

Horace O'Bryant School

1105 LEON ST, Key West, FL 33040

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Combination School PK-8	Yes	72%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	72%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	B*	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	10
Public and Collaborative Teaching	16
Ambitious Instruction and Learning	16
8-Step Planning and Problem Solving Implementation	22
Goals Summary	22
Goals Detail	22
Action Plan for Improvement	25
Appendix 1: Implementation Timeline	32
Appendix 2: Professional Development and Technical Assistance Outlines	33
Professional Development Opportunities	33
Technical Assistance Items	34
Appendix 3: Budget to Support Goals	0

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Horace O'Bryant School

DA Region and RED	DA Category and Turnaround Status
Southeast - Gayle Sitter	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Horace O'Bryant is the largest Pre-K through 8th grade school in the Monroe County School District. Students attending our school hail from diverse backgrounds and have an immense amount of school pride and community spirit.

Horace O'Bryant has 1124 students enrolled and of those students 27% are white, 45% are Hispanic, 22% are Black or African American, 3.91 % are Multi-Racial, and 2.31% are Asian. The active LEP population includes 11% students whose native language is not English and require English language support. These students' heritage languages include Spanish, Haitian Creole, Polish, Lithuanian, Russian, Chinese, Czechoslovakian, and Uzbekian. In addition the students receiving ESE services represent 17% of our student population. 73% of the HOB students are also Economically Disadvantaged.

Our teachers and staff foster a school-wide commitment to establish meaningful relationships which cultivate compassion, care, and respect throughout our school community. The school hosts many community events such as Family Reading Nights, ELL Parent Nights, Open House, Family Movie Nights, plays, and musical programs. The parent educator and bilingual paraprofessionals also forge relationships to support our students and families. In addition the parent educator provides culturally relevant training to our teachers regarding our students.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

As a Gold model PBIS school, Horace O' Bryant students follow the 7 C's--Character, Courage, Cooperation, Consideration, Compassion, Commitment, and Challenging Goals. School begins at 8:45 AM. In the morning, the PLUS program is provided at 7:45 AM for families to support academic intervention and extracurricular activities. Students who attend HOB are afforded a vast array of academic, athletic, and extracurricular opportunities. Our schools offer numerous honors and vocational courses. Additionally, Florida State High School Athletic Association has sanctioned athletic teams ranging from football, volleyball, basketball, cheerleading, and a dance team. There are also various clubs on our campus offering interested students a wide-range of opportunities for community service participation on local, national, and international levels. Key West is a culturally rich community whose motto is "One Human Family." To that end, the community embraces opportunities to interact with the school and students participate in activities that are educational.

Students participate in many clubs such as WEB (Where Everyone Belongs), Executive Board, Safety Patrol, National Junior Honor Society, Gay/Straight Alliance, Student Council, Relay for Life and Sewing Club.

The elementary school counselor teaches a weekly character lesson incorporating Safer, Smarter Kids and bully prevention programs. All students participate in a weekly Second Step lesson utilizing character education and bully prevention. The school counselor, social workers, and PBIS coach work closely with teachers and students to provide a safe, respectful, and welcoming educational setting utilizing the district iBElieve program. Each month spotlights one of the 7 C's and students are recognized for exemplifying the trait.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Horace O'Bryant School is a PBIS Gold level Model School. Since 2008, Horace O'Bryant School's School-Wide Positive Behavior Interventions and Support (PBIS) program is a different way of handling discipline. PBIS is Proactive: Trying to prevent inappropriate behaviors by putting procedures in place and changing the environment if needed. PBIS is consistent: Teaching the students what we expect of them while on our campus as well as teaching the rules for specific settings such as the playground, cafeteria, hallways and bathrooms. PBIS is also Reinforcement Based: Giving students rewards when they meet or exceed our school's expectations and follow the school rules.

Horace O'Bryant's school wide expectations are: Be Respectful, Use Responsible Behavior, Come Prepared, and Safety First. These expectations are taught and reinforced across all school settings to promote a positive and supportive school culture and climate. Benefits are reaped through increased academic time and decreased staff and student frustration. BUCS Expectations are visible and posted across school settings including classrooms, hallways, front office, and the school cafeteria. Working collaboratively with our district's iBElieve behavior expectation program, all students in grades Pre-K—8 are taught skills for social and academic success through Second Step, a developmental and sequential curriculum designed to promote school and life success and to prevent problem behaviors.

During pre-planning and at different intervals throughout the school year, teachers and staff are trained/refreshed on PBIS expectations, protocols, and procedures. They are reminded to teach and reinforce expectations and rules consistently to all students regardless of grade level. Teachers learn which behaviors to manage in the classroom and which behaviors the administration will manage. Teachers reward students for meeting the expectations and for following the rules. Finally, teachers consistently strive to maintain a high ratio of positive feedback to students vs. corrective re-teaching of behavioral expectations (4:1).

Horace O'Bryant School utilizes a Behavior Tracking Form to assist teachers and students with a formalized method for correcting a repeated classroom managed misbehavior. The purpose of the tracking form is to look for patterns in the behavior (track what the student has done, what the teacher has done, and what is working to help determine next steps for success) to ultimately change the behavior. It is not to be used with every minor behavior but those that are repetitive and require further attention.

Our school's PBIS Coach uses the RtI:B database each month to review and share with the PBIS Team the total number of Office Discipline Referrals for the month, #1 problem behavior, location where referrals are being generated as well as grade level with highest number of referrals in order to determine if a Tier 1 problem can be addressed at a grade level or teacher level before problem-solving a Tier 2 or 3 problem. The PBIS Coach also reviews the "Referrals by Ethnicity" report available in RtI:B to determine patterns of ODR's from subgroups and the referral risk index for each. The PBIS Team shares this information with their grade levels/departments for overall understanding

and support on a monthly basis.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The School Counseling Program at Horace O'Bryant School is designed to be comprehensive, developmental and preventive in nature. Our professional school counselors assist parents, staff members, teachers and students in maximizing academic success. School counselors work collaboratively with teachers, school social workers, and other outside agency representatives as necessary to also assist students in need of supplemental support above and beyond the general classroom setting. Tier 2 supplemental intervention services by school counselors include small group counseling sessions and Check-In/Check-Out. If applicable, students in need of more intensive and individualized support may be referred to an outside agency for further assistance. In such cases, Horace O'Bryant School works collaboratively with the child's family and the agency to further enhance school success.

Horace O'Bryant School is thrilled to also have our Take Stock in Children program, a mentorship program that supports eligible students as early as 7th grade while working with and providing support to them year after year until they graduate high school. Relationship building, academic and personal goal setting and leadership skills are a few of the admirable effects this program provides the students.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

Horace O'Bryant employs the Early Warning System (EWS) that identifies at risk students. It identifies those students with excessive absences, those students missing more than 10% of instructional time, and students with two or more behavior referrals or suspensions.

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics during any grading period
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

b. Provide the following data related to the school's early warning system

1. 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
Attendance below 90 percent	12	11	5	13	1	7	16	19	29	0	0	0	0	113
One or more suspensions	0	0	0	0	0	0	1	1	1	0	0	0	0	3
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	1	0	0	0	0	0	0	1

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The students identified in the EWS will be targeted as followed:

Attendance will be monitored by the assistant principal, teachers, attendance counselor, school social worker, and school guidance counselor. Students with five unexcused absences in 30 calendar days will be immediately identified and scheduled for an attendance committee meeting. Parents sign the truancy letter with the assistance principal. Students who have more than 15 unexcused absences in 90 calendar days will be identified as habitually truant. The truancy referral packet will be completed to collaborate with families to improve attendance.

The MTSS team meets to address the needs of students who present behavior issues in an effort to support parents and students and implement Tier 2 and 3 behavioral interventions.

Course failure/Level 1 on statewide assessments: Students who have scored a level 1 on statewide assessments will be assigned to Tier 2 interventions and the progress will be consistently monitored. Students who do not demonstrate progress as compared to their peers will be referred to the MTSS team for a determination of specific Tier 3 interventions for remediation and evaluation. Students who are failing ELA or math will also be referred to the MTSS team.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Horace O'Bryant embraces opportunities to interact with the community and students participate in activities that are educational, enjoyable, and community service oriented. Students work with agencies such as The Rotary Club of Key West, Green Living and Energy Education, Botanical Gardens, Reef Relief, Bahama Village Music Program, Keys to Change, TSIC, United Way, the American Cancer Society, and many others on projects essential to our local, national, and global interests. Projects include peer tutoring on campuses, a Thanksgiving food drive for local families, beach and reef clean ups, and fundraising for humanitarian missions to Haiti. Students are also provided opportunities to take advantage of cultural offerings through partnerships with Sculpture Key West, The Studios of Key West, The Hemingway Foundation, and The Robert Frost Poetry Festival. In addition, local agencies such as

AHEC and the Monroe County Health Department offer school-based health care that integrates health services at the school site. School to home communication is essential and is provided to parents via Blackboard Connect, Facebook, the School Web page, and parent email groups.

Horace O'Bryant annual events and partnerships include:

- Family Night/Open House
- Title 1 Family Nights
- EL Family Nights
- Family Reading Nights
- Family Movie Nights
- School Plays
- Steel Pan Band Shows
- Book Fairs
- Dads Take Your Child to School Day
- School Advisory Council/PTO
- Food Drives
- Weekly Second Step Character Education
- Thanksgiving Family Luncheon
- United Way
- Zonta
- PBIS Students of the Quarter Recognition
- Art Show
- Science Fair
- Honor Roll Assemblies

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Mc Pherson, Christina	Principal
Santiago, Denise	Assistant Principal
Vinson, Steven	Assistant Principal
Ring, Dana	Instructional Coach
Smith, Nicole	Instructional Coach
Means, Marissa	Instructional Coach
Meier, Scott	Assistant Principal
Goins, Daliana	Guidance Counselor

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Horace O'Bryant School's Building Leadership Planning Team (BLPT) involves key stakeholders that represent Pre-K through eighth grade, ELL, and ESE. The role of this leadership team is to foster school growth with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early

intervention. The leadership team grows and develops other leaders by encouraging collaboration among colleagues and staff. Promising Practices are shared at each BLPT meeting and discussed in grade level meetings. In addition, the leadership team provides problem-solving efforts to support the school.

The Horace O'Bryant MTSS team provides a common vision for the use of data-based decision making.

Christina McPherson, Scott Meier, Erin Williams, Karen Kelley, Nicole Smith, Marissa Means, Caitlin Hemphill, Daliana Goins

Grade level chairpersons: Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

ESE/EL Teachers: Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction and collaborate with general education teachers.

Instructional Coaches: (Dana Ring, Marissa Means, and Nicole Smith) lead, develop and evaluates core content standards/programs; identifies and analyzes existing information on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while

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

The Building Leadership Planning Team meets on a regular basis to discuss student needs as identified by classroom teachers. The team will review progress monitoring data at a grade level and classroom

level to identify students who are meeting/exceeding benchmarks, at moderate risk, or at high risk for not meeting benchmarks. Based on the above information, the team will identify areas in need of professional development and available resources. The team will collaborate regularly, problem solve, share effective promising practices, evaluate implementation, make decisions, and practice new processes and skills.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Title 1

Horace O'Bryant School will provide resources to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, or summer school). The district coordinates with Title II and Title III in ensuring that supplemental staff development needs are provided. Supplemental support services are provided to students. The district EL Specialist for Title I schools works with EL contacts to provide supplemental professional development and instructional resources as well as helps identify student needs through assessment and other instructional data. The Literacy Coach develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation of progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. We utilize

supplemental reading programs such as Lexia and Imagine Learning before and after school as they provide growth data for students in the lowest quartile and EL students. Other components that are integrated into the school-wide program include an extensive Parental Program including an EL Parent Educator and a parent resource center; as well as special support services to special needs populations such as ELS and students with Emotional/Behavior Disorders. The school works the district parent engagement coordinator to reduce the impact of barriers to family engagement. CHIPS Homeless contacts are funded through Title I to assure that students in transitional homes remain on the pathway for college and career readiness and work with the district homeless liaison to assure students receive Title I services including instructional supplies, nutritional services, transportation and tutoring.

Title II

The District uses supplemental funds for improving basic education for the students at HOB School as follows:

- * partial Funding of the Reading Coach
- * professional development for teachers and staff of diverse learners
- * ESOL Endorsement coursework offered through the district leading to ESOL endorsement
- * reimbursement for add-on endorsement programs, such as Gifted, and Reading bonuses, as funding permits

Our Literacy Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Title III

Horace O'Bryant will utilize Title III funding to provide tutorial services for English Learners students levels one through four. Tutorials are conducted in the morning hours and include Math, Reading and Science Lab. We also will provide professional development funded in part by Title III on EL strategies for teachers of all contents and cultural proficiency. Supplemental licenses for Imagine Learning will be used to track student academic growth for the lowest 25% and EL students.

Title X- Homeless

The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to. Horace O'Bryant School seeks to ensure a successful educational experience for homeless children by collaborating with Local Agencies and with parents and the community. The School Counselor serves as our Homeless Liaison and assists with the identification, enrollment, attendance, and transportation of homeless students. The Homeless Liaison works closely with our school registrar on the procedures for enrolling homeless students and on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements. Horace O'Bryant School provides a homeless sensitivity, awareness campaign to all the staff members. Our CHIPS contact will work with teachers and the district Homeless contact to make sure that homeless students engage in tutoring as needed. Horace O'Bryant School also receives funding from Supplemental Academic Instruction (SAI) funds.

Bullying Prevention Programs

Red Ribbon Week and the Second Step Social Emotional Learning Curriculum support the prevention of violence in and around Horace O'Bryant School. These programs prevent the use of alcohol, tobacco, drugs and foster a safe, drug free learning environment supporting student achievement. In addition, we have implemented the Second Step bullying prevention curriculum. This curriculum provides students with an

understanding and awareness of the severity and consequences of bullying. Bully awareness is supported throughout the month of October with different activities and awareness message on our morning announcements. Our school counselors push into classes to provide supplemental character education including bullying prevention lessons.

Nutrition Programs

- 1) Horace O'Bryant School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) Horace O'Bryant School Food Service Program, school breakfast, school lunch, and after school dinner, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Parental Involvement

Horace O'Bryant School involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center in order to inform parents about available programs and their rights and other referral services. We aim to increase parent engagement/involvement through developing (with on-going parent input) Horace O'Bryant's Title I compact: Horace O'Bryant Title I Parent Engagement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. Informal parent surveys are conducted to determine specific needs of our parents, and schedule workshops, Parent Academic Nights, etc. with flexible times to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement.

AHEC (Area Health Education Center) and the Monroe County Health Department offer coordinated levels of school-based

healthcare to the students at Horace O'Bryant School and their families which integrates education, medical and/or social and human services on school grounds. AHEC services reduce barriers to care, connect eligible students with health insurance and a medical home, and provide care for students who are not eligible for other services.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Christina McPherson	Principal
Denise Santiago	Education Support Employee
Steve Vinson	Education Support Employee
Scott Meier	Education Support Employee
Nicole Smith	Education Support Employee
Daliana Goins	Education Support Employee
Dana Ring	Education Support Employee
Molly Ross	Parent
Mary Hamilton	Parent
Brenda Haskins	Parent
Joyce Milelli	Parent
Dilshoda Yodgorova	Parent
Jamie Cates	Parent
Kym Momaly	Teacher
Ileana Garcia	Parent
Claudia Munguia	Parent
Barbara Espinosa	Parent
Winsome Daley	Parent
	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

During the 2016-2017 school year the focus of the School Improvement Plan was to effectively use data to inform instruction. FSA results showed that our students made gains in ELA, Math, and Civics. In addition, student results in learning gains in ELA and Math also improved. There was an overall increase of 16 points in the school grade resulting in a "B" designation. The school examined and analyzed both lagging and leading data to determine areas of weakness and support differentiated instruction. The focus was on Reading and to increase achievement for the students in the lowest 25%. The slight decrease in science was attributed to a personnel factor.

b. Development of this school improvement plan

The Horace O'Bryant' School Advisory Council members reviewed the School Grade analysis and participated in the process used to develop the school improvement plan. Our school's SAC is involved in the development; management and monitoring of our school improvement plan goals and is active in holding all stakeholders accountable. Quarterly meetings to review data from the Fall and Winter Progress Monitoring Assessments are designed to provide our teachers with meaningful feedback and support. The tentative School Improvement Plan is presented, reviewed and approved at the SAC meeting.

c. Preparation of the school's annual budget and plan

The school's annual budget and plan were provided to the SAC members. The SAC committee along with the principal through collaborative conversations and consensus met to discuss school needs and concerns. The budget evolved primarily from the schools' current needs, but shall also consider the data collected in long-range budget and academic planning, such as; staff, textbooks, equipment and supplies, cost and maintenance of facilities and equipment, and other costs associated with the operation of each program. It is the responsibility of all stakeholders to carry out a budget plan in a thorough and efficient manner and to maintain the programs and technology that honor our obligation to our students for the best possible education.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

N/A

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Mc Pherson, Christina	Principal
Ring, Dana	Instructional Coach
Santiago, Denise	Assistant Principal
Smith, Nicole	Instructional Coach
Vinson, Steven	Assistant Principal
Means, Marissa	Instructional Coach
Meier, Scott	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The purpose of the Literacy Leadership Team is to create a capacity of reading knowledge and proficiency within the school building and focus on areas of literacy concern school-wide. The major initiatives for the LLT this year will be to ensure that the curriculum and instructional strategies are implemented school-wide to enhance student achievement. The Literacy coaches provide professional development through the Reading Endorsement and Content Area Literacy Professional Development, coaching, and modeling. In addition based on last year's FSA results, the middle school double block of ELA was created to support student reading achievement. Activities include: summer reading initiatives and recognition, reading recognition celebrations, PBIS Read-In Movie Night, Literacy Nights, AR School-wide Competition, AR Quarterly Award winners, and Book Fairs. Horace O'Bryant School will focus on reading across all content areas and utilize read alouds and collaborative conversations in all content areas.

Focus Reporting Categories-
 Key Ideas and Details

Integration of Knowledge and Ideas

K-2:

MTSS

Writing Sequence

Balanced Literacy (read alouds)

Task Cards

3-8:

MTSS

Writing Sequence

Balanced Literacy (read alouds)

Task Cards

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Horace O'Bryant School's motto for the 2017-2018 school year is "One Team, One Dream" as the school has a new single start time for both elementary and middle school. This motto is also being embraced by our student population and is embedded into our daily KTV program. As HOB is an AVID Pre K-8th grade school, professional learning is included in BLPT, faculty meetings, and professional development days. In addition, Horace O'Bryant will provide an internal VIEW program to allow teachers to visit their colleagues classrooms to view promising practices. Weekly grade level meetings provide teachers the opportunity to collaboratively plan and share strategies.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Horace O'Bryant utilizes the district hiring website, PATS HA to recruit highly qualified teachers. This site includes resumes, references, and certification information and other valuable information to hire the best qualified personnel. In addition, the MCSD participates in state wide hiring and recruitment fairs to recruit and retain highly qualified teachers. Every new teacher is assigned a peer mentor to assist in collaborative practice and planning. In monthly faculty meetings, teachers are recognized for their promising practices.

The VIEW Program provides an opportunity to showcase high performing teachers and provides an opportunity for teachers to visit other teachers classrooms and learn from the experience.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Beginning teachers in the school participate in the Monroe County School District Mentoring and Induction for New Teachers program. Mentor teachers receive clinical education training so that they can work with beginning teachers. Specific activities such as informal observations, in both the mentor and mentee classes are conducted. The mentor teacher logs in hours of mentor service. The beginning teachers are also provided with additional district training to provide them with support. Beginning teachers are paired with a mentor according to subject/grade level. Mentoring time is provided through collaborative scheduling. Additionally, substitutes are provided to allocate time for observation/feedback.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Horace O'Bryant School provides teachers with resources and professional development they will need to ensure that the reading basal series and LAFS standards are implemented correctly. All teachers are trained on the instructional component of CPALMS, the reading series and other supplemental resources. Teachers have and will continue to receive professional development on the use of the digital resources component, which is an instrumental part of our reading series. Teachers are scheduled to receive additional training in the District technology program and i-Ready. Teachers will

continue to participate in professional development, provided by the District and the instructional coaches, that will assist them in unwrapping the district pacing guides and new Florida standards in Reading, Math, and Writing. Teachers will continue to develop a greater understanding and familiarity of the selection of planning resources available to them. Use of Clear Touch boards will also continue to

enhance student understanding and engagement as we strive to reach all types of learners.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Horace O'Bryant School utilizes lagging and leading data to direct instruction. Data is provided from STAR, iStation, i-Ready, Achieve 3000, FSAA, Access for EL's and district progress monitoring. Based on the data, students receive intervention and support as needed. All middle school students have a 114 minute ELA block. Struggling students are provided with additional intervention in the MTSS block. Also, Tier 3 students receive the most intensive interventions. EL students receive intervention in their home language to facilitate academic achievement. EL students utilize Imagine Learning and Read 180 to support language acquisition.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 5,400

The morning PLUS program includes: Academic Tutoring & intervention, Health & Physical Fitness, Sewing, Media Center/Reading Camp, Computer Lab for iStation, and Math intervention

Strategy Rationale

The morning PLUS program provides students in K-5 with teachers to assist with support and intervention to assist in areas of deficiency and to provide enrichment. In addition, it provides working parents assistance with the later start time (8:45 AM).

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Mc Pherson, Christina, christina.mcpherson@keysschools.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student data is collected from STAR, iStation, FSA, and district progress monitoring. In addition, the teachers monitor FOCUS for student grades and attendance. A mid year assessment will be utilized to assess student progress for those students in the program.

Strategy: Extended School Day

Minutes added to school year: 3,240

Title 1 Tutoring

Strategy Rationale

Intervention and support

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Goins, Daliana, daliana.goins@keysschools.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

STAR and FSA data

Strategy: Weekend Program

Minutes added to school year: 4,320

Saturday STARS--Intervention and Enrichment program to provide students with a two hour block to receive assistance and instruction from certified teachers.

Strategy Rationale

Students are provided additional assistance during the weekend to help and support students in a small setting.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Smith, Nicole, nicole.smith@keysschools.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student data is collected from STAR, iStation, FSA, and district progress monitoring. In addition, the teachers monitor FOCUS for student grades and attendance. A mid year assessment will be utilized to assess student progress for those students in the program.

Strategy: Extended School Day

Minutes added to school year: 3,240

Title One After School Tutoring to support academic intervention and support from a certified teacher.

Strategy Rationale

Horace O'Bryant's after school tutoring program provides supplemental learning beyond the school day. Supplementary funds are used to provide additional support and intervention to struggling students.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Mc Pherson, Christina, christina.mcpherson@keysschools.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student data is collected from STAR, iStation, FSA, and district progress monitoring. In addition, the teachers monitor FOCUS for student grades and attendance. A mid year assessment will be utilized to assess student progress for those students in the program.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Horace O'Bryant houses Pre-School programs including Head Start, VPK, and ESE Pre-K. We articulate expectations for kindergarten readiness and have Pre-K teachers work with kindergarten teachers to set expectations. Pre-K teachers meet with kindergarten teachers to articulate the needs of children and assist in placement into kindergarten classes. ESE Pre-K has a transition IEP meeting at the end of the year. At this point the academic plan is written as a collaborative effort. We invite parents, teachers and all other support teachers (OT, PT) that have a part in developing the new educational plan for success in kindergarten. Head Start/VPK-provide data that supports class placements and teacher selections. The Galileo program used by all Pre-K teachers gives data on readiness to start kindergarten. We offer a kindergarten round-up activity that is a parent orientation and welcome to our school. We assist parents in the completion of the registration packet and take them on a tour of our school.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Horace O'Bryant partners with the Take Stock in Children program to provide college and career awareness as well as a scholarship program for college. Students are provided an adult mentor to follow them through middle and high school. Our school counselors provide college and career activities in classroom lessons to further engage the students in preparing for their future.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

IC3
Microsoft Office
Adobe Photoshop
Video Production
STEM

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Horace O' Bryant offers a variety of computer technical courses that focus on web design, coding, and technology to prepare students for technology based careers in the future.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

HOB_School_Grade_2017.docx
<i>REQUIRED: Description of file</i>

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** Teachers will increase student achievement by improving instructional delivery in the core content areas.

- G2.** To reduce Chronic Absenteeism to 5% or less (From 103 students in 2016-17 to 56 students or fewer)

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Teachers will increase student achievement by improving instructional delivery in the core content areas. 1a

G095174

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	55.0
Math Lowest 25% Gains	57.0

Targeted Barriers to Achieving the Goal 3

- Student accountability for academic achievement

Resources Available to Help Reduce or Eliminate the Barriers 2

- ELA: iStation, STAR, Accelerated Reader, Imagine Learning, After School tutoring, Saturday Stars, Florida Ready

Plan to Monitor Progress Toward G1. 8

We will monitor progress by reviewing student performance data utilizing STAR, Progress Monitoring Data, Benchmark Assessments, and iStation.

Person Responsible

Christina Mc Pherson

Schedule

Biweekly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Student performance data (STAR)

G2. To reduce Chronic Absenteeism to 5% or less (From 103 students in 2016-17 to 56 students or fewer)

1a

G095173

Targets Supported 1b

Indicator	Annual Target
Chronic Absenteeism	56.0

Targeted Barriers to Achieving the Goal 3

- The lack of importance of attending school on time due to apathy.

Resources Available to Help Reduce or Eliminate the Barriers 2

- FOCUS data reports PBIS Coach and School Guidance Support

Plan to Monitor Progress Toward G2. 8

FOCUS School-wide data reports and monitor students with attendance issues.

Person Responsible

Steven Vinson

Schedule

Weekly, from 9/4/2017 to 5/25/2018

Evidence of Completion

The number of students in the EWS report will be reduced.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. Teachers will increase student achievement by improving instructional delivery in the core content areas.

1

G095174

G1.B1 Student accountability for academic achievement 2

B256159

G1.B1.S1 Teachers will consistently monitor student achievement data to direct instruction and provide interventions and supports. 4

S270806

Strategy Rationale

Teacher support and practice for mastery.

Action Step 1 5

Conduct on-going grade level data meetings, conduct student data chats and create individualized plans to support students based on the data including professional development on the use of collaborative conversations.

Person Responsible

Christina Mc Pherson

Schedule

Monthly, from 9/4/2017 to 5/25/2018

Evidence of Completion

Sign-in sheets, data notebooks and individualized student plans

Action Step 2 5

Monthly professional development to support high yield instructional strategies

Person Responsible

Dana Ring

Schedule

Monthly, from 9/4/2017 to 5/25/2018

Evidence of Completion

Sign-in sheets, evidence of implementation of professional development including artifacts of implementation

Action Step 3 5

Teachers will plan for read alouds and collaborative conversations throughout their lessons, log and analyze student participation and engagement.

Person Responsible

Christina Mc Pherson

Schedule

Weekly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Lesson plans and walk through logs

Action Step 4 5

Teachers will monitor and analyze formative assessment results to direct instruction.

Person Responsible

Dana Ring

Schedule

Weekly, from 9/4/2017 to 5/25/2018

Evidence of Completion

Formative assessment results

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

The leadership team will meet monthly to monitor and discuss the action plan.

Person Responsible

Christina Mc Pherson

Schedule

Monthly, from 9/4/2017 to 5/25/2018

Evidence of Completion

Lesson plans, progress monitoring assessments, data chats

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Utilizing progress monitoring and reviewing teacher lesson plans to improve student achievement in core content areas.

Person Responsible

Christina Mc Pherson

Schedule

Monthly, from 9/4/2017 to 5/25/2018

Evidence of Completion

Progress monitoring data, lesson plans

G2. To reduce Chronic Absenteeism to 5% or less (From 103 students in 2016-17 to 56 students or fewer) **1**

 G095173

G2.B1 The lack of importance of attending school on time due to apathy. **2**

 B256157

G2.B1.S1 Student and parent education in attendance and EWS conferences **4**

 S270811

Strategy Rationale

Early Warning System indicators

Action Step 1 **5**

School communication and messaging regarding the importance of school attendance to all stakeholders.

Person Responsible

Steven Vinson

Schedule

Monthly, from 9/4/2017 to 10/27/2017

Evidence of Completion

Attendance policy parent/student letters/Blackboard Connect Ed calls

Action Step 2 **5**

Teachers will monitor student attendance in FOCUS and contact parents as needed.

Person Responsible

Steven Vinson

Schedule

Daily, from 8/16/2017 to 6/1/2018

Evidence of Completion

Attendance reports

Action Step 3 5

Refer students with chronic absences to the Attendance/EWS Team

Person Responsible

Steven Vinson

Schedule

Weekly, from 8/16/2017 to 6/1/2018

Evidence of Completion

Conference logs

Action Step 4 5

Implement interventions, conduct conferences and monitor.

Person Responsible

Steven Vinson

Schedule

Weekly, from 8/16/2017 to 6/1/2018

Evidence of Completion

Conference logs, EWS data, conference minutes

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Attendance clerk, school counselor, and administration will monitor attendance in FOCUS.

Person Responsible

Steven Vinson

Schedule

Weekly, from 8/16/2017 to 6/1/2018

Evidence of Completion

FOCUS attendance reports, Call logs, Conference notes, EWS meetings, student action plans

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Administration will monitor attendance reports in FOCUS.

Person Responsible

Steven Vinson

Schedule

Monthly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Decrease in chronic absenteeism in FOCUS reports.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.B1.S1.A1 A362848	School communication and messaging regarding the importance of school attendance to all...	Vinson, Steven	9/4/2017	Attendance policy parent/student letters/ Blackboard Connect Ed calls	10/27/2017 monthly
G1.B1.S1.A1 A362842	Conduct on-going grade level data meetings, conduct student data chats and create individualized...	Mc Pherson, Christina	9/4/2017	Sign-in sheets, data notebooks and individualized student plans	5/25/2018 monthly
G1.B1.S1.MA1 M387713	Utilizing progress monitoring and reviewing teacher lesson plans to improve student achievement in...	Mc Pherson, Christina	9/4/2017	Progress monitoring data, lesson plans	5/25/2018 monthly
G1.B1.S1.MA1 M387711	The leadership team will meet monthly to monitor and discuss the action plan.	Mc Pherson, Christina	9/4/2017	Lesson plans, progress monitoring assessments, data chats	5/25/2018 monthly
G2.MA1 M387592	FOCUS School-wide data reports and monitor students with attendance issues.	Vinson, Steven	9/4/2017	The number of students in the EWS report will be reduced.	5/25/2018 weekly
G1.B1.S1.A2 A362843	Monthly professional development to support high yield instructional strategies	Ring, Dana	9/4/2017	Sign-in sheets, evidence of implementation of professional development including artifacts of implementation	5/25/2018 monthly
G1.B1.S1.A3 A362844	Teachers will plan for read alouds and collaborative conversations throughout their lessons, log...	Mc Pherson, Christina	8/28/2017	Lesson plans and walk through logs	5/25/2018 weekly
G1.MA1 M387591	We will monitor progress by reviewing student performance data utilizing STAR, Progress Monitoring...	Mc Pherson, Christina	8/28/2017	Student performance data (STAR)	5/25/2018 biweekly
G1.B1.S1.A4 A362845	Teachers will monitor and analyze formative assessment results to direct instruction.	Ring, Dana	9/4/2017	Formative assessment results	5/25/2018 weekly
G2.B1.S1.MA1 M387718	Attendance clerk, school counselor, and administration will monitor attendance in FOCUS.	Vinson, Steven	8/16/2017	FOCUS attendance reports, Call logs, Conference notes, EWS meetings, student action plans	6/1/2018 weekly
G2.B1.S1.MA1 M387719	Administration will monitor attendance reports in FOCUS.	Vinson, Steven	8/21/2017	Decrease in chronic absenteeism in FOCUS reports.	6/1/2018 monthly
G2.B1.S1.A2 A362849	Teachers will monitor student attendance in FOCUS and contact parents as needed.	Vinson, Steven	8/16/2017	Attendance reports	6/1/2018 daily
G2.B1.S1.A3 A362851	Refer students with chronic absences to the Attendance/EWS Team	Vinson, Steven	8/16/2017	Conference logs	6/1/2018 weekly
G2.B1.S1.A4 A362852	Implement interventions, conduct conferences and monitor.	Vinson, Steven	8/16/2017	Conference logs, EWS data, conference minutes	6/1/2018 weekly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Teachers will increase student achievement by improving instructional delivery in the core content areas.

G1.B1 Student accountability for academic achievement

G1.B1.S1 Teachers will consistently monitor student achievement data to direct instruction and provide interventions and supports.

PD Opportunity 1

Conduct on-going grade level data meetings, conduct student data chats and create individualized plans to support students based on the data including professional development on the use of collaborative conversations.

Facilitator

Caitlin Nicklaus

Participants

Teachers and staff

Schedule

Monthly, from 9/4/2017 to 5/25/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.