Horace O'Bryant School

2021-22 Schoolwide Improvement Plan

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Horace O'Bryant School

1105 LEON ST, Key West, FL 33040

[no web address on file]

Demographics

Principal: Denise Santiago B

Start Date for this Principal: 7/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	*[Data Not Available]*
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: B (58%) 2017-18: B (58%) 2016-17: B (56%) 2015-16: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	[not available]

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

We are committed to working collaboratively to provide a safe, positive, learning environment in which all children will be engaged, lifelong learners.

Provide the school's vision statement.

Creating the BUCs of tomorrow!
Becoming Life-Long Learners--Foster a love of learning
Ultimate Achievement--High academic achievement
Character--7 C's-Live by the Buccaneer Code of Honor
Success--Goal setting-Reach for your goals and dreams

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Santiago, Denise	Principal	Provide leadership, guidance and supervision to all aspects of academic and extracurricular programming.
Smith, Nicole	Assistant Principal	To perform those tasks assigned by the building principal and assist in the development and continuous implementation of elementary and middle school programs which meet the needs and promotes the well-being of all students in the school.
Meier, Scott	Assistant Principal	To perform those tasks assigned by the building principal and assist in the development and continuous implementation of elementary and middle school programs which meet the needs and promotes the well-being of all students in the school.
Vinson, Steven	Assistant Principal	To perform those tasks assigned by the building principal and assist in the development and continuous implementation of elementary and middle school programs which meet the needs and promotes the well-being of all students in the school.
Ring, Dana	Reading Coach	The Instructional Coach's primary responsibilities include, bur are nto limited to:assist teachers in data driven, student centered planning processes that intensify instructional cocus on students' master of essential standards and develop standard based curriculum, resources, assessments and intervention programs for and with teachers.
Murray, Nanette	Math Coach	The Math Coach's primary responsibilities include, bur are nto limited to:assist teachers in data driven, student centered planning processes that intensify instructional cocus on students' master of essential standards and develop standard based curriculum, resources, assessments and intervention programs for and with teachers.
Ray, Monet	Attendance/ Social Work	As the school's social worker, the primary goal is to encourage, support and foster positive relationships and development between students, staff and families. The school social worker will connect students and their families to community support systems as needed to ensure a holistic approach to meet the needs of the child.

Demographic Information

Principal start date

Wednesday 7/1/2020, Denise Santiago B

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

18

Total number of teacher positions allocated to the school

87

Total number of students enrolled at the school

1,073

Identify the number of instructional staff who left the school during the 2020-21 school year.

18

Identify the number of instructional staff who joined the school during the 2021-22 school year.

25

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	57	49	60	57	59	64	217	213	227	0	0	0	0	1003
Attendance below 90 percent	16	12	20	18	19	20	59	68	68	0	0	0	0	300
One or more suspensions	0	0	0	0	0	0	1	2	0	0	0	0	0	3
Course failure in ELA	0	0	0	3	3	1	1	9	14	0	0	0	0	31
Course failure in Math	0	0	0	1	0	2	2	11	9	0	0	0	0	25
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	4	7	10	38	50	64	0	0	0	0	173
Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	13	18	53	74	62	0	0	0	0	223
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Students with two or more indicators	0	0	0	2	10	8	23	36	35	0	0	0	0	114

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Retained Students: Current Year	0	0	0	4	0	0	1	1	0	0	0	0	0	6
Students retained two or more times	0	0	1	2	5	1	3	2	1	0	0	0	0	15

Date this data was collected or last updated

Wednesday 9/8/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Number of students enrolled	47	58	46	65	64	63	208	193	217	0	0	0	0	961
Attendance below 90 percent	13	5	6	13	5	7	8	7	13	0	0	0	0	77
One or more suspensions	0	0	0	0	0	0	0	0	3	0	0	0	0	3
Course failure in ELA	0	0	0	0	1	0	1	0	3	0	0	0	0	5
Course failure in Math	0	0	0	0	0	0	3	2	6	0	0	0	0	11
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	7	24	33	44	0	0	0	0	111
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	15	42	28	49	0	0	0	0	136

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Students with two or more indicators	0	0	0	0	2	8	16	19	37	0	0	0	0	82

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Retained Students: Current Year	4	2	0	1	0	0	0	0	1	0	0	0	0	8
Students retained two or more times	0	1	0	5	1	3	2	1	3	0	0	0	0	16

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	47	58	46	65	64	63	208	193	217	0	0	0	0	961
Attendance below 90 percent	13	5	6	13	5	7	8	7	13	0	0	0	0	77
One or more suspensions	0	0	0	0	0	0	0	0	3	0	0	0	0	3
Course failure in ELA	0	0	0	0	1	0	1	0	3	0	0	0	0	5
Course failure in Math	0	0	0	0	0	0	3	2	6	0	0	0	0	11
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	7	24	33	44	0	0	0	0	111
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	15	42	28	49	0	0	0	0	136

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	2	8	16	19	37	0	0	0	0	82

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	2	0	1	0	0	0	0	1	0	0	0	0	8
Students retained two or more times	0	1	0	5	1	3	2	1	3	0	0	0	0	16

Part II: Needs Assessment/Analysis

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

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	51%	70%	-19%	58%	-7%
Cohort Comparison						
04	2021					
	2019	54%	58%	-4%	58%	-4%
Cohort Comparison	-51%					
05	2021					

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2019	50%	62%	-12%	56%	-6%
Cohort Comparison		-54%				
06	2021					
	2019	56%	57%	-1%	54%	2%
Cohort Comparison		-50%				
07	2021					
	2019	51%	58%	-7%	52%	-1%
Cohort Comparison		-56%				
08	2021					
	2019	56%	60%	-4%	56%	0%
Cohort Comparison		-51%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019	49%	62%	-13%	62%	-13%
Cohort Comparison						
04	2021					
	2019	52%	60%	-8%	64%	-12%
Cohort Comparison		-49%				
05	2021					
	2019	65%	66%	-1%	60%	5%
Cohort Comparison		-52%				
06	2021					
	2019	46%	53%	-7%	55%	-9%
Cohort Comparison		-65%				
07	2021					
	2019	49%	61%	-12%	54%	-5%
Cohort Comparison		-46%				
08	2021					
	2019	53%	61%	-8%	46%	7%
Cohort Comparison		-49%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	63%	65%	-2%	53%	10%
Cohort Comparison						
08	2021					
	2019	54%	56%	-2%	48%	6%
Cohort Comparison		-63%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	77%	80%	-3%	71%	6%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	99%	70%	29%	61%	38%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	69%	31%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Horace O'Bryant School uses STAR Reading and Math as a standard progress montioring tool. To progress monitor 5th and 8th grade science, a district-created tested is administered via Illuminate. To assess Civics, a district created test is administered in Illuminate.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	22/41%	22/44%	24/48%
	Economically Disadvantaged	11/34%	8/29%	11/39%
	Students With Disabilities	3/23%	0%	0%
	English Language Learners	7/32%	8/38%	8/36%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	34/67%	41/84%	38/76%
	Economically Disadvantaged	17/57%	22/19%	19/68%
	Students With Disabilities	4/36%	9/75%	8/67%
	English Language Learners	10/48%	17/81%	15/68%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	21/48%	24/56%	25/58%
	Economically Disadvantaged	10/45%	13/59%	14/63%
	Students With Disabilities	2/17%	1/9%	3/30%
	English Language Learners	3/21%	4/31%	5/38%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	18/43%	23/53%	24/56%
	Economically Disadvantaged	8/38%	13/59%	12/55%
	Students With Disabilities	3/25%	3/27%	3/30%
	English Language Learners	4/29%	5/38%	6/46%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33/53%	36/59%	40/67%
	Economically Disadvantaged	17/55%	17/55%	21/66%
	Students With Disabilities	0%	1/13%	0%
	English Language Learners	5/26%	9/47%	9/47%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	41/68%	43/70%	42/70%
	Economically Disadvantaged	20/69%	20/65%	22/69%
	Students With Disabilities	1/13%	3/38%	0%
	English Language Learners	11/58%	14/74%	10/53%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35/61%	28/52%	34/62%
	Economically Disadvantaged	21/66%	16/55%	20/67%
	Students With Disabilities	5/50%	4/44%	3/30%
	English Language Learners	9/60%	6/43%	8/57%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	36/63%	35/65%	38/72%
	Economically Disadvantaged	21/66%	18/62%	19/68%
	Students With Disabilities	3/30%	4/44%	3/33%
	English Language Learners	9/60%	8/57%	10/71%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	31/50%	37/59%	38/60%
	Economically Disadvantaged	23/51%	25/57%	26/60%
	Students With Disabilities	3/27%	1/8%	2/18%
	English Language Learners	8/36%	8/38%	9/41%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	35/56%	39/62%	39/63%
	Economically Disadvantaged	27/60%	28/63%	30/71%
	Students With Disabilities	2/18%	4/33%	4/36%
	English Language Learners	5/23%	6/29%	11/50%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	1/.02%	4/08%	44%
	Economically Disadvantaged	0%	0%	0%
	Students With Disabilities	1	1	1
	English Language Learners	0%	0%	0%

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	83/44%	90/45%	91/45%
	Economically Disadvantaged	44/41.5%	48/43%	49/43%
	Students With Disabilities	10/20%	14/27%	14/27%
	English Language Learners	21/31%	21/29%	21/29%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	94/50%	99/49%	101/50%
	Economically Disadvantaged	50/47%	55/49%	56/48%
	Students With Disabilities	14/29.5%	12/23%	10/19%
	English Language Learners	26/38%	26/36%	30/41%

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	74/41%	88/46.5%	86/45%
	Economically Disadvantaged	35/33%	46/41%	45/40%
	Students With Disabilities	8/21%	10/26%	8/21%
	English Language Learners	14/25%	19/31%	21/34%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	82/46%	77/41%	90/47%
	Economically Disadvantaged	49/47%	52/47%	49/44%
	Students With Disabilities	12/32%	15/40.5%	10/26%
	English Language Learners	24/43%	26/43%	23/37%
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	0	2	61%
	Economically Disadvantaged	0	0	29
	Students With Disabilities	0	0	25
	English Language Learners	0	1	6

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	88/43%	78/38%	84/40.5%
	Economically Disadvantaged	44/36%	38/32%	43/37%
	Students With Disabilities	6/14%	7/16%	6/14%
	English Language Learners	13/24%	11/19%	15/26%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	86/44%	97/47%	92/44%
	Economically Disadvantaged	40/34%	51/44%	42/36%
	Students With Disabilities	8/19.5%	10/24%	7/16%
	English Language Learners	17/31.4%	18/31.5%	33%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	9/5.7%	6/3.8%	38%
	Economically Disadvantaged	1	0	10
	Students With Disabilities	1	1	1
	English Language Learners	0	0	3

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	26	35	30	28	34	23	21	46			
ELL	41	43	40	37	40	47	26	58	67		
ASN	83	70		83	80						
BLK	42	39	25	36	33	18	18	52			
HSP	49	47	36	48	42	34	39	56	56		
MUL	67	45		41	50		60				
WHT	62	55	41	66	54	44	53	89	69		
FRL	49	44	31	44	40	28	38	53	54		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	26	44	47	32	44	41	31	51			
ELL	39	52	46	40	55	54	36	62	29		

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
ASN	77	77		85	62						
BLK	45	48	40	40	54	49	47	82	47		
HSP	52	59	46	55	58	48	50	71	49		
MUL	63	58		66	58		71		69		
WHT	69	64	63	74	69	50	72	91	72		
FRL	49	55	46	50	56	48	48	76	42		

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	22	51	54	22	41	35	26	33			
ELL	41	64	68	40	50	49	46	59	14		
ASN	79	57		79	71						
BLK	46	53	43	46	55	36	49	60	43		
HSP	49	62	65	52	55	46	61	62	49		
MUL	70	76		68	62		62	69			
WHT	72	66	51	73	65	36	78	83	66		
FRL	50	62	57	52	56	42	60	60	37		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	[not available]
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	35
Total Points Earned for the Federal Index	459
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	43
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	79
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	53
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Multilingual Learners (MLs) score lower than their English-speaking peers in reading, math, Civics and science progress monitoring.
The majority of our ESE students are not proficient in reading or math as indicated by STAR progress monitoring.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

According to progress monitoring data, providing students access to and utilizing content-based vocabulary to indicate proficiency across all subjects is the greatest need area for improvement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors include an increased ML enrollment due to traumatic events taking place around the world, a return from a virtual learning environment to a middle school A/B schedule, and finally to the daily return of all students necessitating more students in a classroom and a more independent learning environment.
Intentional teaching of vocabulary and research-based strategies on content application is required to address this area of improvement. The allocation of an additional ML teacher will help to reduce class size in those ML classrooms and drill down to students' specific needs within their Tiers. The hiring of four bilingual paraprofessionals and the addition of a Creole-speaking Parent Educator will provide support to our ML students and families.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Data components that showed the most improvement include 3rd grade reading, 3rd grade math, Algebra Honors and Geometry Honors.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Contributing factors to these improvements included keeping elementary students in cohorts with specials and lunch taking place in the classroom, cutting down on transition times - more time on task. Positive communication and trust was established between teachers and grade-level paraprofessional, allowing for the paraprofessional to be the "second teacher in the classroom," which provided significant student support. Positive rapport and communication was established between the students, teachers and families, which encouraged the students to attend and engage at

school consistently. This was the first year that a weekly grade-level email was sent home to families of elementary students. The Morning Plus program was established for the first time this year, allowing students to begin their day at 8:00 am. This allowed for an extra 40 minutes of morning learning time.

The Grade Boosters after school program continued to provide a robust learning opportunity for those identified students who were in the lowest 25th percentile. The Saturday STARS tutoring program provided extra support to those Algebra Honors and Geometry Honors students who were struggling with concepts.

What strategies will need to be implemented in order to accelerate learning?

Strategies used to accelerate learning include school-wide AVID strategies relating to vocabulary development and John Hattie's Visible Learning. An additional ML teacher and bilingual paraprofessionals were hired to teach and assist with our ML students. Also, two ESE teachers were hired to work with our middle school ESE student populations and those paraprofessionals who are offering Support Facilitation to students who have been mainstreamed into the least restrictive environment. Paraprofessional training for working with our neediest students will also take place throughout the school year. The continuation of forty minutes of Morning Plus time, elementary and middle school Grade Boosters after school tutoring on Tuesdays and Thursdays and two hours each Saturday for Saturday STARS tutoring programs as well as our HOB MentorSHIP and Data Chat programs to provide frequent feedback will be implemented.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development opportunities include Pre-K Literacy Strategies, Universal Design for Instruction, Visible Learning in the Social Studies Class, Culturally Responsive Equitable Behavior Management, B.E.S.T. Standards for Math, B.E.S.T. Standards for Reading, Writing Strategies for 6-12 students, Visible Learning for the Linguistically Diverse, Youth Mental Health First Aid Training, Using the AVID System to Close the Opportunity Gap for Students, The Whole Child.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Continuous scheduling improvements, providing time consistently for grade-level data chats and vertical teaming, and facilitating articulation between in-school grade levels and feeder schools will ensure sustainability of improvement in the next year and beyond. Bi-monthly elementary and middle school AVID WICOR strategies will be presented to the faculty and there will be an emphasis on the use of the AVID binder with monthly binder checks and clean outs. "Teach Like a Pirate" book study emphasizing Passion, Immersion, Rapport, Asking/Analyzing, Transformation, and Enthusiasm along with faculty-wide discussion will take place monthly. Our school-wide culture for reading is being supported by the elimination of Media as an elementary special, allowing for the Media Center, recently named "The Anchor," which had been closed last year due to COVID protocols to be fully open and available to students in PreK-8th grade including our Day Care program students. "Books in Hands" is our theme.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:	In the 20-21 school year all of our students were universally screened. Students in K-3 were screened using DESSA. As the year progressed our percentage of students in the risk range increased by 3%. Students in 4-8 were screened using SEHS via the Covitality platform. School engagement remained a need for growth area (64% need in 4-5, 85% need in 6-8) throughout the year for students in grades 4-8. Persistence (74% need) and optimism (88% need) remained a need for growth area specifically for middle school students throughout the year.
Measureable Outcome:	Through the use of faculty professional development on faculty-student relationships and enhanced targeted SEL support through monthly themes, percentages of strength in the areas of engagement, grit and student mindset will increase 20% by the end of the school year. (DESSA and SEHS (COVI) screeners are being replaced with Panorama SEL screening. The areas of the new screening tool that align with identified need for growth areas are classroom engagement, grit and student mindset.)
Monitoring:	Data from the 20-21 school year will serve as baseline data. Students will be screened in October and February to assess competency in the areas of engagement, grit and student mindset. Results are analyzed by the behavior team who in turn provide tiered evidence based interventions for identified students in need. Interventions groups will receive monthly (tier 2) or weekly (tier 3) progress monitoring.
Person responsible for monitoring outcome:	Denise Santiago (denise.santiago@keysschools.com)
Evidence-based Strategy:	Classroom Champions is an evidenced-based SEL program that is getting implemented year round. This is a tier 1 focus for the entire student body, however, their SEL curriculum will be used by the school counselors and school social worker to provide specific lessons for those identified as needing more support.
Rationale for Evidence-based Strategy:	The district uses Second Step and Purpose Prep for our tier 1 SEL curriculum. Our universal screener from the 20-21 school year identified district-wide tier 1 needs that were not addressed by these programs. Classroom Champions is an evidenced based SEL program that has month long lessons in the specific areas of identified gaps (engagement, grit, student mindset).

Action Steps to Implement

1. Universal screening of all students in grades K-8 (Nicole Smith)
2. Data analysis and identification of students in need (Monet Ray)
3. School-wide implementation of Classroom Champion monthly SEL's (Nicole Smith)
4. Tier 2 and Tier 3 intervention implemented with regular on-going progress monitoring. (Monet Ray)
5. Integration of Classroom Champion monthly SEL themes with PBIS (Nicole Smith)

Person Responsible	Nicole Smith (nicole.smith@keysschools.com)

#2. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:	At Horace O'Bryant School, we recognize that the 5th grade and 8th grade current cohorts scored significantly lower than anticipated in recent tests including Reading, Math, Science and Civics. Upon further investigation we noticed that students' vocabulary in the content areas was weak.
Measureable Outcome:	70% of students in the lowest 25% (including ML and ESE sub-groups) will make learning gains as measured by STAR Progress monitoring, FSA (Science) and EOC (Civics) assessments.
Monitoring:	This Area of Focus will be monitored by analyzing progress monitoring test outcomes, conducting data chats between teacher and student and during grade level and department meetings.
Person responsible for monitoring outcome:	Denise Santiago (denise.santiago@keysschools.com)
Evidence-based Strategy:	All teachers will receive on going training in recognizing and utlizing John Hattie's Visible Learning Strategies to help teachers recognize their impact on learning.
Rationale for Evidence-based Strategy:	Using John Hattie's Visible Learning can provide teachers with specific strategies relative to their classroom and subject that promotes measurable learning.

Action Steps to Implement

1. Visibile Learning Strategies will be a standing item on the BLPT agenda.

Person Responsible	Nicole Smith (nicole.smith@keysschools.com)

2. Teachers will receive on going professional development in John Hattie's Visible Learning.

Person Responsible	Dana Ring (dana.ring@keysschools.com)

3. Grade Levels and Departments will conduct data meetings to monitor and analyze student achievement.

Person Responsible	Denise Santiago (denise.santiago@keysschools.com)

4. Articulation between grade levels as needed to trouble shoot and problem solve for specific sub groups or students based on progress monitoring.

Person Responsible	Nicole Smith (nicole.smith@keysschools.com)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

HOB is ranked number one in the state for very low property incidents and is in the low range for violent incidents. This indicates that locking of classrooms and overall supervision is working, as is our violence prevention program through Sandy Hook Promise. These will remain in place. HOB has a middle ranking for suspensions and a very high ranking for tobacco incidents. In regards to suspension rates, the administrative team will monitor discipline incidents during weekly administrative meetings and through Building Level Planning Team. This is to ensure there is consistency in incident response and increased use of responsive non-exclusionary discipline actions. In regard to tobacco use on campus, the administrative team will review where incidents occurred and provide increased supervision in these areas. We will also work with our community partner, Guidance Care Center, and their prevention counselor based at our school to provide support for students who have offended in the past to prevent future occurrences. HOB has also established a Students Working Against Tobacco (SWAT) club this year as well. HOB is putting an emphasis on staff-student relationships as a means to improve school climate. This is being done through staff PD on the book Teach Like a Pirate, enhanced student social-emotional learning through targeted monthly themes, and a staff-student mentorship program. This puts an emphasis on relationship-based discipline that starts and ends in the classroom, thus reducing the need for office disciplinary referrals. We also have a robust Positive Behavior Intervention Support (PBIS) model to promote positive behaviors and provide re-teaching of skills when issues arise as an alternative to traditional discipline. HOB has been recognized as a 2020-2021 Resilient FLPBIS Model School. School climate, student social-emotional functioning and behavior will all be monitored simultaneously through our Panorama data visualization and tracking platform. The school climate and behavior team will meet monthly to assess discipline, behavior and school climate via the MTSS process. This team consists of a member of the administration team, school social worker, school counselors, MTSS coordinator, academic coaches, and school-based mental health providers from partner community agencies.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

The 21-22 school year theme for our school is "Let Your Goals Set Sail." Our school culture revolves around "The Code of the 7 C's." The 7 C's are courage, character, challenging goals, commitment,

cooperation, consideration and compassion. This code is embedded into instructional practices, engagement with and rewarding of students, staff professional development, and our school-wide PBIS system.

We start building a positive culture with Tier 1 supports as early as possible by providing AL's Pals and Ready Rosie to our Head Start and VPK students. We pride ourselves on not only having a robust Tier 1 SEL system, but we provide additional supports to mitigate social isolation through Start with Hello Week, to enhance student self-advocacy and awareness skills through the "Say Something" mantra, and to improve overall persistence and optimism through out Monthly SEL curriculum enhancement programs Second Step and Purpose Prep.

Our staff is currently receiving year-long professional development from the book "Teach Like a Pirate," which provides teachers with practical strategies to enhance student engagement, teacher-student relationships, instructional creativity, and overall school climate.

Students and all employees are screened twice a year to assess for overall school climate and social-emotional functioning. Results are used to put interventions and supports in place for both groups. (The school climate and behavior team meets monthly to review school data in all areas related to school culture and environment. This includes engagement, efficacy, discipline, overall affect and optimistic thinking.)

To increase morale and continue to build a positive culture, Horace O'Bryant School continues to share weekly Kudos, citing the extraordinary things staff do for one another. "The Buoy," HOB's teacher website empowers teachers to utilize existing school and district resources by adding pertinent information to one easily accessible site. "The Navigator," HOB's weekly staff newsletter, not only eliminates multiple emails throughout the week, it provides updates, resources, and events pertinent to all staff. Finally, our PBIS committee works diligently to bring staff together through healthy fitness challenges and early release luncheons.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

At Horace O'Bryant School, it is our priority to involve all stakeholders to promote a positive culture and environment. We utilize several methods to provide a variety of ways for stakeholders to engage:
1. In person and virtual School Advisory Council Meetings.
2. The weekly Pirate Post newsletter and K-8 Weekly Emails sent to all families.
3. Weekly editions of the staff newsletter, The Navigator and HOB's teacher website, The Buoy.
4. Frequent updates and kudos on our HOB Website, Facebook page, School Marquee, Blackboard Connect, and Remind app.
5. Parent/Teacher Conferences throughout the school year.
6. Standing agenda items on Building Level Planning Team.
7. Teaming with Keys to be the Change to provide student mentoring in addition to our HOB Staff to student MentorSHIP program.
8. Partnership with Rotary, United Way and local churches to provide Thanksgiving and Holiday Cheer baskets
9. Thriving student organizations such as TSIC, NEHS, NJHS, SAVE Promise Clubs, Student Councils, and athletic teams including Special Olympians.
10. Consistent PBIS implementation to support Tier 1 SEL strategies.

Part V: Budget

1	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Student Engagement	$0.00

	Total:	$0.00