitor best practices during iii time due to loss of improvement in reading for students in the bottom quartile. An hour has been designated for K-2's Rti time. Additional support staff has been allocated to the teachers during this time.

Also, the team will guide the implementation of performance based tasks in all content areas (daily writing in every classroom).

The LLT will strive to increase the number of students and parents involved in our school wide book swaps by holding them at different times throughout the year.

Finally, the LLT will evaluate the implementation of AR and use of AR goals to broaden the number of students reaching their reading goals.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

BES provides teachers with collaborative planning schedules to support best practices throughout each grade level. Response to Intervention or RTi time allows for co-teaching opportunities daily. BES has Professional Learning Communities that are grade level or content specific. These PLC's meet one day per month and weekly for 45 minutes. During these meetings teachers are following the curriculum maps

created by the district team to plan lessons, review grade level data, create common assessments and discuss ways to provide effective intervention/remediation for all students.

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

1. Dr. Brothers director of HR and school principals attend job fairs and contact the local universities regarding graduates.
2. New teacher orientation with school administration, Principal and AP
3. Year-long mentor program for new teachers, mentors have clinical education training, Principal and AP
4. Required monthly meetings with new teachers and administration, Principal and AP
5. Positive communication between effective teachers and administration in the way of notes and cards
6. Effective teachers are encouraged to develop into peer leaders
7. PLC meetings each week with grade level team to help support each other

**Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

All first year teachers are paired with a veteran teacher of the same grade who has clinical education training. Some of the activities include: provide "how tos" for specific needs such as teaching, class organization, classroom management, parent conferences, do class demonstrations, share ideas, observe and give feedback, recognize effort and results, provide options that make teacher feel more comfortable, co-teach a lesson, give on-going personnel support, connect teachers with other teachers, arrange for teacher observation, ensure that teacher has all available resources they need, listen and honor teacher concerns, remember that no problem is insignificant, feedback from classroom walkthroughs/observations via administration, and required monthly meetings with administration.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Each year prior to adoption of a core curriculum our school receives sample materials from each state approved vendor. Grade levels review the materials and follow a checklist to ensure all important components are present, including how aligned to the standards they are. Each area is rated from 1 to 5. Once each elementary school in the district has reviewed the material, administration sets up a meeting with the top three choices. Representatives from each company come to present their materials to a group of teachers from each grade level in each school. After the presentations the individual schools make a final ranking of the top three. Then the principals from each elementary school meet to determine the top selection of the district.

Each summer a group of teachers from each grade level from each school in the district work to create pacing guides/curriculum maps to ensure teachers are focused on teaching the Florida Standards. If the core instructional program is weak in an area, these teachers look for supplemental material to support their content.

#### Instructional Strategies

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

BES uses prior FCAT scores and/or prior district progress monitoring data to determine areas of weakness as a school, class and individual student. As the school year progresses we continue to progress monitor throughout each nine weeks using standards based assessments. When teachers look at students who have not mastered a skill using classroom data and/or PM data, they immediately develop a plan to remediate using supplemental materials in order to present the skill in a different manner.

Students who are typically 2 years behind are placed in Tier 3 interventions and students generally 1 year behind receive Tier 2 interventions. Extended small group time is utilized for these two groups of students.

Students who are scoring proficient but are not making learning gains are also pulled into groups during our RTI time to allow for extension activities. These activities provide curriculum at an advanced level to increase student growth.

Also, BES will be utilizing the online version of iReady from Curriculum Associates. This allows students to take a diagnostic assessment at the start of the year to determine his or her curriculum pathway based on individual results. Throughout each week students will work in the program for 45 minutes in reading and math. At the end of the lesson students are given a short quiz to assess knowledge gained or if additional intervention is needed by the teacher. At the mid year point and the end of the school year students will re-test using the diagnostic assessment to determine growth, as well as, a modified curriculum pathway. This program will allow teachers to provide differentiated instruction to all students.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** After School Program

**Minutes added to school year:**

***Strategy Rationale***

***Strategy Purpose(s)***

- Enrichment

***Person(s) responsible for monitoring implementation of the strategy***

***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

## **Student Transition and Readiness**

### **PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

At Branford Elementary all incoming kindergarten students are assessed prior to or upon entering kindergarten in order to ascertain individual and group needs and to assist in instructional/intervention programs. All students are assessed in the area of letter knowledge, numbers up to 12, counting objects, basic colors, shapes, rhyming words and blending. Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice. Time is also allocated for students who are emergent readers in order to extend their learning. Prek teachers who are housed at BES attend professional development opportunities with the kindergarten teachers to allow for collaboration and goal setting. Neighboring prek programs take a

tour of BES in the spring prior to enrollment to allow students and parents the opportunity to get to know the layout of the school.

BES participates yearly in vertical planning with our middle school to help foster communication. The teachers discuss outgoing 5th graders and how to better prepare students for 6th grade. During these meetings the primary topics include strategies, best practices and curriculum alignment. Our 5th grade students take a tour of Branford High school in the spring prior to summer break. This allows students the opportunity to learn the layout of their new campus and familiarizes them with the rules.

### College and Career Readiness

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

*Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs*

*Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement*

*Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes*

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.



## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Implement sustainable professional development targeted at K-5 alignment goals.
- G2.** Develop a vertically and horizontally aligned curriculum with common assessments in grades K-5
- G3.** Improve daily average attendance rates in grades kindergarten to fifth.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1. Implement sustainable professional development targeted at K-5 alignment goals.** 1a

G074673

**Targets Supported** 1b

Indicator	Annual Target
Highly Effective Teachers (Performance Rating)	100.0

**Resources Available to Support the Goal** 2

- Learning Focused Professional Development
- Singapore Math Strategies
- iReady On-line Program
- Professional Learning Communities
- PLC Days Once Per Month
- Common Grade Level Planning Time per Week
- Academic Coach
- Principal
- Assistant Principal
- District Teacher Support Colleagues

**Targeted Barriers to Achieving the Goal** 3

- time

**Plan to Monitor Progress Toward G1.** 8

Teacher attendance at collaborative meetings, iReady Progress Monitoring, FSA

**Person Responsible**

Jennifer Barrs

**Schedule**

Monthly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Agenda, attendance, minutes, iReady Progress Monitoring Data, FSA

**G2. Develop a vertically and horizontally aligned curriculum with common assessments in grades K-5** 1a

G074674

**Targets Supported** 1b

Indicator	Annual Target
FSA Mathematics - Achievement	70.0
FSA English Language Arts - Achievement	65.0

**Resources Available to Support the Goal** 2

- Reading Coach
- Language for Learning
- Saxon Phonics
- SRA Intervention Materials
- Learning Focused Professional Development and Support for math
- iReady On-line Program
- Principal
- Assistant Principal
- Paraprofessionals
- Top Score Curriculum for grades 2-5

**Targeted Barriers to Achieving the Goal** 3

- Low standardized math scores
- Low standardized ELA scores

**Plan to Monitor Progress Toward G2.** 8

iReady Progress Monitoring Data, FSA, student report cards

**Person Responsible**

Jennifer Barrs

**Schedule**

Monthly, from 10/7/2015 to 6/3/2016

**Evidence of Completion**

iReady Progress Monitoring Data, FSA, student report cards

**G3. Improve daily average attendance rates in grades kindergarten to fifth.** 1a

G074675

**Targets Supported** 1b

Indicator	Annual Target
Attendance rate	95.0

**Resources Available to Support the Goal** 2

- Principal
- Assistant Principal
- Guidance Counselor
- District Truancy Coordinator
- Parent Liasion
- Migrant Parent Liasion

**Targeted Barriers to Achieving the Goal** 3

- Education of parents on the understanding of compulsory attendance law.
- Students lack of motivation to attend school.

**Plan to Monitor Progress Toward G3.** 8

Weekly administration meetings to track individual student attendance, chart for classroom attendance, iReady data, FSA, daily average attendance rates

**Person Responsible**

Stephenie Busch

**Schedule**

Weekly, from 9/18/2015 to 6/3/2016

**Evidence of Completion**

Weekly attendance reports, parents conference documentation, attendance graphs, iReady data, FSA, graph in great hall, teacher feedback, FOCUS daily average attendance rates

## Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** = Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Implement sustainable professional development targeted at K-5 alignment goals. **1**

 G074673

**G1.B1** time **2**

 B195013

**G1.B1.S1** Use of PLC format for monthly and weekly team meetings. **4**

 S206606

#### Strategy Rationale

Improve collaboration between team members.

#### Action Step 1 **5**

Establish a PLC agenda for each monthly and weekly meeting outlining protocols for behavior.

#### Person Responsible

Jennifer Barrs

#### Schedule

Weekly, from 8/17/2015 to 6/3/2016

#### Evidence of Completion

Completed agendas from each grade level (monthly or weekly) and grade level norms.

**Action Step 2** 5

Provide each PLC group common planning time each week and once per month to meet together.

**Person Responsible**

Jennifer Barrs

**Schedule**

Weekly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Agendas from PLC groups and master schedule showing common planning times.

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

PLC Captains will turn in agendas for each meeting date with minutes from the meeting and teachers in attendance.

**Person Responsible**

Jennifer Barrs

**Schedule**

Weekly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Meeting notes, agenda and minutes along with visits from reading coach, principal and assistant principal during scheduled collaborative meetings.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Weekly and monthly agendas from grade level groups and PLC captains, school administrative team meetings

**Person Responsible**

Jennifer Barrs

**Schedule**

Weekly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Attendance at each meeting, agendas, minutes from collaborative meetings

**G2. Develop a vertically and horizontally aligned curriculum with common assessments in grades K-5** 1

G074674

**G2.B1 Low standardized math scores** 2

B195015

**G2.B1.S1 Learning Focused Lesson Plans in the area of math.** 4

S206607

**Strategy Rationale**

Focused lessons providing rigor and targeted content

**Action Step 1** 5

Incorporate Focused Lesson Plan template into all math lessons

**Person Responsible**

Stephenie Busch

**Schedule**

Weekly, from 9/2/2015 to 6/3/2016

**Evidence of Completion**

Copies of lesson plans from all grade levels

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Review lesson plans from each grade level.

**Person Responsible**

Stephenie Busch

**Schedule**

Weekly, from 9/2/2015 to 6/3/2016

**Evidence of Completion**

Copies of lesson plans, classroom walkthroughs

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Administrative meetings with the support of the Learning Focused Consultant to determine quality of lesson plans using the new template.

**Person Responsible**

Stephenie Busch


**Schedule**

Quarterly, from 10/7/2015 to 6/3/2016


**Evidence of Completion**

Notes from meetings and copies of lesson plans for each grade level.

**G2.B3 Low standardized ELA scores** 2

 B195017

**G2.B3.S1 Follow the district developed curriculum map with fidelity.** 4

 S206610

**Strategy Rationale**

Ensure students are receiving aligned instruction as determined by the Florida Standards.

**Action Step 1** 5

All teachers will follow the district developed curriculum map with fidelity.

**Person Responsible**

Jennifer Barrs

**Schedule**

Daily, from 8/17/2015 to 6/3/2016

**Evidence of Completion**

Copies of the district develop curriculum maps, classroom walkthroughs, lesson plans



**Plan to Monitor Fidelity of Implementation of G2.B3.S1 6**

Administration will review lesson plans, attend weekly PLC meetings, and consistent classroom observations

**Person Responsible**

Jennifer Barrs

**Schedule**

Weekly, from 8/17/2015 to 6/3/2016

***Evidence of Completion***

PLC agendas, lesson plans, Observation 360 reports

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7**

Administration will review lesson plans, attend weekly PLC meetings, and consistent classroom observations

**Person Responsible**

Jennifer Barrs

**Schedule**

Weekly, from 8/17/2015 to 6/3/2016

***Evidence of Completion***

PLC agendas, lesson plans, Observation 360 reports

**G3. Improve daily average attendance rates in grades kindergarten to fifth. 1**

G074675

**G3.B1 Education of parents on the understanding of compulsory attendance law. 2**

B195018

**G3.B1.S1** Parent conferences to education them on the legislation regarding attendance and develop a plan to improve attendance, providing support to the family when needed. 4

S206611

**Strategy Rationale**

By meeting with parents to discuss the importance of school, while explaining the legislation and providing support, we can develop a plan to increase student attendance.

**Action Step 1 5**

The administration will meet with parents who are not following the compulsory attendance law to discuss reasons for the student absences. Provide support and assistance when possible.

**Person Responsible**

Stephenie Busch

**Schedule**

Weekly, from 9/18/2015 to 6/3/2016

**Evidence of Completion**

Completed conference form signed by administration and parent.

**Plan to Monitor Fidelity of Implementation of G3.B1.S1 6**

Administration will meet to review conference documentation and student attendance data from Focus.

**Person Responsible**

Stephenie Busch

**Schedule**

Monthly, from 9/18/2015 to 6/3/2016

**Evidence of Completion**

Completed parent conference form with attendance record attached and monthly Focus Daily Average Attendance Report.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Weekly administration meetings to track student attendance, and parent surveys.

**Person Responsible**

Stephenie Busch

**Schedule**

Weekly, from 9/18/2015 to 6/3/2016

**Evidence of Completion**

Ending yearly school attendance rate, monthly attendance report of absences and tardies

**G3.B2** Students lack of motivation to attend school. 2

 B195019

**G3.B2.S1** Develop incentives to increase student motivation for attending school. 4

 S206615

**Strategy Rationale**

By encouraging students to attend school regularly, student achievement will increase.

**Action Step 1** 5

Create an attendance board in the great hall to track daily attendance of each class kg to fifth grade. When a class has perfect attendance the teacher submits the name to the front office and receives a tag on their graph. The class(s) who has the most tags at the end of the month in each grade level wins a certificate and a treasure chest at Success Friday.

**Person Responsible**

Stephenie Busch

**Schedule**

Monthly, from 9/2/2015 to 6/3/2016

**Evidence of Completion**

The attendance chart in the great hall with the numbers of days of perfect attendance for each class, FOCUS report for daily average attendance by grade

**Plan to Monitor Fidelity of Implementation of G3.B2.S1 6**

The secretary and guidance counselor help keep the tags up to date on the graph in the great hall. Teachers are reminded to turn in their classes name each morning they have perfect attendance.

**Person Responsible**

Jennifer Barrs

**Schedule**

Daily, from 9/1/2015 to 6/3/2016

**Evidence of Completion**

The attendance chart in the great hall with the numbers of days of perfect attendance for each class. Class certificates and treasure chest each Success Friday.

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7**

During weekly administration meetings, review daily attendance rates. Review specific students' attendance records.

**Person Responsible**

Jennifer Barrs

**Schedule**

Weekly, from 9/4/2015 to 6/3/2016

**Evidence of Completion**

The attendance chart in the great hall with the numbers of days of perfect attendance for each class. The attendance chart in the great hall with the numbers of days of perfect attendance for each class. Class certificates and treasure chest each Success Friday. Notes from weekly administration meetings.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Establish a PLC agenda for each monthly and weekly meeting outlining protocols for behavior.	Barrs, Jennifer	8/17/2015	Completed agendas from each grade level (monthly or weekly) and grade level norms.	6/3/2016 weekly
G2.B1.S1.A1	Incorporate Focused Lesson Plan template into all math lessons	Busch, Stephenie	9/2/2015	Copies of lesson plans from all grade levels	6/3/2016 weekly
G2.B3.S1.A1	All teachers will follow the district developed curriculum map with fidelity.	Barrs, Jennifer	8/17/2015	Copies of the district develop curriculum maps, classroom walkthroughs, lesson plans	6/3/2016 daily

**Suwannee - 0089 - Branford Elementary School - 2015-16 SIP**  
*Branford Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1	The administration will meet with parents who are not following the compulsory attendance law to discuss reasons for the student absences. Provide support and assistance when possible.	Busch, Stephenie	9/18/2015	Completed conference form signed by administration and parent.	6/3/2016 weekly
G3.B2.S1.A1	Create an attendance board in the great hall to track daily attendance of each class kg to fifth grade. When a class has perfect attendance the teacher submits the name to the front office and receives a tag on their graph. The class(s) who has the most tags at the end of the month in each grade level wins a certificate and a treasure chest at Success Friday.	Busch, Stephenie	9/2/2015	The attendance chart in the great hall with the numbers of days of perfect attendance for each class, FOCUS report for daily average attendance by grade	6/3/2016 monthly
G1.B1.S1.A2	Provide each PLC group common planning time each week and once per month to meet together.	Barrs, Jennifer	8/24/2015	Agendas from PLC groups and master schedule showing common planning times.	6/3/2016 weekly
G1.MA1	Teacher attendance at collaborative meetings, iReady Progress Monitoring, FSA	Barrs, Jennifer	8/24/2015	Agenda, attendance, minutes, iReady Progress Monitoring Data, FSA	6/3/2016 monthly
G1.B1.S1.MA1	Weekly and monthly agendas from grade level groups and PLC captains, school administrative team meetings	Barrs, Jennifer	8/24/2015	Attendance at each meeting, agendas, minutes from collaborative meetings	6/3/2016 weekly
G1.B1.S1.MA1	PLC Captains will turn in agendas for each meeting date with minutes from the meeting and teachers in attendance.	Barrs, Jennifer	8/24/2015	Meeting notes, agenda and minutes along with visits from reading coach, principal and assistant principal during scheduled collaborative meetings.	6/3/2016 weekly
G2.MA1	iReady Progress Monitoring Data, FSA, student report cards	Barrs, Jennifer	10/7/2015	iReady Progress Monitoring Data, FSA, student report cards	6/3/2016 monthly
G2.B1.S1.MA1	Administrative meetings with the support of the Learning Focused Consultant to determine quality of lesson plans using the new template.	Busch, Stephenie	10/7/2015	Notes from meetings and copies of lesson plans for each grade level.	6/3/2016 quarterly
G2.B1.S1.MA1	Review lesson plans from each grade level.	Busch, Stephenie	9/2/2015	Copies of lesson plans, classroom walkthroughs	6/3/2016 weekly
G2.B3.S1.MA1	Administration will review lesson plans, attend weekly PLC meetings, and consistent classroom observations	Barrs, Jennifer	8/17/2015	PLC agendas, lesson plans, Observation 360 reports	6/3/2016 weekly
G2.B3.S1.MA1	Administration will review lesson plans, attend weekly PLC meetings, and consistent classroom observations	Barrs, Jennifer	8/17/2015	PLC agendas, lesson plans, Observation 360 reports	6/3/2016 weekly
G3.MA1	Weekly administration meetings to track individual student attendance, chart for classroom attendance, iReady data, FSA, daily average attendance rates	Busch, Stephenie	9/18/2015	Weekly attendance reports, parents conference documentation, attendance graphs, iReady data, FSA, graph in great hall, teacher feedback, FOCUS daily average attendance rates	6/3/2016 weekly
G3.B1.S1.MA1	Weekly administration meetings to track student attendance, and parent surveys.	Busch, Stephenie	9/18/2015	Ending yearly school attendance rate, monthly attendance report of absences and tardies	6/3/2016 weekly
G3.B1.S1.MA1	Administration will meet to review conference documentation and student attendance data from Focus.	Busch, Stephenie	9/18/2015	Completed parent conference form with attendance record attached and monthly Focus Daily Average Attendance Report.	6/3/2016 monthly
G3.B2.S1.MA1	During weekly administration meetings, review daily attendance rates. Review specific students' attendance records.	Barrs, Jennifer	9/4/2015	The attendance chart in the great hall with the numbers of days of perfect attendance for each class. The attendance chart in the great hall with the numbers of days of perfect attendance for each class. Class certificates and treasure chest each	6/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				Success Friday. Notes from weekly administration meetings.	
G3.B2.S1.MA1	The secretary and guidance counselor help keep the tags up to date on the graph in the great hall. Teachers are reminded to turn in their classes name each morning they have perfect attendance.	Barrs, Jennifer	9/1/2015	The attendance chart in the great hall with the numbers of days of perfect attendance for each class. Class certificates and treasure chest each Success Friday.	6/3/2016 daily

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

### G1. Implement sustainable professional development targeted at K-5 alignment goals.

#### G1.B1 time

**G1.B1.S1** Use of PLC format for monthly and weekly team meetings.

#### PD Opportunity 1

Establish a PLC agenda for each monthly and weekly meeting outlining protocols for behavior.

##### Facilitator

Jennifer Barrs, Stephenie Busch, PLC Capitains

##### Participants

All teachers

##### Schedule

Weekly, from 8/17/2015 to 6/3/2016

### G2. Develop a vertically and horizontally aligned curriculum with common assessments in grades K-5

#### G2.B1 Low standardized math scores

**G2.B1.S1** Learning Focused Lesson Plans in the area of math.

#### PD Opportunity 1

Incorporate Focused Lesson Plan template into all math lessons

##### Facilitator

Learning Focused-Troy Davis

##### Participants

All teachers in grades k to 5

##### Schedule

Weekly, from 9/2/2015 to 6/3/2016

## Budget

### Budget Data

1	G1.B1.S1.A1	Establish a PLC agenda for each monthly and weekly meeting outlining protocols for behavior.				\$0.00
2	G1.B1.S1.A2	Provide each PLC group common planning time each week and once per month to meet together.				\$0.00
3	G2.B1.S1.A1	Incorporate Focused Lesson Plan template into all math lessons				\$0.00
4	G2.B3.S1.A1	All teachers will follow the district developed curriculum map with fidelity.				\$0.00
5	G3.B1.S1.A1	The administration will meet with parents who are not following the compulsory attendance law to discuss reasons for the student absences. Provide support and assistance when possible.				\$0.00
6	G3.B2.S1.A1	Create an attendance board in the great hall to track daily attendance of each class kg to fifth grade. When a class has perfect attendance the teacher submits the name to the front office and receives a tag on their graph. The class(s) who has the most tags at the end of the month in each grade level wins a certificate and a treasure chest at Success Friday.				\$250.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$250.00
			<i>Notes: Used to purchase supplies for certificates, rewards for attendance</i>			
					<b>Total:</b>	<b>\$250.00</b>