Horace O'Bryant School

2022-23 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: Brian Desilets J

Start Date for this Principal: 7/1/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	60%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (51%) 2020-21: (47%) 2018-19: B (58%) 2017-18: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Kati Pearson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* 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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Desilets, Brian	Principal	Provide Leadership, guidance and supervision to all aspects of academic and extracurricular programming.
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.
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.
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, but are not limited to: assist teachers in data driven, student centered planning processes that intensify instructional focus on students' mastery 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
Friday 7/1/2022, Brian Desilets J

Number of teachers with a 2022 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.*
1

Number of teachers with a 2022 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.*

0

Total number of teacher positions allocated to the school

87

Total number of students enrolled at the school

1,016

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

19

Identify the number of instructional staff who joined the school during the 2022-23 school year.

13

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	52	46	62	53	61	206	195	212	0	0	0	0	944
Attendance below 90 percent	13	9	6	12	10	15	27	35	28	0	0	0	0	155
One or more suspensions	0	0	0	0	0	0	4	5	11	0	0	0	0	20
Course failure in ELA	0	0	0	2	5	1	4	1	2	0	0	0	0	15
Course failure in Math	0	0	0	0	0	1	3	0	1	0	0	0	0	5
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	6	8	7	59	45	65	0	0	0	0	190
Level 1 on 2022 statewide FSA Math assessment	0	0	0	5	12	12	65	63	67	0	0	0	0	224
Number of students with a substantial reading deficiency	0	0	0	0	0	0	15	33	4	0	0	0	0	52

Using the table above, complete the table below with the number of students by current grade level who have 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	3	6	5	19	17	19	0	0	0	0	69

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	0	6	3	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	5	3	5	1	2	2	0	0	0	0	18

Date this data was collected or last updated

Tuesday 10/4/2022

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	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

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	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

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).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	47%	54%	57%	52%			56%	64%	61%
ELA Learning Gains	45%	51%	55%	48%			58%	61%	59%
ELA Lowest 25th Percentile	38%	41%	46%	33%			46%	51%	54%
Math Achievement	48%	57%	55%	50%			58%	66%	62%
Math Learning Gains	54%	63%	60%	44%			60%	64%	59%
Math Lowest 25th Percentile	49%	54%	56%	29%			49%	51%	52%
Science Achievement	42%	57%	51%	40%			58%	67%	56%
Social Studies Achievement	64%	75%	72%	66%			80%	85%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	51%	70%	-19%	58%	-7%
Cohort Comparison		0%				
04	2022					
	2019	54%	58%	-4%	58%	-4%
Cohort Comparison		-51%				
05	2022					
	2019	50%	62%	-12%	56%	-6%
Cohort Comparison		-54%				
06	2022					
	2019	56%	57%	-1%	54%	2%
Cohort Comparison		-50%				
07	2022					
	2019	51%	58%	-7%	52%	-1%
Cohort Comparison		-56%				
08	2022					
	2019	56%	60%	-4%	56%	0%
Cohort Comparison		-51%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	49%	62%	-13%	62%	-13%
Cohort Comparison		0%				
04	2022					
	2019	52%	60%	-8%	64%	-12%
Cohort Comparison		-49%				
05	2022					

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2019	65%	66%	-1%	60%	5%
Cohort Comparison		-52%				
06	2022					
	2019	46%	53%	-7%	55%	-9%
Cohort Comparison		-65%				
07	2022					
	2019	49%	61%	-12%	54%	-5%
Cohort Comparison		-46%				
08	2022					
	2019	53%	61%	-8%	46%	7%
Cohort Comparison		-49%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	63%	65%	-2%	53%	10%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-63%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	54%	56%	-2%	48%	6%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019					
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	77%	80%	-3%	71%	6%
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	99%	70%	29%	61%	38%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	69%	31%	57%	43%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	21	34	31	22	37	40	21	47	69		
ELL	31	44	43	34	50	48	20	62	58		
ASN	75	73		82	91						
BLK	35	39	36	34	44	39	22	60	76		
HSP	45	45	40	46	56	55	40	55	64		
MUL	75	67		59	69						
WHT	55	47	30	62	56	50	59	78	80		
FRL	41	41	38	42	51	44	32	61	69		
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		
ASN	77	77		85	62						

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
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	526
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
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	45
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	80
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	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	51
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	68
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	57
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	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

English Language Learners (ELLs) 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 2022 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 ELL enrollment due to traumatic events taking place around the world, a return from a virtual learning environment and 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 ELL teacher will help to reduce class size in those ELL classrooms and drill down to students' specific needs within their Tiers. The hiring of four bilingual paraprofessionals and seeking the addition of a Creole-speaking Parent Educator will provide support to our ELL students and families.

What data components, based off progress monitoring and 2022 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 from our STAR data in our Panorama.

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

Contributing factors to these improvements included, 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 allowed 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 ELL teacher and bilingual paraprofessionals were hired to teach and assist with our ELL 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, BUC Boost Program 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 programs and trainings in ESE, and 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. Trainings and discussions 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," to be fully open and available to students in PreK-8th grade including our Day Care program students. "Books in Hands" is our theme. Monthly data chats among grade levels will be conducted to bring awareness to the achievement gaps we are facing.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	This area of focus was predetermined due to the fact that our Federal Index for Students with Disabilities was at 39% which is below the 41% benchmark for the Index. Collaborative Data Chats will ensure that teachers are analyzing student performance data, using the data to inform instruction, and using the data to encourage student achievement and support the Reading Program. Teachers will discuss best practices, needs and effective use of data.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our Students with Disabilities subgroup will seek to improve to meet and exceed the Federal Index of 41%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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:	Brian Desilets (brian.desilets@keysschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Targeted Element of ELA/READING, we will focus on the evidence-based strategies of: Data-Driven Instruction. Through data-driven instruction we will address the needs of each student and accelerate the learning gains of our SWD subgroup. Data driven instruction will be monitored during DI and Intervention through the use of data trackers to drive instructional planning. Data driven conversations will take place at Leadership Team meetings and will include other progress monitoring data.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Collaborative Data Chats will ensure that teachers are analyzing student performance data, using the data to inform instruction, and using the data to encourage student achievement and support the Reading Program. Teachers will discuss best practices, needs and effective use of data.

Action Steps to Implement

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

HOB will develop a Data Wall to monitor specifically identified students STAR test scores for grades 6-8.

Person Responsible	Scott Meier (scott.meier@keysschools.com)

Teachers will receive ongoing professional development on reading and understanding data.

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

Grade levels and departments will conduct data meetings to monitor and analyze student achievement.

Person Responsible	Brian Desilets (brian.desilets@keysschools.com)

Articulation between grade levels as needed to trouble shoot and problem solve for students with disabilities based on data checks and progress monitoring.

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

HOB will develop a Data Wall to monitor specifically identified students STAR test scores for grades K-5.

Person Responsible	Steven Vinson (steven.vinson@keysschools.com)

#2. Positive Culture and Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

At the start of the 22-23 school year students were universally screened. Students were screened using a culture and climate survey provided by the platform called Panorama. The areas of need are concentrated in grades 6-8 and are in the areas of emotional regulation and grit.

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

With implementation fidelity checks of core life skills curriculum, and on-going staff PD on relationship building, teacher-student communication, and use of empowerment language, we will see a 3% increase in emotional regulation and grit.

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

Data from the fall 22-23 school year will serve as baseline data. Students will be screened again in February to assess competency in the areas of emotional regulation and grit. 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:

Brian Desilets (brian.desilets@keysschools.com)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Tier 1-Purpose Prep for Grades 6-8
Tier 2-CICO, targeted small groups
Tier 3-Zones of Regulation, Why Try
Our Tier 1 curriculum is aligned with our HLI Standards and PBIS

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The district uses Purpose Prep for our tier 1 HLI curriculum in grades 6-8. This is a Tier 1 program with lessons specifically on emotional regulation and grit. Targeted small groups and individual sessions will use Zones of Regulation and WhyTry. These programs are specifically designed to improve emotional regulation and develop grit. Aligning these lessons with PBIS will allow for a school-wide universal design to target all students.

Action Steps to Implement

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

Panorama Survey for all students, K-8.

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

Data Analysis and identification of students in need.

| **Person Responsible** | Monet Ray (monet.ray@keysschools.com) |

On-going staff PD on relationship building, teacher-student communication, and use of empowerment language,

| **Person Responsible** | Brian Desilets (brian.desilets@keysschools.com) |

Implementation of SEL programs in grades 6-8.

| **Person Responsible** | Scott Meier (scott.meier@keysschools.com) |

Tier 2 and Tier 3 intervention implemented with regular-ongoing progress monitoring.

| **Person Responsible** | Monet Ray (monet.ray@keysschools.com) |

Implementation of PBIS strategies grades K-8.

| **Person Responsible** | Brian Desilets (brian.desilets@keysschools.com) |

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

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

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

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

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

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

Based on our EOY STAR Reading Screening (2021-2022), our 2nd grade scored at 44% proficient overall. We are most in need of improvement for our EL students, who scored at 30% proficient overall. We intend to use multi-sensory instruction with Heggerty Phonics to build word-level skills with this group of students. This will lead to growth in fluency.

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

The area of focus is 75% of the African American students in grade 4 are below proficiency. Based on this result, it is clear that delivery of a comprehension strategy is necessary for these students to become successful with reading. Reciprocal teaching is a research-based strategy which enables students to utilize comprehension strategies within a collaborative grouping which enhances both achievement and engagement in reading. Reciprocal teaching is a well-established and research based instructional

practice that has a .74 effect size in Hattie's analysis of classroom effect sizes. It enables students to predict, question and connect, clarify, and summarize what they are reading.

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

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

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

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

Grades K-2: Measureable Outcome(s)

The students in 3rd grade will achieve a 10% gain in reading proficiency overall as measured by STAR scores recorded in Panorama.

Grades 3-5: Measureable Outcome(s)

The students in 5th grade will achieve a 10% gain in reading proficiency as measured by STAR scores recorded in Panorama.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

The effectiveness of the use of the Heggerty Phonics program for our 3rd graders will be measured through data accumulated throughout the year including progress monitoring data, ELA program growth, small group teacher observations and walkthrough data.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Ring, Dana, dana.ring@keysschools.com

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

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

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

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

Grade 5 students will use metacognitive strategies to improve comprehension. Metacognitive strategies have a .69 effect size in Hattie's meta-analysis of teaching strategies. The specific metacognitive strategy that will be used is Think-Aloud's. Think- Aloud's use a process of predicting,questioning, visualizing, clarifying, summarizing and reflecting as part of the reading process. Teacher demonstrates the Think Aloud process for students. After each paragraph, a student makes a prediction, questions what will happen next,visualizes what is happening, clarifies their questions Then summarizes and reflects on what is read. Not all of these steps are required but using most will ensure comprehension.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

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

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

Heggerty Phonics does not meet strong, moderate or promising levels of ESSA evidence, however, the IES Practice Guide: Foundational Skills to support Reading for Understanding in Kindergarten Through 3rd Grade supports the program with strong ESSA evidence. The process of students using word attack strategies that are effective meet the need for our students who scored sub-proficient scores in 2nd grade. Heggerty Phonics has proven to be successful with groups of EL students who are deficient in phonics skills in the past.

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

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
1. Literacy Leadership Team reviews student data to determine areas of focus at each grade level. 2. Literacy coaching- Literacy Coach trains teachers in using the practices of Heggerty Phonics, Reciprocal teaching, and Think Alouds at the appropriate grade level. Grades 3,4,5, respectively. 3. Assessment-Progress monitoring data, reading program data, small group observational data and walkthrough data will be reviewed by the Literacy Leadership team to determine effectiveness of strategies (and/or programs). 4. Professional learning-Professional learning focus	Ring, Dana, dana.ring@keysschools.com
1. Use Reciprocal Teaching Worksheets to measure student participation and accuracy in recording data 2. Use comprehension checks to measure progress of students in gaining skills	Ring, Dana, dana.ring@keysschools.com

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

The 22-23 school year theme for our school is "Explore, Dream, Discover." 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. Within our PBIS system, we will utilize our iBElieve strategies to address behaviors in our school. The theme of iBElieve is for students to BE safe, BE responsible, BE respectful, BE ready to learn, and BE empowered. The expectations set forth through iBElieve will be the cornerstone to our managing student behavior throughout the school. Through focusing on a positive culture and climate, student attendance and student behavior, the school see positive results in assessment data. In order to be effective, staff will be supported with classroom management, Administration will also actively listen to staff concerns and utilize a team approach to address staff concerns. Relationship building will be a focus for all of those who are part of the school community.

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

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.

Theresa Axford
Superintendent
10/25/22

John Dick
Board Chair
10/25/22