

Monroe County School District

HORACE O'BRYANT SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Monroe County School Board.

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

We are committed to working collaboratively to provide a quality learning environment in which ALL children can learn and develop to their maximum potential.

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

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Brian Desilets

Position Title

Principal

Job Duties and Responsibilities

Provide leadership, guidance, and supervision to all aspects of academic and extracurricular programming.

Leadership Team Member #2

Employee's Name

Scott Meier

Position Title

Assistant Principal

Job Duties and Responsibilities

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.

Leadership Team Member #3

Employee's Name

Dana Ring

Position Title

Assistant Principal

Job Duties and Responsibilities

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.

Leadership Team Member #4

Employee's Name

Marissa Means

Position Title

Assistant Principal

Job Duties and Responsibilities

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.

Leadership Team Member #5

Employee's Name

Nanette Murray

Position Title

Assistant Principal

Job Duties and Responsibilities

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.

Leadership Team Member #6

Employee's Name

Monet Ray

Position Title

Social Worker

Job Duties and Responsibilities

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.

Leadership Team Member #7

Employee's Name

Angela Van Loon

Position Title

Literacy Coach

Job Duties and Responsibilities

To support the literacy needs of our school in all grades, to support the teachers and assist them with the best practice to give the students the best opportunity to succeed.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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

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

We utilized our school Building Leadership Planning Team to review and develop the SIP Goals. Our SIP is reviewed by our School Advisory Council and progress is discussed at monthly meetings.

SIP Monitoring

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

Our plan and progress will be monitored monthly meetings with the Building Leadership Planning Team. Data will be consistently monitored and supports will be provided for those students with the greatest need. Our school has revamped our MTSS program and our Interventionists will be reporting and assisting staff with deep data dives to address our students with the greatest achievement gap. The SIP will be revised as needed through meetings and discussions with our BLPT and our SAC.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION PK-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	80.6%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	65.7%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: C 2022-23: C* 2021-22: C 2020-21: 2019-20: B

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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	
Absent 10% or more school days	55	55	50	51	48	60	221	209	231	980
One or more suspensions	0	0	5	1	0	14	45	72	40	177
Course failure in English Language Arts (ELA)	0	0	1	3	2	1	4	8	4	23
Course failure in Math	0	0	1	0	0	3	6	20	9	39
Level 1 on statewide ELA assessment	25	21	18	0	7	9	49	53	40	222
Level 1 on statewide Math assessment	21	25	22	0	6	10	64	60	56	264
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	1	0	0						1
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	6	5	10	0	2	12	48	85	56	224

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3	0	0	1	0	0	1	1	0	6
Students retained two or more times	0	0	0	0	4	3	5	1	1	14

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	10	13	7	8	14	10	39	38	32	171
One or more suspensions										0
Course failure in ELA			1	3	3	1	4	9	4	25
Course failure in Math			1			3	7	22	9	42
Level 1 on statewide ELA assessment				1	21	20	79	119	81	321
Level 1 on statewide Math assessment					7	11	65	66	59	208
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators			1	1	10	8	33	47	26	126

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3			1			1	2		7
Students retained two or more times					4	3	5	1	2	15

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	42	56	58	38	50	53	47	54	55
ELA Grade 3 Achievement **	44	67	59	44	56	56			
ELA Learning Gains	53	60	59				45		
ELA Learning Gains Lowest 25%	50	54	54				38		
Math Achievement *	42	61	59	46	57	55	48	38	42
Math Learning Gains	54	64	61				54		
Math Learning Gains Lowest 25%	64	58	56				49		
Science Achievement *	38	53	54	40	50	52	42	57	54
Social Studies Achievement *	52	72	72	62	75	68	64	63	59
Graduation Rate		88	71		74	74		56	50
Middle School Acceleration	61	55	71	73	57	70	75	51	51
College and Career Readiness		56	54		51	53		75	70
ELP Progress	46	62	59	37	64	55	64	65	70

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

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	50%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	546
Total Components for the FPPI	11
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
50%	52%	53%	46%		59%	61%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	29%	Yes	3	2
English Language Learners	42%	No		
Black/African American Students	43%	No		
Hispanic Students	47%	No		
Multiracial Students	57%	No		
White Students	58%	No		
Economically Disadvantaged Students	45%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	26%	Yes	2	1
English Language Learners	37%	Yes	1	
Black/African American Students	40%	Yes	1	
Hispanic Students	51%	No		
Multiracial Students	66%	No		
White Students	56%	No		
Economically Disadvantaged Students	49%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	39%	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners	45%	No		
Native American Students				
Asian Students	80%	No		
Black/African American Students	46%	No		
Hispanic Students	51%	No		
Multiracial Students	68%	No		
Pacific Islander Students				
White Students	57%	No		
Economically Disadvantaged Students	48%	No		

D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L2.5%	MATH ACH.	MATH LG	MATH LG L2.5%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	42%	44%	53%	50%	42%	54%	64%	38%	52%	61%			46%
Students With Disabilities	14%	6%	45%	48%	13%	42%	52%	14%	27%				
English Language Learners	27%	29%	51%	46%	28%	58%	68%	21%	48%	36%			46%
Black/African American Students	29%		52%	51%	28%	51%	63%	26%	40%	54%			32%
Hispanic Students	42%	33%	54%	47%	40%	54%	63%	38%	51%	51%			49%
Multiracial Students	65%		48%		55%	59%							
White Students	50%	50%	53%	55%	55%	55%	75%	45%	67%	74%			
Economically Disadvantaged Students	36%	38%	49%	46%	35%	51%	61%	34%	47%	55%			42%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	38%	44%			46%			40%	62%	73%			37%
Students With Disabilities	16%	18%			21%			26%	36%				38%
English Language Learners	24%	30%			34%			19%	41%	50%			61%
Black/African American Students	30%	50%			33%			20%	43%	65%			41%
Hispanic Students	35%	38%			46%			36%	62%	70%			73%
Multiracial Students	59%				66%			73%					
White Students	49%	40%			52%			58%	68%	69%			
Economically Disadvantaged Students	34%	43%			41%			35%	55%	70%			63%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	47%		45%	38%	48%	54%	49%	42%	64%	75%			64%
Students With Disabilities	21%		34%	31%	22%	37%	40%	21%	47%	69%			65%
English Language Learners	31%		44%	43%	34%	50%	48%	20%	62%	58%			64%
Native American Students													
Asian Students	75%		73%		82%	91%							
Black/African American Students	35%		39%	36%	34%	44%	39%	22%	60%	76%			71%
Hispanic Students	45%		45%	40%	46%	56%	55%	40%	55%	64%			62%
Multiracial Students	75%		67%		59%	69%							
Pacific Islander Students													
White Students	55%		47%	30%	62%	56%	50%	59%	78%	80%			
Economically Disadvantaged Students	41%		41%	38%	42%	51%	44%	32%	61%	69%			64%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	44%	57%	-13%	55%	-11%
Ela	4	48%	50%	-2%	53%	-5%
Ela	5	33%	48%	-15%	55%	-22%
Ela	6	39%	50%	-11%	54%	-15%
Ela	7	26%	51%	-25%	50%	-24%
Ela	8	35%	47%	-12%	51%	-16%
Math	3	54%	58%	-4%	60%	-6%
Math	4	46%	51%	-5%	58%	-12%
Math	5	36%	52%	-16%	56%	-20%
Math	6	30%	50%	-20%	56%	-26%
Math	7	29%	58%	-29%	47%	-18%
Math	8	27%	49%	-22%	54%	-27%
Science	5	26%	50%	-24%	53%	-27%
Science	8	32%	46%	-14%	45%	-13%
Civics		45%	65%	-20%	67%	-22%
Algebra		84%	44%	40%	50%	34%
Geometry		95%	55%	40%	52%	43%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

The area that showed the most improvement was our 4th grade ELA group. Student scores increased from 30% to 48%. The team participated in Professional Learning and implemented strategies to help improve their ELA scores. Our 3rd grade proficiency has also improved year over year, which helped with the 4th grade transition.

Lowest Performance

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

The area that showed the lowest performance was 7th grade ELA. Students scored 26% which was the lowest of any grade level in ELA or Math. It was also a drop of 10% from the previous year. The contributing factor was the turnover of staff members. We have brand new teachers to the State of Florida, and it was a year of learning. We expect growth in this area with staff consistency.

Greatest Decline

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

The area that showed the greatest decline was 8th grade math. Student scores dropped 15 points from the previous year. I believe that the biggest factor was that there was a new teacher to 8th grade Math. Math has been a problem for us over the years due to turnover. We are putting systems in place that will increase growth in this area.

Greatest Gap

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

The greatest gap with respect to the state average is our 7th grade Math. Inconsistency with math instruction that included turnover contributed to this. We need to make sure teachers are using the curriculum correctly and with fidelity.

EWS Areas of Concern

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

One of our areas of concern and focus is our schoolwide ELA scores. We are committed to creating a culture of literacy. Imbedding more literacy instruction across all content areas will improve student achievement scores in all academic areas. Our second area of concern is to decrease chronic absenteeism.

Highest Priorities

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

Our academic priority this school year is to focus on creating a culture of literacy.

Our culture and climate priority will be to address chronic absenteeism and decrease the number by 10%.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on 2024 Spring STAR Reading/ Early Literacy assessment data 41% of kindergarten, 52% of 1st grade and 60% of 2nd grade students scored below the 40th percentile indicating they are performing below grade level. Based on Spring FAST ELA assessment data 56% of 3rd grade, 55% of 4th grade and 64% of 5th grade students scored below a level 3 indicating they are performing below grade level.

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

The data indicates students need to improve reading comprehension, in order to improve reading comprehension students must develop decoding skills for complex multisyllabic words. Improved decoding skills will lead to greater fluency and improve overall comprehension. Students will receive targeted small group interventions using ESSA evidenced based reading interventions.

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

The data indicates students need to improve reading comprehension, in order to improve reading comprehension students must develop reading fluency. Improved fluency skills will improve overall comprehension. Students will receive targeted small group interventions using ESSA evidenced based reading interventions to provide purposeful fluency-building activities to help students read effortlessly. .

Grades K-2: Measurable Outcome(s)

Based on the Spring 2024 STAR Reading/ Early Literacy Kindergarten data, 59% of students scored above the 40th percentile, 1st grade data, 48% of students scored above the 40th percentile and 2nd grade data, 40% of students scored above the 40th percentile. For the 2024-2025 school year, 61% of current Kindergarten students will score above the 40th percentile or higher on the STAR Early Literacy assessment for PM 3, 61% of current 1st graders will score above the 40th percentile or higher on the STAR Reading assessment for PM 3 and 61% of current 2nd graders will score above

the 40th percentile or higher on the STAR Reading assessment.

Grades 3-5: Measurable Outcome(s)

Based on the Spring 2024 FAST ELA 3rd grade data, 44% of students scored a level 3 (proficient) or higher, 4th grade data, 45% of students scored a level 3 (proficient) or higher and 5th grade data, 36% of students scored a level 3 (proficient) or higher. For the 2024-2025 school year, 61% of current 3rd graders will score a level 3 (proficient) or higher on the FAST ELA PM 3 assessment, 61% of current 4th grade students will score a level 3 (proficient) or higher on the FAST ELA PM 3 assessment and 61% of current 5th grade students will score a level 3 (proficient) or higher on the FAST ELA PM 3 assessment.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

- Explicit data driven instruction using IES guides will be provided to all Tier 2 and Tier 3 students through the Flamingo Literacy Small Group Model utilizing UFLI resources and Benchmark Advance daily lessons. Administrative walk throughs, monthly data chats discussing iStation data, Amira data and monthly data chats discussing progress, as well as targeted teacher learning will be ongoing to ensure that teachers and students are progressing adequately towards our measurable outcome..

Person responsible for monitoring outcome

Desilets, Meier, Means, Murray, Ring

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

For grades K-3 we will be using the Flamingo Small Group Literacy Instruction Model and UFLI phonics program. Teachers will implement differentiated literacy centers that target the needs of all their students. Tier 2 and Tier 3 students will be receiving explicit interventions using IES guides, and/or UFLI phonics.

Rationale:

The Flamingo Small Group Literacy Instruction is a comprehensive, research-based, five step model that aligns instruction to student data, a phonics scope and sequence, and emphasizes oral language development through the lesson. UFLI is a program of fully developed lessons that follow a specific scope and sequence. It is designed for and has been tested with whole-class instruction, but it has also been translated into intervention. UFLI employs multisensory methods that involve the mouth

movements used in phoneme production.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Grades 3-5 will utilize Amira which is an AI powered reading program designed to support reading development. It provides individualized instruction and personalized practice for students based on student input. Amira is designed to provide tailored interventions to students to improve fluency.

Rationale:

Targeted reading interventions have been shown to improve literacy in students. Amira supports diverse learners and individual needs through a personalized approach. By providing an effective tool for student's literacy intervention we will improve literacy rates for students.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Implement a Tiered Reading Intervention Program

Person Monitoring:

Angela Van Loon

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Literacy coach, teachers and admin will meet to discuss the plan for implementation including daily scheduling of time for interventions to occur.

Action Step #2

Professional Development for Teachers

Person Monitoring:

Brian Desilets

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

All teaching staff will participate in at least three professional development workshops focused on innovative literacy teaching strategies during the school year, to equip teachers with the latest methods and techniques in literacy education, enhancing their instructional practices.

Action Step #3

Community and Family Engagement

Person Monitoring:

Brian Desilets, Dana Ring, Angela Van Loon

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Host monthly literacy events, such as reading nights, author visits, and book drives, to build partnerships with parents and the community, allowing active participation in promoting literacy.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

FAST Reading scores indicate that 29% of ESE students meet the 41% target set by the state. We intend to use multi-sensory instructional strategies utilizing the Flamingo Literacy program in our elementary school.

The Flamingo Literacy Program is designed to enhance early literacy skills in young learners, focusing on several key areas to build a strong foundation for reading and academic success. Its main components typically include:

1. **Phonemic Awareness**: Developing the ability to hear, identify, and manipulate individual sounds (phonemes) in spoken words.
2. **Phonics**: Teaching the relationship between the letters of written language and the sounds of spoken language.
3. **Vocabulary**: Expanding the range of words students understand and use, which is crucial for comprehension and expression.
4. **Fluency**: Encouraging smooth, expressive reading to improve understanding and enjoyment of text.
5. **Comprehension**: Teaching strategies for understanding, remembering, and communicating what is read.

The program often includes engaging activities, interactive lessons, and assessments to monitor progress and adapt to each student's needs. By addressing these critical areas, the Flamingo Literacy Program aims to foster a love of reading and equip students with the skills they need to become proficient, confident readers.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Students with Disabilities (SWD) will show a 20% increase in proficiency based on scores from 23-24

to the end of the 24-25 school year on the state FAST ELA testing.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The effectiveness of the Flamingo Literacy Program and Multi-Tiered Systems of Support for our students will be measured through data collected throughout the school year including progress monitoring data (PM1, PM2). We expect to see incremental gains towards the 20% improvement goal. We would expect to see a 10% gain by mid-year. If progress is not occurring at the rate necessary to achieve the goal, instruction will be adjusted to accelerate progress. We will also use teacher observations to determine the frequency of targeted strategy usage and walk-through data.

Person responsible for monitoring outcome

Brian Desilets

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Content within Flamingo Literacy Matrix includes foundational and theoretical knowledge of literacy, specific domains of literacy, and how to integrate and apply content across literacy domains. The six content domains are • phonological awareness • early decoding • advanced decoding • fluency • vocabulary • comprehension

Rationale:

This program or instructional strategy is specifically designed to increase foundational reading skills which in turn will increase ELA proficiency. https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf#page=28

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Literacy Leadership Team

Person Monitoring:

Angela Van Loon

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Literacy Leadership Team meets with grade levels to review the data in order to determine progress towards the goals set above. 2. The Literacy Coach provides professional development in the most impactful strategies the Literacy Leadership Team determines are less frequently seen during walkthroughs. 3. Fidelity checks in each grade level with artifact and exemplar collection. Assessment data may be used in the collection. 4. The district curriculum team will be notified to provide professional development related to core program implementation and impactful strategy training.

Action Step #2

Teacher Expectations

Person Monitoring:

Brian Desilets

By When/Frequency:

Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Teachers will conference with students to set rigorous reading goals. 2. Teachers will provide regular comprehension checks using the district provided curriculum. 3. Teachers will work to improve and increase student literacy stamina by monitoring and conferencing with students.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Regular attendance is crucial for the academic success and social development of students. Chronic absenteeism is linked to lower academic performance and can hinder the development of necessary skills for future success. By improving attendance rates, we aim to provide all students with equal opportunities to learn and succeed.

With a focus on these strategic areas, Horace O'Bryant School will improve student attendance and foster an environment that supports academic success and personal growth. This goal aligns with the broader school mission of creating an environment in which ALL children can learn and develop to their maximum potential.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the 2024-2025 school year, Horace O'Bryant School will increase overall student

attendance by 10%, reducing the number of chronically absent students (those missing 10% or more of school days) by 25%, thereby enhancing academic performance and student well-being.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

- **Data Collection:** Attendance data collected through school management systems, surveys conducted for feedback on engagement and parental involvement.
- **Regular Reviews:** Monthly review meetings with the school improvement team to assess progress and adjust as necessary.
- **Reporting:** Annual report to stakeholders detailing outcomes, lessons learned, and future goals.

Person responsible for monitoring outcome

Ring, Ray

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Q1-Q2

Person Monitoring:

Ring, Ray

By When/Frequency:

Weekly through Q2

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

-Launch parent engagement initiatives and begin community partnership outreach. -Start the student mentorship program with an initial group of identified students. -Conduct baseline surveys on student engagement and initial attendance data analysis.

Action Step #2

Q3

Person Monitoring:

Ring, Ray

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

-Evaluate the effectiveness of strategies implemented in the first half of the year. -Adjust strategies based on data and feedback. -Expand mentorship program to include more students based on needs assessment.

Action Step #3

Q4

Person Monitoring:

Ring, Ray

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

-Finalize data collection and conduct end-of-year evaluation of attendance improvement. -Share results with stakeholders and plan for next steps in continuing to improve attendance rate

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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

List the school's webpage where the SIP is made publicly available.

Our SIP and SWP will be distributed to parents through the use of our school website, our social media sites as well as communicated through our SAC meetings and parent engagement events. Through collaboration with our parent educators we are able to provide translation for our primary languages.

School Website: <https://www.keysschools.com>

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

Consistent communication is key to effectively building positive relationships within our community and with our parents. Through the use of the school website, social media sites, our Blackboard messaging system, use of our FOCUS student information system and newsletters/ communications in our weekly folders we are able to share a variety of information to our families. We host multiple parent engagement activities throughout the year such as our Title I Open House, STEM Fair, Literacy Nights, and our EL Parent Engagement events. We also hold monthly SAC meetings that are open to our community to attend.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the

amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)(ii))

This year grade level daily schedules were modified to improve instructional blocks and meet the needs of students. With the new schedules teachers will focus on the use of fluency building activities around targeted small group instruction in the classroom. Through the use of targeted small group instruction students can be provided enrichment and acceleration in an appropriate manner that meets their needs and skill level.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

When developing our school wide goals and SIP we collaborate with all stakeholders including our district and any applicable services to support our students.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

We have revamped our ESE department to better serve our students. Support facilitation for middle school students will be provided. Regular data chats will occur to monitor student progress and to make adjustments as needed.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

1. IEP Review with ESE staff and classroom teachers-First two weeks of school
2. Review PM3 data with ESE staff-September
3. Set goals with students to attain growth
4. Review and monitor PM 1 and PM 2 data
5. Adjust programming as needed

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00