

Suwannee County Schools

Branford Elementary School



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	18
Positive Culture & Environment	21
Budget to Support Goals	0

Branford Elementary School

26801 STATE ROAD 247, Branford, FL 32008

bes.suwannee.k12.fl.us

Demographics

Principal: Deidre Mcmanaway

Start Date for this Principal: 7/16/2018

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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 9/22/2020.

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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	18
Title I Requirements	0
Budget to Support Goals	0

Branford Elementary School

26801 STATE ROAD 247, Branford, FL 32008

bes.suwannee.k12.fl.us

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	97%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	22%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	B

School Board Approval

This plan was approved by the Suwannee County School Board on 9/22/2020.

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://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.

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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
McManaway, Deidre	Principal	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	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 School Improvement Plan

Name	Title	Job Duties and Responsibilities
		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 Anti-Bullying 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 FLKRS Assessment assistance for Kindergarten

Demographic Information

Principal start date

Monday 7/16/2018, Deidre Mcmanaway

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Total number of teacher positions allocated to the school

42

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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 .	

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	94	114	103	86	88	88	0	0	0	0	0	0	0	573
Attendance below 90 percent	36	26	20	22	24	24	0	0	0	0	0	0	0	152
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	0	3	3	1	8	0	0	0	0	0	0	0	0	15
Course failure in Math	0	1	1	0	5	0	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	5	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	7	0	0	0	0	0	0	0	10

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	0	2	1	0	8	4	0	0	0	0	0	0	0	15

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	10	6	4	5	0	0	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 8/24/2020

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	
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

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	
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

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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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%
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%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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

ESSA Federal Index	
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%	0
English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
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%	0

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%	1
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%	0
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%	0
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%	0

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 implement 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?

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 Kindergartners, 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. Attendance for the 20/21SY will also be a concern due to managing COVID. 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 school-wide
2. Targeted small group intensive intervention in reading AND mathematics in every grade level daily (particularly 4th grade utilizing our intervention block)
3. Student instructional time on task accountable by frequent and regular administrative visits.
4. Improvement of students falling in the ESSA high needs subgroups.

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. Other specifically relating to targeted intensive mathematics intervention of students in the lowest quartile.

Area of Focus Description and 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, SY18/19, and SY19/20 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 SY20/21 has been tailored to provide quality intervention time in mathematics.
---	--

Measurable Outcome:	Branford Elementary School will increase learning gains of the lowest quartile in Mathematics by 10% during the 2021 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 the identification of students 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 mastery 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 Steps to Implement

1. Teaching occurs in a whole group.
2. Teaching occurs in small groups based upon students who needs to still master a skill during intervention.
3. Teacher monitors instruction keeping data for students needing intervention
4. Leadership Team meets with teachers monthly to discuss students' progress and challenges faced
5. Teacher plans and prepares the process once more for a new concept or repeats instruction using a different type of instruction.

Person Responsible	Deidre McManaway (deidre.mcmanaway@suwannee.k12.fl.us)
---------------------------	--

#2. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale: Student academic time on task- 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 becomes 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.

Measurable Outcome: 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 Steps to Implement

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. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus
Description and Rationale: Students With Disabilities (SWD) that struggle academically are the ones who have gaps in their academic skills. BES educators will focus on targeted skills through the use of intervention strategies in order to close the gaps for these students.

Measurable Outcome: Branford Elementary School will show 10% increase in the subgroup percent of points for Students With Disabilities (SWD)
 *Approximately 91 students in the 2020.2021 school year

Person responsible for monitoring outcome: Deidre McManaway (deidre.mcmanaway@suwannee.k12.fl.us)

Evidence-based Strategy: Teachers will be scheduled a specific 40 minute block of time in order to provide strategic intensive intervention to Students With Disabilities (SWD). This "Buccaneer Block" will allow support personnel to team up with homeroom teachers and deliver this unique intervention utilizing all personnel in a convenient 40 minute time span.

Rationale for Evidence-based Strategy: Creating a unique time in which teachers and support staff can target students for interventions seems evident. Teachers need the opportunity for small group intense instruction and more one on one intervention time. By targeting a specific group of students and monitoring progress for those students, the success rate will increase.

Action Steps to Implement

1. An intervention block of time, known as Buccaneer Block, is used for targeted, intensive intervention for Students With Disabilities (SWD)
2. Homeroom teachers use formative assessments throughout the year in order to target specific skills for focus during Buccaneer Block.
3. Teachers will be offered professional development to further service Students With Disabilities(SWD)
4. Two support facilitators along with a support paraprofessional are available to serve the Students With Disabilities (SWD) throughout Branford Elementary. This support is in addition to the homeroom teacher.

Person Responsible Deidre McManaway (deidre.mcmanaway@suwannee.k12.fl.us)

#4. ESSA Subgroup specifically relating to Multi-Racial**Area of Focus Description and Rationale:**

Measurable Outcome: Branford Elementary School will provide Multiracial Students with specific intervention in reading and mathematics.

Person responsible for monitoring outcome: Deidre McManaway (deidre.mcmanaway@suwannee.k12.fl.us)

Evidence-based Strategy: The Branford Elementary School Leadership Team will provide homeroom teachers with a list of Multiracial Students assigned to their classroom. Monthly data and progress meetings with teachers discussing Multiracial Students' progress will take place as Multiracial Students are served in their homerooms.

Rationale for Evidence-based Strategy: The rationale behind identification of the Multiracial Students is simply awareness. As teachers receive their new class lists annually, they may not be aware of these students falling into this specific subgroup. Once identified, the monitoring of progress is simply best practice as this specific subgroup is observed.

Action Steps to Implement

1. Multiracial Students will be identified by administration for homeroom teachers.
2. After instruction, Multiracial Students' progress will be monitored monthly for improvement.

Person Responsible: Deidre McManaway (deidre.mcmanaway@suwannee.k12.fl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

School safety is the number one priority when the doors of Branford Elementary School are open to the public. The Emergency Response Plan created specifically for Branford Elementary School will be drilled and practiced frequently and with fidelity throughout the school year. Branford Elementary will have a Positive Behavior and Safety Committee in place which meets monthly to support the school safety initiative for the whole school.

In order to include external stakeholders such as parents and community participants, Branford Elementary School will hold the monthly School Advisory Council to gain input regarding safety from an external perspective.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Branford Elementary School in spite of recent health safety concerns has opened for the 2020-2021 school year with a positive learning environment. All staff is delighted to be back at school with students. Students and parents clearly expressed how excited they were to have school available once more after being gone since March 13, 2020.

Leadership at BES has gathered with teachers prior to school opening to gain a positive team atmosphere. Once teachers received students, they used team building skills to establish a positive classroom culture. A schedule change and move in personnel has occurred to allow students to experience physical education at the same time. This allows students to see their friends each day at PE no matter who their homeroom teacher is. The Music Room, Media Center, Computer Lab, and STEAM Lab are available to all students on rotation. The impressive collaborative efforts of teachers and students has likely come from the absence of social interaction throughout these unique times of health safety. However, with constant cleaning of specific high traffic areas, students are able to not only maintain the distance but cooperate, collaborate, while creating ideas and projects in the learning process. Perhaps it is the perspective of not having something so available on a regular basis such as school being open, but the culture and environment of Branford Elementary School has indeed been positive.

As the year continues, leadership, faculty, and staff will continue proactive strategies to keep the positive environment. Kindness and anti-bullying will be the focus along with the monthly character education. Projects such as STEAM Lab inventions, ideas in writing, art, computer code, along with successes in academics, shout outs to good choices will all continue to keep Branford Elementary School's culture obviously positive.

Parent Family and Engagement Plan (PFEP) Link

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