

Monroe County School District

Key West High School



2021-22 Schoolwide Improvement Plan

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Key West High School

2100 FLAGLER AVE, Key West, FL 33040

<https://www.keysschools.com/domain/723>

Demographics

Principal: Rebecca Palomino

Start Date for this Principal: 7/21/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	41%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (63%) 2017-18: A (66%) 2016-17: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Key West High School

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<https://www.keysschools.com/domain/723>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2020-21 Title I School</p> <p style="font-size: 24px;">No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 24px;">28%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="font-size: 24px;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 24px;">57%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade	A	A	A	A

School Board Approval

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SIP Authority

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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>.

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.

To empower all students to maximize their potential and prepare them with the skills and experiences necessary to be college or career ready and to develop those character traits that will enable them to be productive members of society.

Provide the school's vision statement.

Students will be confident, self-motivated learners, foster a positive perspective both academically and socially, and will be mindful of a balanced mental and emotional health.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Schmiegel, Larry	Principal	To oversee curriculum and academic progress, personnel, daily management and operations of the school as well as fiscal management in a positive learning environment.
Alsobrooks, Melissa	Assistant Principal	To oversee curriculum and academic progress, personnel, daily management and operations of the school in a positive learning environment.
Valdez, Chris	Assistant Principal	To oversee curriculum and academic progress, personnel, daily management and operations of the school in a positive learning environment.
Perkins, Dave	Assistant Principal	To oversee curriculum and academic progress, personnel, daily management and operations of the school in a positive learning environment.
Walsh, June	Instructional Coach	<p>The reading coach will serve as a stable resource for professional development, progress monitoring, and student data analysis throughout a school to generate improvement in reading instruction and reading achievement.</p> <p>The reading coach will both support and provide initial and ongoing professional development to teachers in each of the major reading components, administration and interpretation of instructional assessments, and differentiated instruction.</p> <p>Reading coaches will model effective instructional strategies for teachers; facilitate study groups; train teachers in data analysis; coach and mentor colleagues and, in general, provide daily support to classroom teachers.</p> <p>They will work with teachers to ensure high-fidelity implementations of research-based reading program(s), Comprehensive Core Curriculum Reading Programs (CCRPs) and Supplemental Reading Programs (SRPs) at all grade levels as well as increase instructional density to meet the needs of all students in the reading classroom.</p> <p>Reading coaches will attend coach trainings as determined by the supporting grant and grant administrator, The Supervisor of Language Arts and Reading.</p>
Fletcher, Monica	Instructional Coach	<p>Plan, prepare, and implement instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences</p> <p>Identify, select, create and modify instructional resources to meet the needs of the students with</p>

Name	Position Title	Job Duties and Responsibilities
		<p>varying backgrounds, learning styles, and special needs</p> <p>Assist in assessing changing curricular needs and offer plans for improvement</p> <p>Maintain effective and efficient record keeping procedures</p> <p>Provide a positive environment in which students are encouraged to be actively engaged in the learning process</p> <p>Communicate with students, parents, and internal and external professionals within established timelines</p> <p>Collaborate with peers to enhance the instructional environment for students by participating in activities which include, but are not limited to, team teaching, meetings, staff development, communities of practice, and various committees</p> <p>Model professional and ethical standards when dealing with students, parents, peers, and community members</p> <p>Ensure that student growth and achievement is continuous and appropriate for age group, subject area, and/or program classification</p> <p>Establish and maintain cooperative working relationships with students, parents, schools, and colleagues measured by MCSD survey results</p> <p>Meet specific course and school-wide student performance goals</p> <p>Demonstrate gains in student performance</p> <p>Participate in research and presentations about pedagogy; this may include activities such as, authoring articles, hosting workshops, sharing of information for professional growth, and student outreach events and activities</p> <p>Participate in blended learning models, within the classroom.</p>

Ballard, Yanelys	Graduation Coach	<p>Collaborate with school leaders, counselors, and teachers to develop systemic strategies to identify and support students.</p> <p>Access and gather pertinent data in order to perform root cause analyses as to determine appropriate intervention path.</p> <p>Develop and implement individual intervention strategies and graduation plans to increase the likelihood that these students will stay in school and graduate.</p> <p>Work with students to develop a graduation and achievement plan to include the best program to meet academic and post-secondary goals.</p> <p>Track the progress of individual and subpopulations of students as they progress toward graduation.</p> <p>Prepare timely reports on student progress towards meeting their</p>
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Name	Position Title	Job Duties and Responsibilities
		graduation plans. Communicate effectively within the school and with parents for the support of the student. Develop a “Graduation Team” for each identified student that includes an administrator, two teachers, a counselor and/or school social worker. Works with faculty and administrators to adapt curriculum and instruction to meet the needs of identified at risk students. To demonstrate interpersonal skills as a member of the academic coaching team and build trust with students, teachers and school leadership11. Attend, participate in, and redeliver as appropriate all required high school graduation coach training provided by Monroe County School District and/or its collaborate partners. To perform assigned tasks in a timely and efficient manner. To perform the assigned tasks with a high standard of quality. Must have understanding of the Monroe County School District Student Progression Plan. Must have understanding of High School promotion criteria. Must have knowledge of local and state graduation criteria.

Demographic Information

Principal start date

Wednesday 7/21/2021, Rebecca Palomino

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Total number of teacher positions allocated to the school

86

Total number of students enrolled at the school

1,318

Identify the number of instructional staff who left the school during the 2020-21 school year.

10

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

16

Demographic Data

Early Warning Systems

2021-22

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	0	0	0	0	0	0	0	0	0	0	364	315	337	303	1319
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	34	37	54	45	170
One or more suspensions	0	0	0	0	0	0	0	0	0	0	1	1	2	1	5
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	9	38	46	29	122
Course failure in Math	0	0	0	0	0	0	0	0	0	0	12	20	25	32	89
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	54	54	48	53	209
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	44	48	32	31	155
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	22	40	47	44	153

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	1	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	4	7	5	3	19

Date this data was collected or last updated

Monday 8/16/2021

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	310	327	306	302	1245
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	26	28	37	38	129
One or more suspensions	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	1	12	46	27	86
Course failure in Math	0	0	0	0	0	0	0	0	0	6	8	37	27	78
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	54	54	48	53	209
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	44	48	32	31	155

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	0	0	0	0	0	0	41	43	56	47	187

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	4	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	6	7	4	3	20

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	310	327	306	302	1245
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	26	28	37	38	129
One or more suspensions	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	1	12	46	27	86
Course failure in Math	0	0	0	0	0	0	0	0	0	6	8	37	27	78
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	54	54	48	53	209
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	44	48	32	31	155

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	0	0	0	0	0	0	41	43	56	47	187

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	4	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	6	7	4	3	20

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				61%	61%	56%	57%	61%	56%
ELA Learning Gains				49%	58%	51%	55%	54%	53%
ELA Lowest 25th Percentile				41%	39%	42%	48%	43%	44%
Math Achievement				70%	52%	51%	75%	75%	51%
Math Learning Gains				67%	58%	48%	70%	67%	48%
Math Lowest 25th Percentile				55%	51%	45%	73%	67%	45%
Science Achievement				74%	76%	68%	70%	76%	67%
Social Studies Achievement				76%	74%	73%	73%	76%	71%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	63%	62%	1%	55%	8%
Cohort Comparison						
10	2021					
	2019	54%	55%	-1%	53%	1%
Cohort Comparison		-63%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	70%	72%	-2%	67%	3%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	72%	74%	-2%	70%	2%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	61%	70%	-9%	61%	0%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	73%	69%	4%	57%	16%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Biology- Illuminate District create Progress Monitoring
 US History- Illuminate District created Progress Monitoring
 Reading/ Math- STAR

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	154/48.2%	140/44.8%	129/45.6%
	Economically Disadvantaged	50/34.7%	48/35.6%	49/42.6%
	Students With Disabilities	6/9.7%	8/13.8%	8/17.8%
	English Language Learners	1/3.5%	1/3.2%	1/3.6%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	126/40.4%	110/35.5%	89/33.7%
	Economically Disadvantaged	66/46.8%	59/43.7%	46/41.1%
	Students With Disabilities	11/18.33%	16/27.6%	10/22.8%
	English Language Learners	6/19.4%	5/15.6%	3/13%
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	1/1.1%	25/27.4%	27/51.9%
	Economically Disadvantaged	0/0%	5/20.8%	4/36.4%
	Students With Disabilities	0/0%	1/20%	1/100%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	159/48.4%	162/48%	138/44.5%
	Economically Disadvantaged	47/36.7%	50/40%	53/46.9%
	Students With Disabilities	8/17.8%	6/14.6%	10/31.3%
	English Language Learners	0/0%	1/3.1%	1/3.2%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	95/30.3%	105/31.4%	65/23.1%
	Economically Disadvantaged	54/45%	50/39.4%	34/33.3%
	Students With Disabilities	8/18.6%	13/31.7%	10/33.3%
	English Language Learners	3/11.1%	4/12.5%	5/17.2%
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	1/0.6%	13/7.3%	25/35.2%
	Economically Disadvantaged	1/1.2%	6/7.2%	9/25.7%
	Students With Disabilities	1/3.4%	4/14.8%	2/22.2%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	131/43.1%	140/47.3%	106/48.8%
	Economically Disadvantaged	46/42.6%	43/43%	33/41.3%
	Students With Disabilities	12/21.8%	12/21.8%	12/30%
	English Language Learners	1/6.6%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	69/23.6%	76/26.2%	42/19.3%
	Economically Disadvantaged	35/36.5%	37/38.1%	21/29.2%
	Students With Disabilities	16/34.8%	19/38%	17/44.7%
	English Language Learners	4/26.7%	5/29.4%	4/26.7%
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0/0%	1/14.2%	1/33.3%
	Economically Disadvantaged	0/0%	0/0%	0/0%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	3/3.4%	23/9.8%	N/A
	Economically Disadvantaged	0/0%	9/17.6%	N/A
	Students With Disabilities	1/3.6%	5/15.6%	N/A
	English Language Learners	0/0%	0/0%	N/A

Grade 12					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		117/43.7%	108/38.9%	54/29.2%
	Economically Disadvantaged		41/34.8%	32/26.9%	15/17.9%
	Students With Disabilities		9/28.1%	10/31.3%	3/14.3%
	English Language Learners		1/3.2%	1/31.1%	1/3.6%
			Number/% Proficiency	Fall	Winter
Mathematics	All Students		77/28.4%	94/33.7%	63/33.9%
	Economically Disadvantaged		41/35%	51/42.5%	28/32.9%
	Students With Disabilities		14/43.8%	15/45.5%	7/31.8%
	English Language Learners		10/32.3%	11/34.4%	13/50%
			Number/% Proficiency	Fall	Winter
Biology	All Students		N/A	N/A	N/A
	Economically Disadvantaged		N/A	N/A	N/A
	Students With Disabilities		N/A	N/A	N/A
	English Language Learners		N/A	N/A	N/A
			Number/% Proficiency	Fall	Winter
US History	All Students		N/A	N/A	N/A
	Economically Disadvantaged		N/A	N/A	N/A
	Students With Disabilities		N/A	N/A	N/A
	English Language Learners		N/A	N/A	N/A
			Number/% Proficiency	Fall	Winter

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	20	32	23	21	22	20	39	59		86	3
ELL	21	37	33	23	18	10	42	31		72	38
BLK	33	44	47	23	17	12	52	58		92	7
HSP	49	37	25	38	19	13	71	77		85	54
MUL	65	45		55	23					100	30

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
WHT	69	53	32	56	28	21	87	77		96	66
FRL	43	33	24	34	16	10	64	76		86	34
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	25	35	32	47	51	58	58	62		77	17
ELL	28	35	33	45	59	57	38	36		60	19
ASN										91	80
BLK	35	39	42	49	50	50	51	55		81	23
HSP	58	42	34	67	65	43	63	74		76	44
MUL	55	55		71			70	73		80	
WHT	70	57	49	83	74	71	90	86		96	59
FRL	49	43	34	61	58	46	60	60		78	41
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 2016-17	C & C Accel 2016-17
SWD	33	50	45	54	61	45	35	48		39	21
ELL	19	46	45	48	69	64	43	20		55	41
ASN		70									
BLK	33	54	56	63	74	73	43	36		79	24
HSP	53	52	41	75	72	64	66	66		68	45
MUL	38	39		80	60		75				
WHT	71	59	50	80	67	81	83	92		86	70
FRL	45	53	47	68	68	66	60	64		67	35

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	38
Total Points Earned for the Federal Index	541
Total Components for the Federal Index	11
Percent Tested	94%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	33
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	53
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	

White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Based on the current 2021 data, U.S. History (2018 72% to 2021 74%) and Biology 1 (2018 72% to 2021 73%) showed an increase in proficiency across all students. In the area of Algebra 1 (2018 61% to 2021 23%) there was decrease in proficiency across all students. Based on the ELA scores from 2021 there are 106 students who need to meet the reading requirement to graduate and 57 students need to meet the math requirement to graduate in this year's senior cohort. When looking at our disaggregated progress monitoring data it is evident that gaps emerge among our ESE and EL students, across the content areas.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on current data, our Algebra I scores decreased from 61% in 2018 to 23% in 2021. ELA proficiency in 9th grade decreased from 63% in 2019 to 48% in 2021. 10th grade proficiency improved from 55% in 2018 to 60% in 2021. Improvement is needed in closing the gap for all subgroups.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

An increase in teacher turnover in critical areas such as ELA and Math. To improve teacher retention, reengagement strategies will be used to acknowledge staff such as socials and celebrations. The use of the A/B student instructional schedule during the 2020-2021 school year along with the use of synchronous/asynchronous instruction during the 2020-2021 school year led to a lack of student engagement with online learning components and caused a loss of valuable instructional time.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

U.S. History (2018 72% to 2021 74%) and Biology (2018 72% to 2021 73%) continue to perform as well or better than they have in the past.

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

Lack of teacher turnover in Biology and US History and a strong department focus on student centered planning that is data driven.

What strategies will need to be implemented in order to accelerate learning?

A robust summer school program was offered to all students to reduce lost instructional time and target critical skills. Individualized scheduling for students in math and ELA based on of multiple data points including STAR and FSA data to ensure proper placement in core academic subjects. Students have teacher tutoring (e.g. Virtual, Afterschool, Saturday, Credit Recovery, SAT Prep) and student led tutoring available everyday afterschool and also on Saturday's for 2 hours.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Early Release Professional Development for B.E.S.T. Standards in Math and ELA throughout the year will be offered to ELA and math teachers to support instruction in best practices and the new standards. Training on the implementation of PBIS to support social emotional needs of students and reengage students and staff through rewards, celebrations and spotlights on positive behavior. Training on the use of AVID strategies in the classroom will be provided throughout the year to encourage discourse in all classrooms and best practices for student organization and self-motivated learning. Support will be offered to teachers through school based and district offered classroom visits and training on co-teaching strategies.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The addition of a Graduation Coach who will specifically work with our senior cohort to develop strategies towards increased graduation success and provide support for struggling seniors. The addition of one full-time social worker and a part-time social worker to the school will support students social emotional needs, as well as support the MTSS process for identifying struggling students in need of additional support services. We are providing multiple avenues for students to receive additional academic support such as the addition of a virtual tutoring component for students who may have schedules that conflict with traditional tutoring times. Department meetings routinely review student data and discuss strategies to assist struggling students.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus
Description and Rationale: Based on the data reported from past administrations of the FSA ELA, FSA ELA retakes and use of concordant scores, 106 senior students have been identified as still in need of meeting the FSA ELA graduation requirement.

Measurable Outcome: Based on current data, 106 senior students will meet the FSA ELA graduation requirement through passage of the FSA ELA retake or the concordant score for SAT/ ACT or ESE waiver.

Monitoring: Students will be monitored through STAR testing 3 times throughout the year and classrooms will utilize Achieve 3000 weekly to monitor progress. Scores for the FSA ELA Retake, ACT, and SAT Scores will be monitored to determine who has achieved a passing concordant score or to determine additional supports needed for the student. Eligible students will be monitored for progress towards completion of the ESE Waiver assessments.

Person responsible for monitoring outcome: June Walsh (june.pannela-walsh@keysschools.com)

Evidence-based Strategy: Silent sustained reading will be used daily in the classroom with appropriate supports from the teacher and reading coach as necessary. Emphasis will be on student choice in reading materials.

Rationale for Evidence-based Strategy: Silent sustained reading is used to promote stamina, comprehension and vocabulary development for students who need support in reading and improves writing skills through exposure to writing styles and sentence structure.

Action Steps to Implement

Daily classroom opportunities for silent sustained reading of student selected text supported by an open media center policy to allow students opportunities to select a variety of texts.

Person Responsible June Walsh (june.pannela-walsh@keysschools.com)

Daily opportunities for students to interact with the text through centers, classroom discussion, questioning and writing prompts.

Person Responsible June Walsh (june.pannela-walsh@keysschools.com)

Early release professional development training for ELA teachers on BEST standards and SAT preparation best practices.

Person Responsible June Walsh (june.pannela-walsh@keysschools.com)

Monitor progress of students who participate in FSA ELA retakes, both school day and traditional SAT testing and students who are working towards the ESE waiver.

Person Responsible June Walsh (june.pannela-walsh@keysschools.com)

SAT preparation for students prior to the administration of the SAT assessment.

Person Responsible Dave Perkins (david.perkins@keysschools.com)

Data chats will occur throughout the year with all senior students needing their ELA graduation requirement.

Person Responsible Yanelys Ballard (yanelys.ballard@keysschools.com)

Formation of a Literacy Task Force to support best practices across grade levels and departments.

Person Responsible June Walsh (june.pannela-walsh@keysschools.com)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Based on last years Algebra 1 passing rate of 23%, there was a significant decline from 2018 proficiency of 61%.

Measurable Outcome: KWHS will outperform the state average of first time Algebra 1 test takers by 5%.

Monitoring: STAR Math data will be monitored along with Algebra Nation assessments created by KWHS. The data from student use of Khan Academy targeted tutorials will provide insight into areas of growth and weakness. Formative assessments through classroom discussion will allow teachers to respond to needs as they progress through lessons. Teacher observations and classroom visits provide opportunity for teachers to receive coaching on formative assessment strategies.

Person responsible for monitoring outcome: Chris Valdez (christopher.valdez@keysschools.com)

Evidence-based Strategy: Manipulatives will be used in Algebra 1 classrooms to engage students in conceptual understanding and hands on learning.

Rationale for Evidence-based Strategy: Manipulatives help develop a deeper understanding of algebraic concepts and attach visual meaning to concepts by modeling them.

Action Steps to Implement

Provide training opportunities for Algebra 1 teachers using manipulatives including BEST standards training.

Person Responsible Marjorie Rodriguez (marjorie.rodriguez@keysschools.com)

Facilitate use of manipulatives and academic vocabulary in the Algebra 1 classrooms with support from the district math coordinator.

Person Responsible Marjorie Rodriguez (marjorie.rodriguez@keysschools.com)

Monitor progress of Algebra 1 students through the use of STAR and KWHS Algebra Nation created assessments that are benchmark aligned.

Person Responsible Marjorie Rodriguez (marjorie.rodriguez@keysschools.com)

Data chats will occur throughout the year with all senior students needing their math graduation requirement.

Person Responsible Yanelys Ballard (yanelys.ballard@keysschools.com)

#3. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Reengagement of staff and students attendance and morale, based on data reviewed from student and staff SEL screeners.

Measurable Outcome: Based on current data, attendance will improve for both students and teachers and there will be an increase in scores in the areas of optimism, persistence and zest on the district provided screening tools.

Monitoring: Based on daily attendance rates for students, attendance rates for teachers and staff, data compiled through district provided screening tool.

Person responsible for monitoring outcome: Larry Schmiegel (larry.schmiegel@keysschools.com)

Evidence-based Strategy: PBIS strategies for both students and staff including the use of rewards, celebrations, spotlights and social emotional learning.

Rationale for Evidence-based Strategy: In order to reengage both teachers and students a positive approach will be used such as additional time for socials/ appreciation for teachers and staff; we are also initiating our PBIS program with positive recognition of students and development of school wide-guidelines with input from students, parents and staff.

Action Steps to Implement

Introduce/ provide training on PBIS schoolwide for teachers and students.

Person Responsible Melissa Alsobrooks (melissa.alsobrooks@keysschools.com)

Facilitate use of SEL screener to monitor progress for both staff and students.

Person Responsible Melissa Alsobrooks (melissa.alsobrooks@keysschools.com)

Facilitate celebrations and recognitions for students and staff.

Person Responsible Larry Schmiegel (larry.schmiegel@keysschools.com)

Provide mentoring and tutoring opportunities to help reengage students with school.

Person Responsible Melissa Alsobrooks (melissa.alsobrooks@keysschools.com)

Work with our district Student Information System Coordinator to ensure attendance messaging goes to all families in their native language.

Person Responsible Melissa Alsobrooks (melissa.alsobrooks@keysschools.com)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Key West High School reported 3.3 incidents per 100 students, this places us in the moderate category for school incidents. Key West High School is ranked #285 out of 505 schools statewide. Our primary concern at KWHS is students' use of drugs/ nicotine (i.e. vape) we are currently ranked #369 in the state and #2 in the county. We are working with the Executive Director of Operations and Director of Safety to purchase vape sensors for each student bathroom to allow administration to better assess the problem and provide students with support in using refusal skills due to the monitoring system being present. Our secondary concern is the increase in disruptive behaviors in classrooms and on campus.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

KWHS promotes a positive school climate. We advocate respect through our student-created Student Code of Conduct which focuses on Respect, Responsibility, Dedication, Determination. Our slogan of Conch Pride also advances the ideals of Perseverance, Respect, Integrity, Dedication and Excellence. Positive behavior is expected and outlined in our Student Handbook which all students and parents receive in written form as well as through our parent and student orientations. To support this, we utilize the district tier 1 SEL curriculum Purpose Prep, as well as the monthly SEL themes supported with Classroom Champions lessons which features a lessons and words of wisdom. We provide academic counseling to all students and social counseling to students who seek it or are recommended. We partner with the Guidance Care Center which provides two counselors, one on campus daily and another who works with students who need in-depth, regular counseling as well as a CAT team for immediate mental health needs. We have added 1.5 social workers to the campus along with our school counselors who are available for students social/emotional needs. We have several mentoring programs including a freshmen peer mentoring program where all freshmen students are paired with a trained student peer mentor. Peer mentors meet once a month during the first semester to provide guidance to the new students and engage in group activities. Freshmen requesting that the peer mentor relationship continue are provided that opportunity throughout the year. Our Take Stock in Children students meet weekly with their trained adult mentors, as do students in Keys to Be the Change who meet with law enforcement mentors. As a staff, we strongly advocate building relationships -- research shows that when they are present, students perform better academically and have a sense of belonging. Our teachers hold data chats, provide after school office hours, assist students voluntarily at lunch and attend after school activities to show their support. MTSS

Intervention team is utilized when needed to address student needs. Other services that promote social-emotional wellness include over 30 clubs and 32 athletic teams, an open-door policy by administration to support student and family needs, and a school store stocked with school supplies, food, and personal items that students can visit when they need something. Students who qualify for the CHIPS program have an advocate and services to provide for supplies, clothing, food and counseling services.

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

KWHS utilizes a variety of methods to communicate and involve families in the school community. Parent involvement is promoted through the use of an electronic gradebook, keeping parents up-to-date with attendance and grades. Each parent receives a "Welcome to the School Year" letter that includes a wealth of information, including our mission, vision and strategies to support students and parents. Weekly email newsletters, Facebook pages such as "Key West High Athletics & Activities," a school website, Instagram - kwhs_news, Twitter - kwhs_news, and monthly call-outs bring attention to important dates and information. Mid-term progress reports are sent home and report cards are mailed home to notify parents of student progress. Teachers also make contact with parents via phone calls, email and full team conferences. We hold orientations for parents at the start of the school year; Open House where parents connect with their children's teachers to hear about curriculum, expectations and teacher-parent communication methods; we hold the KWHS Showcase in the spring featuring our teachers, coaches and club sponsors sharing a wealth of information. We also conduct cohort parent nights where our counselors discuss academic, college and career information. In addition, we hold special activities throughout the year ranging from College Night and ELL Night with an academic focus, to Athletic Seminars, sports games, concerts and plays. Counselors also connect with parents regarding academic issues when students are failing courses and our attendance/truancy team leader makes contact regarding attendance concerns. Our School Advisory Council is very active. They meet monthly and provide input into the School Improvement Plan and school policies as well as volunteer to help with special activities at the school. We are connected to several community services including the Guidance Care Center that assist us in meeting student mental health needs.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
Total:			\$0.00