



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Branford Elementary School

26801 STATE ROAD 247

Branford, FL 32008

386-935-5700

www.suwannee.k12.fl.us/bes

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 44%
Alternative/ESE Center No	Charter School No	Minority Rate 15%

School Grades History

2013-14 B	2012-13 C	2011-12 B	2010-11 A
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Branford Elementary School

Principal

Jennifer Barrs

School Advisory Council chair

Rodney Boone

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Denah Phillips	Kindergarten Teacher
Jean Williams	First Grade Teacher
Debra Hatch	Second Grade Teacher
Margaret Williams	Thrid Grade Teacher
Lindsey Ramsey	Fourth Grade Teacher
Sandra Delay	Fifth Grade Teacher
Amanda Johnson	Reading Coach
Rebecca Layman	Guidance
Candice Land	ESE Teacher
Carla Suggs	PE Coach
Lawanna Zimmermann	Assistant Principal

District-Level Information

District

Suwannee

Superintendent

Mr. Jerry A Scarborough

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The School Advisory Council (SAC) is a team of people representing various segments of the community—parents, teachers, students, administrators, support staff, business people and other interested community members. Our SAC is made up of 3 parents, 2 community members, 2 business members, 3 support personnel, and 2 teachers.

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

- Sept.-Review of SIP, PIP, Bullying Prevention
- Oct.-Review of first round of AYP data, how to make BES a friendly school
- Nov.-Common Core, FOCUS, access student grades on-line, other on-line programs for available for parents
- Dec.-How to develop a science fair project
- Feb.-review AYP data and upcoming testing (FCAT-SAT)
- March-guidance counselors from the high school will talk to parents about the transition to the high school and choice they have

Projected use of school improvement funds, including the amount allocated to each project

Funds are not allocated for our school.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Jennifer Barrs		
Principal	Years as Administrator: 9	Years at Current School: 13
Credentials	Masters Degree in Educational Leadership from Florida A&M University, Bachelors Degree in Elementary Education (1-6) from Florida A&M University, ESOL Endorsement	
Performance Record	<p>Principal-2012-13: Grade C: % meeting high standards in Reading-65%, Math-56%, Writing-50%, Science-50%, % of students making learning gains in reading-60%, Math-69%, % of students in the lowest 25% making learning gains in Reading-56%, Math-73%</p> <p>Principal-2011-12: Grade B: % meeting high standards in Reading-64%, Math-56%, Writing-72%, Science-41%, % of students making learning gains in reading-64%, Math-56%, % of students in the lowest 25% making learning gains in Reading-67%, Math-53%,</p> <p>Assistant Principal of Branford Elementary School in 2010-11: Grade A: % meeting high standards in Reading- 84%, Math-81%, Writing-85%, Science-59%. % of students making learning gains in Reading-71%, Math-67%. % of students in the lowest 25% making learning gains in Reading-60%, Math-51%. AYP-No, 95% of criteria met</p> <p>2009-10: Grade A: % meeting high standards in Reading-81%, Math-81%, Writing-70%, Science-60%. % of students making learning gains in Reading-65%, Math-66%. % of students in lowest 25% making learning gains in Reading-51%, Math 71%. AYP-No, 92% of criteria met</p> <p>2008-09: Grade B: % meeting high standards in Reading-80%, Math-78%, Writing-65%, Science-44%. % of students making learning gains in Reading-71%, Math-55%. % of students in lowest 25% making learning gains in Reading-70%, Math 57%. AYP-Yes, 100% of criteria met.</p>	

Lawanna Zimmermann		
Asst Principal	Years as Administrator: 2	Years at Current School: 2
Credentials	Masters Degree in Educational Leadership from Florida A&M University, Bachelors Degree in Elementary Education (1-6) from Florida A&M University, ESOL Endorsement, National Board Certified Teacher	
Performance Record	Assistant Principal-2012-13: Grade C: % meeting high standards in Reading-65%, Math-56%, Writing-50%, Science-50%, % of students making learning gains in reading-60%, Math-69%, % of students in the lowest 25% making learning gains in Reading-56%, Math-73%	

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Amanda Johnson

Full-time / School-based

Years as Coach: 2

Years at Current School: 8

Areas

Reading/Literacy, Mathematics

Credentials

Bachelor's Degree in Elementary Education K-6, Reading Endorsement

Performance Record

Academic Coach-2012-13: Grade C: % meeting high standards in Reading-65%, Math-56%, Writing-50%, Science-50%, % of students making learning gains in reading-60%, Math-69%, % of students in the lowest 25% making learning gains in Reading-56%, Math-73%

Teacher-2011-12: Grade B: % meeting high standards in Reading-64%, Math-56%, Writing-72%, Science-41%, % of students making learning gains in reading-64%, Math-56%, % of students in the lowest 25% making learning gains in Reading-67%, Math-53%,

Teacher at Branford Elementary School in

2010-11: Grade A: % meeting high standards in Reading- 84%, Math-81%, Writing-85%, Science-59%. % of students making learning gains in Reading-71%, Math-67%. % of students in the lowest 25% making learning gains in Reading-60%, Math-51%. AYP-No, 95% of criteria met

2009-10: Grade A: % meeting high standards in Reading-81%, Math-81%, Writing-70%, Science-60%. % of students making learning gains in Reading-65%, Math-66%. % of students in lowest 25% making learning gains in Reading-51%, Math 71%. AYP-No, 92% of criteria met

2008-09: Grade B: % meeting high standards in Reading-80%, Math-78%, Writing-65%, Science-44%. % of students making learning gains in Reading-71%, Math-55%. % of students in lowest 25% making learning gains in Reading-70%, Math 57%. AYP-Yes, 100% of criteria met.

Classroom Teachers

of classroom teachers

44

receiving effective rating or higher

40, 91%

Highly Qualified Teachers

100%

certified in-field

43, 98%

ESOL endorsed

40, 91%

reading endorsed

6, 14%

with advanced degrees

12, 27%

National Board Certified

7, 16%

first-year teachers

1, 2%

with 1-5 years of experience

8, 18%

with 6-14 years of experience

10, 23%

with 15 or more years of experience

25, 57%

Education Paraprofessionals

of paraprofessionals

14

Highly Qualified

14, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

1

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Dr. Brothers director of HR attends job fairs and contacts 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

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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 too insignificant, feedback from classroom walkthroughs/observations via administration, and required monthly meetings with administration.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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 RtI implementation, and communicates with parents regarding school based RtI plans and activities.

Assistant Principal: Role of the AP is to work in collaboration with the principal to ensure that RtI 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.

Reading 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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The school leadership team meets monthly with teachers to progress monitor RTI data and determine appropriate interventions, as well as, monthly grade level meetings to review all students progress through the general education curriculum.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The school leadership team utilizes data from FAIR, Discovery Education, STAR reading and math (RenPlace) to monitor the fidelity of the school's RTI process. Grade level meetings are held monthly to review data and hold all parties accountable for student progress.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Staff members are given an RTI notebook at the beginning of each school year which contains information on the process of RTI, as well as, ongoing staff development presented by the school psychologist, guidance counselor and support services such as FDLRS, FINN, etc. Parents are informed of RTI processes through parent conferences and Student Support Team meetings, as well as, a general presentation through the School Advisory Council (SAC).

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Amanda Johnson	Reading Coach
Kim Procko	Kindergarten Teacher
Lori Land	First Grade Teacher
Susan Mackin	Second Grade Teacher
Amanda Clark	Third Grade Teacher
Tina Roush	Fourth Grade Teacher
Jackie Darrow	Fifth Grade Teacher

Name	Title
Jennifer Barrs	Principal
Lawanna Zimmermann	Ast. Principal
Sheila Dean	Media Specialist

How the school-based LLT functions

The LLT meets once per month to discuss progress in reading and writing. Topics discussed regularly are the ELA block integrating common core standards, interventions during iii, reading tutoring groups, implementation/monitoring of Accelerated Reader, review progress monitoring data (CIM, AYP test), implementation/monitoring of common core reading/writing performance tasks, and evaluate these tasks for each grade level.

Major initiatives of the LLT

First, the effective implementation of the new common core 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.

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.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Every teacher at BES teaches reading during the course of the day. Special area teachers pull small targeted intervention groups for 30 minutes each morning. Other teachers continue to use reading strategies in all content areas. Our academic coach is available to co-teach with teachers who need assistance/guidance.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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 and shapes. Data is used to plan for instruction until FAIR and/or FLKRS is completed.

Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice.

Prek teachers who are housed at BES attend professional development opportunities with the kindergarten teachers to allow for collaboration and goal setting.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	73%	65%	No	75%
American Indian				
Asian				
Black/African American	42%	44%	Yes	48%
Hispanic	65%	46%	No	69%
White	76%	67%	No	78%
English language learners	53%	29%	No	57%
Students with disabilities	42%	13%	No	48%
Economically disadvantaged	68%	65%	No	71%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	209	65%	66%
Students scoring at or above Achievement Level 4	109	34%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	193	60%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	45	56%	60%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		20%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		20%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		10%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	47	50%	57%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	66%	56%	No	69%
American Indian				
Asian				
Black/African American	33%	31%	No	40%
Hispanic	60%	52%	No	64%
White	68%	58%	No	71%
English language learners	53%	50%	No	57%
Students with disabilities	43%	16%	No	49%
Economically disadvantaged	61%	56%	No	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	67	56%	60%
Students scoring at or above Achievement Level 4	89	28%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	222	69%	69%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	59	73%	73%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	51	50%	53%
Students scoring at or above Achievement Level 4	20	20%	22%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		5
Participation in STEM-related experiences provided for students	289	90%	90%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	68	10%	9%
Students retained, pursuant to s. 1008.25, F.S.	11	2%	2%
Students who are not proficient in reading by third grade	42	35%	30%
Students who receive two or more behavior referrals	8	1%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	3	0%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Please see on-line parent involvement plan for 2013-14.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Area 10: Additional Targets

Additional targets for the school

Reading and math for grades kg, 1 and 2

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the number of students proficient in reading in kg, 1 and 2 on our district progress monitoring assessment (DEA).			55%
Increase the number of students proficient in math in kg, 1 and 2 on our district progress monitoring assessment (DEA).			63%

Goals Summary

- G1.** Improve attendance in grades kindergarten to 5th.
- G2.** Increase the number of students proficient in writing by incorporating daily writing into all classrooms.
- G3.** Increase the number of students making learning gains in math by using performance based tasks/assessments. Students will understand and be able to present multiple ways to solve a problem.
- G4.** Increase the number of students making learning gains in reading by using rigorous complex text. The students will then use the text as a basis for learning multiple strategies to determine meaning.

Goals Detail

G1. Improve attendance in grades kindergarten to 5th.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- EWS
- EWS - Elementary School
- Additional Targets

Resources Available to Support the Goal

- Principal
- Assistant Principal
- Guidance Counselor
- District Truancy Coordinator

Targeted Barriers to Achieving the Goal

- Education of parents on the understanding of compulsory attendance law.

Plan to Monitor Progress Toward the Goal

Weekly administration meetings to track attendance and attendance chart for attendance club

Person or Persons Responsible

Principal, Asst. Principal, Guidance Counselor

Target Dates or Schedule:

Weekly

Evidence of Completion:

Weekly attendance reports, parents conference documentation, attendance charts

G2. Increase the number of students proficient in writing by incorporating daily writing into all classrooms.

Targets Supported

- Writing
- Additional Targets

Resources Available to Support the Goal

- academic coach
- prior core connections trainings
- new reading series with writing embedded
- high performing writing teachers

Targeted Barriers to Achieving the Goal

- lack of a school wide or district plan

Plan to Monitor Progress Toward the Goal

modeling in classrooms by high performing writing teachers

Person or Persons Responsible

Principal, AP, academic coach

Target Dates or Schedule:

two times per year

Evidence of Completion:

student samples from each grade level, classroom observations

G3. Increase the number of students making learning gains in math by using performance based tasks/ assessments. Students will understand and be able to present multiple ways to solve a problem.

Targets Supported

- Additional Targets

Resources Available to Support the Goal

- district math coach
- new math curriculum materials aligned with common core
- academic coach
- common core coaches team

Targeted Barriers to Achieving the Goal

- scheduling

Plan to Monitor Progress Toward the Goal

Discovery Education's progress monitoring assessment

Person or Persons Responsible

Principal, Ast. Principal

Target Dates or Schedule:

two times per year directly after completing the testing window

Evidence of Completion:

increase in math scale score and the % proficient on the district progress monitoring test

G4. Increase the number of students making learning gains in reading by using rigorous complex text. The students will then use the text as a basis for learning multiple strategies to determine meaning.

Targets Supported

- Additional Targets

Resources Available to Support the Goal

- academic coach
- new reading series with common core standards
- school based common core coaches team
- common core aligned websites

Targeted Barriers to Achieving the Goal

- teacher knowledge

Plan to Monitor Progress Toward the Goal

Discovery Education's (DEA) progress monitoring reading benchmark assessments

Person or Persons Responsible

Principal, Ast. Principal

Target Dates or Schedule:

after each Discovery Education testing window

Evidence of Completion:

improvement on the overall reading scale score and % proficient

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Improve attendance in grades kindergarten to 5th.

G1.B1 Education of parents on the understanding of compulsory attendance law.

G1.B1.S1 Parent conferences with implementations of interventions

Action Step 1

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 or Persons Responsible

Principal, Asst. Principal, Guidance Counselor

Target Dates or Schedule

Weekly (as soon as a student has reached 5 unexcused, 10 unexcused or 15 unexcused)

Evidence of Completion

Completed conference form signed by administration and parent.

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

Administration will meet to review conference documentation.

Person or Persons Responsible

Principal, Asst. Principal, Guidance Counselor

Target Dates or Schedule

Each week after the meetings are completed

Evidence of Completion

Completed parent conference form with attendance record attached.

Plan to Monitor Effectiveness of G1.B1.S1

Weekly administration meetings to track attendance. Attendance club (students with 10 or more unexcused absences) will also be tracked weekly.

Person or Persons Responsible

Principal, Asst. Principal, Guidance Counselor

Target Dates or Schedule

weekly

Evidence of Completion

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

G2. Increase the number of students proficient in writing by incorporating daily writing into all classrooms.

G2.B1 lack of a school wide or district plan

G2.B1.S3 modeling/co-teaching from high performing writing teachers

Action Step 1

modeling provided from high performing writing teachers

Person or Persons Responsible

teachers chosen from each grade level, Principal, AP, academic coach

Target Dates or Schedule

multiple times throughout the year

Evidence of Completion

teacher sign in roster, classroom walkthroughs

Facilitator:

Academic coach, Principal, AP

Participants:

teachers from k to 5

Plan to Monitor Fidelity of Implementation of G2.B1.S3

modeling in classrooms by high performing writing teachers

Person or Persons Responsible

Principal, AP

Target Dates or Schedule

after each professional development session

Evidence of Completion

classroom walkthroughs, student monthly samples, lesson plans

Plan to Monitor Effectiveness of G2.B1.S3

modeling in classrooms by high performing writing teachers

Person or Persons Responsible

Principal, AP, grade level teams, academic coach

Target Dates or Schedule

two times per year

Evidence of Completion

sign in roster, meeting notes, monthly student samples

G2.B1.S4 provide opportunities for teachers to share best practices

Action Step 1

provide opportunities for teachers to share best practices

Person or Persons Responsible

grade level teams, academic coach, Principal, AP

Target Dates or Schedule

two times per year

Evidence of Completion

sign in sheets, notes, observations

Plan to Monitor Fidelity of Implementation of G2.B1.S4

provide opportunities for teachers to share best practices

Person or Persons Responsible

grade level teams, Principal, AP, academic coach

Target Dates or Schedule

through out the school year during observations, walk throughs

Evidence of Completion

monthly student samples, lesson plans

Plan to Monitor Effectiveness of G2.B1.S4

provide opportunities for teachers to share best practices

Person or Persons Responsible

grade level team leader, principal, AP, academic coach

Target Dates or Schedule

through out the school year

Evidence of Completion

monthly student samples, lesson plans, classroom observations

G3. Increase the number of students making learning gains in math by using performance based tasks/ assessments. Students will understand and be able to present multiple ways to solve a problem.

G3.B2 scheduling

G3.B2.S2 provide substitutes during school day

Action Step 1

provide a substitute teacher in each classroom for a three hour training

Person or Persons Responsible

Principal, Assistant Principal, Bookkeeper

Target Dates or Schedule

winter of 2013

Evidence of Completion

schedule of substitute placement

Plan to Monitor Fidelity of Implementation of G3.B2.S2

schedule of training for each teacher

Person or Persons Responsible

Bookkeeper, Ast Principal and Principal

Target Dates or Schedule

after training has occurred through classroom observations, lesson plans

Evidence of Completion

teacher sign in sheet, substitute TDE signature

Plan to Monitor Effectiveness of G3.B2.S2

scheduling for all teachers to attend for the required three hour time frame

Person or Persons Responsible

Principal and Ast. Principal

Target Dates or Schedule

through classroom observations during the year

Evidence of Completion

student scores on district progress monitoring, teacher lesson plans and classroom observations

G4. Increase the number of students making learning gains in reading by using rigorous complex text. The students will then use the text as a basis for learning multiple strategies to determine meaning.

G4.B1 teacher knowledge

G4.B1.S1 Provide teachers with professional development centering around gaining meaning from complex text.

Action Step 1

The common core team (CCT) will provide professional development to all teachers regarding strategies to gain meaning from complex text. Methods including Comprehensive Instructional Strategies (CIS), reciprocal teaching, running records analysis, etc. will be included.

Person or Persons Responsible

school based common core coaches team and academic coach

Target Dates or Schedule

during a monthly early release days (2 hours)

Evidence of Completion

sign in sheet, follow up paperwork from initial workshop (lesson plans/copy of passage/strategies used during lesson)

Facilitator:

CCT, academic coach

Participants:

all teachers k-5 and special area

Plan to Monitor Fidelity of Implementation of G4.B1.S1

bi-weekly meetings with the common core coach team

Person or Persons Responsible

Principal, assistant principal

Target Dates or Schedule

a month after the initial training with paperwork submitted by teachers, classroom observations through out the year

Evidence of Completion

follow up paperwork showing implementation through lesson plans/student samples/observations

Plan to Monitor Effectiveness of G4.B1.S1

Discovery Education's (DEA) progress monitoring reading benchmark assessments

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

twice per year prior to FCAT

Evidence of Completion

improvement of scale scores and % proficient on DEA's overall reading score

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A

Title 1, will be utilized to provide Reading 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

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G2. Increase the number of students proficient in writing by incorporating daily writing into all classrooms.

G2.B1 lack of a school wide or district plan

G2.B1.S3 modeling/co-teaching from high performing writing teachers

PD Opportunity 1

modeling provided from high performing writing teachers

Facilitator

Academic coach, Principal, AP

Participants

teachers from k to 5

Target Dates or Schedule

multiple times throughout the year

Evidence of Completion

teacher sign in roster, classroom walkthroughs

G4. Increase the number of students making learning gains in reading by using rigorous complex text. The students will then use the text as a basis for learning multiple strategies to determine meaning.

G4.B1 teacher knowledge

G4.B1.S1 Provide teachers with professional development centering around gaining meaning from complex text.

PD Opportunity 1

The common core team (CCT) will provide professional development to all teachers regarding strategies to gain meaning from complex text. Methods including Comprehensive Instructional Strategies (CIS), reciprocal teaching, running records analysis, etc. will be included.

Facilitator

CCT, academic coach

Participants

all teachers k-5 and special area

Target Dates or Schedule

during a monthly early release days (2 hours)

Evidence of Completion

sign in sheet, follow up paperwork from initial workshop (lesson plans/copy of passage/strategies used during lesson)

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	\$0

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Professional Development	Total
general fund	\$0		\$0
district title 1 budget	\$0		\$0
Total	\$0		\$0

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G3. Increase the number of students making learning gains in math by using performance based tasks/ assessments. Students will understand and be able to present multiple ways to solve a problem.

G3.B2 scheduling

G3.B2.S2 provide substitutes during school day

Action Step 1

provide a substitute teacher in each classroom for a three hour training

Resource Type

Personnel

Resource

pay for substitute coverage

Funding Source

general fund

Amount Needed

G4. Increase the number of students making learning gains in reading by using rigorous complex text. The students will then use the text as a basis for learning multiple strategies to determine meaning.

G4.B1 teacher knowledge

G4.B1.S1 Provide teachers with professional development centering around gaining meaning from complex text.

Action Step 1

The common core team (CCT) will provide professional development to all teachers regarding strategies to gain meaning from complex text. Methods including Comprehensive Instructional Strategies (CIS), reciprocal teaching, running records analysis, etc. will be included.

Resource Type

Professional Development

Resource

Common Core team-personnel

Funding Source

district title 1 budget

Amount Needed