

Monroe County School District

# Horace O'Bryant School



## 2019-20 School Improvement Plan

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# Horace O'Bryant School

1105 LEON ST, Key West, FL 33040

[ no web address on file ]

## Demographics

**Principal: Christina Mcpherson A**

Start Date for this Principal: 9/12/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School PK-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	68%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
<b>School Grade</b>	2018-19: B
<b>School Grades History</b>	2017-18: B 2016-17: B 2015-16: B 2014-15: B 2013-14: C
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">Diane Leinenbach</a>
<b>Turnaround Option/Cycle</b>	
<b>Year</b>	

<b>Support Tier</b>	NOT IN DA
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

**School Board Approval**

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

**SIP Authority**

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

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

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

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

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

**Purpose and Outline of the SIP**

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

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement**

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

#### **Provide the school's vision statement**

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

### School Leadership Team

#### **Membership**

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

Name	Title	Job Duties and Responsibilities
Mc Pherson, Christina	Principal	<p>Christina McPherson - Principal Primary Responsibilities include, but are not limited to:</p> <p>Provides leadership and management of assigned elementary school, including all instructional and administrative programs and activities. Supervises all professional and classified staff members, including selecting or recommending selection, training, assigning and evaluating work, counseling, disciplining and terminating or recommending termination; prepares periodic employee performance evaluations. Assigns responsibilities to Assistant Principals to foster professional growth and effective instructional programming; assigns responsibilities to professional staff, including assignments to instructional groups, rooms and supervision duties. Plans, organizes and implements staff development programs. Seeks to maintain an atmosphere conducive to good teacher-teacher and teacher-administrator relationships. Prepares and administers the school's operating budget; serves as overall custodian of school funds allocated to or collected by the school; adheres to state statute and District policies related to financial accounting to ensure judicious management of all school funds; approves expenditures and prepares related reports. Seeks, secures and administers school-level grants for projects and programs. Plans, evaluates and recommends school-wide programs, policies, goals and objectives. Ensures that all School Board and administrative policies are effectively explained and implemented. Ensures school compliance with the requirements of state and regional accreditation standards and regulations. Provides leadership in the school improvement process. Coordinates school enrollment. Supervises, reviews and evaluates the instructional program; observes classroom environment and makes recommendations for improvement in instruction and class management as appropriate. Participates as requested in the development and adoption of the District's testing program; manages and administers the testing program for the school; analyzes and makes recommendations related to student achievement data.</p>

Name	Title	Job Duties and Responsibilities
		<p>Assists in the selection of and supervises the distribution, storage and inventory of all textbooks, instructional materials and supplies for building operation. Develops and coordinates a school master schedule that meets students' needs and adheres to District guidelines. Supervises the guidance program to enhance individual student education and development.</p>
<p>Santiago, Denise</p>	<p>Assistant Principal</p>	<p>Assistant Principal Primary Responsibilities include, but are not limited to: Performs a variety of leadership duties to assist the Principal in managing the school; assumes the duties of the Principal in the absence of the Principal and as assigned. Analyzes, interprets and facilitates the sharing of assessment findings and student achievement data for the purpose of designing and modifying instruction. Supervises, observes and evaluates the performance of designated certificated and/or classified personnel; assigns duties to faculty and staff as appropriate to meet school objectives; assists with the recruiting, interviewing, and selection of new faculty and staff. Assists the Principal in providing instructional leadership to the school including assisting in the development, implementation, and evaluation of intervention programs that address the needs of at-risk students. Provides direction to a variety of faculty, staff, and student programs and services; participates in formal and informal classroom visitations and observations; provides recommendations and suggestions for improvement as appropriate. Develops and administers disciplinary procedures in accordance with district policies and state laws; receives referrals and confers with students, parents, teachers, community agencies, and law enforcement; responds to and resolves parent, student, and staff concerns and complaints; serves on discipline or expulsion panels as assigned.</p>
<p>Vinson, Steven</p>	<p>Assistant Principal</p>	<p>Assistant Principal Primary Responsibilities include, but are not limited to: Performs a variety of leadership duties to assist the Principal in managing the school; assumes the duties of the Principal in the absence of</p>

Name	Title	Job Duties and Responsibilities
		<p>the Principal and as assigned. Analyzes, interprets and facilitates the sharing of assessment findings and student achievement data for the purpose of designing and modifying instruction. Supervises, observes and evaluates the performance of designated certificated and/or classified personnel; assigns duties to faculty and staff as appropriate to meet school objectives; assists with the recruiting, interviewing, and selection of new faculty and staff. Assists the Principal in providing instructional leadership to the school including assisting in the development, implementation, and evaluation of intervention programs that address the needs of at-risk students. Provides direction to a variety of faculty, staff, and student programs and services; participates in formal and informal classroom visitations and observations; provides recommendations and suggestions for improvement as appropriate. Develops and administers disciplinary procedures in accordance with district policies and state laws; receives referrals and confers with students, parents, teachers, community agencies, and law enforcement; responds to and resolves parent, student, and staff concerns and complaints; serves on discipline or expulsion panels as assigned.</p>
<p>Ring, Dana</p>	<p>Instructional Coach</p>	<p>Instructional Coaches Primary Responsibilities include, but are not limited to: Assist teachers in data driven, student centered planning processes that intensify instructional focus on students' mastery of essential standards. Observe and conference with teachers posing questions with reflection regarding examples and non-examples of best practice. Model or co teach lessons. Develop standard based curriculum, resources, assessments and intervention programs for and with teachers. Collect and analyze school and district data. Facilitate professional development in content, lesson planning, instructional strategies, assessments and the implementation of the Florida State Standards. Facilitate curricular team leadership meetings and study groups. Assist in the development of a district-wide</p>



Name	Title	Job Duties and Responsibilities
		<p>instructional focus calendar. Facilitate Reading Endorsement program for the school district.</p>
<p>Smith, Nicole</p>	<p>Instructional Coach</p>	<p>Instructional Coaches Primary Responsibilities include, but are not limited to: Assist teachers in data driven, student centered planning processes that intensify instructional focus on students' mastery of essential standards. Observe and conference with teachers posing questions with reflection regarding examples and non-examples of best practice. Model or co teach lessons. Develop standard based curriculum, resources, assessments and intervention programs for and with teachers. Collect and analyze school and district data. Facilitate professional development in content, lesson planning, instructional strategies, assessments and the implementation of the Florida State Standards. Facilitate curricular team leadership meetings and study groups. Assist in the development of a district-wide instructional focus calendar. Facilitate Reading Endorsement program for the school district.</p>
<p>Meier, Scott</p>	<p>Assistant Principal</p>	<p>Assistant Principal Primary Responsibilities include, but are not limited to: Performs a variety of leadership duties to assist the Principal in managing the school; assumes the duties of the Principal in the absence of the Principal and as assigned. Analyzes, interprets and facilitates the sharing of assessment findings and student achievement data for the purpose of designing and modifying instruction. Supervises, observes and evaluates the performance of designated certificated and/or classified personnel; assigns duties to faculty and staff as appropriate to meet school objectives; assists with the recruiting, interviewing, and selection of new faculty and staff. Assists the Principal in providing instructional leadership to the school including assisting in the development, implementation, and evaluation of intervention programs that address the needs of at-risk students. Provides direction to a variety of faculty, staff, and student programs and services; participates in formal and informal classroom visitations and observations;</p>

Name	Title	Job Duties and Responsibilities
		<p>provides recommendations and suggestions for improvement as appropriate. Develops and administers disciplinary procedures in accordance with district policies and state laws; receives referrals and confers with students, parents, teachers, community agencies, and law enforcement; responds to and resolves parent, student, and staff concerns and complaints; serves on discipline or expulsion panels as assigned.</p>

<p>Goins, Daliana</p>	<p>Guidance Counselor</p>	<p>Guidance Counselor Primary                      Responsibilities include, but are not limited to: School counselor's primary goal is to encourage, support, and foster positive academic, career, social, and personal development for students in schools. Horace O'Bryant School's counselor serves students and their school in numerous ways, but the list below gives the major roles and responsibilities that are included in a comprehensive school counseling program. Student development curriculum consists of structured lessons designed to help students achieve the desired competencies and to provide all students with the knowledge and skills appropriate for their developmental level. The student development curriculum is delivered throughout the school's overall curriculum and is systematically presented by school counselors in collaboration with other educators in Pre K12 classroom and group activities. School Counselor activities include the following:</p> <ul style="list-style-type: none"> <li>◇ Individual counseling and advisement to help students</li> <li>◇ Consultation—working with administrators, teachers, and staff to meet student needs</li> <li>◇ Student appraisal—coordinating information that goes into confidential student files and interpreting the information to help qualify students for special programs, services, and/or remediation</li> <li>◇ Parent help—meeting individually and in groups with parents and providing resources and information on child development and other specific topics</li> <li>◇ Referral—providing referrals to appropriate professionals in the schools and in the outside community</li> <li>◇ Problem-Solving/Response to Intervention (RtI)—participating on a school-based problem solving team</li> </ul>
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Name	Title	Job Duties and Responsibilities
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- ◇ Program planning, management, and coordinating work of various school personnel, parents, and other interested parties in the implementation of the school counseling program
- ◇ Change agent for the school atmosphere
- ◇ Student advocate in meetings with teachers and staff
- ◇ Classroom observations on behaviors and relationships so that feedback can be provided to teacher, students, and parents
- ◇ Public relations—informing school staff, parents, teachers, students, and community members about the important role of the school counselor and the significance of the school counseling program.
- ◇ Local research—identifying student population characteristics, such as drug use on campus
- ◇ Student Screening—interviewing new students, etc.
- ◇ Staff development—focusing around particular issues
- ◇ Using data to show the impact of the school counseling program on school improvement and student achievement

### Early Warning Systems

#### Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	75	57	65	65	71	60	209	233	199	0	0	0	0	1034
Attendance below 90 percent	10	1	7	7	6	3	7	8	13	0	0	0	0	62
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	1	0	0	2	6	7	17	0	0	0	0	33
Level 1 on statewide assessment	0	0	0	4	19	19	50	72	56	0	0	0	0	220

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Students with two or more indicators	0	0	0	3	3	2	7	7	19	0	0	0	0	41
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**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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**FTE units allocated to school (total number of teacher units)**

87

**Date this data was collected or last updated**

Thursday 9/12/2019

**Prior Year - As Reported**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Attendance below 90 percent	13	20	12	15	18	14	22	36	19	0	0	0	0	169
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One or more suspensions	0	1	1	2	0	1	11	13	13	0	0	0	0	42
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Course failure in ELA or Math	0	1	0	6	3	1	3	6	4	0	0	0	0	24
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Level 1 on statewide assessment	0	0	0	4	18	18	58	61	65	0	0	0	0	224
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**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Students with two or more indicators	0	2	0	4	11	7	17	28	22	0	0	0	0	91
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**Prior Year - Updated**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Attendance below 90 percent	13	20	12	15	18	14	22	36	19	0	0	0	0	169
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One or more suspensions	0	1	1	2	0	1	11	13	13	0	0	0	0	42
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Course failure in ELA or Math	0	1	0	6	3	1	3	6	4	0	0	0	0	24
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Level 1 on statewide assessment	0	0	0	4	18	18	58	61	65	0	0	0	0	224
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**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	2	0	4	11	7	17	28	22	0	0	0	0	91

**Part II: Needs Assessment/Analysis**

**School Data**

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	56%	64%	61%	57%	64%	60%
ELA Learning Gains	58%	61%	59%	62%	58%	57%
ELA Lowest 25th Percentile	46%	51%	54%	56%	50%	52%
Math Achievement	58%	66%	62%	58%	66%	61%
Math Learning Gains	60%	64%	59%	58%	63%	58%
Math Lowest 25th Percentile	49%	51%	52%	42%	50%	52%
Science Achievement	58%	67%	56%	65%	70%	57%
Social Studies Achievement	80%	85%	78%	68%	84%	77%

EWS Indicators as Input Earlier in the Survey										
Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Number of students enrolled	75 (0)	57 (0)	65 (0)	65 (0)	71 (0)	60 (0)	209 (0)	233 (0)	199 (0)	1034 (0)
Attendance below 90 percent	10 (13)	1 (20)	7 (12)	7 (15)	6 (18)	3 (14)	7 (22)	8 (36)	13 (19)	62 (169)
One or more suspensions	0 (0)	0 (1)	0 (1)	0 (2)	0 (0)	0 (1)	0 (11)	0 (13)	0 (13)	0 (42)
Course failure in ELA or Math	0 (0)	0 (1)	1 (0)	0 (6)	0 (3)	2 (1)	6 (3)	7 (6)	17 (4)	33 (24)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	4 (4)	19 (18)	19 (18)	50 (58)	72 (61)	56 (65)	220 (224)

**Grade Level Data**

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: 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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	51%	70%	-19%	58%	-7%

<b>ELA</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
	2018	43%	62%	-19%	57%	-14%
Same Grade Comparison		8%				
Cohort Comparison						
04	2019	54%	58%	-4%	58%	-4%
	2018	60%	66%	-6%	56%	4%
Same Grade Comparison		-6%				
Cohort Comparison		11%				
05	2019	50%	62%	-12%	56%	-6%
	2018	51%	58%	-7%	55%	-4%
Same Grade Comparison		-1%				
Cohort Comparison		-10%				
06	2019	56%	57%	-1%	54%	2%
	2018	53%	56%	-3%	52%	1%
Same Grade Comparison		3%				
Cohort Comparison		5%				
07	2019	51%	58%	-7%	52%	-1%
	2018	53%	56%	-3%	51%	2%
Same Grade Comparison		-2%				
Cohort Comparison		-2%				
08	2019	56%	60%	-4%	56%	0%
	2018	61%	64%	-3%	58%	3%
Same Grade Comparison		-5%				
Cohort Comparison		3%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
03	2019	49%	62%	-13%	62%	-13%
	2018	44%	63%	-19%	62%	-18%
Same Grade Comparison		5%				
Cohort Comparison						
04	2019	52%	60%	-8%	64%	-12%
	2018	55%	64%	-9%	62%	-7%
Same Grade Comparison		-3%				
Cohort Comparison		8%				
05	2019	65%	66%	-1%	60%	5%
	2018	60%	60%	0%	61%	-1%
Same Grade Comparison		5%				
Cohort Comparison		10%				
06	2019	46%	53%	-7%	55%	-9%
	2018	51%	55%	-4%	52%	-1%
Same Grade Comparison		-5%				
Cohort Comparison		-14%				
07	2019	49%	61%	-12%	54%	-5%
	2018	56%	62%	-6%	54%	2%

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
Same Grade Comparison		-7%				
Cohort Comparison		-2%				
08	2019	53%	61%	-8%	46%	7%
	2018	53%	59%	-6%	45%	8%
Same Grade Comparison		0%				
Cohort Comparison		-3%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
05	2019	63%	65%	-2%	53%	10%
	2018	71%	64%	7%	55%	16%
Same Grade Comparison		-8%				
Cohort Comparison						
08	2019	54%	56%	-2%	48%	6%
	2018	60%	60%	0%	50%	10%
Same Grade Comparison		-6%				
Cohort Comparison		-17%				

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
2018					

<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	77%	80%	-3%	71%	6%
2018	65%	74%	-9%	71%	-6%
Compare		12%			

<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
2018					

<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	99%	70%	29%	61%	38%
2018	100%	76%	24%	62%	38%
Compare		-1%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	69%	31%	57%	43%
2018	100%	72%	28%	56%	44%
Compare		0%			

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	26	44	47	32	44	41	31	51			
ELL	39	52	46	40	55	54	36	62	29		
ASN	77	77		85	62						
BLK	45	48	40	40	54	49	47	82	47		
HSP	52	59	46	55	58	48	50	71	49		
MUL	63	58		66	58		71		69		
WHT	69	64	63	74	69	50	72	91	72		
FRL	49	55	46	50	56	48	48	76	42		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	22	51	54	22	41	35	26	33			
ELL	41	64	68	40	50	49	46	59	14		
ASN	79	57		79	71						
BLK	46	53	43	46	55	36	49	60	43		
HSP	49	62	65	52	55	46	61	62	49		
MUL	70	76		68	62		62	69			
WHT	72	66	51	73	65	36	78	83	66		
FRL	50	62	57	52	56	42	60	60	37		

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index - All Students	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	68
Total Points Earned for the Federal Index	594
Total Components for the Federal Index	10



<b>ESSA Federal Index</b>	
Percent Tested	100%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Asian Students</b>	
Federal Index - Asian Students	75
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	52
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	64
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	69
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The data component in which HOB performed the lowest was in the lowest 25% students making learning gains in reading (46%) according to the 2018-2019 FSA results. This was a ten percent decrease from the previous school year.

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

The data component in which HOB performed the lowest was in the lowest 25% students making learning gains in reading (46%) according to the 2018-2019 FSA results. This was a ten percent decrease from the previous school year.

#### 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

According to the data HOB had areas in which our students under performed the State average. These areas include the lowest 25% students making learning gains in reading. 46% of the lowest 25% students made learning gains in reading as compared to the state's performance of 54%.

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

The data component with the most improvement was the Florida Civics End of Course Assessment with a gain of 12 points from the previous year. We changed the teacher for Civics and incorporated the use of Study Island into the curriculum. In addition, the teachers utilize common planning to align instruction.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

The data component with the most concern is the number of students with a Level 1 on a statewide assessment. (220 students)

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

1. Increasing the Lowest 25% of students making learning gains in reading
2. Increasing the ELA performance for all students
3. Closing the achievement gap for our subgroups (SWD, EL, Black, and FRL)
4. Increasing math performance for all students
5. Increasing science performance for grades 5 and 8

## **Part III: Planning for Improvement**

### **Areas of Focus:**

<b>#1</b>	
<b>Title</b>	Students in the Lowest 25% in reading
<b>Rationale</b>	46% of the students in the lowest 25% (Grades 4-8) in reading made learning gains. This is a 10 point decrease from the previous year.
<b>State the measureable outcome the school plans to achieve</b>	60% of the students in the lowest 25% (Grades 4-8) in reading will make learning gains on the FSA reading assessment.
<b>Person responsible for monitoring outcome</b>	Dana Ring (dana.ring@keysschools.com)
<b>Evidence-based Strategy</b>	<ul style="list-style-type: none"> <li>*Middle school students have one period of reading and one period of ELA.</li> <li>*All students in the lowest 25% in reading and math have been assigned a teacher mentor for the school year. Teachers meet regularly with their mentee to foster social and academic improvement.</li> <li>*The use of curriculum through standards-based instruction</li> <li>*Teachers will build skills in 'Integration of knowledge and ideas' utilizing learning goals.</li> <li>*Teachers will receive ongoing instructional support in evidence-based reading instruction, including strategies to teach reading in content areas with an emphasis on technical and informational text with differentiated instruction, collaborative planning, and student engagement.</li> <li>*The MTSS team will meet monthly to monitor student data and create intervention and support plans.</li> </ul>
<b>Rationale for Evidence-based Strategy</b>	<ul style="list-style-type: none"> <li>*The use of learning goals provides the students with the expectation of the standard. Teachers will reinforce the learning goals and differentiated instruction for student learning to include remediation. With teachers making students aware of the learning goals and reinforcing them throughout the lesson, the students will improve mastery levels and increase their achievement.</li> <li>*If all teachers use data to drive instruction and work collaboratively to plan and implement highly engaging, differentiated instruction, then all stakeholders will increase individual ownership resulting in learning gains for each.</li> <li>*Closer monitoring of student performance will enable teachers to make timely intervention decisions to support student mastery of content.</li> </ul>

<b>Action Step</b>	
<b>Description</b>	<ul style="list-style-type: none"> <li>*School Reading Coach to provide instructional coaching and professional development for teachers.</li> <li>*Title One and SAI funds provided Morning PLUS, after school tutoring, and Saturday Stars tutoring.</li> <li>*Paraprofessionals are trained to provide supplementary instruction and support.</li> <li>*Teachers identify the students in the lowest 25% and progress monitor students to assist in quarterly data chats.</li> </ul>

- \*Conduct on-going grade level data meetings
- \*Monthly professional development to direct instruction
- \*Teachers will plan for read alouds and collaborative conversations throughout their lessons.
- \*Teachers utilize progress monitoring and leadership reviews teacher lesson plans to improve student achievement in core content areas.
- \*Middle school students have separate ELA and Reading periods.

Resources:

iStation, Achieve 3000, Read 180

**Person  
Responsible**

Denise Santiago (denise.santiago@keysschools.com)

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<b>#2</b>	
<b>Title</b>	Chronic Absenteeism to 6% or less
<b>Rationale</b>	86 students were chronically absent during the 2018-2019 school year.
<b>State the measureable outcome the school plans to achieve</b>	Students at Horace O'Bryant School will understand the importance of school attendance. HOB will reduce chronic absenteeism to 6% or less (67 students).
<b>Person responsible for monitoring outcome</b>	Steven Vinson (steven.vinson@keysschools.com)
<b>Evidence-based Strategy</b>	<ul style="list-style-type: none"> <li>*MCS D messaging to parents</li> <li>*Attendance team</li> <li>*Parent conferences and truancy meetings</li> <li>*Public Service Announcements will be sent via radio, Blackboard Connect calls, parent portal, and letters to all stakeholders creating an awareness of the importance of school attendance and implications associated with chronic absenteeism. This will be done in multiple languages.</li> <li>*Establishing School-wide Attendance Incentives to encourage and engage students, parents, educators and community members in the "BE there!" campaign. Offer positive rewards for getting to school on-time and every day on a weekly basis.</li> <li>*Ensure consistent attendance data is entered accurately on a daily basis for each student electronically period by period. Attendance Monitor will support teacher.</li> <li>*HOB will hold monthly or periodic attendance recognition.</li> <li>*Based on the MCS D RCA survey results engaging in frequent communication regarding attendance in multiple ways to all stakeholders (school marquees, posters, letters, banners, announcements, etc.) was recommended.</li> </ul>
<b>Rationale for Evidence-based Strategy</b>	<ul style="list-style-type: none"> <li>*A critical element in reducing both absenteeism and chronic absenteeism is establishing school and district level EWS teams to monitor attendance.</li> <li>*Based on the MCS D RCA survey results, recognition of good and improved attendance with awards ceremonies, certificates, recognition at sporting events, calls to parents, drawings, class/grade-level/school competitions and celebrations, incentives, etc. was recommended.</li> <li>*Based on the MCS D RCA survey results ensuring consistent attendance data collection and policies/practices across schools and teachers was recommended.</li> </ul>

<b>Action Step</b>	
<b>Description</b>	<ul style="list-style-type: none"> <li>*School communication regarding the attendance policy to all stakeholders</li> <li>*Teachers will monitor student attendance in FOCUS and contact parents as needed.</li> <li>*Refer students with chronic absences to the Attendance/EWS Team</li> <li>*Implement interventions, conduct conferences and monitor.</li> <li>*Attendance clerk, school counselor, and administration will monitor</li> </ul>

**Person Responsible** Christina Mc Pherson (christina.mcpherson@keysschools.com)

### **Additional Schoolwide Improvement Priorities** (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)**

## **Part IV: Title I Requirements**

### **Additional Title I Requirements**

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

### **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students**

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
- ELL 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

### **PFEP Link**

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

### **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.

### **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.

### **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.

**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.

**Part V: Budget**

<b>1</b>	<b>III.A</b>	<b>Areas of Focus: Students in the Lowest 25% in reading</b>	<b>\$0.00</b>
<b>2</b>	<b>III.A</b>	<b>Areas of Focus: Chronic Absenteeism to 6% or less</b>	<b>\$0.00</b>
<b>Total:</b>			<b>\$0.00</b>