Escambia County School District

Bratt Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Bratt Elementary School

5721 HIGHWAY 99, Century, FL 32535

www.escambiaschools.org

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

Bratt Elementary School supports the Escambia County School District's mission to provide equal access to quality education that embraces the uniqueness and potential of each student.
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 among school, home, and the community.

Provide the school's vision statement.

At Bratt Elementary School we are united for every student to succeed.
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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
McCrory, Amy	Principal	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. As Principal and head of our Leadership Team, Mrs. McCrory communicates state and district expectations and leads our team through shared decision making.
Entrekin, Lisa	Assistant Principal	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. As Assistant Principal, Mrs. Entrekin helps to communicate state and district expectations and lead our team through shared decision making.
Cloud, Jessica	School Counselor	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. As Guidance Counselor, Mrs. Cloud works with staff and our RtI Coordinator to ensure proper implementation of MTSS, monitor early warning system data, and coordinate mentors and volunteers. She works with classes, small groups, and individuals as needed to ensure social, emotional, and behavioral success.
Phillips, Sallie	Other	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. As RtI Coordinator, Mrs. Phillips works with administration, guidance, and instructional staff to ensure proper implementation of MTSS, analyze data, and monitor early warning system data.
Gilmore, Shonna	Instructional Media	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. As

Name	Position Title	Job Duties and Responsibilities
		Media Specialist, Mrs. Gilmore nurtures a love of reading through media visits and AR. She collaborates with classroom teachers to enhance instruction by providing resources and helping students locate information to assist with classroom projects. She serves as our Title 1 Parent liaison and oversees the school reading plan.
Rackard, Mary	Teacher, PreK	Our grade chairs provide classroom level input on the academic and behavioral success/needs of students as well as the success/needs of teachers regarding professional development and curriculum.
Kyser, Diane	Teacher, K-12	Our grade chairs provide classroom level input on the academic and behavioral success/needs of students as well as the success/needs of teachers regarding professional development and curriculum.
Trice, Pamela	Teacher, K-12	Our grade chairs provide classroom level input on the academic and behavioral success/needs of students as well as the success/needs of teachers regarding professional development and curriculum.
Ward, Elisabeth	Teacher, K-12	Our grade chairs provide classroom level input on the academic and behavioral success/needs of students as well as the success/needs of teachers regarding professional development and curriculum.
Jarvis, Cindy	Teacher, K-12	Our grade chairs provide classroom level input on the academic and behavioral success/needs of students as well as the success/needs of teachers regarding professional development and curriculum.
Weaver, Jennifer	Teacher, K-12	Our grade chairs provide classroom level input on the academic and behavioral success/needs of students as well as the success/needs of teachers regarding professional development and curriculum.
Keenan, Roger	Teacher, K-12	Our grade chairs provide classroom level input on the academic and behavioral success/needs of students as well as the success/needs of teachers regarding professional development and curriculum.
Sanders, Kim	Teacher, ESE	Our grade chairs provide classroom level input on the academic and behavioral success/needs of students as

Name	Position Title	Job Duties and Responsibilities
		well as the success/needs of teachers regarding professional development and curriculum.
Bashore, Genia	Teacher, K-12	Our grade chairs provide classroom level input on the academic and behavioral success/needs of students as well as the success/needs of teachers regarding professional development and curriculum.

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

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

Stakeholders are involved in the SIP development process through our Leadership Team and School Advisory Council. Members of the Leadership Team meet to discuss school improvement, analyze data, and collaborate. These members share information with grade levels and bring feedback to the team. School Advisory Council meetings serve as a way to involve parents and community members in looking at data and progress. By utilizing these two groups we are able to involve all stakeholders in school improvement.

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

To ensure continuous improvement, Bratt's Leadership Team will meet quarterly to review the SIP as necessary. Administrators will meet regularly with grade levels to analyze student data, particularly for those students struggling with achievement. RtI meetings conducted by the RtI coordinator will provide additional data and involve classroom teachers, admin, and parents. Daily classroom walkthroughs will serve as additional sources of data. School Advisory Council meetings and parent surveys serve as an additional avenue for stakeholder input.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	32%
2022-23 Economically Disadvantaged (FRL) Rate	90%

Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Native American Students (AMI) Black/African American Students (BLK)* Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: A 2018-19: A 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	K	1	2	3	4	5	6	7	8	Total
Absent 10% or more days	17	22	26	29	21	13	0	0	0	128
One or more suspensions	0	0	0	1	2	0	0	0	0	3
Course failure in English Language Arts (ELA)	0	2	1	7	5	1	0	0	0	16
Course failure in Math	0	2	0	6	13	1	0	0	0	22
Level 1 on statewide ELA assessment	0	0	0	19	10	12	0	0	0	41
Level 1 on statewide Math assessment	0	0	0	19	12	15	0	0	0	46
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	3	8	2	2	0	0	0	20

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

Indicator	K	1	2	3	4	5	6	7	8	Total
Students with two or more indicators	0	1	0	6	6	1	0	0	0	14

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

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	10	19	24	25	15	16	0	0	0	109
One or more suspensions	0	0	0	1	0	2	0	0	0	3
Course failure in ELA	0	0	2	6	1	3	0	0	0	12
Course failure in Math	0	0	2	6	5	6	0	0	0	19
Level 1 on statewide ELA assessment	0	0	0	9	5	12	0	0	0	26
Level 1 on statewide Math assessment	0	0	0	9	9	13	0	0	0	31
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	2	12	8	13	0	0	0	35

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	0	2	9	0	0	0	0	0	14
Students retained two or more times	0	0	0	4	1	0	0	0	0	5

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	10	19	24	25	15	16	0	0	0	109
One or more suspensions	0	0	0	1	0	2	0	0	0	3
Course failure in ELA	0	0	2	6	1	3	0	0	0	12
Course failure in Math	0	0	2	6	5	6	0	0	0	19
Level 1 on statewide ELA assessment	0	0	0	9	5	12	0	0	0	26
Level 1 on statewide Math assessment	0	0	0	9	9	13	0	0	0	31
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	3	8	2	2	0	0	0	20

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	2	12	8	13	0	0	0	35

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	0	2	9	0	0	0	0	0	14
Students retained two or more times	0	0	0	4	1	0	0	0	0	5

II. Needs Assessment/Data Review

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	50	48	53	54	51	56	54		
ELA Learning Gains				55			37		
ELA Lowest 25th Percentile				42			55		
Math Achievement*	57	50	59	59	46	50	65		
Math Learning Gains				59			47		
Math Lowest 25th Percentile				57			26		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	64	52	54	51	52	59	49		
Social Studies Achievement*					55	64			
Middle School Acceleration					45	52			
Graduation Rate					50	50			
College and Career Acceleration						80			
ELP Progress		62	59						

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

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	221
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	377
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	**Federal Percent of Points Index**	**Subgroup Below 41%**	**Number of Consecutive years the Subgroup is Below 41%**	**Number of Consecutive Years the Subgroup is Below 32%**
SWD	29	Yes	2	1
ELL				
AMI				
ASN				
BLK	23	Yes	2	1
HSP				
MUL	63			
PAC				
WHT	62			
FRL	45			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	**Federal Percent of Points Index**	**Subgroup Below 41%**	**Number of Consecutive years the Subgroup is Below 41%**	**Number of Consecutive Years the Subgroup is Below 32%**
SWD	40	Yes	1	
ELL				
AMI	76			
ASN				
BLK	35	Yes	1	
HSP				
MUL	69			
PAC				
WHT	61			
FRL	49			

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	50			57			64					
SWD	21			39							3	
ELL												
AMI												
ASN												
BLK	25			28			18				4	
HSP												
MUL	58			67							2	
PAC												
WHT	54			63			71				4	
FRL	40			51			55				4	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	54	55	42	59	59	57	51					
SWD	23	36		27	73							
ELL												
AMI	83	60		92	70							
ASN												
BLK	21	40	29	37	52	47	21					
HSP												
MUL	73			64								
PAC												
WHT	61	59	61	64	62	58	64					
FRL	46	46	40	56	55	56	43					

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	54	37	55	65	47	26	49					
SWD	19	21		35	43		31					
ELL												

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI	73			80								
ASN												
BLK	15	29		31	29	17	15					
HSP												
MUL	64			79								
PAC												
WHT	63	39	58	72	53		62					
FRL	41	38	62	51	31	15	31					

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

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

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

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	52%	49%	3%	54%	-2%
04	2023 - Spring	60%	57%	3%	58%	2%
03	2023 - Spring	47%	44%	3%	50%	-3%

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	56%	51%	5%	59%	-3%
04	2023 - Spring	57%	58%	-1%	61%	-4%
05	2023 - Spring	66%	47%	19%	55%	11%

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	61%	51%	10%	51%	10%

III. Planning for Improvement

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

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

Data for subgroups indicate that our greatest areas of need are in two subgroups: SWD and African American students. ELA overall is 53.2% proficiency with subgroups SWD at 25.8%, Black at 25.0%; Math overall is 61.6% with SWD 48.4%, Black 32.5% proficient; science proficiency overall is 63.9% and for Black students is 18.2%

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

The greatest decline in ELA proficiency is for multiracial students, moving from 72.7% proficiency in 21-22 to 58.3% proficiency in 22-23. Although we will work on improvement, this group of 12 students is still higher than our two lowest subgroups.
The greatest decline in math proficiency is for Black students, moving from 37.2% proficiency in 21-22 to 32.5% proficiency in 22-23. Black students also showed decline in science proficiency, moving from 21.4% in 21-22 to 18.2% in 22-23.

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

Our greatest gap when compared to the state average is grade 5 ELA. The state is 55% while Bratt is 51.9% proficient. State average math grade 4 math is 61%, while Bratt is 57.1%

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

Our Black subgroup showed a 4.1% improvement in ELA proficiency.
Our SWD subgroup showed the most improvement in Math proficiency with a 12.8% increase.

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

Two areas of concern are students that were absent 10 or more days and students that have 2 or more indicators. EWS data indicates that 128 students were absent 10 or more days and that 14 students have 2 or more EWS.

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

Absences
SWD and African-American subgroup progress
Increase ELA proficiency at every grade level

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

#1. Positive Culture and Environment specifically relating to Early Warning System

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

For the 23-24 school year, Bratt Elementary will be a Leader in Me school. Through this initiative, we will involve all stakeholders in creating a positive environment where students learn leadership skills and set academic goals. Students and teachers will use the 7 Habits of Highly Effective People to build self-regulating skills to improve attendance, behavior, and learning. Research indicates that with the elements of Leader in Me implemented, there is an increase in student motivation and positive peer interactions. EWS data indicates that 128 students were absent 10 or more days and that 14 students have 2 or more EWS. We believe that the positive environment and self accountability created by Leader in Me will increase attendance and motivate all students, particularly SWD and Black subgroups to be present and self motivated in their own learning.

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

Our goal is to increase attendance and positive behavior at all grade levels. Our overall attendance rate for the 22-23 school year was 91.6%. We will strive for a 95% attendance rate. Our number of office discipline referrals for the 22-23 year was 130. We will strive to decrease that number by 10% resulting in 102 or fewer. We would like to improve the proficiency of our two identified subgroups by 5%, moving SWD from a federal index of 40 to 42 and Black from 35 to 41.

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

We will monitor attendance daily through Focus and increased home communication by teachers and other staff as needed such as guidance, RtI coordinator, school admin, and our attendance clerk. We will monitor behavior data and grades through Focus. Additional data sources include Schoolnet, iReady, and FAST Progress Monitoring Data.

Person responsible for monitoring outcome:
Amy McCrory (amccrory@ecsdfl.us)

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

We will strengthen the multi-tiered system of support for all students.

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

The Meadow Center 10 Key Policies and Practices for Schoolwide and Classroom-Based Behavioral Supports sate that behavior is improved when schools explicitly teach expectations and provide opportunity for students to practice social skills in real-life settings. The implementation of the Leader in Me will directly teach students strategies to use the 7 habits in everyday interactions. The common language and expectations established through this direct instruction of effective habits will empower students to make choices based on paradigms and practices of the LIM process and to take ownership of their own behavior and learning. More information about these strategies are found in the research at this link. https://www.leaderinme.org/wp-content/uploads/2018/08/Research-Research-Guide-2.0.pdf

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Monthly attendance rewards

Person Responsible: Sallie Phillips (sphillips3@ecsdfl.us)

By When: end of each month

Regular instruction on the 7 habits and aligned expectations

Person Responsible: Amy McCrory (amccrory@ecsdfl.us)

By When: weekly

The Leadership Team, in conjunction with professional learning communities, will analyze data monthly for all students , focusing on SWD and Black subgroups. Data includes attendance and other EWS, behavior, and academics.

Person Responsible: Amy McCrory (amccrory@ecsdfl.us)

By When: monthly

Each teacher will make at least one positive call home to each student within their classes once per month. The teacher will log these calls in Focus under parent contact.

Person Responsible: Sallie Phillips (sphillips3@ecsdfl.us)

By When: monthly

#2. Instructional Practice specifically relating to ELA

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

Our overall ELA proficiency is 53%. A strength was in fourth grade with 60% proficiency, but our areas of weakness include SWD at 25.8% and Black students at 25.% proficiency.

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

Achievement in ELA is 53% based on FAST PM3 overall. Data shows deficiencies for SWD 25.8% and Black 25%. Our measurable outcome is to increase proficiency in SWD from 25.8 to 35.8% and Black students from 25 to 35% proficiency.

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

School administrators will conduct a minimum of 12 weekly walkthroughs as measured by a school-based walkthrough form and will review school wide data monthly. Administration, teachers, and the RtI Coordinator will monitor the progress of all students, particularly those receiving intervention. Administration will seek district coaching support to recommend adjustments to interventions and/or to provide professional development
to improve the effectiveness of intervention.The RtI Coordinator and MTSS team will meet to analyze data and determine the effectiveness of Tier 2 and Tier 3 interventions for individual students.

Person responsible for monitoring outcome:

Lisa Entrekin (lentrekin@ecsdfl.us)

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

We will increase teacher knowledge on use of assessment data to drive instruction.

We will emphasize strong TIer 1 instruction in whole group utilizing the district curriculum frameworks and decision trees as we analyze data from a variety of sources. This implementation will be overseen by administration and monitored by classroom teachers. We will implement the use of Thinking Maps in all grade levels to provide a consistent use of visual patterns and cognitive vocabulary in all subject areas. In addition, we have scheduled Thinking Maps coaches to provide two on-site visits to model the use of Thinking Maps in classrooms and assist teachers with standards-based planning and instruction. We will utilize two Title 1 aides to provide additional support to individuals in our subgroups.

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

Using Student Assessment Data to Support Decision-Making
We selected this strategy because reading achievement for all students is a state, district, and school area of focus; for the ability to read is the foundation of academic success. According to "Using Student Assessment Data to Support Decision-Making" published by The Center on Standards and Assessment Implementation using multiple data sources is recommended in order to create effective change in the instructional process for students. Considering multiple data sources will assist educators in strategically using instructional time and gauging the effectiveness of classroom lessons.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Utilize iReady weekly personalized instruction data to monitor growth and target areas of need.

Person Responsible: Lisa Entrekin (lentrekin@ecsdfl.us)

By When: weekly

Administration will conduct a minimum of 12 walkthroughs each week (recorded by a school-based Google form) to monitor classroom look fors.

Person Responsible: Amy McCrory (amccrory@ecsdfl.us)

By When: weekly

Implement the use of Thinking Maps across all grades and subject areas. Ongoing use will be monitored through classroom walkthroughs. Follow through on recommended strategies by TM coach.

Person Responsible: Lisa Entrekin (lentrekin@ecsdfl.us)

By When: weekly

Examine STAR, iReady, and curricular data to ensure that students receive needed intervention and Tier instruction

Person Responsible: Sallie Phillips (sphillips3@ecsdfl.us)

By When: weekly

#3. Instructional Practice specifically relating to Math

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

Our overall Math proficiency is 61.6%. A strength was in fifth grade with 68.1% proficiency, but our areas of weakness include SWD at 48.4% and Black students at 32.5.% proficiency.

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

Achievement in Math is 61.6% based on FAST PM3 overall. Data shows deficiencies for SWD 48.4% and Black 32.5%. Our measurable outcome is to increase proficiency in SWD from 48.4 to 55% and Black students from 32.5 to 42.5% proficiency.

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

Data from STAR360 and core instructional materials will be collected, analyzed, and reviewed and broken down by teacher and ESSA groups. School administrators will conduct weekly walkthroughs and will review school-wide data regularly. They will monitor the progress of students receiving intervention and share findings with teachers. Administration will seek district coaching support to recommend adjustments to interventions and/or to provide professional development needs to help improve the effectiveness of intervention. The RtI Coordinator and MTSS team will meet to analyze data and determine the effectiveness of Tier 2 and Tier 3 interventions for individual students.

Person responsible for monitoring outcome:

Amy McCrory (amccrory@ecsdfl.us)

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

We will strengthen the multi-tiered system of supports for all students. We will strengthen this system of support in a variety of ways.
We will monitor ongoing curriculum, STAR, and iReady data throughout the year. Math fluency and vocabulary will be emphasized for all students using Reflex and other instructional program. We will teach clear and concise mathematical language and support students' use of the language to help students effectively communicate their understanding of mathematical concepts. Teachers will regularly include timed activities as one way to build students' fluency in mathematics.

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

According to Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades, published by What Works Clearinghouse, focusing on language as well as fluency has strong evidence in improving performance. By providing instruction on mathematical language, teachers support students' learning of subtle and complex mathematical ideas. Focusing on mathematical language during intervention also helps students access the language used during core instruction. Teachers and students can communicate more clearly during class when they are both using mathematical language. As teachers use and model correct mathematical language, their students hear how the words fit with the mathematics they are learning and begin to integrate this language into their own explanations of the mathematics. Automatic retrieval of math facts gives students
more mental energy to understand relatively complex mathematical tasks and execute multistep mathematical procedures. Thus, building automatic fact retrieval in students is an important goals of intervention.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Vocabulary: Routinely teach mathematical vocabulary to build students' understanding of the mathematics they are learning. Support students in using mathematically precise language during their verbal and written explanations of their problem solving. Fluency: Identify already-learned topics for activities to support fluency and create a timeline. Encourage and motivate students to work hard by having them chart their progress and monitor their wildly important goals. Use Thinking Maps to give students a structure for thinking mathematically and explaining their reasoning.

Person Responsible: Amy McCrory (amccrory@ecsdfl.us)

By When: weekly

Monitor implementation of interventions through RtI meetings and walkthroughs

Person Responsible: Amy McCrory (amccrory@ecsdfl.us)

By When: Weekly

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

Funding allocations for Title I funds are based on survey 3 poverty data. Schools receive these allocations in the spring and work with Title I and the level directors to determine how those funds are utilized. Title I schools also receive additional funding for low income students to support parent involvement. UniSIG allocations are based on school grade and overall Federal Index rates and are received in late summer. The schools work with the School Transformation Office (STO) and level directors to determine the usage of these funds to maximize impact on student achievement. Both Title I and UniSIG are aligned so there are no resource duplications between these two main school improvement funding sources. The Human Resource Department works with Budgeting, Finance, Title I, STO, and Executive staff to review staffing to ensure schools in need have staffing that reflects the need of the school. Title I, UniSIG, Reading Allocation, ESSER, and SAI funding sources are utilized to add supplemental positions to meet the needs of schools and align to state and district goals. School Improvement funding allocations are also utilized to pay staff to attend planning sessions and professional development sessions with the Professional Development Department and STO based on input from BSI and the district. The district identifies resources for coaching and planning support through the level directors, School Transformation Office, Title I, and Professional Development Department. Schools are tiered based on need including school grade, overall federal index, graduation rates, and ESSA subgroup data. Supplemental resources in addition to the district purchased core resources are reviewed based on the school need and approved for purchase utilizing school improvement funding and SAI funding. The district has also begun to utilize Canvas as the LMS to help support resource allocation to include benchmark aligned lessons, professional development, and content training for schools. Additional support that is identified by quarterly

meetings with schools and monthly meetings with the BSI team will be supported through the LMS to ensure school needs and district resources are being appropriately allocated for the 2023-2024 school year.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Grades 3-5 Measurable Outcomes

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring

Title I Requirements

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

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

The Title I Annual Meeting is held during the first quarter of the school year. All stakeholders (families, teachers, staff, and community members) are invited to attend. During this meeting the following information is shared: School Improvement Plan, Parent & Family Engagement Plan, Title I Budget, Parents' Right to Know (defined by Title I law), and the School-Family Compact.

Throughout the school year, SIP progress is regularly shared and discussed through the School Advisory Council. Regardless of membership status, all stakeholders are invited to attend School Advisory Council meetings. SIP goals and progress are also shared and discussed with staff members including our Leadership Team.

Links to the school's SIP are posted on the school's homepage as well as the schools Our Title I Family page.
https://www.escambiaschools.org/bratt
https://www.escambiaschools.org/domain/1076

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

Bratt Elementary's Parent and Family Engagement can be located on the school's homepage as well as the district Title 1 page. The plan establishes our expectations for parent and family engagement and how we will carry out the programs, activities, and procedures. Our stakeholders play a key role in providing
feedback to our administration. The stakeholders include the School Advisory Counsel, the PTA organization, business partners, volunteers and families. We strive to build rapport and effective communication with the stakeholders in order to build a positive, safe, and productive learning environment for our students. A Family School Compact is developed jointly with parents and other stakeholders each year to ensure the collaboration of all stakeholders in the education of our students. We build positive relationships through regular communication and opportunities for involvement with families. School-based examples include a monthly school newsletter, website, Facebook page, and School Messenger callouts. Classroom-based examples include daily folder communication, phone calls, and parent conferences. We conduct family events during the year such as reading and math nights, library events, book fairs, and STEM-related parent involvement events for specific grade levels. Our music and art departments collaborate to provide grade level performances. After-school tutoring is available for students needing extra academic support.

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

The instructional program at Bratt is based on the BEST standards and instructional practices that are research based. By strengthening the positive climate and culture through schoolwide behavior expectations aligned to the Leader in Me process, we have set goals to increase attendance, decrease office referrals, and increase ELA and Math proficiency for all students, particularly those in our subgroups. Instructional resources/supplies, extra Title 1 staff, and professional development/in class

coaching funded by Title 1 are part of how our school plans to strengthen the academic program and provide our students with quality instructional opportunities.

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

Voluntary Pre-Kindergarten: Title I Part A co-funds VPK services, by extending full day services in schools with our highest poverty. Family events provide guidance and modeling of emergent literacy development activities. IDEA: Provides students with disabilities a Free Appropriate Public Education (FAPE) that is tailored to their individual needs including an Individualized Education Plan (IEP), placement in the Least Restrictive Environment (LRE), appropriate evaluation, parent and teacher participation, and procedural safeguards.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Our school-based counselor provides one on one and small group counseling as needed in consultation with district mental health services. Additional counseling services are provided weekly as needed for students through a district partnership with Children's Home Society.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

n/a

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Through the Leader in Me process, we will implement a tiered model to motivate positive behaviors and prevent and address problem behaviors, teaching students how to be in control of their own learning and behavior.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Funding through Title 1 and SAI will provide professional learning through all staff in the Leader in Me process, including initial training, scheduled support calls, and on-site follow up. Funding will also provide on-site visits for the implementation in all subject areas for Thinking Maps.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Parents are given information including strategies to make transitions smoother and help them work with their children at parent/teacher conferences, in newsletters, and at school events. Teachers also share VPK assessment results with parents after each administration so that parents know their students' progress and where they fall in the expectation of being Kindergarten Ready.

Staff are provided with training opportunities online, at the individual schools, and at the district level. Training topics include procedural information, required parent involvement elements, curriculum & instruction, standards, safety, best practices, using assessments, and behavior.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA	$0.00
3	III.B.	Area of Focus: Instructional Practice: Math	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes