

Escambia County School District

Bratt Elementary School



2016-17 Schoolwide Improvement Plan

Bratt Elementary School

5721 HIGHWAY 99, Century, FL 32535

www.escambiaschools.org

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	65%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	30%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	B*	C	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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.

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 monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Bratt Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Bratt Elementary School believes the education of each child is a shared responsibility of the parents, teachers, staff, and community. Our school provides opportunities which encourage parents to be actively involved in the education of their child. Bratt Elementary is committed to building stronger links between school, home, and the community.

b. Provide the school's vision statement.

The vision of Bratt Elementary is to provide a stimulating learning environment, where students are actively engaged in their learning process and equipped with the necessary tools to become life-long learners and productive community members.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Teachers learn about student cultures through beginning of the year "getting to know you" activities, parent conferences as well as teacher student conferences and activities. Teachers invest time building relationships with individual students; making home visits, attending students' extracurricular activities and having one on one data chats.

In addition to developing individual relationships, teachers build their classroom community as a whole with team building activities and problem-solving exercises designed to strengthen the bond among the students.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Students feel safe and respected at school. They are greeted by school staff as they exit the buses and cars to enter the school. There are staff members at locations throughout the school to greet the students and provide reminders for appropriate behavior. During school the teachers and staff maintain an environment where respect is a mutual exchange between students and adults. Weekly lessons on respect and other core values are aired on CCTV and encouraged each morning through announcements. After school, faculty and staff are on duty to ensure that each child reaches his/her home destination safely. After school child care is provided for registered students in the cafeteria.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

The school wide behavioral system emphasizes the positive. Student expectations center around being respectful, being responsible and being ready. Students are taught behavior expectations in their classroom and on CCTV. Examples as well as non-examples are modeled for students to understand what is expected of them.

Teachers practice rules and procedures for several weeks and always revisit these practices after holidays, with new students or when classroom behavior warrants a review.

When students choose not to conform to expected behavior, teachers typically use their classroom

management plan, often involving rewards and consequences. If needed, teachers may contact parents regarding student behavior in class. Teachers are encouraged to manage discipline within their classroom but are aware of infractions which warrant behavior referrals or administrative involvement.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Regarding the social-emotional needs of the overarching population at Bratt Elementary, Wednesday's Wisdom provide short sessions with our guidance counselor which are broadcast over CCTV. Teachers then reinforce these lessons in the classroom. When needed, teachers may ask for a lesson to be presented to her entire classroom or request individual or small group counseling for specific students.

We have requested mentors for specific students needing more individualized support; however due to our distance we depend on the resources we have within the school.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

At Bratt Elementary we use the suggested indicators for EWS:

- *Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- *One or more suspensions, whether in school or out of school
- *Course failure in English Language Arts or mathematics
- *A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

b. Provide the following data related to the school's early warning system

1. 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	
Attendance below 90 percent	8	15	10	8	9	3	0	0	0	0	0	0	0	53
One or more suspensions	1	5	3	7	6	9	0	0	0	0	0	0	0	31
Course failure in ELA or Math	2	2	0	3	1	1	0	0	0	0	0	0	0	9
Level 1 on statewide assessment	0	0	0	2	11	12	0	0	0	0	0	0	0	25

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	1	1	5	5	4	0	0	0	0	0	0	0	17

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

During the 2016-2017 school year, Bratt has a school-wide focus on our lower quartile students and a commitment to improving the Rti process in order to serve students identified by EWS indicators. Students are brought to the Rti or MTSS team for strategies. Parents, teachers, administrators, Rti facilitator, counselor, and school psychologist meet together to set strategies and interventions for students that indicate a need for support. The process implements interventions and monitors the progress of the student with graphs of weekly student data and a daily log of interventions. Follow up meetings are held at 6 and 9 week intervals or earlier if needed. Strategies include reading intervention through Reading Wonders, Beverly Tyner, SRA, Reading Eggs and Study Island. Math strategies include Go Math Re-Teach, Moby Math, and Mega Math. For students with attendance concerns; parents, school social worker and school administrators work together to form strategies for the student to improve attendance. Parents are also informed of the legal obligation they have to ensure the child attends school.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/304336>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Bratt Elementary has a strong PTA, Volunteer Program and Community Partner Program. Through these programs, funds are raised by the school with community and parental assistance as well as donated by our Partners in Education. These funds are used to buy needed equipment that is used school wide and for individual classrooms.

Global Corner and the Pensacola Ballet have provided lessons and performances for the entire student body in past years.

PTA works to provide meaningful activities that support parent/student/teacher interaction. Volunteers work to assist the teacher with clerical needs, such as pulling pages from workbooks or cutting out items for activities. They also work in the classroom to provide assistance with activities, academic remediation, and practice drills, as directed by the teacher.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Hall, Karen	Principal
Carroll, Laura	Assistant Principal
Bryan, Sheila	School Counselor
Cassady, Lee	Teacher, K-12
Jackson, Linda	Teacher, K-12
Trice, Pamela	Teacher, K-12

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The general education teacher provides information about the core instruction, collects student and class data, delivers Tier I instruction, collaborates with the School Leadership team to develop and implement Tier II and Tier III interventions and monitors students in the MTSS process.

The school counselor provides a common vision for the use of data-based decision making, ensures proper implementation of MTSS, and communicates with parents regarding MTSS.

Our school psychologist participates in the collection and interpretation of data, as well as, facilitates development of intervention plans and provides support for the intervention documentation.

Our Leadership team collaborates to oversee all functions within the school.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The School Leadership team meets once every nine weeks to review student progress. Team members review screening data and link that data to instructional decisions. They also review progress monitoring data at the classroom level to identify students who are meeting or exceeding benchmarks and those who are at high risk for not meeting benchmarks. Based on the above information, the team identifies professional development and resources that are needed to meet the needs of students in MTSS. The team also collaborates regularly, problem solves, shares effective practices, and makes decisions about current and future implementation.

Title I Part A funds are used to supplement and enhance services for students and families. Our technology coordinator is funded through Title I funds. In addition, supplies for parent involvement, staff development/ instructor training, substitute teachers for staff development, instructional staff development, and classroom supplies are provided.

Services for migrant students are provided by the district level Title I office. After checking the MSIX system and our local Student Services we have determined there are no migrant children that attend Bratt Elementary.

Services to neglected and delinquent students are provided by various district-operated programs. These services are overseen by the Title I office.

Bratt Elementary does not receive Title I, Part D students' resources.

Title II: Professional Development is offered at both the school and district level. Please see each goal area for specific professional development activities.

Services for English Language Learners (ELL) are provided as required by law. Several ELL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers provide services. All teachers who serve ELL identified students have or are working towards ESOL endorsement on their certificate.

Our school is not an ESOL center and we do not have any ESOL students.

The school works with the district's homeless coordinator to provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free appropriate education. This program is overseen by the district Title I office.

State funds (SAI) are used for supplemental teaching materials, instructional training and software.

The school offers violence prevention and anti-drug programs to students, which includes guest speakers, counseling, and classroom discussions. Red ribbon week is held in October with school-wide activities. Through our School-Wide Behavior Management Plan, we provide ongoing training for faculty, staff, and students regarding bullying.

Our school is committed to offering nutritional choices in its cafeteria. This includes ala' carte items and self-serve options. Our school is also a Healthier Generation Alliance School. Additional programs and county health department staff addresses the nutritional issues as identified in specific children.

Housing programs are offered at the district level and are overseen by the Title I office. This program is not applicable to our school.

Bratt Elementary participates in VPK/Head Start.

Adult Education is not applicable at Bratt Elementary, but is offered by local high schools. Pensacola State College also provides programs for adults over 16 years of age.

Teachers integrate career and technical awareness into the regular curriculum.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Karen J. Hall	Principal
Johnnie Ellis	Education Support Employee
Sherri Carter	Teacher
Sarah Hall	Parent
Joshua Long	Parent
Yolanda Fountain	Parent
Delbert Redditt	Business/Community
Kimberly McGhee	Parent
Jill LaBorde	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

Bratt's SIP goals for 2015-2016 were to increase student engagement as well as work towards more differentiated instruction. The SAC committee recommended that we continue to find ways to differentiate instruction in order to meet the needs of all students.

b. Development of this school improvement plan

Each year, the SAC is given end of year data reports. Along with the report and the input of other stakeholders, The committee reviews the School Improvement Plan and gives their input based on the data review. Their suggestions are incorporated into the plan.

c. Preparation of the school's annual budget and plan

The School Advisory Council participated in a discussion of the school's annual budget including Title I and SAI funds.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

There were no school improvement funds allocated / spent last year.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

No

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Hall, Karen	Principal
Carroll, Laura	Assistant Principal
Jackson, Linda	Teacher, K-12
Trice, Pamela	Teacher, K-12
Cassady, Lee	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiatives of the Literacy Leadership Team will be to implement the Florida Standards for English Language Arts using Reading Wonders, Discovery Education and standards-based lessons. We create instruction that addresses the unique needs of each student and increases rigor at all levels.

The LLT will also plan activities, monitor for consistency among grade levels, and insure opportunities for parent involvement. They will set grade level goals for the Accelerated Reader program and

identify rewards / incentives.

They will plan activities for Literacy Week and representatives of K-2 and 3-5 will participate in monthly district meetings and consistently distribute information to grade levels.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

For the 2016-2017 school year, our master schedule has been completely changed. Grade levels now have collaborative planning time every day for 40 minutes.

Our fifth grade team is doing a form of departmentalizing where 4 teachers team teach two groups. Two teachers teach reading and two teachers teach math / science. Our 5th grade ESE teacher is planning closely with those teachers to determine the best setting for our ESE students implementing a combination of push-in, inclusion and pull-out support.

Grade levels are expected to plan at least one afternoon per week after school.

We purchased planbook.com for our faculty in order to implement a common planning template and also to allow for collaboration amongst teachers and monitoring of lesson plans by administration.

Every Friday, teachers of special area and ESE, along with administration monitor the lunchroom so classroom teachers can eat lunch together.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

We offer The University of West Florida students a place for practicums and student teaching.

Bratt Elementary did not have any teaching positions open for the 2016-2017 school year.

In the case of an opening, the principal and assistant principal will review all applicant postings.

Administration along with an interview committee will then conduct interviews of qualified applicants. Any new teachers would be assigned a mentor for support and guidance.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Bratt has no teachers with less than 8 years teaching experience.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

All instructional planning begins with the Florida Standards for English Language Arts & for Mathematics as well as the Sunshine State Standards for Science. Because Escambia County adopted the Math & ELA curriculum pieces, standards alignment is obvious, but not necessarily met with the depth which is necessary to master the standards.

Planning begins by understanding the standards; knowing what students need to know and be able to do in order to display proficiency on given standards. Where the curriculum lacks, teachers have a variety of resources to pull from in order to supplement their curriculum.

Examples include RW intervention, Lake County pacing and resources, K-5 teaching resources.com,

Engage New York curriculum, Moby Max, etc...

Administration will monitor standards-based instructional materials and programs through lesson plans as well as classroom visits.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

After each Discovery Education assessment, our faculty analyzes data for each class. This allows teachers to see the individual needs for students and therefore, they are able to plan their instruction. Patterns are noted and teachers plan instruction based on standards not mastered.

Examples of differentiated instruction include:

Students may work on TenMarks math on a grade level above or below in order to remediate or enrich.

Students may receive instruction in Beverly Tyner in order to master letter-sound relationships.

Students may listen to books on tape to model fluent oral reading as well as aid in comprehension.

Students may increase time or frequency at the small group table with the teacher.

ESE and Rti students will receive small group instruction based on individual student needs.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 0

Grade level collaboration, planning and school-wide professional development to improve instructional strategies.

Strategy Rationale

To increase student engagement and differentiated instruction

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Hall, Karen, jhall2@ecsdfl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

E3 and classroom walk throughs. Principal will meet with teachers to discuss the effectiveness of the after school program.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Preschoolers housed at Bratt Elementary participate in school activities. They have Story Time once a week in the library. At the end of the school year, Preschoolers and Headstart students visit the Kindergarten classrooms to allow students to see and experience Kindergarten for a short time. They visit the Media Center, special area classrooms, and at the end, they visit the cafeteria to have a snack and visit with each other.

Counselors from Bratt Elementary and Ernest Ward Middle School conference and discuss specific needs of students and ways to meet those needs. ESE teachers have transition meetings with Elementary and Middle School discussing transition and needs of their students. Ernest Ward Middle School comes to Bratt Elementary School to introduce middle schoolers to fifth grade students and allow them to ask questions. Students conference with a middle school person about their schedule preferences and sign up for classes.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

NA

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

NA

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

NA

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

NA

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Show demonstrated student growth in core academic areas through an increase in student learning gains, with a specific focus on lower quartile students.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Show demonstrated student growth in core academic areas through an increase in student learning gains, with a specific focus on lower quartile students. 1a

G080033

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	70.0
ELA/Reading Lowest 25% Gains	60.0

Targeted Barriers to Achieving the Goal 3

- Lack of rigorous curriculum.
- Lack of differentiated instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Dynita Buford's small group instruction PD / materials for ELA & Math.
- Options for supplemental curriculum (standards-based instruction)
- District ELA Specialist

Plan to Monitor Progress Toward G1. 8

Student DE data, quarterly assessments, classroom assessments and teacher observation will be used to monitor growth of LQ students.

Person Responsible

Laura Carroll

Schedule

Quarterly, from 9/6/2016 to 5/31/2017

Evidence of Completion


Student growth data from aforementioned assessments.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Show demonstrated student growth in core academic areas through an increase in student learning gains, with a specific focus on lower quartile students. **1**

 G080033

G1.B1 Lack of rigorous curriculum. **2**

 B211171

G1.B1.S1 In depth standards training **4**

 S223272

Strategy Rationale

If teachers spend time unpacking standards, to understand what students need to know and be able to do, at an appropriate depth level, they will plan meaningful learning experiences to promote student success.

Action Step 1 **5**

Train teachers to understand individual standards, apart from the curriculum in their textbooks and to plan their teaching based on those standards as well as individual student needs.

Person Responsible

Laura Carroll

Schedule

Monthly, from 9/12/2016 to 4/18/2017

Evidence of Completion

lesson plans / CWT /

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Monitor teacher's participation in standards PD

Person Responsible

Karen Hall

Schedule

Biweekly, from 9/19/2016 to 5/9/2017

Evidence of Completion

Sign-in sheets

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

CWT / observations

Person Responsible

Laura Carroll

Schedule

Biweekly, from 9/12/2016 to 4/25/2017

Evidence of Completion

Teacher lesson plans / CWT notes / observation data

G1.B2 Lack of differentiated instruction. 2

B211172

G1.B2.S2 Common planning time for each grade level every day. 4

S223274

Strategy Rationale

Shared planning time- including ESE teachers will allow teachers to increase the effect of interventions with students with a collaborative effort.

Action Step 1 5

The master schedule for 2016-2017 will include a common planning time for each grade level, including the ESE teacher as well as "whole faculty" planning time two times per month to increase collaboration.

Person Responsible

Laura Carroll

Schedule

Annually, from 8/15/2016 to 5/31/2017

Evidence of Completion

Master Schedule

Action Step 2 5

We will purchase planbook.com for our faculty to use.

Person Responsible

Karen Hall

Schedule

Annually, from 8/15/2016 to 5/31/2017

Evidence of Completion

uploaded plans from planbook.com / evidence of collaboration

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Administration will monitor teachers' use of planbook.com, as well as check for lesson fidelity that matches plans.

Person Responsible

Karen Hall

Schedule

Biweekly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Classroom walk-through data will be used as well as online monitoring of planbook.com.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Administration will sit in on grade level planning sessions to monitor for participation as well as offer suggestions and feedback.

Person Responsible

Karen Hall

Schedule

Monthly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Administration will visit each grade level at least monthly to see that all teachers are participating in common planning time, as well as monitor that time is being used effectively,

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Administration will sit in on grade level planning sessions to monitor for participation as well as offer suggestions and feedback.

Person Responsible

Laura Carroll

Schedule

Monthly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Administration will visit each grade level at least monthly to see that all teachers are participating in common planning time, as well as monitor that time is being used effectively,

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A1 A282098	Train teachers to understand individual standards, apart from the curriculum in their textbooks and...	Carroll, Laura	9/12/2016	lesson plans / CWT /	4/18/2017 monthly
G1.B1.S1.MA1 M280080	CWT / observations	Carroll, Laura	9/12/2016	Teacher lesson plans / CWT notes / observation data	4/25/2017 biweekly
G1.B1.S1.MA1 M280081	Monitor teacher's participation in standards PD	Hall, Karen	9/19/2016	Sign-in sheets	5/9/2017 biweekly
G1.MA1 M280085	Student DE data, quarterly assessments, classroom assessments and teacher observation will be used...	Carroll, Laura	9/6/2016	Student growth data from aforementioned assessments.	5/31/2017 quarterly
G1.B2.S2.MA1 M280082	Administration will sit in on grade level planning sessions to monitor for participation as well as...	Hall, Karen	9/6/2016	Administration will visit each grade level at least monthly to see that all teachers are participating in common planning time, as well as monitor that time is being used effectively,	5/31/2017 monthly
G1.B2.S2.MA1 M280083	Administration will sit in on grade level planning sessions to monitor for participation as well as...	Carroll, Laura	9/6/2016	Administration will visit each grade level at least monthly to see that all teachers are participating in common planning time, as well as monitor that time is being used effectively,	5/31/2017 monthly
G1.B2.S2.MA1 M280084	Administration will monitor teachers' use of planbook.com, as well as check for lesson fidelity...	Hall, Karen	9/6/2016	Classroom walk-through data will be used as well as online monitoring of planbook.com.	5/31/2017 biweekly
G1.B2.S2.A1 A282099	The master schedule for 2016-2017 will include a common planning time for each grade level,...	Carroll, Laura	8/15/2016	Master Schedule	5/31/2017 annually
G1.B2.S2.A2 A282100	We will purchase planbook.com for our faculty to use.	Hall, Karen	8/15/2016	uploaded plans from planbook.com / evidence of collaboration	5/31/2017 annually

V. Professional Development Opportunities

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

G1. Show demonstrated student growth in core academic areas through an increase in student learning gains, with a specific focus on lower quartile students.

G1.B1 Lack of rigorous curriculum.

G1.B1.S1 In depth standards training

PD Opportunity 1

Train teachers to understand individual standards, apart from the curriculum in their textbooks and to plan their teaching based on those standards as well as individual student needs.

Facilitator

Kim Gunn / Laura Carroll

Participants

K-5 Teachers

Schedule

Monthly, from 9/12/2016 to 4/18/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Train teachers to understand individual standards, apart from the curriculum in their textbooks and to plan their teaching based on those standards as well as individual student needs.				\$0.00
2	G1.B2.S2.A1	The master schedule for 2016-2017 will include a common planning time for each grade level, including the ESE teacher as well as "whole faculty" planning time two times per month to increase collaboration.				\$0.00
3	G1.B2.S2.A2	We will purchase planbook.com for our faculty to use.				\$334.80
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	0101 - Bratt Elementary School	Other		\$334.80
					Total:	\$334.80