Branford High School

2023-24

Schoolwide Improvement Plan (SIP)

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Branford High School

405 REYNOLDS ST NE, Branford, FL 32008

bhs.suwannee.k12.fl.us

School Board Approval

This plan was approved by the Suwannee County School Board on 9/12/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Huddleston, Terry	Principal	
Harrison, Donald	Assistant Principal	
Disken, Cara	Assistant Principal	
Poole, Alicia	School Counselor	
Santos, Stefani	Teacher, ESE	
Warren, Abbey	Dean	

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The District Advisory Council meets at the SCSD once a month. The lead teachers of Branford High School meet once a month.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Different members of the school leadership team will monitor progress toward the SIP goals through data analysis and working closely with PLC teams on campus. The leadership team will monitor state and district progress monitoring data after each administration. If needed, the school leadership will adjust the plan as necessary after the data review and discussions.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	21%
2022-23 Economically Disadvantaged (FRL) Rate	84%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	20	24	22	66
One or more suspensions	0	0	0	0	0	0	19	15	33	67
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	5	2	4	11
Course failure in Math	0	0	0	0	0	0	12	3	30	45
Level 1 on statewide ELA assessment	0	0	0	0	0	0	20	27	39	86
Level 1 on statewide Math assessment	0	0	0	0	0	0	17	19	24	60
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	51	76	77	204
	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	29	32	45	106

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	4	9	10	47
One or more suspensions	0	0	0	0	0	0	3	6	14	44
Course failure in ELA	0	0	0	0	0	0	3	12	13	58
Course failure in Math	0	0	0	0	0	0	4	12	13	59
Level 1 on statewide ELA assessment	0	0	0	0	0	0	4	9	11	43
Level 1 on statewide Math assessment	0	0	0	0	0	0	3	8	8	32
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	2	7	11	71

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	4	12	15	64

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	4	9	10	23
One or more suspensions	0	0	0	0	0	0	3	6	14	23
Course failure in ELA	0	0	0	0	0	0	3	12	13	28
Course failure in Math	0	0	0	0	0	0	4	12	13	29
Level 1 on statewide ELA assessment	0	0	0	0	0	0	4	9	11	24
Level 1 on statewide Math assessment	0	0	0	0	0	0	3	8	8	19
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	2	7	11	20

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	4	12	15	31

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	54	42	50	49	42	51	52		
ELA Learning Gains				46			50		
ELA Lowest 25th Percentile				32			43		
Math Achievement*	51	28	38	54	34	38	55		
Math Learning Gains				68			51		
Math Lowest 25th Percentile				71			46		
Science Achievement*	62	68	64	57	33	40	56		
Social Studies Achievement*	64	67	66	78	40	48	64		
Middle School Acceleration	63			75	39	44	54		
Graduation Rate	95	93	89	95	59	61	98		
College and Career Acceleration	72	82	65	69	64	67	68		
ELP Progress		35	45						

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	461
Total Components for the Federal Index	7

2021-22 ESSA Federal Index	
Percent Tested	97
Graduation Rate	95

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	694
Total Components for the Federal Index	11
Percent Tested	98
Graduation Rate	95

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	43			
ELL	20	Yes	3	1
AMI				
ASN				
BLK	53			
HSP	56			
MUL	41			
PAC				
WHT	68			
FRL	58			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	**Federal Percent of Points Index**	**Subgroup Below 41%**	**Number of Consecutive years the Subgroup is Below 41%**	**Number of Consecutive Years the Subgroup is Below 32%**
SWD	39	Yes	3	
ELL	38	Yes	2	
AMI				
ASN				
BLK	38	Yes	3	
HSP	56			
MUL	43			
PAC				
WHT	64			
FRL	52			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22**	**C & C Accel 2021-22**	**ELP Progress**
All Students	54			51			62	64	63	95	72	
SWD	20			26			14	38		57	6	
ELL	10			30							2	
AMI												
ASN												
BLK	53			53							2	
HSP	42			46			57	50		50	6	
MUL	48			33							2	
PAC												
WHT	56			53			62	67	63	78	7	
FRL	44			45			51	57	54	63	7	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	49	46	32	54	68	71	57	78	75	95	69	
SWD	19	25	24	23	44	59	26	42		91	40	
ELL	7	14		24	64	80						
AMI												
ASN												
BLK	30			45								
HSP	41	44	38	48	69	78	36	73	77			
MUL	33	22		53	65							
PAC												
WHT	51	48	31	55	68	70	61	78	76	94	72	
FRL	40	45	34	46	64	68	41	73	59			

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	52	50	43	55	51	46	56	64	54	98	68	
SWD	25	42	29	30	44	46	43	33		88	27	
ELL	29	47		35	53							
AMI												
ASN												
BLK				20	50							
HSP	51	47	47	50	50	42	50	48		90		
MUL	50	58		55	71			50				
PAC												
WHT	52	50	41	56	50	46	58	68	55	99	68	
FRL	42	43	42	48	50	42	48	53	32	100	56	

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	60%	49%	11%	50%	10%
07	2023 - Spring	47%	39%	8%	47%	0%
08	2023 - Spring	56%	48%	8%	47%	9%
09	2023 - Spring	45%	39%	6%	48%	-3%
06	2023 - Spring	54%	44%	10%	47%	7%

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	74%	56%	18%	54%	20%
07	2023 - Spring	67%	58%	9%	48%	19%
08	2023 - Spring	34%	24%	10%	55%	-21%

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	49%	49%	0%	44%	5%

ALGEBRA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	47%	30%	17%	50%	-3%

GEOMETRY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	44%	43%	1%	48%	-4%

BIOLOGY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	76%	67%	9%	63%	13%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	63%	63%	0%	66%	-3%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	65%	61%	4%	63%	2%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

The component that showed the lowest performance was 8th grade Math. The 2023 results were an increase from 2021 but fell slightly from 2022. Students enrolled in 8th grade Math are often students that have struggled in math for several years and are enrolled in 8th grade Math instead of Algebra 1 in 8th grade. There are multiple math deficits these students face while learning 8th grade math benchmarks and content.

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

The data component that showed the greatest decline from the prior year was Geometry EOC results, when looking at 2022 to 2023 results. This was the first time the BEST EOC was given so students were adjusting to the new benchmarks and new curriculum that was adopted by the school district. Geometry was also taught by a first-year teacher to the subject and school.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The component that showed the largest gap to the state average was 8th grade Math. The 2023 results were an increase from 2021 but fell slightly from 2022. Students enrolled in 8th grade Math are often students that have struggled in math for several years and are enrolled in 8th grade Math instead of Algebra 1 in 8th grade. There are multiple math deficits these students face while learning 8th grade math benchmarks and content.

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

One of the components that showed the most improvement was 10th grade ELA scores. Scores increased from 48% in 2021, 44% in 2022 to 59% in 2023. The 10th grade ELA teacher focused on data trends and analysis with her students and the department as a whole. The students in that classroom were actively tracking their own data during the school year on both FAST and other classroom

assessments and district progress monitoring assessments. There was a strong, data-driven PLC that used that data to make adjustments to instruction to address specific areas of concern. The curriculum and strategies used were rigorous and helped students develop stronger text analysis skills.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

A potential area of concern continues to be Algebra 1. There was an increase from 2022 to 2023, however, the trend for that component has been below state average. There has also been a change in teacher for Algebra and for the 2023-2024 school year there is an increase in enrollment in that course. With those factors in mind, Algebra 1 is a potential area of concern. Also, based on the 8th grade Math FAST results from 2023 the 9th grade students enrolled in Algebra will need extra monitoring to know when to provide extra supports as needed.

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

A top priority is to continue to increase 10th grade ELA proficiency so we can increase the number of students meeting the graduation requirement on their first attempt at FAST PM3 for 10th grade ELA. Another priority is to continue to increase proficiency of Algebra 1. Another top priority is to increase ELA and Math proficiency in the subgroups of Black/African American students, Students with Disabilities, and English Language Learners.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Students enrolled in ELA for 2023-2024 10th grade ELA were below the state average on their 9th grade FAST results and dropped 7% in proficiency from 2022-2023. This performance combined with a new teacher in 10th grade ELA means this is a area of focus for BHS and will need continual monitoring to ensure progress is being made toward the school's goal.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Branford High School will increase 10th grade ELA proficiency from 59% to 62% as measured by Spring 2024 FAST PM 3.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The 10th grade ELA teacher will track student data with students and the ELA PLC to adjust instruction as needed. Administration will also monitor the data on these students and meet with teachers regularly to discuss and make adjustments as needed.

Person responsible for monitoring outcome:

Cara Disken (cara.disken@suwannee.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

There will be a number of evidence-based interventions provided to students in 10th grade ELA, including Tier 1 strategies of scaffolding, explicit instruction, differentiation, and small-group support. Tier 2 support will be provided with more targeted lessons and instruction using the adopted ELA curriculum. Students receiving Tier 3 support will be provided direct instruction and corrective feedback through an intensive reading course taught by a reading endorsed teacher. Students in these Tier 3 groups will be monitored closely on district progress monitoring assessments and frequent classroom assessments.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Students need multi-level tiers of support to move to proficiency. These supports need to be evidence-based and tailored to meet each students individual needs. Staff members providing the interventions will analysis student data to adjust the support provided.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Non-proficient students are enrolled in an intensive math class to receive tier 2 interventions in math and have additional classroom assessment progress monitoring assessments to track and monitor their individual progress.

Person Responsible: Cara Disken (cara.disken@suwannee.k12.fl.us)

By When: August 10, 2023-May 2024

ELA PLC, including intensive reading teachers, and admin will review initial reading data on students to determine areas of focus for the year in order to help students become proficient by May 2024.

Person Responsible: Cara Disken (cara.disken@suwannee.k12.fl.us)

By When: August 30, 2023

In the ELA PLC meetings throughout the year teachers will discuss student data after progress monitoring and classroom assessments to determine if instructional changes that need to be made. If changes need to be made teachers will work together as a PLC to make the necessary adjustments.

Person Responsible: Cara Disken (cara.disken@suwannee.k12.fl.us)

By When: May 2024

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

A potential area of concern continues to be Algebra 1. There was an increase from 2022 to 2023, however, the trend for that component has been below state average. There has also been a change in teacher for Algebra and for the 2023-2024 school year there is an increase in enrollment in that course. With those factors in mind, Algebra 1 is a potential area of concern. Also, based on the 8th grade Math FAST results from 2023 the 9th grade students enrolled in Algebra will need extra monitoring to know when to provide extra supports as needed.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Branford High School will increase Algebra 1 proficiency from 47% to 50% as measured by Spring 2024 FAST EOC.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Teachers will continue to utilize the adopted curriculum and the different instructional tools provided to target specific learning needs of students. The Math PLC will meet to discuss data and instructional practices to utilize based on the data. Students will also participate in discussions about progress monitoring and classroom data during the year.

Person responsible for monitoring outcome:

Terry Huddleston (terry.huddleston@suwannee.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

There will be a number of evidence-based interventions provided to students in Algebra 1, including Tier 1 strategies of scaffolding, explicit instruction, differentiation, and small-group support. Tier 2 support will be provided with more targeted lessons and instruction using the adopted math curriculum. Students receiving Tier 3 support will be provided direct instruction and corrective feedback through an intensive math course taught by a certified math teacher. Students in these Tier 3 groups will be monitored closely on district progress monitoring assessments and frequent classroom assessments. The Tier 3 intervention teacher is also utilizing hands-on manipulatives in the classroom to address knowledge gaps.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Students need multi-level tiers of support to move to proficiency. These supports need to be evidence-based and tailored to meet each students individual needs. Staff members providing the interventions will analysis student data to adjust the support provided.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Math PLC and admin will review initial data on students in Algebra 1 to determine areas of focus for the year in order to help students become proficient by May 2024.

Person Responsible: Terry Huddleston (terry.huddleston@suwannee.k12.fl.us)

By When: August 31, 2023

In the Math PLC meetings throughout the year teachers will discuss student data after progress monitoring and classroom assessments to determine if instructional changes that need to be made. If changes need to be made teachers will work together as a PLC to make the necessary adjustments.

Person Responsible: Terry Huddleston (terry.huddleston@suwannee.k12.fl.us)

By When: May 2024

Non-proficient students are enrolled in an intensive math class to receive tier 2 interventions in math and have additional classroom assessment progress monitoring assessments to track and monitor their individual progress.

Person Responsible: Terry Huddleston (terry.huddleston@suwannee.k12.fl.us)

By When: August 10, 2023-May 2024

#3. 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Black/African-American students have performed below their peers in other subgroups on 2023 assessments for more than one test administration.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Branford High School will increase proficiency for African American students from 38% to 42% as measured by Spring 2024 ESSA Federal Points Index.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Student data will be reviewed after each progress monitoring assessment to determine if progress is being made toward the goal. PLCs will meet to discuss the data and plan for necessary adjustments to instruction.

Person responsible for monitoring outcome:

Cara Disken (cara.disken@suwannee.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

There will be a number of evidence-based interventions provided to students, including Tier 1 strategies of scaffolding, explicit instruction, differentiation, and small-group support. Tier 2 support will be provided with more targeted lessons and instruction using the adopted curriculum. Students receiving Tier 3 support will be provided direct instruction and corrective feedback through an intensive reading or intensive math course taught by a certified math teacher and/or reading endorsed teacher. Students in these Tier 3 groups will be monitored closely on district progress monitoring assessments and frequent classroom assessments. The Tier 3 intervention teacher is also utilizing hands-on manipulatives in the classroom to address knowledge gaps.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Students need multi-level tiers of support to move to proficiency. These supports need to be evidence-based and tailored to meet each students individual needs. Staff members providing the interventions will analysis student data to adjust the support provided.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Content area teachers during PLC meetings throughout the year to discuss student data after progress monitoring and classroom assessments to determine if instructional changes that need to be made. If changes need to be made teachers will work together as a PLC to make the necessary adjustments.

Person Responsible: Cara Disken (cara.disken@suwannee.k12.fl.us)

By When: May 2024

#4. 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

English Language Learners performed below their peers in other subgroups on the 2023 FAST assessments. This has been a trend for more than one year.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

BHS will increase proficiency for English Language Learners from 38% to 42% as measured by Spring 2024 ESSA Federal Points Index.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

In conjunction with paraprofessional and guidance counselor, data for English Language Learners will be reviewed after each progress monitoring assessment. The team will work with teachers and students to adjust instruction and provide supports to help meet the goal.

Person responsible for monitoring outcome:

Alicia Poole (alicia.poole@suwannee.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

There will be a number of evidence-based interventions provided to students, including Tier 1 strategies of scaffolding, explicit instruction, differentiation, and small-group support. Tier 2 support will be provided with more targeted lessons and instruction using the adopted curriculum. Students receiving Tier 3 support will be provided direct instruction and corrective feedback through an intensive reading or intensive math course taught by a certified math teacher and/or reading endorsed teacher. Students in these Tier 3 groups will be monitored closely on district progress monitoring assessments and frequent classroom assessments. The Tier 3 intervention teacher is also utilizing hands-on manipulatives in the classroom to address knowledge gaps. A bilingual paraprofessional will also provide one-on-one support to students in the classroom and in a small-group setting as needed.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Students need multi-level tiers of support to move to proficiency. These supports need to be evidence-based and tailored to meet each students individual needs. Staff members providing the interventions will analysis student data to adjust the support provided.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

A welcome back meeting with the ELL students, paraprofessional, admin, and guidance to discuss accommodations, academic success, and support available to students.

Person Responsible: Cara Disken (cara.disken@suwannee.k12.fl.us)

By When: August 16, 2023

ELL para will meet with content area teachers during PLC meetings throughout the year to discuss student data after progress monitoring and classroom assessments to determine if instructional changes that need to be made. If changes need to be made teachers will work together as a PLC to make the necessary adjustments.

Person Responsible: Alicia Poole (alicia.poole@suwannee.k12.fl.us)

By When: May 2024

ELL meetings between paraprofessional, admin, and guidance counselor to discuss individual student progress and needs.

Person Responsible: Alicia Poole (alicia.poole@suwannee.k12.fl.us)

By When: May 2024

#5. 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Students with Disabilities performed below their peers in other subgroups on the 2023 FAST assessments. This has been a trend for more than one year.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Branford High School will increase proficiency of Students with Disabilities from 39% to 41% as measured by ESSA federal points index.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

ESE support staff, teachers, and PLCs will work together to monitor and track student data on progress monitoring assessments. Teachers will also monitor student accommodations closely to ensure students are making adequate progress.

Person responsible for monitoring outcome:

Stefani Santos (stefani.santos@suwannee.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

There will be a number of evidence-based interventions provided to students, including Tier 1 strategies of scaffolding, explicit instruction, differentiation, and small-group support. Tier 2 support will be provided with more targeted lessons and instruction using the adopted curriculum. Students receiving Tier 3 support will be provided direct instruction and corrective feedback through an intensive reading or intensive math course taught by a certified math teacher and/or reading endorsed teacher. Students in these Tier 3 groups will be monitored closely on district progress monitoring assessments and frequent classroom assessments. The Tier 3 intervention teacher is also utilizing hands-on manipulatives in the classroom to address knowledge gaps. ESE support staff will work with students and teachers in the classrooms to provide extra support, including one-on-one support as needed.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Students need multi-level tiers of support to move to proficiency. These supports need to be evidence-based and tailored to meet each students individual needs. Staff members providing the interventions will analysis student data to adjust the support provided.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Student IEP goals and accommodations will be shared and explained with teachers.

Person Responsible: Stefani Santos (stefani.santos@suwannee.k12.fl.us)

By When: August 31, 2023

ESE teachers and paras will meet with content area teachers during PLC meetings throughout the year to discuss student data after progress monitoring and classroom assessments to determine if instructional changes that need to be made. If changes need to be made teachers will work together as a PLC to make the necessary adjustments.

Person Responsible: Stefani Santos (stefani.santos@suwannee.k12.fl.us)

By When: May 2024

#6. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Branford High School has experienced over the course of several years, including a larger than average number of new employees and increased student enrollment. The population in the town of Branford is also changing. Even through all the change, Branford High School strives to be a positive place for all staff and students. One way to have that positive environment is by intentionally focusing on the "awesome" things and having that mindset that there is something awesome to celebrate every day. This inspired the 2023-2024 school motto: The Buccaneer Way 180 Days of Awesome. Finding some awesome in each day should be The Buccaneer Way and part of the every day culture of the school. This will help Branford High School continue to make positive connections with the community and also increase the collective efficacy among staff.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the school year, at least 50% of the staff will be participating on a regular basis The Buccaneer Way 180 Days of Awesome program.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Teachers were supplied notebooks with the 2023-2024 theme on the cover and encouraged to write down at least one awesome thing for each day. At multiple times during the year, administration will share some items written in their notebooks and celebrate other awesome things identified by teachers and staff. Administration will monitor participation through observation of teachers sharing their awesome moments.

Person responsible for monitoring outcome:

Terry Huddleston (terry.huddleston@suwannee.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers were supplied notebooks with the 2023-2024 theme on the cover and encouraged to write down at least one awesome thing for each day. At multiple times during the year, administration will share some items written in their notebooks and celebrate other awesome things identified by teachers and staff.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

A positive school culture trumps programs. The sharing of common ideas and being focused on the positive aspects of each day will build a strong collective efficacy among staff members.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Distribute notebooks to teachers and explain the 2023-2024 motto and beginning behind 180 Days of Awesome.

Person Responsible: Terry Huddleston (terry.huddleston@suwannee.k12.fl.us)

By When: August 10, 2023

At multiple times during the year, administration will share items written down in their awesome notebooks with staff and highlight to make each day an awesome day via announcements.

Person Responsible: Terry Huddleston (terry.huddleston@suwannee.k12.fl.us)

By When: May 2024

Several times during the school year, administration will ask teachers to share if they have written in their notebooks for so many days. The teachers will submit their names and this count will be tracked and monitored to see if the school achieves 50% participation.

Person Responsible: Terry Huddleston (terry.huddleston@suwannee.k12.fl.us)

By When: May 2024

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Suwannee County School District, (SCSD) uses of a comprehensive needs assessment, (CNA). The CNA allows each school to address the schools' individual needs through a 3-year trend data analysis using the following areas: statewide, standardized assessments in Reading, Writing, and Mathematics, Progress Monitoring data, Federal Index, other data sources (i.e. behavior and attendance), School Grade Criteria, Teacher Effectiveness and Parent Involvement survey results. Each school also reviews and curriculum and instructional practices and resources, staff development, quality teaching, resource allocation, leadership, and family engagement with stakeholders that include the District Advisory Council.
Assessment data is discussed with stakeholders that include parents, teachers, academic coaches, and students who collaborate to create a plan of action to promote a growth mindset for student success. In addition, SCSD monitors and modifies intervention supports in place for at-risk students and develops additional at-risk programming to provide early intervention support as needed and identified.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The SIP information is shared with parents and community members through the District Advisory Council. The SIP is also shared with parents in an easy to understand format on Branford High School's website and with a link posted on the school's Facebook page.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

BHS has some planned community and parent involvement activities for the 2023-2024 school year. This information is shared on our school website and Facebook page. Some planned activities include financial aid and college night, winter arts festival to showcase student work, and an educational fair to discuss programs of study and opportunities for students.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Refer to section III- planning for improvement.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

n/a