

Suwannee County Schools

Branford Elementary School



2019-20 Schoolwide Improvement Plan

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Branford Elementary School

26801 STATE ROAD 247, Branford, FL 32008

bes.suwannee.k12.fl.us

Demographics

Principal: Deidre Mcmanaway

Start Date for this Principal: 7/10/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (52%) 2017-18: C (48%) 2016-17: B (54%) 2015-16: C (45%) 2014-15: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

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

School Board Approval

This plan was approved by the Suwannee County School Board on 8/27/2019.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	20%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	B	C

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<https://www.floridacims.org>.

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Branford Elementary School along with all 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.

Branford Elementary School along with all Suwannee County Schools will be a district of excellence ensuring all students are prepared for personal success.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
McManaway, Deidre	Principal	<ul style="list-style-type: none"> ? Personnel Issues ? Program Development ? Teacher Evaluation/Observation ? Professional Assistance Plan ? Beginning Teacher Program/Intern Program ? Finance and Budgeting ? Teacher Handbook ? Room Assignments ? School Improvement Plan ? Activity (Master) Schedule ? Student Promotion/Retention ? Lesson Plans/Gradebooks ? Data Collection/Progress Monitoring ? Maintenance and Custodial ? Events Calendar ? Parent Conference Copies ? End of Year Checklist ? Student Placement ? Curriculum Issues ? Testing (iReady, FSA) ? Textbook Inventory/Ordering ? Title I Crate ? Parent Concerns ? Safety/ Security Issues
Busch, Stephenie	Assistant Principal	<ul style="list-style-type: none"> ? Emergency Procedures/Drills ? Furniture/Equipment Procurement ? Attendance and Truancy ? Teacher Observations ? Teacher/ Staff Evaluation ? Title I Crate ? Daily Curriculum Issues ? Security ? Student Placement ? School Safety Issues ? Lesson Plans/Gradebooks ? Discipline/Behavior Issues ? Testing (iReady, FSA) ? Facilities and Ground Maintenance ? Duty Schedules ? Professional Development ? Report Cards/Progress Reports ? Safety Committee ? End of Year Checklist ? Teacher Handbook ? Reading Pal Assistant ? Volunteer Orientation ? School Advisory Council Agendas

Name	Title	Job Duties and Responsibilities
		? School Improvement Plan ? Personnel Issues ? Parent Concerns ? Threat Assessments ? WIDA Testing Coordinator
Williams, Margaret	School Counselor	? Counseling ? ESOL Coordinator ? WIDA Testing ? ESE / 504 Documentation ? ESE Staffings ? Rti Coordinator ? FSA, iReady Testing ? Character Education ? Threat Assessments ? Behavioral Plans ? School Supplies for students in need ? Clothing/Shoes for students in need ? Bully Awareness
Flowers, Lisa	Instructional Coach	? Non-evaluative Classroom Observations ? Teacher Support ? Curriculum Needs ? Rti Facilitator ? Professional Development Needs ? FSA, iReady assistance -testing/ proctor ? Data Collection (all subject areas) ? Writing Curriculum Support ? AR - Award's ? S.T.E.M. Day Coordinator ? Student Support- Small group pull out

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	100	102	87	93	109	114	0	0	0	0	0	0	0	605
Attendance below 90 percent	27	20	18	8	15	16	0	0	0	0	0	0	0	104
One or more suspensions	12	11	15	10	11	18	0	0	0	0	0	0	0	77
Course failure in ELA or Math	1	23	3	10	3	13	0	0	0	0	0	0	0	53
Level 1 on statewide assessment	0	0	0	16	35	29	0	0	0	0	0	0	0	80

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	11	4	9	12	19	0	0	0	0	0	0	0	58

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	7	16	1	4	1	1	0	0	0	0	0	0	0	30
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

FTE units allocated to school (total number of teacher units)

31

Date this data was collected or last updated

Thursday 7/11/2019

Prior Year - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	18	17	15	19	21	17	0	0	0	0	0	0	0	107
One or more suspensions	7	10	8	5	10	15	0	0	0	0	0	0	0	55
Course failure in ELA or Math	0	7	11	12	13	9	0	0	0	0	0	0	0	52
Level 1 on statewide assessment	2	2	5	15	18	20	0	0	0	0	0	0	0	62

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	2	5	15	18	20	0	0	0	0	0	0	0	62

Prior Year - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	18	17	15	19	21	17	0	0	0	0	0	0	0	107
One or more suspensions	7	10	8	5	10	15	0	0	0	0	0	0	0	55
Course failure in ELA or Math	0	7	11	12	13	9	0	0	0	0	0	0	0	52
Level 1 on statewide assessment	2	2	5	15	18	20	0	0	0	0	0	0	0	62

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	2	5	15	18	20	0	0	0	0	0	0	0	62

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	59%	53%	57%	57%	50%	55%
ELA Learning Gains	55%	64%	58%	53%	68%	57%
ELA Lowest 25th Percentile	56%	50%	53%	51%	47%	52%
Math Achievement	61%	55%	63%	67%	57%	61%
Math Learning Gains	49%	64%	62%	65%	70%	61%
Math Lowest 25th Percentile	30%	31%	51%	52%	48%	51%
Science Achievement	52%	48%	53%	35%	34%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	100 (0)	102 (0)	87 (0)	93 (0)	109 (0)	114 (0)	605 (0)
Attendance below 90 percent	27 (18)	20 (17)	18 (15)	8 (19)	15 (21)	16 (17)	104 (107)
One or more suspensions	12 (7)	11 (10)	15 (8)	10 (5)	11 (10)	18 (15)	77 (55)
Course failure in ELA or Math	1 (0)	23 (7)	3 (11)	10 (12)	3 (13)	13 (9)	53 (52)
Level 1 on statewide assessment	0 (2)	0 (2)	0 (5)	16 (15)	35 (18)	29 (20)	80 (62)

Grade Level Data

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	72%	56%	16%	58%	14%
	2018	59%	55%	4%	57%	2%
Same Grade Comparison		13%				
Cohort Comparison						
04	2019	53%	48%	5%	58%	-5%
	2018	59%	46%	13%	56%	3%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-6%				
Cohort Comparison		-6%				
05	2019	52%	47%	5%	56%	-4%
	2018	55%	48%	7%	55%	0%
Same Grade Comparison		-3%				
Cohort Comparison		-7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	70%	61%	9%	62%	8%
	2018	71%	63%	8%	62%	9%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2019	52%	50%	2%	64%	-12%
	2018	58%	40%	18%	62%	-4%
Same Grade Comparison		-6%				
Cohort Comparison		-19%				
05	2019	60%	43%	17%	60%	0%
	2018	53%	47%	6%	61%	-8%
Same Grade Comparison		7%				
Cohort Comparison		2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	50%	44%	6%	53%	-3%
	2018	54%	40%	14%	55%	-1%
Same Grade Comparison		-4%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	24	38	43	33	45	28	21				
ELL	57	46		43	46						
HSP	66	55		60	55		42				
MUL	44	33		31	8						
WHT	60	57	58	63	52	30	56				
FRL	53	49	50	56	46	31	40				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	20	35	25	34	30	18	30				
ELL	53			60							
HSP	59	53		66	47						
MUL	59			65							
WHT	60	56	40	62	43	22	58				
FRL	54	54	42	57	38	23	51				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	29	38	27	49	57		18				
BLK				40							
HSP	54	53		75	67						
MUL	91			82							
WHT	58	54	53	66	66	53	37				
FRL	47	43	50	61	61	48	20				

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	422
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	57
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	29
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	54
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

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

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

While the learning gains for the lowest quartile in mathematics did increase 6 percentage points in SY18/19, BES lowest quartile in mathematics is still 17 percentage points below the state average AND this component is still the lowest performing. It is clear between SY17/18 and SY18/19 teachers shared they had more opportunities within their schedule to work with students in small groups and individually to close the gaps in mathematics. With this trend in mind, the schedule for SY19/20 has been tailored to impthis quality intervention time in mathematics.

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

The most significant decline to note at BES is the collective drop in fourth grade. In ELA as well as mathematics, the drop was 6 percentile points in both subjects. After discussing some pointed facts about that grade level structure in SY18/19, the consensus was definitely student scheduling. There was a very unique teaming strategy among 5 teachers that allowed some students to have two teachers all day and others to have three teachers. With this scheduling challenge, perhaps some students did not get the instructional time necessary in order to close the gaps in learning for both subjects. In SY19/20, not only has the Leadership Team created optimum instructional time in the schedule for this grade level, but personnel changes to this grade level have been made as well.

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.

The component with the greatest gap is 3rd grade ELA. The gap is the greatest in a positive direction. BES 3rd Grade ELA scored 72% of students scoring a Level 3, 4, or 5 on FSA ELA while the State Average showed 58%. The BES 3rd Grade team targeted students in need of immediate intensive interventions and delivered skill based instruction to students in small groups daily or individually as necessary.

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

The data component showing the most improvement is 3rd grade ELA. BES 3rd Grade ELA scored 72% of students scoring a Level 3, 4, or 5 on FSA ELA. This is an improvement of 13 percentage points from the previous year. There was one personnel unit change and as stated before some targeted intensive intervention in Reading and Language Arts both in small groups and individually when needed.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Initially, an area of main concern is the seemingly never-ending struggle with Kindergarten attendance. Many students in Kindergarten are not of the compulsory age until mid Fall or Winter. Therefore it is difficult to enforce the attendance policy with the teeth it has for children ages 6 - 16. Within the SY18/19 Kindergarten, 26% had attendance less than 90%. During foundation grades such as Kindergarten, students need the daily learning and routine necessary in order to be prepared to move forward. Additionally, an area of main concern is the significant increase in the number of students who have two or more EWS as the grade levels increase. While this may be reasoned by simple math and statistics, there seems to be an obvious trend in which BES can focus some energy in order to lessen the number of students who have two or more EWS before fifth grade.

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

1. Safety schoolwide
2. Targeted small group intensive intervention in reading AND mathematics in every grade level daily (particularly 4th grade)
3. Student instructional time on task accountable by administrative visits daily (particularly K-2)
4. Student attendance above 90% for students in the Lowest Quartile in the areas of Reading AND Mathematics

It has been said that if a job in education was easy that everyone would be doing it. The job itself may not be easy, but the plan is simple. When it's all said and done, there are challenges to be faced for children at school, among the community, and even inside the home. In spite of those challenges, educators are flexible and determined to do the best for children. First, the priority is safety within our school. When students come to learn, we owe them a safe atmosphere and a secure knowledge they will return home safe. Second, we all know students come to the starting block called school at many different levels with varieties of background knowledge. The task of BES educators is to even that academic playing field for students by the second grade. Put simply, this can be done by identifying what is missing, and using small group intensive intervention to teach missing skills. Third, there are only six and a half hours students are with us at BES daily. Our task is to use every moment to be sure students are engaged in discussion, tasks, cooperative work, discovery of concepts, and skills necessary to perform not only for accountability, but life itself. Finally, if students in the lowest quartile, the ones who struggle academically, the ones who have gaps in their academic skills are not present in school we can not help close those gaps. Instead of targeting whole school attendance, BES educators will focus on attendance of those inside the lowest quartile using phone calls, text, email, US Postal Service, DOJO, and any other means by which to contact parents so children may join us in school. In short, our focus is simple and the task ahead is intense. The educators at BES are prepared for the challenge of improvement in the 2019/2020 school year.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Targeted intensive mathematics intervention of the lowest quartile
Rationale	While the learning gains for the lowest quartile in mathematics did increase 6 percentage points in SY18/19, BES lowest quartile in mathematics is still 17 percentage points below the state average AND this component is still the lowest performing. It is clear between SY17/18 and SY18/19 teachers shared they had more opportunities within their schedule to work with students in small groups and individually to close the gaps in mathematics. With this trend in mind, the schedule for SY19/20 has been tailored to impthi quality intervention time in mathematics.
State the measurable outcome the school plans to achieve	Branford Elementary School will increase learning gains of the lowest quartile in Mathematics by 10% during the 2020 Spring state-wide testing.
Person responsible for monitoring outcome	Deidre McManaway (deidre.mcmanaway@suwannee.k12.fl.us)
Evidence-based Strategy	In mathematics, students must be able to not only know the procedure of math but the concept as well. By organizing small groups based upon who needs some extra instruction in the concept being taught, students can gain the knowledge necessary to master the standard of focus.
Rationale for Evidence-based Strategy	This strategy of explicit small group instruction ensures macstery of standards by every student. Using the RtI/MTSS process, a teacher will know who is ready with the mathematical understanding of the concept and who needs more instruction.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teaching occurs in whole group 2. Teaching occurs in small groups based upon who needs to still master a skill. 3. Teacher monitors instruction keeping data for students needing intervention 4. Leadership Team meets with teachers monthly to discuss students and challenges faced 5. Teacher plans and prepares the process once more for a new concept.
Person Responsible	Deidre McManaway (deidre.mcmanaway@suwannee.k12.fl.us)

#2	
Title	Student academic time on task
Rationale	Students come to the starting block in Kindergarten at many different levels with varieties of background knowledge. The task of BES educators is to even that academic playing field for students by the second grade. Beyond second grade it become more and more challenging to provide instruction on the grade level standards when students do not have the previous three grades worth of standards mastered.
State the measurable outcome the school plans to achieve	Branford Elementary School will show an increase in ELA and Mathematics learning achievement by 5 percentage points or more respectively.
Person responsible for monitoring outcome	Deidre McManaway (deidre.mcmanaway@suwannee.k12.fl.us)
Evidence-based Strategy	Teachers will differentiate their lessons to meet the needs of ALL our learners at BES. Administration will visit regularly to ensure accountability and provide assistance for success.
Rationale for Evidence-based Strategy	Students learn in different ways. BES teachers will differentiate the lessons to meet those student needs for learning. Some will learn by talking it out with peers. Some will learn by listening. Some will have to touch and experience a concept in math, while others may need to create diagrams or visuals to process literacy concepts. Lessons will not simply be a lecture or delivery. BES teachers will facilitate learning more than they pass along knowledge as has been the tradition.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers' lesson planning and preparation will reflect differentiation for ALL learners 2. Teachers will facilitate lessons to meet students' different learning styles 3. Administration will support teachers as they meet those needs with class visits and regular conversations for success.
Person Responsible	Deidre McManaway (deidre.mcmanaway@suwannee.k12.fl.us)

#3	
Title	Lowest quartile student attendance
Rationale	Students in the lowest quartile, the ones who struggle academically, the ones who have gaps in their academic skills are not present in school we can not help close those gaps. Instead of targeting whole school attendance, BES educators will focus on attendance of those inside the lowest quartile.
State the measurable outcome the school plans to achieve	Branford Elementary School will show 85% of the lowest quartile students' attendance in every grade level at or above 90%.(i.e. 85% of lowest quartile Kindergarten students will show attendance at or above 90%.)
Person responsible for monitoring outcome	Stephenie Busch (stephenie.busch@suwannee.k12.fl.us)
Evidence-based Strategy	Monthly attendance reports reviewed by Leadership Team and discussed with with teachers during grade-level meetings. Incentives will be given to classrooms that maintain the top attendance in each grade level.
Rationale for Evidence-based Strategy	Attendance directly effects academic learning, using attendance reports and discussing overall attendance of each student with the Lead Team as well as teachers will target those students that need extra support.
Action Step	
Description	<ol style="list-style-type: none"> 1. BES provides a monthly attendance graph in the Great Hall that indicates perfect attendance by classroom teacher. 2. BES acknowledges classes with top attendance during Success Friday celebrations each month. 3. Branford Elementary school publishes a daily bulletin highlighting classes with perfect attendance for competitive recognition. 4. Weekly Baby Buc Call Out on "One Call Now" call out system delivers messages to remind the importance of attendance to ALL families. 5. Monthly attendance meetings as needed to address truancy 6. Class Dojo will be used as another means of communication.
Person Responsible	Stephenie Busch (stephenie.busch@suwannee.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

School safety will be addressed through the district team leaders. Implementation of the new Emergency Response Plan as well as the ERIP app will also be implemented. Branford Elementary will also continue focus on support of safety initiatives through our Safety Committee.

We will also continue the SAC (School Advisory Council) committee in order to support our external stakeholder relationships.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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

After a survey of parents mid school year, the means by which the majority enjoyed communication from our school is primarily through text. While we continue to build relationships face-to-face individually through conferences, we will initiate a new school wide communication system using a program allowing text communication called DOJO. Additionally, the Principal and Assistant Principal will have a weekly video reaching out to parents on Facebook as well. These are two new features we will add to our toolbox of keeping parents informed and involved. The SAC/APT meetings will continue face-to-face monthly along with the weekly callouts to two phone numbers chosen by the parents.

PFEP Link

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

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.

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.

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

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 deficiencies. Student's 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 his/her peers, 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.

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.

Branford Elementary School hosts an annual Career Day for grades 2-5. Local and surrounding community members, businesses, and industries join at the school to discuss, demonstrate, and positively promote career opportunities for students.

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

Not only do teachers discuss college/career awareness within the classroom, but the BES Guidance Counselor annually orchestrates a career fair for students to spend time directly hearing and interacting with local businesses, industries, and civil organizations. This is a huge opportunity for students to begin thinking about the future, their interests, and possibilities life has to offer after school.