

Horace O'Bryant School



2013-2014 School Improvement Plan

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Horace O'Bryant School

School Mission Statement

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

School 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 Belief Statements

- A safe and physically comfortable environment promotes student learning.
- Student learning is the priority for the school.
- Students need not only to demonstrate their understanding of essential knowledge and skills but also to be actively involved in solving problems and producing quality work.
- Students learn in different ways and should be provided with a variety of instructional approaches to support their learning.
- A student's self-esteem is enhanced by positive relationships and mutual respect among and between students and staff.
- Teachers, administrators, parents, and the community share the responsibility for advancing the school's mission.

Goals

State Goal: Highest Student Achievement - Students make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards; successfully compete at the highest levels nationally and internationally; and be prepared to make well-reasoned, thoughtful, and healthy life-long decisions.

Desired Conditions for the School: Improve student achievement in reading, mathematics, science and writing and earn a school grade of

“A”. Improve school-level focus on indicators beyond state tests as we implement Common Core Standards.

Current Condition of the School: Based on results from the 2013 Florida Comprehensive Assessment Test (FCAT) in reading, math, writing, and science, Horace O’ Bryant School received a school grade of “B.”

School Goal – Horace O’ Bryant School students’ achievement will be such that H.O.B. meets or surpasses all requirements to be rated an “A” school.

SIP Development Information

School Improvement Plan Development

The formation of the 2013-2014 School Improvement Plan is based on Florida’s Continuous Improvement Model” or “FCIM”. This model is a process by which quality is improved over time by examining results and the processes that generate those results and employing problem solving skills to generate and implement targeted improvements.

Learning Criteria:

- Core Academic Learning – Achievement in the core areas of English/Language Arts, Mathematics, Social Studies, and Science
- Stretch Learning – Demonstration of rigorous and relevant learning beyond minimum requirements.
- Student Engagement – The extent to which students (1) are motivated and committed to learning, (2) have a sense of belonging and accomplishment, and (3) have relationships with adults, peers and parents that support learning.
- Personal Skill Development – (1) Measures of personal, social, service, and leadership skills and (2) demonstrations of positive behaviors and attitudes.

In addressing needs of students beyond just state testing, we are encouraging our teachers, students, and staff to think in terms of success beyond simple proficiency.

School Improvement Timeline

The 2013-2014 School Improvement Plan is focused on achieving school goals related to Florida School Grades during the current school year. Strategies related to these objectives will be implemented during the 2013-2014 school year. The incorporation of Learning Criteria objectives are based on a more elongated timeline. Strategies related to these objectives will be implemented in part during the 2013-2014 school year and will continue within the 2013-2018 five year window.

School Improvement Plan Funding

The initiatives and staff development listed in this plan are funded through a variety of sources. Examples include:

- FTE generated discretionary budget
- Title One Funds
- Daycare Funds
- School Professional Development funds
- Local grants

Evaluation of the School Improvement Plan

Specific evaluative information will be collected by the school over the course of the 2013-2014 school year and beyond. For 2013-2014 objective items evaluation will come from an analysis of data including but not limited to:

- Florida Comprehensive Assessment Test (FCAT)
- FAIR Testing
- Longitudinal data from STAR Testing in Reading and Math
- School Level attendance and discipline data
- Monroe County School District Climate Survey

Progress toward achieving established goals will be determined by the School Improvement Plan committee, the School Advisory Council, and the Building Level Planning Team.

Supporting Information and Resources

Additional Documentation and information can be found in the following areas and accessed from the SIP homepage on the Horace O'Bryant web site (<http://hob.keysschools.com>)

1. School Climate Survey

2. Budget Information
3. Faculty Staff Listing
4. School Advisory Roster
5. School Improvement Plan annual review
6. School Technology Plan
7. School Public Accountability Report (SPAR)

Other sources of useful school data can be found in the following locations:

School Grades and School Report Cards: <http://schoolgrades.fldoe.org/>
 Florida School Indicators Report: <http://data.fldoe.org/fsir/>

Student Performance Goals - Core Learning

Reading

School Percentage Scoring Satisfactory and Above	
Grade Level	Reading (Achievement Level 3 and Above)
	2013
Monroe	
detail GLYNN ARCHER ELEMENTARY SCHOOL (152)	
3	51

Goal One (Grade Three)

By the end of the 2013-2014 school year, seventy-one percent (71%) of Grade 3 students taking the FCAT Reading test will score at or above Level 3. This represents an increase of 20% over the 2012-2013 school year.

Reading

School Percentage Scoring Satisfactory and Above	
Grade Level	Reading (Achievement Level 3 and Above)
	2013
Monroe	
detail GLYNN ARCHER ELEMENTARY SCHOOL (152)	
4	32

Goal Two (Grade Four)

By the end of the 2013-2014 school year, seventy-one percent (71%) of Grade 4 students taking the FCAT Reading test will score at or above

Level 3. This represents an increase of 39% for that cohort over the 2012-2013 school year. (See the Grade 3 chart).

Reading

School Percentage Scoring Satisfactory and Above	
Grade Level	Reading (Achievement Level 3 and Above)
	2013
Monroe	
detail GLYNN ARCHER ELEMENTARY SCHOOL (152)	
5	38

Goal Three (Grade Five)

By the end of the 2013-2014 school year, seventy-one percent (71%) of Grade 5 students taking the FCAT Reading test will score at or above Level 3. This represents an increase of 39% for that cohort over the 2012-2013 school year. (See the Grade 4 chart).

Reading

School Percentage Scoring Satisfactory and Above	
Grade Level	Reading (Achievement Level 3 and Above)
	2013
Monroe	
detail HORACE O'BRYANT MIDDLE SCHOOL (111)	
6	49

Goal Four (Grade Six)

By the end of the 2013-2014 school year, seventy-one percent (71%) of Grade 6 students taking the FCAT Reading test will score at or above Level 3. This represents an increase of 22% over the 2012-2013 school year. (See the Grade 6 chart).

Reading

School Percentage Scoring Satisfactory and Above	
Grade Level	Reading (Achievement Level 3 and Above)
	2013
Monroe	
detail HORACE O'BRYANT MIDDLE SCHOOL (111)	
7	59

Goal Five (Grade Seven)

By the end of the 2013-2014 school year, seventy-one percent (71%) of Grade 7 students taking the FCAT Reading test will score at or above Level 3. This represents an increase of 12% over the 2012-2013 school year. (See the Grade 7 chart).

Reading

School Percentage Scoring Satisfactory and Above	
Grade Level	Reading (Achievement Level 3 and Above)
	2013
Monroe	
detail HORACE O'BRYANT MIDDLE SCHOOL (111)	
8	57

Goal Six (Grade Eight)

By the end of the 2013-2014 school year, seventy-one percent (71%) of Grade 8 students taking the FCAT Reading test will score at or above Level 3. This represents an increase of 14% for that cohort over the 2012-2013 school year. (See the Grade 8 chart).

Reading (Sub-Group Goals for grades 3 - 5)

A. Area 1: Reading grades 3-5			
Data Component	2012-13		2013-14
	AMO Target	Actual Score	AMO Target
<i>I. Annual Measurable Objectives</i>			
a) All students	58%	41%	62%
b) American Indian	na	na	na
c) Asian	na	na	na
d) Black	44%	32%	50%
e) Hispanic	49%	35%	54%
f) White	88%	58%	90%
g) English language learners	42%	19%	48%
h) Students with disabilities	42%	17%	48%
i) Economically disadvantaged	53%	39%	57%
Data Component	2012-13 Data		2013-14 Target
	Number	Percent	Percent

Reading (Sub-Group Goals for grades 6 - 8)

Data Component	2012-13		2013-14
	AMO Target	Actual Score	AMO Target
<i>1. Annual Measurable Objectives</i>			
a) All students	68%	54%	71%
b) American Indian	na	na	na
c) Asian	73%	54%	75%
d) Black	53%	34%	58%
e) Hispanic	60%	49%	64%
f) White	78%	69%	81%
g) English language learners	36%	18%	42%
h) Students with disabilities	43%	27%	49%
i) Economically disadvantaged	56%	39%	60%

Goals (Learning Gains Grades 4 and 5)

<i>4. Learning Gains</i>			
a) Students making learning gains	66	45%	75%
b) Students in lowest 25% making learning gains	22	43%	75%

By the end of the 2013-2014 school year, seventy percent (75%) of Grade 4-5 students taking the FCAT Reading test will make learning gains; and 75% of our low 25 will make learning gains.

Goals (Learning Gains Grades 6-8)

<i>4. Learning Gains</i>			
a) Students making learning gains	351	58%	75%
b) Students in lowest 25% making learning gains	85	56%	75%

By the end of the 2013-2014 school year, seventy-five percent (75%) of Grade 6-8 students taking the FCAT Reading test will make learning gains; and 75% of our low 25 will make learning gains.

Goal Seven (FAA) grades 3-5

<i>3. Florida Alternate Assessment</i>	2013 Number	Percent	2014 Target
a) Students scoring at Levels 4, 5, and 6	1	100%	100%
b) Students scoring at or above Level 7	0	0%	100%

By the end of the 2013-2014 school year one hundred percent (100%) of SWD students taking the FAA Reading test will score a 6 or higher.

Goal Eight (FAA) grades 6-8

<i>3. Florida Alternate Assessment</i>	2013 Number	Percent	2014 Target
a) Students scoring at Levels 4, 5, and 6	3	23%	100%
b) Students scoring at or above Level 7	6	46%	100%

By the end of the 2013-2014 school year, one hundred percent (100%) of SWD students taking the FAA Reading test will score a 6 or higher.

Goal Nine (CELLA Listening and Speaking) grades K-2

Data Component	2012-13 Data		2013-14 Target
	Number	Percent	Percent
<i>5. Comprehensive English Language Learning Assessment</i>			
a) Students demonstrating gains in listening and speaking	30/43	70%	(51/64) 79%
b) Students demonstrating gains in reading	32/43	74%	(42/64) 65%

By the end of the 2013-2014 school year, seventy-nine percent (79%) of grades K-2 ELL students taking the CELLA listening and speaking test will demonstrate gains by moving to the next level of acquisition.

Goal Ten (CELLA Reading) grades K-2

By the end of the 2013-2014 school year, sixty-five percent (65%) of grades K-2 ELL students taking the CELLA reading test will demonstrate gains by moving to the next level of acquisition.

Goal Eleven (CELLA Listening and Speaking) grades 3-5

Data Component	2012-13 Data		2013-14 Target
	Number	Percent	Percent
<i>5. Comprehensive English Language Learning Assessment</i>			
a) Students demonstrating gains in listening and speaking	12/24	50%	(/33) 79%
b) Students demonstrating gains in reading	10/24	42%	(/33) 65%

By the end of the 2013-2014 school year, seventy-nine percent (79%) of grades 3-5 ELL students taking the CELLA listening and speaking test will demonstrate gains by moving to the next level of acquisition.

Goal Twelve (CELLA Reading) grades 3-5

By the end of the 2013-2014 school year, sixty-five percent (65%) of grades 3-5 ELL students taking the CELLA reading test will demonstrate gains by moving to the next level of acquisition.

Goal Thirteen (CELLA Listening and Speaking) grades 6-8

Data Component	2012-13 Data		2013-14 Target
	Number	Percent	Percent
<i>5. Comprehensive English Language Learning Assessment</i>			
a) Students demonstrating gains in listening and speaking	51/65	78%	(47/59) 79%
b) Students demonstrating gains in reading	34/65	52%	(38/59) 65%

By the end of the 2013-2014 school year, seventy-nine percent (79%) of grades 6-8 ELL students taking the CELLA listening and speaking test will demonstrate gains by moving to the next level of acquisition.

Goal Fourteen (CELLA Reading) grades 6-8

By the end of the 2013-2014 school year, sixty-five percent (65%) of grades 6-8 ELL students taking the CELLA will demonstrate gains by moving to the next level of acquisition reading test will score at the proficient level.

Writing

School Percentage Scoring Satisfactory and Above	
Grade Level	Writing Essay (3.5 and above)
	2013
Monroe	
detail GLYNN ARCHER ELEMENTARY SCHOOL (152)	
4	23

Goal One (Grade Four)

The percentage of the students scoring a 3.5 or higher on the essay portion of FCAT Writes during the 2013-2014 school year will be seventy percent (70%). This represents an increase of 47% over the 2012-2013 school year.

Goal Two (FAA) Grade 4

By the end of the 2013-2014 school year, one hundred percent (100%) of Grade 4 SWD students taking the FAA Writing test will score a 6 or higher.

3. Florida Alternate Assessment	2013 Number	Percent	2014 Target
a) Students scoring at Levels 4, 5, and 6	2	40%	70%
b) Students scoring at or above Level 7	3	60%	70%

Goal Three (CELLA grades K-2)

Data Component	2012-13 Data		2013-14 Target
	Number	Percent	Percent
<i>5. Comprehensive English Language Learning Assessment</i>			
c) Students demonstrating gains in writing	30/43	70%	(40/64) 63%

By the end of the 2013-2014 school year, sixty-three percent (63%) of grades K-2 ELL students taking the CELLA Writing Test will demonstrate gains by moving to the next level of acquisition.

Goal Four (CELLA grades 3-5)

Data Component	2012-13 Data		2013-14 Target
	Number	Percent	Percent
<i>5. Comprehensive English Language Learning Assessment</i>			
c) Students demonstrating gains in writing	15/24	63%	(33) 63%

By the end of the 2013-2014 school year, sixty-three percent (63%) of the grades 3-5 ELL students taking the CELLA Writing Test will demonstrate gains by moving to the next level of acquisition.

School Percentage Scoring Satisfactory and Above	
Grade Level	Writing Essay (3.5 and above)
	2013
Monroe	
detail HORACE O'BRYANT MIDDLE SCHOOL (111)	
8	50

Goal Five (Grade Eight)

The percentage of the students scoring a 3.5 or higher on the essay portion of FCAT Writes during the 2013-2014 school year will be seventy percent (70%). This represents an increase of 20% over the 2012-2013 school year.

3. Florida Alternate Assessment	2013 Number	Percent	2014 Target
a) Students scoring at Levels 4, 5, and 6	0	0%	70%
b) Students scoring at or above Level 7	0	0%	70%

Goal Six (FAA) Grade 8

By the end of the 2013-2014 school year, seventy percent (70%) of Grade 8 SWD students taking the FAA Writing test will score a 6 or higher.

Goal Seven (CELLA Writing Grades 6-8)

Data Component	2012-13 Data		2013-14 Target
	Number	Percent	Percent
5. Comprehensive English Language Learning Assessment			
c) Students demonstrating gains in writing	39/65	60%	(37/59) 63%

By the end of the 2013-2014 school year, sixty-three percent (63%) of Grade 6-8 ELL students taking the CELLA Writing test will demonstrate gains by moving to the next level of acquisition.

Mathematics

School Percentage Scoring Satisfactory and Above	
Grade Level	Mathematics (Achievement Level 3 and Above)
	2013
Monroe	
detail GLYNN ARCHER ELEMENTARY SCHOOL (152)	
3	34

Goal One (Grade Three)

By the end of the 2013-2014 school year, seventy-five percent (75%) of Grade 3 students taking the FCAT Mathematics test will score at or above Level 3. This represents an increase of 41% over the 2012-2013 school year.

Mathematics

School Percentage Scoring Satisfactory and Above	
Grade Level	Mathematics (Achievement Level 3 and Above)
	2013
Monroe	
detail GLYNN ARCHER ELEMENTARY SCHOOL (152)	
4	42

Goal Two (Grade Four)

By the end of the 2013-2014 school year, seventy-five percent (75%) of Grade 4 students taking the FCAT Mathematics test will score at or above Level 3. This represents an increase of 52% for that cohort over the 2012-2013 school year. (See the Grade 3 chart).

Mathematics

School Percentage Scoring Satisfactory and Above	
Grade Level	Mathematics (Achievement Level 3 and Above)
	2013
Monroe	
detail GLYNN ARCHER ELEMENTARY SCHOOL (152)	
5	38

Goal Three (Grade Five)

By the end of the 2013-2014 school year, seventy-five percent (75%) of Grade 5 students taking the FCAT Mathematics test will score at or

above Level 3. This represents an increase of 33% for that cohort over the 2012-2013 school year. (See the Grade 4 chart).

Mathematics

School Percentage Scoring Satisfactory and Above	
Grade Level	Mathematics (Achievement Level 3 and Above)
	2013
Monroe	
detail HORACE O'BRYANT MIDDLE SCHOOL (111)	
6	51

Goal Four (Grade Six)

By the end of the 2013-2014 school year, seventy-five percent (75%) of Grade 6 students taking the FCAT Mathematics test will score at or above Level 3. This represents an increase of 24% for that cohort over the 2012-2013 school year.

Mathematics

School Percentage Scoring Satisfactory and Above	
Grade Level	Mathematics (Achievement Level 3 and Above)
	2013
Monroe	
detail HORACE O'BRYANT MIDDLE SCHOOL (111)	
7	56

Goal Five (Grade Seven)

By the end of the 2013-2014 school year, seventy (75%) of Grade 7 students taking the FCAT Mathematics test will score at or above Level 3. This represents an increase of 21% for that cohort over the 2012-2013 school year.

Mathematics

School Percentage Scoring Satisfactory and Above	
Grade Level	Mathematics (Achievement Level 3 and Above)
	2013
Monroe	
detail HORACE O'BRYANT MIDDLE SCHOOL (111)	
8	15

Goal Six (Grade Eight)

By the end of the 2013-2014 school year, seventy-five percent (75%) of Grade 8 students taking the FCAT Mathematics test will score at or above Level 3. This represents an increase of 60% for that cohort over the 2012-2013 school year. (See the Grade 4 chart).

Accelerated Mathematics Courses

School Percentage Passing (Level 3 or Above) - First-Time Testers			
Grade Level	Algebra 1 EOC Assessment		
	2012-2013		
	Winter	Spring	Summer
Monroe			
<input type="button" value="Detail"/> HORACE O'BRYANT MIDDLE SCHOOL (111)			
07	*	*	*
08	*	95	*
All Grades	*	96	*

Goal Seven (Algebra 1 Honors)

By the end of the 2013-2014 school year, ninety-six percent (96%) of our Algebra 1 Honors students taking the State Algebra End of Course Exam will score at or above Level 3.

Goal Eight (Geometry Honors)

By the end of the 2013-2014 school year one hundred percent (100%) of our Geometry Honors students taking the State Geometry End of Course Exam will score at or above Level 3.

Mathematics 3-5 (Sub-Group Goals)

Mathematics subgroups grades 3-5			
Data Component	2012-13		2013-14
	AMO Target	Actual Score	AMO Target
<i>1. Elementary School Mathematics grades 3-5</i>			
<i>a) Annual Measurable Objectives</i>			
1) All students	47%	39%	52%
2) American Indian	na	na	na
3) Asian	na	na	na
4) Black	31%	35%	38%
5) Hispanic	44%	33%	50%
6) White	63%	52%	66%
7) English language learners	42%	23%	48%
8) Students with disabilities	35%	17%	42%
9) Economically disadvantaged	37%	32%	43%

Mathematics 6-8 (Sub-Group Goals)

Mathematics Subgroups grades 6-8			
Data Component	2012-13		2013-14
	AMO Target	Actual Score	AMO Target
<i>1. Middle School Mathematics grades 6-8</i>			
<i>a) Annual Measurable Objectives</i>			
1) All students	71%	61%	74%
2) American Indian	na	na	na
3) Asian	78%	77%	80%
4) Black	57%	43%	61%
5) Hispanic	67%	60%	70%
6) White	79%	71%	81%
7) English language learners	46%	33%	51%
8) Students with disabilities	48%	25%	53%
9) Economically disadvantaged	60%	47%	64%

Mathematics Learning Gains

Goal Nine (Learning Gains grades 4 and 5)

<i>d) Learning Gains</i>			
1) Students making learning gains	89	74%	75%
2) Students in lowest 25% making learning gains	22	75%	75%

By the end of the 2013-2014 school year, seventy-five percent (75%) of Grade 4-5 students taking the FCAT Mathematics test will make learning gains; and 75% of our low 25 will make learning gains.

Goal Ten (Learning Gains grades 6 - 8)

<i>4. Learning Gains</i>			
a) Students making learning gains	448	72%	75%
b) Students in lowest 25% making learning gains	90	58%	75%

By the end of the 2013-2014 school year, seventy-five percent (75%) of Grade 4-5 students taking the FCAT Mathematics test will make learning gains; and 75% of our low 25 will make learning gains.

Goal Eleven (FAA) grades 3-5

<i>3. Florida Alternate Assessment</i>	2013 Number	Percent	2014 Target
a) Students scoring at Levels 4, 5, and 6	0	0%	100%
b) Students scoring at or above Level 7	0	0%	100%

By the end of the 2013-2014 school year, one hundred percent (100%) of grade 3-5 SWD students taking the FAA Mathematics test will score a 6 or higher.

Goal Twelve (FAA) grades 6-8

<i>3. Florida Alternate Assessment</i>	2013 Number	Percent	2014 Target
a) Students scoring at Levels 4, 5, and 6	5	38%	75%
b) Students scoring at or above Level 7	3	23%	75%

By the end of the 2013-2014 school year, one hundred percent (100%) of grade 6-8 SWD students taking the FAA Mathematics test will score a 6 or higher.

Science

School Percentage Scoring Satisfactory and Above	
Grade Level	Science (Achievement Level 3 and Above)
	2013
Monroe	
detail GLYNN ARCHER ELEMENTARY SCHOOL (152)	
5	50

Goal One (Grade Five)

By the end of the 2013-2014 school year, sixty-five percent (65%) of students taking the FCAT Science test will perform at level 3 or above. This represents an increase of 15% over the 2012-2013 school year.

School Percentage Scoring Satisfactory and Above	
Grade Level	Science (Achievement Level 3 and Above)
	2013
Monroe	
detail HORACE O'BRYANT MIDDLE SCHOOL (111)	
8	47

Goal Two (Grade Eight)

By the end of the 2013-2014 school year, sixty-five percent (65%) of students taking the FCAT Science test will perform at level 3 or above. This represents an increase of 15% over the 2012-2013 school year.

Goal Three (FAA) grades 5

3. Florida Alternate Assessment	2013 Number	Percent	2014 Target
a) Students scoring at Levels 4, 5, and 6	1	0%	65%
b) Students scoring at or above Level 7	0	0%	65%

By the end of the 2013-2014 school year sixty-five percent (65%) of grade 5 SWD students taking the FAA Science test will score a 6 or higher.

Goal Four (FAA) grades 8

<i>3. Florida Alternate Assessment</i>	2013 Number	Percent	2014 Target
a) Students scoring at Levels 4, 5, and 6	3	60%	65%
b) Students scoring at or above Level 7	1	20%	65%

By the end of the 2013-2014 school year sixty-five percent (65%) of grade 8 SWD students taking the FAA Science test will score a 6 or higher.

Student Success Goals:

Goal One: There will be a 2% reduction in the number of students missing more than six days per quarter.

Goal Two: There will be a 2% reduction in the number of retentions.

Goal Four: There will be a 5% reduction in the number of students who receive 2 or more referrals.

Goal Five: There will be a 10% reduction in the number of suspensions. (ISS and OSS)

SIP Strategies for Success

Strategies for Success in Core Learning

Reading

1. Students identified through the following criteria will be placed in Intensive Reading Interventions - EEI, tutoring groups, afterschool Title 1 tutoring, to better prepare them for success within the math curriculum.
 - Level 1 or Level 2 on FCAT SSS Reading
 - Red or Yellow on FAIR
 - Intervention and Urgent intervention-STAR
2. All students scheduled to take the FCAT Reading (Grades 3-8) will complete Performance Matters Progress Monitoring in the Fall and Winter prior to taking the Spring administration of the FCAT.

3. All teachers will receive training on interpreting data from Renaissance, FAIR, CELLA, and Performance Matters to develop data-based strategies and interventions for students in multiple formats.
4. Content-area reading will take place in all classes.
5. Accelerated Reading, Rosetta Stone, Reading Eggs, Voyager, and Lexia will be used as reading interventions.
6. Additional low-level, high-interest and developmentally appropriate reading materials will be provided in the Intervention Blocks and in the Media Center.
7. Teachers will be provided with the resources to become familiar with the question format used on the FCAT and Common Core Question Stems so that they can utilize this format on teacher-constructed tests.
8. Teachers will be provided training on short response and extended response item construction and holistic scoring. They will then incorporate these items in their teacher constructed-assessments to facilitate Common Core Implementation.
9. Teachers will utilize “timed readings” in classrooms with a focus on comprehension strategies and continue to extend passage length.
10. Professional Learning Communities/Lesson Studies will be designed to promote professional collaborations and discussions of best practices, student data, strategies to meet student needs.
11. HOB will continue to implement MTSS/Rtl model to incorporate high-yield strategies, such as AVID, ESOL, and Marzano strategies, to differentiate instruction for Tier 2 and 3 students to increase student engagement and achievement.
12. Teacher access and use of Educational websites that support Common Core such C-Palms, PARCC, FLDOE, Colorin Colorado, Common Core Standards Initiative.
13. Speaking and listening skills supported through strategies such as guided teaching, modeling, read alouds, dialogues, and use of technology will be incorporated as ELL strategies.

14. Peer mentors/tutor will be utilized in content area classes and elementary classes to improve reading of students.
15. Collaboration between ESOL Teachers and Core Class teachers to determine strategies and supports necessary for student success in all content area classes.

Mathematics

1. Students identified through the following criteria will be placed in Intensive Math Interventions - EEI, tutoring groups, afterschool Title 1 tutoring, afterschool Bootcamps, to better prepare them for success within the math curriculum.
 - Level 1 or 2 on FCAT SSS Math
 - Intervention and Urgent intervention-STAR
2. All students scheduled to take the FCAT Mathematics tests (Grades 3-8) will complete Performance Matters Assessments in the fall and winter prior to taking the spring administration of the FCAT.
3. Both formal and informal data meetings will be held throughout the school year to monitor individual, sub group and grade level progress.
4. FFAST Math, Accelerated Math™, Algebra Nation will be used for remediation in Intensive Math programs.
5. Math teachers will be provided with the resources to become familiar with the questions used on the FCAT and Common Core Testing.
6. Teachers will create lesson plans based on Common Core Standards and common assessments will be aligned with mastery of standards.
7. Math teachers will work collaboratively and with teachers from other grade levels to develop vertical alignment in the K-8 math curriculum.
8. Math teachers will be provided Smart Board resources and training to incorporate greater presentation technology in math classes.

9. Math teachers will collaborate in a professional learning community (PLC) (focused on increasing mathematical proficiency and success at all levels).
10. HOB will continue to implement MTSS/RtI model to incorporate high-yield strategies, such as AVID, ESOL, and Marzano strategies, to differentiate instruction for Tier 2 and 3 students to increase student engagement and achievement.

Writing

1. HOB will develop a K-8 writing plan and receive training on development in writing. PLCs will focus on incorporating writing across content areas at all grade levels.
2. All teachers will be trained in literary responses (short response and extended response) item construction and scoring in alignment with Common Core.
3. All ELA Blocks will incorporate a variety of writing which includes, but is not limited to, argumentative, expository, narrative and poetry.
4. Implementation of writing with a major focus on correct use of grammar and conventions will be utilized across the curriculum.
5. Full implementation of SpringBoard curriculum which is aligned with the blended SSS and Common Core Standards. SpringBoard curriculum provides writing opportunities in various genres.
6. Teachers will assess students using common rubrics in alignment with the embedded assessments in the SpringBoard curriculum.
7. Language Arts teachers will gather writing samples, including but not limited to school-wide writing progress monitoring and maintain student portfolios. Language Arts teachers are provided with FCAT 2.0 Writes Rubrics and anchor papers.

Science

1. The utilization of FCAT FOCUS and FCAT EXPLORER for students to review material for FCAT. Provided online to students.
2. Students will utilize Interactive Notebooks in their science classes to help with organizational skills as well as provide students with the ability to develop a depth of critical thinking through writing.
3. Inquiry-based labs and access to hands-on activities will be used to provide students with a variety of experiences to enrich and support the science curriculum and provide opportunities for different learning modalities.
4. Progress Monitoring testing aligned to NGSSS is provided in the fall and winter in order to monitor student progress and provide data for interventions.
5. 6th – 8th grade students have access to a science intervention during the EEI period. Many students will participate in reading and vocabulary instruction to provide support in the sciences.
6. Implementation of a school-wide Science Fair to integrate Nature of Science skills into curriculum and encourage parent involvement.

Social Studies

1. Students (grades 7- 8) will organize their Cornell notes, progression scales, graphic organizers, and assignments in an Interactive Notebook that they build for each unit.
2. Students (6-8) will utilize the McGraw-Hill online textbook and supplemental resources to study and practice social studies concepts from home.
3. Students (6-8) will read as historians as they engage with primary and secondary sources through several Document-Based Question and Jackdaw projects. Students will complete up to one DBQ assessment per quarter.

4. Teachers (6-8) will prepare an item analysis of the Midterm Exam to determine areas of weakness for remediation in preparation for the EOC/Final Exam. Midterm data will help guide instruction.
5. Civics students who have special needs and/or who are underperforming will be provided additional support with Civics content during the 5th period EEI resource class.
6. Civics students will volunteer five hours each semester in the community, and will report about their service project experience by writing a short essay and including photographs.

Strategies for Success Skills

Attendance and Punctuality

1. Quarterly rewards for perfect attendance will be used to focus on positive student level success regarding attendance and punctuality.
2. Weekly truancy meetings will focus on addressing at-risk students (parents) in a proactive manner including home visits, counseling, and law enforcement intervention.
3. Attendance and punctuality will continue to be monitored for the maintenance of certain student privileges (extra curricular activities).
4. H.O.B. student services team will develop interventions and strategies to assist students and families to improve attendance and connection to school.

Strategies for Success in Technology

1. Technology committee will develop a needs assessment to determine the technology development needs of teachers and support staff.
2. Professional Development will be provided throughout the year on existing and new technology. Teachers will participate in trainings to enhance skills.

3. All teachers will receive training/follow up training on the use of new programs and data analysis applications.
4. Attention will continue to be paid to maintaining the technology infrastructure while supporting innovative use of instructional technology both in and out of the building.

Strategies for Success in Special Needs

1. Students will be mainstreamed into general curriculum classes as much as possible. Student progress will be monitored by classroom teachers and ESE case managers.
2. Teachers will be provided with all accommodation information regarding the students in their classroom.
3. ESE inclusion teachers will work with students in math, language arts, and EEI classrooms to provide consultative and tangible teaching support for classroom teachers.

Strategies for Maintaining a Safe and Orderly School

1. School supervision plan will be implemented to provide greater faculty visibility before school, during the day, and after school, especially in the common areas.
2. Improved parent communication will involve emails to school parents each week, weekly parent newsletters for elementary students, student planners for all students, public access to school calendars, our school web-site and continued periodic use of the NTI Ed-Connect™ system for large group communication.
3. School-wide implementation of our Positive Behavior Support program to recognize and reward students for appropriate behavior and character.
4. Development of a Peer Mentoring Program in which our 8th grade act as mentors to our 6th graders.
5. The use of student aides/mentors to assist our teachers in providing support, supervision, and academic assistance to students.

Strategies for Student Support Services

1. Activities to increase visibility and interaction between students and parents and guidance staff will be continued. Activities will include the following:
 - Increased classroom visitation
 - Parent meetings
 - Use of NTI Ed-Connect™ notification
 - Classroom lessons on student safety and anti – bullying activities
2. Continued utilization and cross departmental collaboration between the following support service personnel
 - Local Law Enforcement - SRO
 - The CARE Center Counselor
 - CINS/FINS counselor
 - Military Life Counselor
3. Student Services Team (SST) meetings will act proactively to address individual student needs as students are identified as “at-risk”.
4. Weekly truancy meetings will look to identify students early and prevent truancy cases.
5. Implementation of school AVID program and strategies to assist students with organizational skills and support in academic programs.

Strategies for Wellness and Fitness

1. Wellness screenings will be provided for faculty and staff during 2013-2014 school year.
2. Staff will participate in 5K and other events as part of our AHEC wellness grant throughout the school year.
3. Staff will receive nutritional training as part of our AHEC wellness grant throughout the school year.

4. School Nurse and Nurse Technician will work collaboratively with student services team (SST) to provide services to students in need.

Strategies for Student Discipline

1. Provide orientation to middle school students and parents on clear expectations for behavior and consequences for inappropriate behavior.
2. Discuss and provide resources for students, parents, teachers, and staff regarding what bullying is and its various forms. Share avenues on how to stop it and who can assist students.
3. Our PBS program has scheduled monthly activities to reward students for positive behavior. We are increasing the frequency of these events.
4. Meet with student focus groups to determine needs and survey students on how to improve school climate.

The Horace O' Bryant Community would like to thank the Building Level Planning Team, Department Leaders, and the School Advisory Council for their assistance in the development of the plan.

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Information:

For more information regarding Horace O’Bryant School or the School Improvement Plan, visit

<http://hob.keysschools.com>

