

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



Gerard Robinson, Commissioner  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor  
K-12 Public Schools  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

School Name: BRATT ELEMENTARY SCHOOL

District Name: Escambia

Principal: Karen Jeanene Hall

SAC Chair: Brenda Spencer

Superintendent: Malcolm Thomas

Date of School Board Approval: November 20, 2012

Last Modified on: 10/29/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

*Note: The following links will open in a separate browser window.*

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Karen Jeanene Hall	BA-Elementary Education; Early Childhood; M.ED-Educational Leadership	2	2	2010-2011 School Grade - A 2011-2012 School Grade - B  In 2012, Bratt Elementary earned 503 points, Reading: 57% met Proficiency, 60% made Learning Gains, 61% Lower Quartile made Learning Gains; Math: 64% met Proficiency, 66% made Learning Gains, 74% Lower Quartile made Learning Gains

### INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
N/A	N/A	N/A			N/A

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Assign consulting teacher (CT) for first year teachers.	Principal	6/2013	
2	Assign veteran teachers to experienced teachers new to the school worksite (mentors/buddy).	Principal	6/2013	
3	Utilize START teachers	Principal	6/2013	
4	Hire NCLB Highly Qualified Teachers.	Principal	6/2013	
5	Provide University of West Florida students a place to practice teaching strategies, host student teachers, and provide opportunities to volunteer.	Principal	6/2013	

## Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

\*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
100% of all instructors at Bratt Elementary School are teaching in-field.	N/A

## Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

\*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
31	3.2%(1)	12.9%(4)	58.1%(18)	45.2%(14)	38.7%(12)	100.0%(31)	19.4%(6)	0.0%(0)	19.4%(6)

## Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
District START Teacher and Diane Kyser	Elizabeth Hendrix	Beginning Teacher Experienced teacher on the same grade level.	Planning, Observing, Grade Level Meetings
		Experienced	

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

#### Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

#### Title I, Part A

Bratt Elementary received Title I funds in the amount of \$46,447. These funds will be used for parent involvement, staff development/instructor training, supplies, and pay for substitute teachers for staff development and instructional technology staff development.

#### Title I, Part C- Migrant

Services for migrant children are provided by the district level Title I office. After thorough checking of the Migrant Student Information Exchange (MSIX) system and our local Student Data Base, we have determined that there is 1 migrant student at Bratt Elementary School. We are providing the following services to this student:

#### Title I, Part D

Services to neglected and delinquent students are provided by various district-operated programs. These services are overseen by the Title I office. Our school does not serve Title I, Part D students.

#### Title II

Professional Development is offered at both the school and district level. Please see each goal for specific professional development activities (inservice education). During the summer months, the leadership team meets to review the school's behavior management plan, instructional focus calendars, and general school's procedures and policies. Staff Development support is used to provide additional training to school personnel on curriculum programs and newly adopted series, and other staff development as deemed necessary from staff analysis of curriculum needs. Staff development needs at this time are writing strategies, data analysis, small group instruction, and engagement in the classroom.

#### Title III

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 ESOL endorsement on their teaching certificate. Our school is not an ESOL Center, but we serve 0 ELL students in Grades K-5. In addition, an Itinerant ESOL teacher, funded through Title III monies, is assigned to the 0 students at our school. This teacher assists both the classroom teacher and the ELL student.

#### Title X- Homeless

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 and appropriate education. This program is overseen by the District Title I Office. At Bratt Elementary we have 27 identified homeless students and provide additional assistance to these students and their families.

#### Supplemental Academic Instruction (SAI)

SAI funds for 2012/2013 will be used to supplement teaching materials in the classroom and staff development.

#### Violence Prevention Programs

The school offers a non-violence and anti-drug program to students which incorporates guest speakers, counseling and classroom discussion. Red Ribbon Week is held in October with school-wide activities and guest speakers. Through our school's School wide Behavior Management Plan, we provide training for faculty, staff and students regarding bullying. The Jeffrey Johnston Stand Up for All Students Act, requires our school district to adopt an official policy prohibiting bullying and harassment of students and staff on school grounds, at school-sponsored events, and through school computer networks. In addition, our district will launch the "Bullying" Reporting website where bullies may be reported anonymously.

#### Nutrition Programs

Our school is committed to continue offering nutritional choices in its cafeteria. This includes salad bar, ala carte items, and self serve options. Our school is also a Healthier Generation Alliance School. The school follows the district nutrition program for summer feeding at select sites. Additional programs and staff will address the obesity issue, especially in elementary age children.

#### Housing Programs

This is offered at the District level and overseen by the Title I District Office. This program is not applicable to our school.

#### Head Start

This program is offered at the District level and several Head Start programs are housed at various elementary schools in the district. A self-contained program is housed on our campus. VPK students are included in age-appropriate activities including story-time, kindergarten visits, and school lunch programs. We have two PreKindergarten classrooms with two teachers and two aides. These two classroom are housed on our campus dually funded between Volunteer PreK and Headstart. Each of our two classroom has 19 students.

#### Adult Education

Evening programs are offered at our local high schools. A "Second Chance" program is also in place for juvenile offenders. Pensacola State College also provides programs for adults over 16 years of age.

#### Career and Technical Education

Teachers integrate career and technical awareness into the regular curriculum. We provide opportunities and resources for professionals to be a part of our resources and presentations to students.

#### Job Training

N/A

#### Other

N/A

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

#### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Karen Jeanene Hall, Principal; Sheila Bryan, Guidance Counselor; Linda Jackson, Elementary Resource Teacher, Kim Andreoli, Speech/Language Pathologist; Kim Sanders, ESE Teacher; Alisha Dickens, School Pyschologist

Principal/Guidance Counselor: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff and communicates with parents regarding school-based RtI plans and activities.

General Education Teachers: Provides information about core instruction, participates in student data collection, delivers Tier I instruction/intervention, collaborates with other staff to implement Tier II interventions, and integrates Tier materials/instruction with Tier II/III activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier II instruction, and collaborates with general education teachers through such activities as co-teaching.

ERT: Identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole-school screening programs that provide early intervention services for children to be considered "at risk", assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Speech-Language Pathologist: Educates the team in the role language plays in the curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student needs with respect to language skills.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

Teachers maintain a data notebook in which they keep data on weekly assessments, unit assessments, benchmark data, Study Island data, FAIR, Progress Monitoring data, FCAT results, iii data, Go Math! Assessments, and any other data they may need to identify student progress. As teachers identify students in need of interventions they gather data and review appropriate records and complete forms to give to the Guidance Counselor. The guidance counselor sets up a RtI meeting with team members. Based on the information brought to this meeting the committee identifies problems and concerns, analyze why the problems are occurring, and develop a plan of interventions. As the teacher implements the plan, data is kept of time, length, and progress of intervention. As these interventions are carried out the team then evaluates the effectiveness of the plan (Progress Monitoring). If needed a school psychologist, school social worker, behavior intervention specialist, or nurse are consulted. If the intervention needs to be continued, changed, or intensified, another meeting is held to continue monitoring the student. It is then determined if the intervention was successful or if further evaluation is needed. The team will collaborate regularly to problem solve, share effective practices, evaluate implementation, make decisions, practice new processes and skills, and make decisions about implementation.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The team provides data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures. The RTI process helps identify strategies, goals, resources, and staff development to incorporate in the School Improvement Plan and for teachers to use through out the school year.

#### MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

##### Baseline data:

Progress Monitoring and Reporting Network (PMRN), Florida Assessment for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT), Go Math Assessments, K-2 Checklist, Star Reading, School-wide Writing Prompt, District Science Assessment.

##### Mid Year:

PMRN, CIM Assessments, Benchmark Testing, Writing Assessments, SRA Imagine It! Benchmark Testing, fluency drills, FAIR Assessment, teacher made tests, FCAT Grade level testing, Go Math! data, on going progress monitoring records, and report cards. Tier II and III forms are completed to evaluate data and make decisions based upon predetermined criteria for each child in need.

##### End of Year:

FAIR, Go Math Assessments, FCAT, Escambia Writes, K-2 Checklist, Star Reading

Describe the plan to train staff on MTSS.

Continuous professional development will be provided during the teachers' faculty meetings and teacher planning days. The School Psychologist and Guidance Counselor are available for individual assistance to teachers with questions and concerns. Any new staff will be trained by the Guidance Counselor and mentored by grade level chairs. The RtI team will also evaluate additional staff PD needs during the RtI Leadership Team meetings.

Describe the plan to support MTSS.

Ongoing staff development with Step Up to Writing, Daily Five, Common Core State Standards, student engagement, and formal/informal assessment will be provided throughout the year to increase and enhance classroom intervention and strategies used to increase student achievement.

## Literacy Leadership Team (LLT)

#### School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Karen Jeanene Hall, Principal  
Tegan Stephens, PreK  
Mary Rackard, Kindergarten  
Shannon Foster, First Grade  
Susan Ward, Second Grade  
Heather Gilman, Third Grade  
Mary Thorpe, Fourth Grade  
Tami Calloway, Fifth Grade  
Cheryl Golson, ESE  
Linda Jackson, Elementary Resource Teacher

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The Literacy Leadership Team is a management system that encourages a literate climate to support effective teaching and learning. The LLT will meet every nine weeks to discuss problem areas/concerns as identified through data meetings, teacher observations, or administrative observations. Also school wide initiatives are identified and discussed. Team members take ownership in putting plans in motion and report back to grade levels for implementation.

What will be the major initiatives of the LLT this year?

The major initiatives of our LLT are to:

- (1) Maximize Renaissance Place
- (2) Provide higher-order thinking questions for students to answer
- (3) Develop / Enrich Vocabulary school-wide
- (4) Provide reading opportunities for students at school
- (5) Use data driven instruction
- (6) Increase student engagement

## Public School Choice

Supplemental Educational Services (SES) Notification  
[View uploaded file](#) (Uploaded on 10/25/2012)

## \*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

Programs for PreKindergarten to Kindergarten transition are in place. Opportunities are provided for visits of PreK students to Kindergarten. PreK teachers and Kindergarten teachers are provided time for collaboration. PreK students visit the library for weekly storytime.

## \*Grades 6-12 Only

**Sec. 1003.413(b) F.S.**

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

NA

## \*High Schools Only

**Note: Required for High School - Sec. 1003.413(g)(j) F.S.**

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

NA

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

NA

## Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

NA

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	Bratt Elementary will increase the number of students in the stability group scoring at FCAT Achievement Level 3 in reading by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 28%(62) of students in the stability group scored at Achievement Level 3 in reading.	In 2013, 29%(65) of students in the stability group will score at Achievement Level 3 in reading.

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time	Study Island	Principal, Teachers, ERT, Tech Coordinator	Analysis of bi-weekly Reports	Reports
2	Time	AR Book It	Media Specialist Teachers, Parent Educator	AR Points Book It data	AR Points Book It data
3	Materials	Literacy Centers	Teachers	Observation	Informal Assessment Observation
4	Time	Differentiating Instruction	ERT, Guidance Counselor	Observation	Checklist
5	Time	Developing Interventions	ERT, Guidance Counselor, Teachers	Observation	Benchmark Assessments FAIR
6	Attendance	Increase attendance	Administrators, Classroom Teachers	Teachers assessment FAIR	Attendance reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  Reading Goal #1b:	Bratt Elementary does not have any alternate assessments at this time.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

#### Problem-Solving Process to Increase Student Achievement

	Person or	Process Used to
--	-----------	-----------------



	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Bratt Elementary will increase the number of students in the stability group scoring at or above Achievement Level 4 in reading by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 29%(65) of students in the stability group scored at or above Achievement Level 4 in reading.	In 2013, 30%(68) of students in the stability group will score at or above Achievement Level 4 in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time Personnel Money	Diagnostic	ERT, Teachers	Analysis of FAIR Assessments	FAIR Assessments
2	Time Personnel Money Equipment	Study Island	Principal, Teachers, ERT, Tech Coordinator	Analysis of bi-weekly Reports	Reports
3	Time	Individual and Grade Level Data Report Meetings	Principal, ERT, Teachers	Data Notebooks	Data Notebooks
4	Materials, Time	Literacy Centers	Teacher	Observation	Informal Assessment
5	Time	Differentiating Instruction	Teacher	Observation	Informal Assessment
6	Time	AR Book It	Teachers	AR Points Book It Data	AR Points Book It Data
7	Time, Equipment	STAR Assessments	Media Specialist Teacher	STAR Reports	STAR Reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Bratt Elementary does not have any alternate assessments at this time.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
--	--	--	-----------	-----------------	--

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Bratt Elementary will increase the number of students in the stability group making learning gains in reading by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 60% of students in the stability group made learning gains in reading.	In 2013, 61% of students in the stability group will make learning gains in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time Personnel Money	Diagnostic	ERT, Teacher	Analysis of FAIR Assessments	Fair Assessments
2	Time Personnel Money Equipment	Study Island	Principal, Teachers, ERT, Tech Coordinator	Analysis of bi-weekly Reports	Reports
3	Time	Individual and Grade Level Data Report Meetings	Principal, ERT, Teachers	Data Notebooks	Data Notebooks
4	Time	AR Book It	Teachers	AR Points Book It Data	Ar Points Book It Data
5	Materials Time	Literacy Centers	Teachers	Observation	Informal Assessment
6	Time	Differentiating Instruction	ERT, Guidance Counselor	Observation	Checklist
7	Time	Developing Interventions	ERT, Guidance Counselor	Observation	Benchmark Assessments FAIR
8	Time Equipment	STAR Assessment	Media Specialist	STAR Reports	STAR Reports
9	Attendance	Increase attendance	Administrators, Classroom Teachers	Teachers assessment FAIR	Attendance reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Bratt Elementary does not have any alternate assessments at this time.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Bratt Elementary will increase the number of students in the stability group and in the lowest 25% making learning gains in reading by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 61% of students in the stability group and in the lowest 25% made learning gains in reading.	In 2013, 62% of students in the stability group and in the lowest 25% made learning gains in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time Money Personnel	Diagonostic	ERT, Teachers, ESE Teachers	Analysis of FAIR Assessments	FAIR Assessments
2	Time Money Equipment	Study Island	Principal, Teachers, ERT, Tech Coordinator ESE Teachers	Analysis of Bi-Weekly Reports	Reports
3	Time	Individual and Grade Level Data Report Meetings	Principal, ERT,	Data Notebooks	Data Notebooks
4	Time	AR Book It	Teachers	AR Points Book It data	AR Points Book It data
5	Materials	Literacy Centers	ERT	Observation	Checklist
6	Time	Differentiating Instruction	ERT, Guidance Counselor	Observation	Checklist
7	Time	Developing Interventions	ERT, Guidance Counselor	Observation	Benchmark Assessments FAIR
8	Time Equipment	STAR Assessment	Media Specialist	STAR Reports	STAR Reports
9	Attendance	Increase attendance	Administrators, Classroom Teachers	Teacher assessments FAIR	Attendance reports

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # In six years Bratt will reduce their achievement gap by 50%.
5A :	

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	57	65	69	72	76	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	Bratt Elementary will decrease the number of African American students in the stability group not making satisfactory progress in reading by 1%.  Bratt Elementary will decrease the number of white students in the stability group not making satisfactory progress in reading by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 66% of African American students in the stability group did not make satisfactory progress in reading.  In 2012, 38% of white students in the stability group did not make satisfactory progress in reading.	In 2013, 65% of African American students in the stability group will not make satisfactory progress in reading.  In 2013, 37% of white students in the stability group will not make satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time Personnel Money	FAIR Assessments	ERT, Teachers	Analysis of FAIR Assessments	FAIR Assessments
2	Time Money	Study Island	Principal, Teachers, ERT, Teachers	Analysis of bi-weekly Reports	Reports
3	Time	Individual and Grade Level Data Report Meetings	Principal, ERT, Teachers, Guidance Counselor	Data Notebooks	Data Notebooks
4	Time	AR Book It	ERT, Teachers	AR Points Book It Data	AR Points Book It Data
5	Materials	Literacy Centers	ERT	Observation	Checklist
6	Time	Differentiating Instruction	ERT, Guidance Counselor	Observation	Checklist
7	Time	Developing Interventions	ERT, Guidance Counselor	Observation	Benchmark Assessments FAIR
8	Attendance	Increasing attendance	Administrators, Classroom Teachers	Teacher assessments, FAIR	Attendance reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	Bratt Elementary does not have any alternate assessments at this time.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A
2	NA	NA	NA	NA	NA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Bratt Elementary will decrease the number of students with disabilities in the stability group not making satisfactory progress in reading by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 79% of students with disabilities in the stability group did not make satisfactory progress in reading.	In 2013, 78% of students with disabilities in the stability group will not make satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time Personnel Money	FAIR Assessments	ERT, Teachers ESE	Analysis of FAIR Assessments	FAIR Assessments
2	Time Money	Study Island	Principal, Teachers, ESE Teachers, ERT, Tech Coordinator	Analysis of bi-weekly Reports	Reports
3	Time	Individual and Grade Level Data Report Meetings	Principal, ERT, Teachers	Data Notebooks	Data Notebooks
4	Time	AR Book It	ERT Teachers	AR Points Book It data	AR Points Book It data
5	Materials	Literacy Centers	ERT	Observation	Checklist
6	Time	Differentiating Instruction	ERT, ESE Teacher	Observation	Checklist
7	Time	Developing Interventions	ERT, ESE Teacher	Observation	Benchmark Assessments FAIR
8	Attendance	Increase attendance	Administrators, Classroom Teachers	Teacher assessments, FAIR	Attendance reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Bratt Elementary will decrease the number of economically disadvantaged students in the stability group not making satisfactory progress in reading by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

In 2012, 50% of economically disadvantaged students in the stability group did not make satisfactory progress in reading.	In 2013, 49% of economically disadvantaged students in the stability group will not make satisfactory progress in reading.
---	--

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time Personnel Money	FAIR Assessments	ERT, Teachers	Analysis of FAIR Assessments	FAIR Assessments
2	Time Money	Study Island	Principal, Teachers, ERT, Teachers	Analysis of bi-weekly Reports	Reports
3	Time	Individual and Grade Level Data Report Meetings	Principal, ERT, Teachers	Data Notebooks	Data Notebooks
4	Time	AR Book It	ERT Teachers	AR Points Book It Data	AR Points Book It Data
5	Materials	Literacy Centers	Teachers	Observation	Checklist
6	Time	Differentiating Instruction	ERT, Guidance Counselor	Observation	Checklist
7	Time	Developing Interventions	ERT, Guidance Counselor	Observation	Benchmark Assessments FAIR
8	Attendance	Increase attendance	Administrators, Classroom Teachers	Teacher assessments, FAIR	Attendance reports

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards	Grades K-5	School Based Grade Level Rep.	Classroom Teachers	November 2012	Classroom walk through, Teacher lesson plans	Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Imaginett	Basil reader	District	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Study Island	Software	Title I	\$625.00

Subtotal: \$625.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
District Personnel	ImagineIt training	District	\$0.00
SmartBoard Training	SmartBoard training for use with ImagineIt series	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Conferences for 1st and 3rd grade teachers	Substitutes for classroom teachers	Title I	\$600.00
			Subtotal: \$600.00
			<b>Grand Total: \$1,225.00</b>

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

\* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:			No students at Bratt Elementary use the CELLA assessment.		
2012 Current Percent of Students Proficient in listening/speaking:					
N/A					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading. CELLA Goal #2:			No students at Bratt Elementary use the CELLA assessment.		
2012 Current Percent of Students Proficient in reading:					
N/A					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	N/A	N/A	N/A	N/A	N/A
---	-----	-----	-----	-----	-----

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	No students at Bratt Elementary use the CELLA assessment.
--	---

2012 Current Percent of Students Proficient in writing:

N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>



## Elementary School Mathematics Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	Bratt Elementary will increase the number of students in the stability group scoring at Achievement Level 3 or higher in mathematics by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 27%(62) of students in the stability group scored at Achievement Level 3 or higher in mathematics.	In 2013, 28%(64) of students in the stability group will score at Achievement Level 3 or higher in mathematics.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time Money	March Math Madness Night	ERT		FCAT Math
2	Time Technology	Go Math Assessments	ERT Teacher	Go Math Assessments	FCAT Math
3	Time	Individual and Grade Level Data Report Meetings	Principal ERT	Data Notebooks	FCAT Math
4	Time Money	Study Island	Principal ERT Teacher Tech Coordinator	Analysis of weekly SuccessMaker Reports	FCAT Math
5	Time Money	After School Tutoring	Teacher	observation	Go Math Testing
6	Attendance	Increase attendance	Administrators, Classroom teachers	Teacher assessments, GO Math	Attendance reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	Bratt Elementary does not have any alternate assessments at this time.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	Bratt Elementary will increase the number of students in the stability group scoring at or above Achievement Level 4 in mathematics by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 36%(81) of students in the stability group scored at or above Achievement Level 4 in mathematics.	In 2013, 37%(84) of students in the stability group will score at or above Achievement Level 4 in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time Technology	FCAT Explorer	Teacher	FCAT Explorer Reports	FCAT Math
2	Time	Individual and Grade Level Data Report Meetings	Principal ERT	Data Notebooks	FCAT Math
3	Time Money	Study Island	Principal ERT Teacher Tech Coordinator	Analysis of bi-weekly Reports	FCAT Math
4	Time Volunteers	Sunshine Math	ERT	Number of Participants and percentage of correct answers	Sunshine Math Competition FCAT Math

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.  Mathematics Goal #2b:	No students at Bratt Elementary School take the Florida Alternative Assessment test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	Bratt Elementary will increase the number of students in the stability group making learning gains in mathematics by 1%.
---	--

2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 66% of students in the stability group made learning gains in mathematics.	In 2013, 67% of students in the stability group will make learning gains in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time	Individual and Grade Level Data Report Meetings	Principal ERT	Data Notebooks	FCAT Math
2	Time Money	Study Island	Principal ERT Teacher Tech Coordinator	Analysis of bi-weekly Reports	FCAT Math
3	Personnel	Differentiated instruction for struggling students.	Classroom teacher, ERT, Principal	Go Math Weekly Assessments	FCAT Math 2013
4	Attendance	Increase attendance	Administrators, Classroom teachers	Teacher assessments, GO Math	Attendance reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.  Mathematics Goal #3b:	Bratt Elementary does not have any alternate assessments at this time.
--	--

2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	Bratt Elementary will increase the number of students in the stability group and in the lowest 25% making learning gains in mathematics by 1%.
---	--

2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 74% of students in the stability group and in the lowest 25% made learning gains in mathematics.	In 2013, 75% of students in the stability group and in the lowest 25% made learning gains in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Time Technology	Go Math Assessments	ERT Teachers	Go Math Assessments	FCAT Math
2	Time	Individual and Grade Level Data Report Meetings	Principal ERT	Data Notebooks	FCAT Math
3	Time Money	Study Island	Principal ERT Teachers Tech Coordinator	Analysis of bi-weekly Reports	FCAT Math
4	Attendance	Increase attendance	Administrators, Classroom teachers	Teachers assessments, GO Math	Attendance reports

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #					
	In six years Bratt will reduce their achievement gap by 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	64	72	75	77	80	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	Bratt Elementary will decrease the number of African American students in the stability group not making satisfactory progress in mathematics by 1%.  Bratt Elementary will decrease the number of white students in the stability group not making satisfactory progress in mathematics by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 60% of African American students in the stability group did not make satisfactory progress in mathematics.  In 2012, 29% of white students in the stability group did not make satisfactory progress in mathematics.	In 2013, 59% of African American students in the stability group will not make satisfactory progress in mathematics.  In 2013, 28% of white students in the stability group will not make satisfactory progress in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time Technology	Go Math Assessments	ERT Teacher	Go Math Assessments	FCAT Math
2	Time	Individual and Grade Level Data Report Meetings	Principal ERT	Data Notebooks	FCAT Math
3	Time Money	Study Island	Principal ERT Teacher Tech Coordinator	Analysis of bi-weekly Reports	FCAT Math
4	Attendance	Increase attendance	Administrators, Classroom teachers	Teacher assessments, GO Math	Attendance reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Bratt Elementary does not have any alternate assessments at this time.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A
2	NA	NA	NA	NA	NA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Bratt Elementary will decrease the number of students with disabilities in the stability group not making satisfactory progress in mathematics by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 60% of students with disabilities in the stability group did not make satisfactory progress in mathematics.	In 2013, 59% of students with disabilities in the stability group will not make satisfactory progress in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time Technology	Go Math Assessments	ERT Teacher / ESE Teacher	Go Math Assessments	FCAT Math
2	Time	Individual and Grade Level Data Report Meetings	Principal ERT	Data Notebooks	FCAT Math
3	Time Money	Study Island	Principal ERT Teacher / ESE Teacher Tech Coordinator	Analysis of bi-weekly Reports	FCAT Math Reports
4	Attendance	Increase attendance	Administrators, Classroom teachers	Teacher assessments, GO Math	Attendance reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Bratt Elementary will decrease the number of economically disadvantaged students in the stability group not making satisfactory progress in mathematics by 1%.
--	--

2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 45% of economically disadvantaged students in the stability group did not make satisfactory progress in mathematics.	In 2013, 44% of economically disadvantaged students in the stability group will not make satisfactory progress in mathematics.

**Problem-Solving Process to Increase Student Achievement**

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time Personnel Money Technology	Go Math Training	District Math Dept. Math Coach	Teacher Participation	Sign In Sheets
2	Time Technology	Go Math Assessments	Math Coach Teachers	Go Math Assessments	Go Math Assessments
3	Time	Individual and Grade Level Data Report Meetings	Principal Math Coach	Data Notebooks	Data Notebooks
4	Time Money	Study Island	Principal Teachers Math Coach Tech Coordinator	Analysis of bi-weekly Reports	Reports
5	Attendance	Increase attendance	Administrators, Classroom teachers	Teacher assessments GO Math	Attendance reports

*End of Elementary School Mathematics Goals*

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards	Grades K-5	School Based Grade Level Rep.	Classroom Teachers	November 2012	Classroom walk through. Teacher lesson plans.	Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Use of daily math review	Excel Math, Math Boards	Title I	\$2,000.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Study Island	Software	Title I	\$625.00
			Subtotal: \$625.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
District Inservice	District workshops	District	\$0.00
			Subtotal: \$0.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
After School Tutoring	Tutoring for lower quartile students	N/A	\$0.00
Math Night	Parent and student make and take	PTA	\$200.00
Sunshine Math	Incentives for students	PTA	\$500.00
			Subtotal: \$700.00
<b>Grand Total: \$3,325.00</b>			

*End of Mathematics Goals*

## Elementary and Middle School Science Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.  Science Goal #1a:			Bratt Elementary will increase the number of students in the stability group scoring at Achievement Level 3 or higher in science by 1%.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
In 2012, 39%(28) of students in the stability group scored at Achievement Level 3 or higher in science.			In 2013, 40%(29) of students in the stability group will score at Achievement Level 3 or higher in science.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time Money	Increase the number of hands-on science activities and Lab Inquiries and use of technology with science	Teachers Science Rep	Teacher Observations Data Collection	Classroom Tests, Projects and Reports
2	Students not having computers at home	Teacher will assign FCAT Explorer sessions for students	Classroom teacher	FCAT Explorer Reports	FCAT Science 2013
3	Time	District provided bell ringers for Fifth grade. PPT for grades 3-5	Science Rep. Classroom Teacher	District Assessment (quarterly) District Assessment 3rd and 4th	FCAT Science 2013

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal #1b:			Bratt Elementary does not have any alternate assessments at this time.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A			N/A		
Problem-Solving Process to Increase Student Achievement					

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	Bratt Elementary will increase the number of students in the stability group scoring at or above Achievement Level 4 in science by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 12%(9) of students in the stability group scored at or above Achievement Level 4 in science.	In 2013, 13%(10) of students in the stability group will score at or above Achievement Level 4 in science.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time Money	Increase the number of hands-on science activities	Teachers Science Rep	Teacher Observations Data Collection	Classroom Tests, Projects and Reports
2	Time	5th grade student time in Science Lab	Classroom Teachers	Student Product Teacher Plans Classroom Walkthroughs	FCAT Science 2012
3	Students not having computers at home	Teacher will assign FCAT Explorer sessions for students	Classroom teacher	FCAT Explorer Reports	FCAT Science 2012

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.  Science Goal #2b:	Bratt Elementary does not have any alternate assessments at this time.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A



Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science In Service with Nancy Stanley	3rd, 4th, and 5th	Nancy Stanly	3rd, 4th, 5th	2nd semester	District Science test, Grade Level Meetings	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Study Island	Software	Title I	\$625.00
			Subtotal: \$625.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Participating in District workshops	District Workshop	District	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
School Gardens	Plants and materials for school gardens	PTA and Grants	\$200.00
			Subtotal: \$200.00
			Grand Total: \$825.00

End of Science Goals

Writing Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	Bratt Elementary will increase the number of students in the stability group scoring at Achievement Level 3.0 or higher in writing by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 72%(56) of students in the stability group scored at Achievement Level 3.0 or higher in writing.	In 2013, 73%(57) of students in the stability group will score at Achievement Level 3.0 or higher in writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time	Bi-Monthly Writing Prompts	Teachers Principal Guidance Counselor Writing Team	Analysis of Writings	Bi-Monthly Writings
2	Time	Workshop by District	Mrs. Hall		Writing Samples
3	Time	Respond to text with complete sentences	Teachers	Evaluation of writing response	Sample Writing
4	Time	Daily Language	Teacher	Student Improvement	Student Graph

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.  Writing Goal #1b:	Bratt Elementary does not have any alternate assessments at this time.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Step Up to Writing	3-5 Language Arts	District Representatives	3rd-5th grade teachers	October 2012	Teacher Lesson Plans	Principal
Step Up to Writing	K-4	Teachers	K-2 grade teachers	October 2012	Teacher Lesson Plans	Principal

Writing Budget:

Evidence-based Program(s)/Material(s)

Strategy	Description of Resources	Funding Source	Available Amount
Teacher training	Materials for Lucy Caulkin's program	District	\$0.00
			Subtotal: \$0.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Study Island	Software	Title I	\$625.00
			Subtotal: \$625.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Step Up to Writing	Substitutes for teachers	Title I	\$210.00
Step Up to Writing	Inservice for teachers	District	\$0.00
			Subtotal: \$210.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$835.00</b>

End of Writing Goals

## Attendance Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance		Bratt Elementary will decrease the percentage of students who have 10 or more absences.			
Attendance Goal # 1:					
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
In 2011-2012 Bratt's Average Daily Attendance Rate was 94.9%		In 2012-2013, Bratt will maintain 95% or higher Average Daily Attendance Rate.			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
In 2011-12 181 students were absent 10 or more times.		In 2012-2013 less than 181 students will be absent 10 or more times.			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
In 2011-12 88 students were tardy 10 or more times.		In 2012-2013 less than 88 students will be tardy 10 or more times.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students missing school who are unexcused	Recognize students for good attendance	Principal, Data Clerk, Guidance Counselor	Administrators will monitor attendance reports and conduct	Attendance Records

				child study attendance meetings	
2	Parent responsibility	Notify parents when students are absent/tardy. A reminder of school policy from administration will be given to parents as they check in students that are tardy.	Admin-Clerk Data Clerk Principal	Report Card Attendance Tardy Report	Attendance Report
3	Transportation	Encourage students to come to school by placing their names in a special drawing and receive ribbons at the end of the 9 weeks.	Data Clerk Admin-Clerk Principal Elementary Resource Teacher	9 week graph to see if number of ribbons increase every quarter	Attendance Report
4	Students are not penalized for excessive absences.	Create a perfect attendance bulletin board to encourage students to get to school on time.	Admin Clerk Data Clerk Principal Elementary Resource Teacher	Monitor Attendance Reports	Attendance Report

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Improve attendance	Attendance Ribbons, Special Drawings, Perfect Attendance Bulletin Board	General Fund	\$300.00
			Subtotal: \$300.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
School Check In System	General Funds	General Funds	\$83.00
			Subtotal: \$83.00
			<b>Grand Total: \$383.00</b>

## Suspension Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension Suspension Goal # 1:		Bratt Elementary will maintain or decrease the number of Out-Of-School Suspensions for the 2012-2013 school year.			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
In 2011-2012, there were 28 incidents of In-School Suspensions.		In 2012-13, there will be less than 28 incidents that result in In-School Suspensions.			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
In 2011-2012, there were 28 students placed in In-School Suspension.		In 2012-2013, there will be less than 28 students placed in In-School Suspension.			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
In 2011-2012, there were 32 incidents of Out-Of-School Suspensions.		In 2012-2013, there will be less than 32 incidents that result in Out-Of-School Suspensions.			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
In 2011-2012, there were 25 students suspended Out-Of-School.		In 2012-2013, there will be less than 25 students receiving Out-Of-School Suspension.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Communication with Parents	Daily Citizenship folders Teacher Parent Conferences	Principal	Decrease in Suspensions	Referral Reports
2	Number of duplicated referrals	Review Positive Behavior Plan and Discipline Process	Principal Teachers, Guidance Counselor	Analyze referrals by grade level and teachers positive Behavior Recognition.	Referrals
3	Buy-In by Teachers	Workshop to review behavior plan.	Principal	Teacher Survey School Climate Survey	Teacher Survey, School Climate Survey

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

## Parent Involvement Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:		Bratt Elementary will maintain and/or increase the percentage of parent/volunteer involvement by 1%.			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
In 2011-2012, Bratt had 17 Parental Involvement activities with an average of 30% participation per activity.		In 2012-2013, Bratt will have 18 Parental Involvement activities with an average of 31% participation per activity.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Time	Boo-Hoo Breakfast:	Guidance	Parent Sign-In Sheet	Sign-In Sheet

1	Transportation	Orient Pre-K and Kindergarten parents and encourage involvement	Counselor		
2	Parent work schedules	Family nights for reading and math	Elementary Resource Teacher	Sign in sheets	Sign in sheets
3	Work Schedules	Schedule Grade level programs -rotation plan	Faculty and Staff	Attendance and Participation	Climate Survey
4	Volunteers	Sunshine Math	Elementary Resource Teacher	Sign in sheets	Sign in sheets

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Volunteer Orientation	All grade levels	Wanetta McGinty	School Wide	September 2012	Volunteer Sign in Book	Administration

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Volunteer Orientation for teachers	Training on ways to use volunteers	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Parent conference 3rd grade Parent conference 1st grade	Substitues for teachers	Title	\$560.00
			Subtotal: \$560.00
			Grand Total: \$560.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:

1. STEM STEM Goal #1:		Increase the # of modern student computers in the classrooms. Employ at Tech Coordinator to address and facilitate tech needs.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Money	District replacement funds. Utilize computer lab for student achievement in Math and Reading. School and District Assessments.	Tech Coordinator	Use of technology in classrooms.	Results of testing

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Ongoing professional development throughout the year.	All	4th grade teachers Computer Base Learning	school wide	after school, teacher planning days	use of technology in the classroom	Classroom walk through Teacher feedback

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
Subtotal: \$0.00			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
TLG Group	Substitutes for teachers	Title I	\$210.00
Subtotal: \$210.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Computer Based Learning	Computer programs	Title I	\$840.00
TLG Training	Substitute for teacher	Title I	\$280.00
Subtotal: \$1,120.00			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
Subtotal: \$0.00			
<b>Grand Total: \$1,330.00</b>			





## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	ImagineIt	Basil reader	District	\$0.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	Use of daily math review	Excel Math, Math Boards	Title I	\$2,000.00
Science	N/A	N/A	N/A	\$0.00
Writing	Teacher training	Materials for Lucy Caulkin's program	District	\$0.00
Attendance	Improve attendance	Attendance Ribbons, Special Drawings, Perfect Attendance Bulletin Board	General Fund	\$300.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
STEM	N/A	N/A	N/A	\$0.00
				Subtotal: \$2,300.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Study Island	Software	Title I	\$625.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	Study Island	Software	Title I	\$625.00
Science	Study Island	Software	Title I	\$625.00
Writing	Study Island	Software	Title I	\$625.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
STEM	TLG Group	Substitutes for teachers	Title I	\$210.00
				Subtotal: \$2,710.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	District Personnel	ImagineIt training	District	\$0.00
Reading	SmartBoard Training	SmartBoard training for use with ImagineIt series	N/A	\$0.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	District Inservice	District workshops	District	\$0.00
Science	Participating in District workshops	District Workshop	District	\$0.00
Writing	Step Up to Writing	Substitutes for teachers	Title I	\$210.00
Writing	Step Up to Writing	Inservice for teachers	District	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	Volunteer Orientation for teachers	Training on ways to use volunteers	N/A	\$0.00
STEM	Computer Based Learning	Computer programs	Title I	\$840.00
STEM	TLG Training	Substitute for teacher	Title I	\$280.00
				Subtotal: \$1,330.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Parent Conferences for 1st and 3rd grade teachers	Substitutes for classroom teachers	Title I	\$600.00
CELLA	N/A	N/A	N/A	\$0.00

Mathematics	After School Tutoring	Tutoring for lower quartile students	N/A	\$0.00
Mathematics	Math Night	Parent and student make and take	PTA	\$200.00
Mathematics	Sunshine Math	Incentives for students	PTA	\$500.00
Science	School Gardens	Plants and materials for school gardens	PTA and Grants	\$200.00
Writing	N/A	N/A	N/A	\$0.00
Attendance	School Check In System	General Funds	General Funds	\$83.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	Parent conference 3rd grade Parent conference 1st grade	Substitues for teachers	Title	\$560.00
STEM	N/A	N/A	N/A	\$0.00
				Subtotal: \$2,143.00
				Grand Total: \$8,483.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
-----------------------------------	--------------------------------	----------------------------------	-----------------------------

Are you a reward school:  Yes  No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 9/18/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
N/A	\$0.00

Describe the activities of the School Advisory Council for the upcoming year

The school advisory council assists with providing input for all school related activities, including the school improvement plan. In the spring, they assist with school budget items and provide input on the parent involvement plan through School/Parent Compact.

# AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012  
 Adequate Yearly Progress (AYP) Trend Data 2010-2011  
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

## SCHOOL GRADE DATA

No Data Found

Escambia School District BRATT ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	90%	82%	59%	311	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	70%	85%			155	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	59% (YES)	74% (YES)			133	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					599	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Escambia School District BRATT ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	73%	81%	75%	56%	285	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	59%	69%			128	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	33% (NO)	64% (YES)			97	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					510	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested