



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Bratt Elementary School

5721 HIGHWAY 99

Century, FL 32535

850-327-6137

www.escambia.k12.fl.us

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 71%
Alternative/ESE Center No	Charter School No	Minority Rate 31%

School Grades History

2013-14 C	2012-13 C	2011-12 B	2010-11 A
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Bratt Elementary School

Principal

Karen Jeanene Hall

School Advisory Council chair

Brenda Spencer

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Jeanene Hall	Principal
Linda Jackson	Elementary Resource Teacher/Technology Coordinator
Sheila Bryan	School Counselor
Pam Trice	1st Grade Teacher
Sherri Carter	3rd Grade Teacher
Heather Gilman	3rd Grade Teacher

District-Level Information

District

Escambia

Superintendent

Mr. Malcolm Thomas

Date of school board approval of SIP

10/15/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Jeanene Hall - Principal
 Johnnie Ellis - Educational Support Personnel
 Shonna Gilmore - Classroom Teacher
 Brenda Spencer - Grandparent - Chairperson
 Julie Daw - Parent
 Shannon Doremus - Parent
 Amanda Gibbs - Parent
 Deedra Ward - Parent
 Antwinette White - Parent
 Tim Hawsey - Community

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

The SAC will elect officers, meet once a month, and keep minutes for each meeting. They will assist with the School Improvement Plan, school budget, Parent Involvement Plan, and Title I Parent/School Compact letter. They will also review data from Discovery Education assessments, Behavior Management Plan, and FCAT.

Projected use of school improvement funds, including the amount allocated to each project

Purchase two-way radios and security mirror with Discretionary Lottery Funds - School Improvement Act for security purposes. (\$1,595.00)

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Karen Jeanene Hall

Principal

Years as Administrator: 3

Years at Current School: 3

Credentials

BA - Elementary Education, Early Childhood
M-ED - Educational Leadership

Performance Record

2010-2011 - A - 599 points earned
2011-2012 - B - 503 points earned
2012-2013 - C - 466 points earned

Classroom Teachers

of classroom teachers

36

receiving effective rating or higher

0%

Highly Qualified Teachers

78%

certified in-field

36, 100%

ESOL endorsed

9, 25%

reading endorsed

7, 19%

with advanced degrees

10, 28%

National Board Certified

0, 0%

first-year teachers

0, 0%

with 1-5 years of experience

9, 25%

with 6-14 years of experience

15, 42%

with 15 or more years of experience

12, 33%

Education Paraprofessionals**# of paraprofessionals**

6

Highly Qualified

6, 100%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

We provide The University of West Florida students a place for practicums and student teaching. The principal reviews all applicant postings. The principal and interview committee conduct interviews of qualified applicants. New teachers are paired with a veteran teacher for support and guidance.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

All teachers at Bratt Elementary are returning teachers.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS team meets once a week on Tuesday 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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

General Education Teacher provides information about the core instruction, collects student and class data, delivers Tier I instruction, collaborates with MTSS team to develop and implement Tier II and Tier III interventions and monitors students in the MTSS process. ESE teachers participate in the MTSS process to provide instructional support and recommendations to the general education teacher. School Psychologist participates in the collection and interpretation of data, as well as, facilitate development of intervention plans and provide support for the intervention documentation. Speech Teacher educates the team in the role that language plays in curriculum, assessment, and instruction. 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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Scheduled school-based leadership team meetings are held on a regular basis to review data and implementation of MTSS provided by the school counselor who also serves on the leadership team. Data meetings are held with teachers after each progress monitoring test.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline Data: DRA, Discovery Education, STAR, and FCAT
 Progress Monitoring: DRA, Discovery Education, Report Cards, STAR, and MTSS Data
 End of Year: DRA, Discovery Education, STAR, and FCAT

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional development will be provided during small after school workshops throughout the year. The MTSS team will also evaluate additional staff professional development needs during the MTSS meetings.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Jeanene Hall	Principal
Linda Jackson	ERT/Technology Coordinator
Sheila Bryan	School Counselor
Tegan Stephens	PreK Teacher
Mary Rackard	Kindergarten Teacher
Pam Trice	1st Grade Teacher
Susan Ward	2nd Grade Teacher
Heather Gilman	3rd Grade Teacher
Kim Ryan	4th Grade Teacher
Kathy Smith	5th Grade Teacher
Cheryl Golson	ESE Teacher
Amy Norton	Physical Education Teacher

How the school-based LLT functions

The Literacy Leadership Team meets monthly to determine the needs of the school in the implementation of the Common Core Language Arts standards.

Major initiatives of the LLT

The major initiatives of the Literacy Leadership Team will be to implement the Common Core Language Arts standards using our new reading series, Reading Wonders, and our new digital program, Discovery Education. We will use these programs to create instruction that will address the unique needs of each student and increase rigor at all levels.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Preschoolers housed at Bratt Elementary participate in school activities. 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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	65%	56%	No	69%
American Indian				
Asian				
Black/African American	41%	22%	No	47%
Hispanic				
White	72%	65%	No	75%
English language learners				
Students with disabilities	37%	25%	No	43%
Economically disadvantaged	58%	48%	No	62%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	122	56%	69%
Students scoring at or above Achievement Level 4	55	25%	27%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	126	58%	60%
Students in lowest 25% making learning gains (FCAT 2.0)	29	53%	55%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	39	50%	52%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	72%	66%	No	75%
American Indian				
Asian				
Black/African American	56%	41%	No	60%
Hispanic				
White	77%	72%	No	79%
English language learners				
Students with disabilities	48%	44%	No	53%
Economically disadvantaged	68%	59%	No	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	142	66%	75%
Students scoring at or above Achievement Level 4	78	36%	38%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	151	70%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	30	56%	58%

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	40	55%	57%
Students scoring at or above Achievement Level 4	20	27%	29%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	15		18
Participation in STEM-related experiences provided for students	445	100%	100%

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	53	11%	8%
Students retained, pursuant to s. 1008.25, F.S.	14	3%	2%
Students who are not proficient in reading by third grade	6	9%	7%
Students who receive two or more behavior referrals	59	12%	10%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	36	8%	6%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Bratt Elementary has several parental involvement activities planned for this year. Grade levels will hold at least one parent meeting to explain the expectations of their grade level. Parents will be given suggestions on how to help their child at home. Our school will hold a Technology Night this year to give parents first hand experience on programs and apps that children can use at home to give them practice on skills in every subject. We will have our "Lunch with Your Child" luncheon during American Education Week. Each parent will be invited to come on a certain day during the week to eat with their child.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the number of parents attending "Lunch with Your Child" luncheon.	125	26%	28%

Goals Summary

- G1.** Increase rigor of on grade level instruction/enrichment in Reading to ensure both on grade level and above grade level proficiency.
- G2.** Increase student engagement during learning time through use of Kagan strategies.

Goals Detail

G1. Increase rigor of on grade level instruction/enrichment in Reading to ensure both on grade level and above grade level proficiency.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)

Resources Available to Support the Goal

- Beverly Tyner (K-2)
- Reading Wonders series
- Reading Eggs/Study Island
- STAR vocabulary/comprehension
- Moby Max
- Discovery Education Probes/Assignments

Targeted Barriers to Achieving the Goal

- Low vocabulary
- Endurance/Stamina

Plan to Monitor Progress Toward the Goal

Classroom walk-throughs, Assessment results

Person or Persons Responsible

Principal, Elementary Resource Teacher

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Assessment results: Discovery Education, Reading Wonders, and FCAT

G2. Increase student engagement during learning time through use of Kagan strategies.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School

Resources Available to Support the Goal

- Trained teachers
- Professional development office
- Brain-Powered Strategies
- Online Professional Development Resources

Targeted Barriers to Achieving the Goal

- Teacher knowledge of Kagan strategies

Plan to Monitor Progress Toward the Goal

Increase student engagement

Person or Persons Responsible

Principal, Elementary Resource Teacher, and School Counselor

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Sign in sheets, classroom walk-throughs, and student and teacher feedback

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase rigor of on grade level instruction/enrichment in Reading to ensure both on grade level and above grade level proficiency.

G1.B1 Low vocabulary

G1.B1.S1 Beverly Tiner training for K-2nd grade teachers on strategies for reading.

Action Step 1

Beverly Tiner training for classroom teachers

Person or Persons Responsible

Classroom teachers and Verna Smith

Target Dates or Schedule

Ongoing

Evidence of Completion

Training agenda and teacher feedback

Facilitator:

Verna Smith

Participants:

Classroom teachers

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

Classroom walk-throughs for follow-up

Person or Persons Responsible

Principal, Elementary Resource Teacher, and School Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Feedback for teachers, E3 evaluations and conferences, and Reading assessments

Plan to Monitor Effectiveness of G1.B1.S1

Observations of rigor in reading.

Person or Persons Responsible

Principal, Elementary Resource Teacher, and School Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Observations, E3 evaluations and conferences, and FCAT scores

G1.B2 Endurance/Stamina

G1.B2.S1 Use district reading department to teach common core strategies for reading.

Action Step 1

Reading training for classroom teachers

Person or Persons Responsible

Classroom teachers and District Reading Specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher feedback and classroom observations

Facilitator:

Kelli Appli-Campbell

Participants:

Classroom teachers

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Classroom walk-throughs for follow-up

Person or Persons Responsible

Principal and District Reading Specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

Feedback to teachers, E3 evaluations and conferences, and Reading assessments

Plan to Monitor Effectiveness of G1.B2.S1

Student rigor in reading

Person or Persons Responsible

Principal and District Reading Specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

Principal and District Reading Specialist observations, Reading assessments, and FCAT Scores

G2. Increase student engagement during learning time through use of Kagan strategies.

G2.B2 Teacher knowledge of Kagan strategies

G2.B2.S1 Trained teachers on Kagan will model at least one Kagan strategy at each month.

Action Step 1

Increase teacher knowledge of Kagan strategies to increase student engagement.

Person or Persons Responsible

All teachers, Principal, Elementary Resource Teacher, and School Counselor

Target Dates or Schedule

Once a month

Evidence of Completion

In-service sign in sheets and classroom walk-throughs

Facilitator:

Sherri Carter and Heather Gilman

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Monitor Kagan strategy being used in the classroom

Person or Persons Responsible

Principal, Elementary Resource Teacher, and School Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Checklist of Kagan strategies being used in the classroom and classroom walk-throughs

Plan to Monitor Effectiveness of G2.B2.S1

Kagan strategies implemented in the classroom structure.

Person or Persons Responsible

Principal, Elementary Resource Teacher, and School Counselor

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom walk-throughs and student and teacher feedback

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I Part A funds are used to supplement and enhance services for students and families. Our technology coordinator and parent educator are funded with 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 continue 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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Increase rigor of on grade level instruction/enrichment in Reading to ensure both on grade level and above grade level proficiency.

G1.B1 Low vocabulary

G1.B1.S1 Beverly Tiner training for K-2nd grade teachers on strategies for reading.

PD Opportunity 1

Beverly Tiner training for classroom teachers

Facilitator

Verna Smith

Participants

Classroom teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Training agenda and teacher feedback

G1.B2 Endurance/Stamina

G1.B2.S1 Use district reading department to teach common core strategies for reading.

PD Opportunity 1

Reading training for classroom teachers

Facilitator

Kelli Appli-Campbell

Participants

Classroom teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher feedback and classroom observations

G2. Increase student engagement during learning time through use of Kagan strategies.

G2.B2 Teacher knowledge of Kagan strategies

G2.B2.S1 Trained teachers on Kagan will model at least one Kagan strategy at each month.

PD Opportunity 1

Increase teacher knowledge of Kagan strategies to increase student engagement.

Facilitator

Sherri Carter and Heather Gilman

Participants

All teachers

Target Dates or Schedule

Once a month

Evidence of Completion

In-service sign in sheets and classroom walk-throughs

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase rigor of on grade level instruction/enrichment in Reading to ensure both on grade level and above grade level proficiency.	\$3,500
Total		\$3,500

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Title I funds - Professional Development	\$3,500	\$3,500
Total	\$3,500	\$3,500

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Increase rigor of on grade level instruction/enrichment in Reading to ensure both on grade level and above grade level proficiency.

G1.B1 Low vocabulary

G1.B1.S1 Beverly Tiner training for K-2nd grade teachers on strategies for reading.

Action Step 1

Beverly Tiner training for classroom teachers

Resource Type

Evidence-Based Program

Resource

Trainer fee, teacher extra pay, substitute pay, and supplies

Funding Source

Title I funds - Professional Development

Amount Needed

\$3,500