Branford High School

2022-23 Schoolwide Improvement Plan

Table of Contents

Branford High School

405 REYNOLDS ST NE, Branford, FL 32008

bhs.suwannee.k12.fl.us

Demographics

Principal: Terry Huddleston

Start Date for this Principal: 7/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	84%
2021-22 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* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (63%) 2018-19: A (62%) 2017-18: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	[Cassandra Brusca](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

This plan is pending approval by the Suwannee County School Board.

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)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 6-12	Yes	84%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	21%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

School Board Approval

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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 High School 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 High School will be a system of excellence ensuring all students are prepared for personal success.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Huddleston, Terry	Principal	
Marshall, Audrey	Assistant Principal	
Poole, Alicia	School Counselor	
Jackson, Monica	Instructional Coach	
Harrison, Donald	Dean	
Criswell, Tiffany	School Counselor	
Santos, Stefani	Teacher, ESE	

Demographic Information

Principal start date
Saturday 7/1/2017, Terry Huddleston

Number of teachers with a 2022 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 2022 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.*
6

Total number of teacher positions allocated to the school
46

Total number of students enrolled at the school
752

Identify the number of instructional staff who left the school during the 2021-22 school year.
7

Identify the number of instructional staff who joined the school during the 2022-23 school year.
11

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	0	0	0	0	0	0	100	110	123	117	118	97	87	752
Attendance below 90 percent	0	0	0	0	0	0	4	9	10	20	4	0	0	47
One or more suspensions	0	0	0	0	0	0	3	6	14	15	3	3	0	44
Course failure in ELA	0	0	0	0	0	0	3	12	13	22	3	5	0	58
Course failure in Math	0	0	0	0	0	0	4	12	13	19	5	6	0	59
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	4	9	11	13	3	3	0	43
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	3	8	8	11	1	1	0	32
Number of students with a substantial reading deficiency	0	0	0	0	0	0	2	7	11	11	35	5	0	71

Using the table above, complete the table below with the number of students by current grade level who have 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	0	0	0	0	0	4	12	15	22	5	6	0	64

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated
Sunday 9/18/2022

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	0	0	0	0	0	0	102	118	121	120	91	92	84	728
Attendance below 90 percent	0	0	0	0	0	0	28	29	29	41	33	30	19	209
One or more suspensions	0	0	0	0	0	0	2	8	11	9	1	3	1	35
Course failure in ELA	0	0	0	0	0	0	27	17	3	9	24	7	5	92
Course failure in Math	0	0	0	0	0	0	22	8	17	20	12	15	7	101
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	23	20	36	31	30	21	24	185
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	38	23	28	31	13	11	18	162
Number of students with a substantial reading deficiency	0	0	0	0	0	0	42	51	45	29	32	36	34	269

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	0	0	0	0	0	34	25	25	30	31	21	14	180

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	0	0	0	0	0	0	1	1	1	2	0	1	0	6
Students retained two or more times	0	0	0	0	0	0	1	0	1	1	1	0	0	4

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	0	0	0	0	0	0	102	118	121	120	91	92	84	728
Attendance below 90 percent	0	0	0	0	0	0	28	29	29	41	33	30	19	209
One or more suspensions	0	0	0	0	0	0	2	8	11	9	1	3	1	35
Course failure in ELA	0	0	0	0	0	0	27	17	3	9	24	7	5	92
Course failure in Math	0	0	0	0	0	0	22	8	17	20	12	15	7	101
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	23	20	36	31	30	21	24	185
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	38	23	28	31	13	11	18	162
Number of students with a substantial reading deficiency	0	0	0	0	0	0	42	51	45	29	32	36	34	269

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	0	0	0	0	0	34	25	25	30	31	21	14	180

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	0	0	0	0	0	0	1	1	1	2	0	1	0	6
Students retained two or more times	0	0	0	0	0	0	1	0	1	1	1	0	0	4

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	2022			2021			2019		
	School	**District**	**State**	**School**	**District**	**State**	**School**	**District**	**State**
ELA Achievement	49%	42%	51%				53%	50%	56%
ELA Learning Gains	46%						54%	49%	51%
ELA Lowest 25th Percentile	32%						40%	42%	42%
Math Achievement	54%	34%	38%				55%	46%	51%
Math Learning Gains	68%						57%	43%	48%
Math Lowest 25th Percentile	71%						47%	41%	45%
Science Achievement	57%	33%	40%				64%	63%	68%
Social Studies Achievement	78%	40%	48%				64%	63%	73%

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
06	2022					
	2019	58%	46%	12%	54%	4%
Cohort Comparison						
07	2022					
	2019	46%	42%	4%	52%	-6%
Cohort Comparison		-58%				
08	2022					
	2019	46%	47%	-1%	56%	-10%
Cohort Comparison		-46%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2022					
	2019	64%	45%	19%	55%	9%
Cohort Comparison						
07	2022					
	2019	67%	50%	17%	54%	13%
Cohort Comparison		-64%				
08	2022					
	2019	29%	30%	-1%	46%	-17%
Cohort Comparison		-67%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	54%	52%	2%	48%	6%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	73%	66%	7%	67%	6%
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	64%	68%	-4%	71%	-7%
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	60%	64%	-4%	70%	-10%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	38%	44%	-6%	61%	-23%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	61%	59%	2%	57%	4%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	19	25	24	23	44	59	26	42		91	40
ELL	7	14		24	64	80					
BLK	30			45							
HSP	41	44	38	48	69	78	36	73	77		
MUL	33	22		53	65						
WHT	51	48	31	55	68	70	61	78	76	94	72
FRL	40	45	34	46	64	68	41	73	59		
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	25	42	29	30	44	46	43	33		88	27
ELL	29	47		35	53						
BLK				20	50						
HSP	51	47	47	50	50	42	50	48		90	
MUL	50	58		55	71			50			
WHT	52	50	41	56	50	46	58	68	55	99	68
FRL	42	43	42	48	50	42	48	53	32	100	56
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	30	44	30	31	41	22	40	41		100	10
ELL	30	40		45							
BLK	25	58		31	38						
HSP	48	53	64	63	60		58	44	63		
MUL	62	69		58	42						
WHT	54	54	35	55	58	48	67	66	75	97	80
FRL	47	52	37	51	54	42	57	53	56	98	68

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	694
Total Components for the Federal Index	11
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
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	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	56
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	43
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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	64
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	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

6th grade ELA saw a drop by 12 percent, which was 5 percent below the state's average. 6th grade math saw a drop by 3 percent, which was 1 percent below the state's average. 10th grade ELA scores dropped by 4 percent, which was 7 percent below the state's average. ELL students, black students, and students with disabilities continue to lag behind in ELA and math achievement.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

FSA assessments, monthly and quarterly STAR assessments, and i-Ready assessments demonstrate the greatest need for improvement.

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

In ELA, changes in both 6th and 10th grade instructional personnel changes contributed to the need for improvement. To address this, 10th grade has a new, highly-effective instructor, and the 6th grade ELA program is receiving professional development that focuses on reading remediation and instructional planning. Academic coaching is available to all instructional personnel.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

FSA assessments and subject progress monitoring tools showed improvements in biology, ninth grade ELA and seventh grade math.

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

Contributing factors to improvements in biology, ninth grade ELA and seventh grade math are increased progress monitoring in ninth grade ELA, increased collaboration and data analysis among biology teachers, and increased data analysis and professional development opportunities in the math PLC.

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

A focus on effective Tier 1 instruction will be implemented in order to accelerate learning. Academic coaching and monthly professional development will also be implemented to accelerate learning.

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.

Teachers are provided monthly professional development opportunities on the school's PD days. Additional professional development opportunities are offered by the district at the end of teacher duty days. Academic coaching is regularly available to all instructional staff.

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

Teachers are offered professional development with some progress monitoring programs yearly or twice a year to assist them in data analysis or help teachers become familiar with features of the program. New programs that have been peer-reviewed and identified as valid and reliable are purchased for use with students.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Black/African-American students have been identified as a critical need subgroup based on the 2021-2022 data. During this period, only forty-five percent of Black/African American students achieved a passing score on math assessments. Even more disappointing, only 30% of Black/African American students achieved a passing score on ELA/language arts assessments. Though Black/African American students showed an increase in math achievement, up from 20% in 2021 to 45% in 2022, much progress still needs to be made. Additionally, in ELA/language arts, Black/African-American students increased achievement from 25% in 2019 to 30% in 2022. Even with these small increases in both subject areas, there is clearly a need for stronger improvement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	In ELA/language arts and math, Branford High School (BHS) is committed to achieving a 5% improvement in achievement for Black/African American students.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored by frequent progress monitoring and data analysis of Black/African-American students. Students who are in need of tier-3 intervention will be monitored monthly and quarterly through various progress monitoring assessments (FAST PM, STAR, and/or i-Ready). Their scores will be analyzed to determine the best instructional adjustments needed to make academic gains.
Person responsible for monitoring outcome:	Terry Huddleston (terry.huddleston@suwannee.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being	Branford High School will use a number of evidence-based strategies for improving the ELA/language arts and math achievement of Black/African American students. A number of Tier 1 strategies will be utilized by teachers, including scaffolding, explicit instruction, and differentiated instruction. Additionally, students requiring tier 3 intervention in ELA will receive corrective feedback and instruction with the Elevate reading system. Students requiring tier 3 intervention in ELA and/or math will receive frequent progress monitoring followed by data chats, systematic instruction, and some small group instruction.

implemented for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Branford High School will use tier 1 strategies that are high-quality instruction that predict strong learning outcomes. Additionally, tier 1 strategies meet the instructional needs of the majority of students. The Elevate reading system will be used in ELA because it is a high-engagement reading program that helps students make new brain connections that allow them to better understand the logistics of reading. Finally, frequent progress monitoring will be used in math and ELA to assist teachers in knowing where students are in their progress and how to make instructional adjustments to better assist students. Accompanied with data chats, teachers will be able to provide effective feedback to students to assist them in planning for further improvement and allowing students to understand their progress and drive their motivation.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#2. ESSA Subgroup specifically relating to English Language Learners	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	English Language Learners (ELL) students have been identified as a critical need subgroup based on the 2021-2022 data. During this period, only seven percent of ELL students achieved a passing score on ELA assessments, and only fourteen percent made learning gains in ELA. These numbers are a decrease from 2021, when 29% of ELL students achieved a passing score on ELA assessments, and 47% of ELL students made ELA learning gains. In math, only 24% of ELL students achieved a passing score on math assessments. However, 64% of ELL students made learning gains. The decrease in achievement on ELA and math assessments indicates a need to focus on ELL students and their growth and achievement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	BHS is committed to a five percent increase in ELL achievement on math and ELA assessments. BHS aims to achieve a five percent increase in learning gains on math assessments and a five percent increase in learning gains on ELA assessments.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored by frequent progress monitoring and data analysis of ELL students. Students who are in need of tier-3 intervention will be monitored monthly and quarterly through various progress monitoring assessments (FAST PM, STAR, and/or i-Ready). Their scores will be analyzed to determine the best instructional adjustments needed to make academic gains. In addition, ELL students will receive academic assistance from an ELL paraprofessional who will monitor their academic progress.
Person responsible for monitoring outcome:	Audrey Marshall (audrey.marshall@suwannee.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being	Branford High School will use a number of evidence-based strategies for improving the ELA/language arts and math achievement of ELL students. A number of Tier 1 strategies will be utilized by teachers, including scaffolding, explicit instruction, and differentiated instruction. Additionally, ELL students requiring tier 3 intervention in ELA will receive corrective feedback, and some will receive instruction with the Elevate reading system. Students requiring tier 3 intervention in ELA and/or math will receive frequent progress monitoring followed by data chats, systematic instruction, and some small group

implemented for this Area of Focus.	instruction. In addition, ELL students will receive additional tutoring and/or academic assistance from an ELL paraprofessional.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Branford High School will use tier 1 strategies that predict strong learning outcomes. Additionally, tier 1 strategies meet the instructional needs of the majority of students. Frequent progress monitoring will occur in math and ELA to assist teachers in knowing where students are in their progress and how to make instructional adjustments to assist students in achieving their academic goals. Paired with data chats, teachers will be able to provide effective feedback to students to assist them in planning for further improvement and allowing students to understand their progress and drive their motivation. ELL students students will receive assistance from an ELL paraprofessional for a variety of reasons. Ell paraprofessionals help bridge communication gaps between teachers and ELL students as well as school personnel and ELL parents. ELL paras will also assist students with academic and social skills that will help students build independence.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#3. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Students with disabilities (SWD) have been identified as a critical need subgroup based on the 2021-2022 data. During this period, only twenty-five percent of SWD's achieved a passing score on ELA assessments, and only 30% of SWD's achieved a passing score on math assessments. In the same period, SWD's achieved a 42% increase in ELA learning gains while 46% showed an increase in math learning gains. These percentages reveal a slight decrease across the board for SWD's. Between the 2021-2022 and 2020-2021 school years, there was a drop in social studies and science achievement for SWD's as well. These decreases show a clear need for improvement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	In both ELA/language arts and math, Branford High School (BHS) will aim for a 5% improvement in achievement for students with disabilities. BHS will also have a 5% increase in learning gains among SWD's for both ELA/language arts and math.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored by regular progress monitoring and data analysis of SWD's. Students who are in need of tier-3 intervention will be monitored monthly and quarterly through various progress monitoring assessments, including FAST PM, STAR, and/or i-Ready. Student scores will be analyzed to determine the best instructional adjustments needed to make academic gains. Scores will also be used to provide feedback to parents and students.
Person responsible for monitoring outcome:	Monica Jackson (monica.jackson@suwannee.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being	Branford High School will use several evidence-based strategies for improving the ELA/language arts and math achievement of student with disabilities. Scaffolding, explicit instruction, and differentiated instruction are a few tier 1 strategies that will be used to ensure quality instruction to all students. Additionally, SWD's requiring tier 3 intervention in ELA will receive corrective feedback, while some will also receive phonics instruction with the Elevate reading system. Students requiring tier 3 intervention in ELA and/or math will receive frequent progress monitoring followed by data chats, systematic instruction, and some small group instruction.

implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Branford High School will use tier 1 strategies that are high-quality instruction that strong help ensure positive learning outcomes for the majority of students. The Elevate reading system will be used in ELA because it is a high-engagement reading program that helps students make new brain connections that allow them to better understand the logistics of reading. Finally, frequent progress monitoring will be used in math and ELA to assist teachers in knowing where students are in their progress and how to make instructional adjustments to better assist students. Combined with with data chats that will provide feedback to students and parents, teachers will be able to assist students and parents in planning for further improvement and allowing students to understand their progress and drive their motivation.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

The administration, teachers, faculty and staff strive to provide an educational environment where students feel safe and student learning is the focus of each day. Everyone has an open door policy where students are encouraged to seek help in a time of academic, mental, social or emotional need. A Meridian counselor and school resource deputy are available for student needs. A variety of extracurricular activities and student organizations are available for student participation. Electives for 6th graders and stem classes for middle schoolers who show a strong interest in technology have been added to the curriculum. A cybersecurity program has been added for high school students interested in technology. Additional CTE programs, such as welding, a nursing career path, athletic training, culinary arts, agriculture 6-12, journalism and OJT are available to students. Welding students currently work for a local company, Suwannee Fence, that supplies steel for the new Amazon warehouse in Atlanta. Additional electives include band, art, Spanish, dual enrollment and AP.

Student growth and achievement is recognized in a number of ways throughout the year. A and A-B honor roll students are recognized each quarter. Student achievement and growth are regularly recognized and encouraged by school personnel, such as daily intercom recognition for a number of achievements, board meeting recognitions, 6th grade recognition days, reward field trips, and end of the year awards ceremonies, baccalaureate, and graduation.

The end result of additional resources and recognition opportunities resulted in a school grade of "A".

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

School safety is the basis of a positive culture and learning environment. Branford High School (BHS) has a single point of entry, full-time SRD, perimeter fencing, and seventy different security cameras that are monitored by four school staff members. BHS participates in a guardian program and provides monthly opportunities for students to participate in active shooter and fire drills to ensure their safety. Visitors are electronically verified through the Raptor system. A new intercom and fire alarm are currently being installed.

Branford High School (BHS) is the hub of Branford, Florida, a small, rural agricultural town situated by the Suwannee River in north central Florida. Virtually everyone knows each other, and generations within the Branford community have attended BHS. Activities at the school become a community affair, and activities sponsored by the City of Branford become a school affair. Multiple stakeholders contribute to BHS both financially and with their time. The agriculture program initiates a multitude of interactions between the community and school. This year, Farm Day brought in approximately 20 agriculture-related businesses, Halloween and Christmas decoration contests are sponsored by the program and the Suwannee County Fair provides many opportunities for the community and school to work together. The agriculture program and environmental science classes are collaborating with Suwannee River Water Management District to enhance school landscaping and mitigate flooding issues on campus.

The efforts of the school and community yield a number of recognitions. Adding to the positive school culture was the recognition of Amy Clessi, a 2018 Branford High School graduate, as a Rhodes Scholar. Barrett Young was an FFA state vice-president. Two current BHS students, Cash Blalock and Texas Sherell, were recognized by the College Board for their high achievements on the PSAT and AP exams. Natalie Terry received an appointment to the United States Naval Academy.

Athletics, from BHS football games on Friday nights to youth football on Saturdays, are community events. Baseball, volleyball, softball, weightlifting, and track garner large community attendance. The new softball and baseball cages were funded by boosters and local individual sponsors. The FFA program built a new multi-tiered pole barn funded by local individuals. The FFA program has the only center pivot irrigation system in the state. The school gym and agriculture classroom were totally renovated over the summer.