Branford Elementary School

2021-22 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: 7/1/2018

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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 10/26/2021.

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)	**2020-21 Title I School**	**2020-21 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	24%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

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SIP Authority

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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. 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	Position 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
Ahrens, Melinda	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	Position 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 Drug and Substance Abuse Prevention
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
Sunday 7/1/2018, 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

Total number of students enrolled at the school

678

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

Identify the number of instructional staff who joined the school during the 2021-22 school year.

5

Demographic Data

Early Warning Systems

2021-22

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	112	107	113	118	93	88	0	0	0	0	0	0	0	631
Attendance below 90 percent	42	31	31	28	34	23	0	0	0	0	0	0	0	189
One or more suspensions	3	1	0	2	0	3	0	0	0	0	0	0	0	9
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	4	10	27	0	0	0	0	0	0	0	41
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	17	19	0	0	0	0	0	0	0	37
Number of students with a substantial reading deficiency	54	35	22	44	23	41	0	0	0	0	0	0	0	219

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	6	5	12	19	14	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	4	11	1	5	1	0	0	0	0	0	0	0	0	22
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

Thursday 9/30/2021

2020-21 - 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	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	

2020-21 - 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	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	

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				59%	53%	57%	58%	53%	56%
ELA Learning Gains				55%	64%	58%	54%	63%	55%
ELA Lowest 25th Percentile				56%	50%	53%	38%	38%	48%
Math Achievement				61%	55%	63%	62%	55%	62%
Math Learning Gains				49%	64%	62%	43%	54%	59%
Math Lowest 25th Percentile				30%	31%	51%	24%	22%	47%
Science Achievement				52%	48%	53%	58%	48%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019	72%	56%	16%	58%	14%
Cohort Comparison						
04	2021					
	2019	53%	48%	5%	58%	-5%
Cohort Comparison		-72%				
05	2021					
	2019	52%	47%	5%	56%	-4%
Cohort Comparison		-53%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	70%	61%	9%	62%	8%
Cohort Comparison						
04	2021					
	2019	52%	50%	2%	64%	-12%
Cohort Comparison		-70%				
05	2021					
	2019	60%	43%	17%	60%	0%
Cohort Comparison		-52%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	50%	44%	6%	53%	-3%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The progress monitoring tool utilized by Branford Elementary School as well as ALL Suwannee District Schools is iReady Reading and Mathematics from Curriculum Associates. This assessment monitors progress of all students in Grades Kindergarten through Fifth Grade three times per year. In addition to iReady, there is progress monitoring that happens for writing and science through Write Score and Performance Matters respectively.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	26%	42%	68%
	Economically Disadvantaged	21%	42%	68%
	Students With Disabilities	2%	17%	46%
	English Language Learners	0%	13%	56%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	8%	26%	64%
	Economically Disadvantaged	8%	26%	64%
	Students With Disabilities	0%	8%	46%
	English Language Learners	25%	13%	33%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	34%	53%	70%
	Economically Disadvantaged	34%	53%	70%
	Students With Disabilities	0%	29%	63%
	English Language Learners	0%	14%	29%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	13%	37%	65%
	Economically Disadvantaged	13%	37%	65%
	Students With Disabilities	0%	43%	38%
	English Language Learners	0%	14%	14%

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	56%	81%	76%
	Economically Disadvantaged	56%	81%	76%
	Students With Disabilities	21%	59%	42%
	English Language Learners	0%	0%	78%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	11%	46%	74%
	Economically Disadvantaged	11%	46%	74%
	Students With Disabilities	11%	35%	42%
	English Language Learners	0%	0%	0%

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	37%	43%	51%
	Economically Disadvantaged	37%	43%	51%
	Students With Disabilities	13%	14%	21%
	English Language Learners	0%	0%	100%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	16%	35%	56%
	Economically Disadvantaged	16%	35%	56%
	Students With Disabilities	4%	19%	38%
	English Language Learners	0%	0%	100%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	32%	43%	48%
	Economically Disadvantaged	32%	43%	48%
	Students With Disabilities	21%	23%	25%
	English Language Learners	0%	0%	0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	14%	36%	51%
	Economically Disadvantaged	14%	36%	51%
	Students With Disabilities	15%	33%	37%
	English Language Learners	0%	0%	0%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	36%	N/A	71%
	Economically Disadvantaged	36%	N/A	71%
	Students With Disabilities	17%	N/A	50%
	English Language Learners	N/A	N/A	N/A

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	24	33		34	27		26				
ELL	40			40							
HSP	43			60			50				
MUL	33			42							
WHT	59	47	56	64	34	24	61				
FRL	46	42	57	52	29	24	52				
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						

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
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	46
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	42
Total Points Earned for the Federal Index	368
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
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	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	49
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	38
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	49
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	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

PROGRESS MONITORING:
With consideration to ELA in Grades 1, 2, 4, and 5 it is evident that ALL students as a grade level improved with each diagnostic test. In Grade 3, students as a grade level improved significantly from the first diagnostic to the second diagnostic then took a little dip at the third diagnostic. However, the first improvement from the first to the second diagnostic was impressive (above 80% proficiency) dropping only to 76% in the final diagnostic.
In mathematics, ALL grade levels as a group improved with each diagnostic test. According to the Spring diagnostic, ALL grade levels as a group improved to above 50% proficiency or more in mathematics.
When looking at the ELA and mathematics ELL students, ALL students in Grades 1-4 made improvements. Grade 5 ELL students did not make any progress in either subject. Targeted grade levels to improve ELL students in ELA (below 50%) are Grades 2&5. Targeted grade levels to improve ELL students in mathematics are Grades 1, 2, 3, and 5. Regarding Students With Disabilities (SWD), all grades were below 50% in mathematics. All grades except second grade ELA were below 50% when viewing SWD. Clearly this targeted group needs some improvement.
STATE ASSESSEMENT (Spring 2021)
Upon review of the FSA 2021 data, collectively tested grade levels were all above 50% proficiency. However, when disaggregating the grade levels, the area in need of focus is Grade 5 ELA (46%) and mathematics (38%).

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Since there was no FSA state assessment in 2020, a reflection of the data from 2019 to 2021 is the best way to find the greatest need. Even though there was an increase in mathematics by 6 percentage points in SY18/19, the mathematics achievement remained exactly the same. This is in part by a significant 22 point drop in Grade 5 mathematics that was not predicted on any data monitored at the Spring diagnostic. In addition, ELA achievement dropped 4 percentage points in the most recent FSA data. Again, this is in part by a drop in Grade 5 ELA. Grade 5 is clearly the focus overall this school year for ELA, mathematics, SWD, and ELL.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Since Grade 5 is in the most need for improvement, a look at all the changes in that grade level are in order. In SY20/21, there was a personnel change in the area of writing and social studies. In addition, it must be noted that of the five personnel serving that grade level, two teachers and one paraprofessional had deaths in their immediate family while an additional teacher had health issues throughout the year. The teacher attendance was not at it's all time high. There was only one consistent teacher in that grade level and those scores were the highest at 60% proficiency (Science). One strategy used to assist this grade level focuses on SWD. There are two support facilitators who will have intervention groups every day during the scheduled intervention time. This is a 40 minute block of time daily. These teachers will use Reading Horizons in order to close the gap in ELA progress.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The data component showing the most improvement when reviewing 2019 state assessment data is 3rd grade ELA. BES 3rd Grade ELA scored 72% in SY18/19. This was an improvement of 13 percentage points from the previous year.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Grade 3 in SY18/19 found time inside their daily schedule to schedule small intervention groups and individual groups where needed. The Leadership Team participated in many class visits and noticed the success of this grade level. In SY20/21 the Leadership Team implemented the Buccaneer Block which is a schoolwide grade level intervention time daily.

What strategies will need to be implemented in order to accelerate learning?

In order to accelerate learning, the process of diagnosing the skill gaps and creating intervention groups seems to be the best strategy for our school so far. Through the designated 40 minute time per grade level each day, students will be instructed on specific skills in small groups for ELA. In addition to that, students are placed inside specific skill groups for mathematics within their grade level using the support paraprofessional. Furthermore, of the 42 instructional teachers on staff, 34 teachers have added reading to their certificate.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Throughout the school year, there are designated professional development days scheduled for teachers and leaders. Each PD Day includes a focus on ELA strategies and planning. Some PD Days will target multidisciplinary strategies, best practices for teaching reading, and opportunities to complete the reading endorsement.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Personnel is such a critical aspect to achievement of students. Dynamic teachers must be in place at all critical core subjects for students to find that year's worth of growth they deserve. A service to the students will be the continual collaboration of teachers throughout the school in PLC groups as well as professional development to have teachers available for students in the event a critical teacher needs to be away from the classroom for weeks at a time. In addition, the teachers along with the Leadership Team will monitor the data regularly to find the most present need of the students. One more service to the students is to develop a data notebook with regular data chats in order to gain the input of the students for achievement goals.

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 SY 17/18, SY18/19, SY 19/20, and SY 20/21 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 SY 21/22 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 20% during the 2022 Spring state-wide testing.
Monitoring:	Branford Elementary School uses iReady as a progress monitoring tool. Students will be monitored three times per year to check for progress. Any students showing deficiency will be provided intervention in that skill area.
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 need 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. Targeted intensive intervention in small groups or individually as necessary to meet the needs of the students who have gaps in mathematical concepts.
2. i-Ready daily practice pathway (based upon diagnostic testing) will occur.
3. IXL (computer math program) for Kindergarten through Fifth Grades provides additional support for procedural skills.
4. Teachers will use the i-Ready toolbox as a resource for intervention.
5. Teachers initiate parent contact for lowest quartile students to ensure communication from home to school.

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

#2. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale:	In the 2020 -2021 school year, 5th grade ELA student proficiency decreased significantly lower than previous tested years. BES sets high standards for students and expects that students leave the elementary school level proficient. The 5th grade team is compartmentalized so that teachers can focus on a subject area, however, all teachers push in to provide extra support in reading.
Measurable Outcome:	Branford Elementary School will show an increase in 5th grade Reading (ELA) by 5% based upon the 2022 Spring state-wide testing. The 5th grade Reading (ELA) 2021 shows 46% student proficiency. The goal is to increase to 51% or higher. *There are approximately 41 students in 5th grade for the 2021-2022 school year in need of Tier 3 interventions after diagnostic 1.
Monitoring:	
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 if different ways. BES teachers will differentiate the lessons to meet student needs for learning. Some will learn by talking it out with peers. Some will learn by listening. Some learners are kinesthetic and will need a hands on approach, while others may need to create diagrams or visuals to process literacy concepts. Instruction will be data driven and student led. The teachers will serve as facilitators allowing students to take charge of their own learning.

Action Steps to Implement

Teachers plan and prepare explicit lesson plans to meet the needs of all learning styles within their classroom utilizing multidisciplinary strategies.

Teachers meet weekly as a team to ensure students' reading needs are met on a weekly basis in the intervention groups.

Teachers receive ongoing professional development in reading instruction with a focus on multidisciplinary reading strategies.

Leadership visits classrooms regularly for instructional integrity.

Intervention teachers acquire the reading endorsement and add it to the Florida teaching certificate.

Teachers collect monthly intervention data for each student in the Tier 2 and Tier 3 intervention groups.

Leadership calls data meetings monthly to review intervention data with teachers and guide instruction based upon this data.

Teachers use formative assessments throughout the year to target student needs in reading.

Teacher's schedules include 40 minutes per day for immediate, intensive intervention with students identified as having Tier 3 needs.

Each teacher has the following intervention tools available for their students:

•i-Ready daily practice pathway (based upon diagnostic testing)

•Houghton Mifflin Harcourt (HMH) reading intervention materials

•i-Ready Resource Toolbox

•Reading interventions listed in the Suwannee District Reading Plan

•Reading Horizons Phonics Program

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

No description entered

| **Person Responsible** | [no one identified] |

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	Students With Disabilities (SWD) that struggle academically 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 55 students in the 2021-2022 school year as opposed to approximately 91 in the previous year..
Monitoring:	
Person responsible for monitoring outcome:	[no one identified]
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 is necessary to allow teachers the opportunity to target these deficiencies. 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 consisting of 40 minutes, known as Buccaneer Block, is used for targeted, intensive intervention for Students With (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:	After reviewing data, multiracial students at BES were identified as a subgroup of students who scored less than 40% proficient on the 2021 state-wide assessment. This data is from SY18/19. The 4th and 5th grade students from that year have moved on to the next school since the data is so old. We await more recent data to compare. However, since it was a need at the last data point, teachers will be made aware of their multiracial students for strategic intervention.
Measurable Outcome:	Branford Elementary School will provide Mulitracial Students with specific intervention in reading and math.
Monitoring:	
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. The BES Leadership Team provides teachers with a list of Multiracial Students assigned to their classrooms.
2. Monthly data and progress meetings with teachers discussing Multiracial Students' progress.

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

#5. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	Branford Elementary School reviewed 2020-2021 discipline data reported to the state. While only two incidents occurred where substances were used, BES feels that it is important to be proactive and put prevention measures in place.
Measurable Outcome:	Branford Elementary will reduce the number of substance abuse incidents by 50% during the 2021-2022 school year.
Monitoring:	
Person responsible for monitoring outcome:	Deidre McManaway (deidre.mcmanaway@suwannee.k12.fl.us)
Evidence-based Strategy:	Research indicates that interactive prevention programs can provide strategies that help students identify ways to remove themselves from the situation at hand, thus significantly reducing the number incidents.
Rationale for Evidence-based Strategy:	BES strives to be proactive in school safety. Students are being exposed much younger to peer pressure, therefore providing prevention and awareness is key to helping our elementary students stay safe.

Action Steps to Implement

1. Students participate in a drug/substance abuse prevention program provided by the School Resource Officer and Guidance Counselor..
2. Students participate in Red Ribbon Week to recognize drug abuse prevention.
3. Teachers focus on character traits monthly with students.

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

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

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 APT meeting 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.

A positive school culture and environment reflects a supportive and fulfilling environment, learning conditions that meet the needs of all students, and people who are sure of their roles and relationships in student learning. The school culture must demonstrate values of 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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

There are many who assist in the strong positive culture of Branford Elementary School. The principal, assistant principal, guidance counselor, and instructional coach drive the positive culture from the leadership vantagepoint.

There are teacher-leaders who extend that positive culture in the grade levels and special areas. In addition, the rest of the teachers, paraprofessionals, and enrichment area teachers promote kindness and positivity throughout the school. The parents and community members make up an organization that frequent our school regularly volunteering time and promoting positivity for staff and students. Finally, there is a committee of teachers who make up the Sunshine Committee for staff only who extend positive gestures, gatherings, and treats for faculty and staff throughout the school year. Students are rewarded regularly and encouraged as well. The school completes a Parental Involvement Plan (PFEP), which is available at the school site along with a Parent Resource room with materials available for checkout through the school's parent liaison.