

Escambia County School District

Bratt Elementary School



2018-19 Schoolwide Improvement Plan

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Bratt Elementary School

5721 HIGHWAY 99, Century, FL 32535

www.escambiaschools.org

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	78%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	35%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	A	B	B*

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Bratt Elementary School supports the Escambia County School District's mission to provide an environment that creates opportunities for all students to achieve their highest potential while building a foundation for continuous learning.

We believe 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.

Provide the school's vision statement.

Bratt Elementary School reinforces the Escambia County School District's vision to create a school district where parents want to send their children, students want to learn, and teachers want to teach. We strive to provide a stimulating learning environment where students are actively engaged in the learning process and equipped with the necessary tools to become life-long learners and productive community members.

School Leadership Team

Membership

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

Name	Title
Hall, Karen	Principal
Entrekin, Lisa	Assistant Principal
Bryan, Sheila	School Counselor
Kite, Sharon	Teacher, ESE
Gilman, Heather	Teacher, K-12
Smith, Laura	Instructional Media

Duties

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

Our Leadership Team collaborates to oversee all functions within the school. Each member considers input and feedback from teachers and staff regarding ways to maximize student learning and further our mission and vision. Having administration, guidance, regular ed, special ed, and special area represented allows Bratt to represent all areas of student learning. General and special education teachers work together to provide information about core and remedial instruction, data collection, and effective delivery of content at all levels. Guidance ensures proper implementation of MTSS, including communicating with parents. Administration communicates state and district expectations and leads our team through shared decision making.

Early Warning Systems

Year 2017-18

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	0	3	3	0	1	4	0	0	0	0	0	0	0	11
One or more suspensions	2	0	0	4	3	2	0	0	0	0	0	0	0	11
Course failure in ELA or Math	0	4	1	9	3	2	0	0	0	0	0	0	0	19
Level 1 on statewide assessment	0	0	0	7	17	14	0	0	0	0	0	0	0	38

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	0	0	0	5	4	4	0	0	0	0	0	0	0	13

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	11	6	1	7	4	1	0	0	0	0	0	0	0	30
Retained Students: Previous Year(s)	0	0	0	2	1	0	0	0	0	0	0	0	0	3

Date this data was collected

Friday 8/24/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	2	9	11	9	10	4	0	0	0	0	0	0	0	45
One or more suspensions	1	1	3	2	1	4	0	0	0	0	0	0	0	12
Course failure in ELA or Math	0	3	8	8	6	2	0	0	0	0	0	0	0	27
Level 1 on statewide assessment	0	0	0	2	5	13	0	0	0	0	0	0	0	20

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	0	1	4	5	3	3	0	0	0	0	0	0	0	16

Year 2016-17 - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	2	9	11	9	10	4	0	0	0	0	0	0	0	45
One or more suspensions	1	1	3	2	1	4	0	0	0	0	0	0	0	12
Course failure in ELA or Math	0	3	8	8	6	2	0	0	0	0	0	0	0	27
Level 1 on statewide assessment	0	0	0	2	5	13	0	0	0	0	0	0	0	20

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	0	1	4	5	3	3	0	0	0	0	0	0	0	16

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA proficiency decreased from 62% to 56%. Although Bratt aligns with the state and is higher than our district, we would still like to see improvement in this area. We particularly wish to improve our ELA learning gains (43%) and our ELA lowest quartile (31%). We had an influx of out of state students last year. We do not feel that this is a trend.

Which data component showed the greatest decline from prior year?

Our ELA lowest quartile students showed the greatest decline, moving from 48% in 2017 to 31% in 2018.

Which data component had the biggest gap when compared to the state average?

Our ELA lowest quartile students had the largest gap when compared to the state average, with the state average being 48% and Bratt's being 31%.

Which data component showed the most improvement? Is this a trend?

Although we did not see an improvement, our math and science scores continue to be higher than the state and district.

Describe the actions or changes that led to the improvement in this area.

We did not improve in any area but are confident that with the use of strategies outlined further in this plan, we will show improvement.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	56%	49%	56%	56%	46%	52%
ELA Learning Gains	43%	46%	55%	58%	46%	52%
ELA Lowest 25th Percentile	31%	40%	48%	41%	43%	46%
Math Achievement	71%	55%	62%	65%	52%	58%
Math Learning Gains	69%	57%	59%	73%	50%	58%
Math Lowest 25th Percentile	66%	48%	47%	63%	43%	46%
Science Achievement	60%	55%	55%	57%	51%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0 (2)	3 (9)	3 (11)	0 (9)	1 (10)	4 (4)	11 (45)
One or more suspensions	2 (1)	0 (1)	0 (3)	4 (2)	3 (1)	2 (4)	11 (12)
Course failure in ELA or Math	0 (0)	4 (3)	1 (8)	9 (8)	3 (6)	2 (2)	19 (27)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	7 (2)	17 (5)	14 (13)	38 (20)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	72%	52%	20%	57%	15%
	2017	68%	59%	9%	58%	10%
Same Grade Comparison		4%				
Cohort Comparison						
04	2018	59%	51%	8%	56%	3%
	2017	49%	49%	0%	56%	-7%
Same Grade Comparison		10%				
Cohort Comparison		-9%				
05	2018	38%	44%	-6%	55%	-17%
	2017	66%	47%	19%	53%	13%
Same Grade Comparison		-28%				
Cohort Comparison		-11%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	56%	54%	2%	62%	-6%
	2017	69%	54%	15%	62%	7%
Same Grade Comparison		-13%				
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2018	82%	58%	24%	62%	20%
	2017	81%	54%	27%	64%	17%
Same Grade Comparison		1%				
Cohort Comparison		13%				
05	2018	64%	52%	12%	61%	3%
	2017	82%	50%	32%	57%	25%
Same Grade Comparison		-18%				
Cohort Comparison		-17%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	58%	55%	3%	55%	3%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	21	23	21	36	55	54	27				
AMI	38			54							
BLK	32	35	31	53	50	58	13				
MUL	70			60							
WHT	63	46	29	76	73	71	78				
FRL	48	38	24	66	64	59	59				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	16	24	27	42	62	64	20				
AMI	36			64							
BLK	32	50	33	70	79	83	33				
WHT	71	59	57	81	80	72	81				
FRL	52	53	43	73	78	71	54				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

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

Rationale Our area of focus is determined by our school data, which shows the need for improvement with our lowest quartile students as well as a need for improvement in learning gains in math and reading.

ELA proficiency decreased from 62% to 56%. Although Bratt aligns with the state and is higher than our district, we would still like to see improvement in this area. We particularly wish to improve our ELA learning gains (43%) and our ELA lowest quartile (31%). We had an influx of out of state students last year. We do not feel that this is a trend.

Intended Outcome We intend to increase learning gains in both math and reading as well as increase the proficiency of our lowest quartile students. Our goal is to increase ELA/Math achievement, ELA/Math learning gains, ELA/Math Lowest Quartile, and Science Achievement by 10%.

Point Person Karen Hall (jhall2@ecsdfl.us)

Action Step

Description We will be using STAR 360, iReady, and district quarterly assessments to improve achievement. Along with classroom implementation, we will hold quarterly data meetings by grade level to discuss the afore-mentioned program data as well as other data that affects achievement such as attendance and behavior. Teachers will use district curriculum guides to ensure adequate pacing and content coverage and make use of professional development opportunities within the district. Students who do not succeed with Tier 1 instruction will be referred to the MTSS team. We have renewed our focus towards a positive school climate to improve attendance and behavior. This year we will be using Suite 360 as part of this focus.

Person Responsible Karen Hall (jhall2@ecsdfl.us)

Plan to Monitor Effectiveness

Description Administration will monitor implementation of STAR 360, iReady, and district quarterly assessments to ensure the data provided drives instruction. This will be done through classroom walkthroughs and continuous monitoring of student performance. Administration will pull appropriate reports of programs to monitor use and ensure student learning goals are met. Teachers will have an active focus on their lowest quartile students by analyzing district and program assessments and will provide instructional strategies to improve student performance.

Person Responsible Lisa Entrekin (lentrekin@ecsdfl.us)

Activity #2
Title
Rationale
Intended Outcome
Point Person [no one identified]
Action Step
Description
Person Responsible [no one identified]
Plan to Monitor Effectiveness
Description
Person Responsible [no one identified]

Activity #3
Title
Rationale
Intended Outcome
Point Person [no one identified]
Action Step
Description
Person Responsible [no one identified]
Plan to Monitor Effectiveness
Description
Person Responsible [no one identified]

Part IV: Title I Requirements

Additional Title I Requirements
 This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Bratt Elementary receives TITLE 1, Part A funds and is developing a written Parent and Family Engagement Plan (PFEP) that establishes our expectations for parent and family engagement. This plan will describe how we will carry out the programs, activities, and procedures in accordance with the definitions in Section 8101 of ESEA. This plan is developed jointly and agreed upon with the families of children participating in TITLE 1, Part A programs.
 A written Parent and Family Engagement Plan (PFEP) in collaboration with parents, community stakeholders, and school personnel responsible for implementing the plan. The PFEP will assess the previous year's PFEP results and current needs. The plan will outline goals, strategies and activities to better communicate with families and will focus on building the capacity of parents to address the needs

of all students, in particular those most at-risk of not meeting challenging State academic standards. The PFEP will be reviewed by the district Title I office and the approved plan will be disseminated to parents and stakeholders. A Family-School Compact will also be developed jointly with parents and other stakeholders. The school's Title I budget will directly support the PFEP.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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.

One way Bratt Elementary has renewed our focus on a positive classroom climate is by emphasizing positive relationships among teachers and students. We will use Suite 360 to promote core values and desired behaviors.

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

Escambia County School District offers pre-k classes on 14 school campuses for students living in a Title I attendance zone. The pre-k program is a full day program established in collaboration with VPK and Head Start. Transition activities are provided to participating families to assist with school readiness for students who will attend kindergarten at our school.

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 and special area classrooms, followed by a trip to the cafeteria to have a snack. 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.

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. Our local student information system (FOCUS) is used to track student data and is used to indicate the specific Title I services each migrant student will be provided (attendance, guidance, psychology services, dental and health services, nutrition assistance, outreach, advocacy, social services, transportation, and/or needs assessment services). The district Migrant Coordinator will monitor services and student needs. At this time, 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 learning activities (in-service education).

Services for English Language Learners (ELL) are provided as required by law. Several ESOL 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. Bratt currently has four ESOL students.

The school works with the district's homeless coordinator to provide transportation and 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.

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

NA

Part V: Budget

Total:	\$0.00
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