

Monroe County School District

Plantation Key School



2022-23 Schoolwide Improvement Plan

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Plantation Key School

100 LAKE RD, Tavernier, FL 33070

<https://www.keysschools.com/domain/1202>

Demographics

Principal: Lisa Taylor

Start Date for this Principal: 8/1/2012

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	36%
2021-22 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 Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (70%) 2018-19: A (64%) 2017-18: A (68%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Combination School PK-8</p>	<p>2021-22 Title I School</p> <p>No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>36%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>38%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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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.

The staff at Plantation Key School will make a maximum effort to provide an every opportunity for all students to prepare themselves to live a full and meaningful life in a changing world.

Provide the school's vision statement.

At Plantation Key School, students and staff are prepared, respectful, involved, enthusiastic, and do their best.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Taylor, Lisa	Principal	<p>Serves as educational leader and general administrator of a school. Responsible and accountable for the direction and effective performance of certificated and non certificated personnel serving the school on a permanent, part time, and/or temporary basis. Through line organization procedures and management organization channels, participates in recommending district policies and regulations to the superintendent. Oversees budget and monies awarded to school.</p> <p>The principal provides leadership to the school staff, defines and clarifies objectives, and stimulates high levels of job performance. Plans, directs, implements, and evaluates the instructional program in the school, including responsibility for implementing the state's curriculum in accordance with the needs of the school. Responsible for hiring, evaluating, and training staff. Responsible for teacher supervision, including classroom visitations and observations of teaching strategies. Conducts interviews for the in the selection of school staff and district staff. Gives input to district negotiating team on matters related to school programs and district policies and procedures. Develops school plan with appropriate district personnel. Supervises custodial personnel assigned to the school and inspects the school plant and premises regularly to insure safety, health, sanitation, security, appearance, and effective operation. Consults with the appropriate staff members on such matters.</p> <p>Coordinates, encourages, and provides in-service growth opportunities for teachers and other personnel within the school. Develops and implements plans for control of student discipline and conduct, including initiating and attending hearings on these matters. Assists teachers with programs and problems relating to pupils and instruction. Confers and counsels with pupils, staff, parents, and other community members. Assists with transportation issues and problems. Ensures proper maintenance, operation, and safety of the school plant and site. Establishes and maintains cooperative relationships with parents and community groups, including supervising and coordinating use of school facility by outside groups. Identifies community resources and agencies that may provide services to the school, and establishes relationships as appropriate with these resources and agencies. Is responsible for the allocation and control of school budgets. Prepares and submits reports required for management of the district. Keeps professionally knowledgeable through professional organizations and an examination of professional literature as to innovative practices in other schools and other changes in educational practice. Sees that the policies and rules and regulations of the Board of Education, and administrative regulations of the Superintendent, are made effective in the school.</p>
Court, Maida	Assistant Principal	<p>The assistant principal assists the principal and serves as educational leader and administrator of a school. The The assistant principal supports the principal to provide direction and effective performance of certificated and non certificated personnel serving the school on a permanent, part time, and/or temporary basis.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>The assistant principal provides leadership to the school staff, defines and clarifies objectives, and stimulates high levels of job performance. Plans, directs, implements, and evaluates the instructional program in the school, including responsibility for implementing the state's curriculum in accordance with the needs of the school. Shared responsibility for hiring, evaluating, and training staff. Assists in teacher supervision, including classroom visitations and observations of teaching strategies. Joins interview committees for the in the selection of school staff and district staff. Develops school plan with appropriate district personnel. Assists to coordinate, encourage, and provide in-service growth opportunities for teachers and other personnel within the school. Develops and implements plans for control of student discipline and conduct, including initiating and attending hearings on these matters. Assists teachers with programs and problems relating to pupils and instruction. Confers and counsels with pupils, staff, parents, and other community members. Assists with transportation issues and problems. Establishes and maintains cooperative relationships with parents and community groups, including supervising and coordinating use of school facility by outside groups. Identifies community resources and agencies that may provide services to the school, and establishes relationships as appropriate with these resources and agencies. Keeps professionally knowledgeable through professional organizations and an examination of professional literature as to innovative practices in other schools and other changes in educational practice. Sees that the policies and rules and regulations of the Board of Education, and administrative regulations of the Superintendent, are made effective in the school.</p>
Hillman, David	Administrative Support	<p>Jay Hillman is the Office Manager at Plantation Key School, and a member of the PKS BLPT. The Building Level Planning Team leader leads, monitors, and supervises a group of teachers to achieve goals that contribute to the growth of the organization. Team leaders motivate and inspire their team by creating an environment that promotes positive communication, encourages bonding of team members, and demonstrates flexibility. Supervises custodial personnel assigned to the school and inspects the school plant and premises regularly to insure safety, health, sanitation, security, appearance, and effective operation. Consults with the appropriate staff members on such matters.</p>
Hillman, Krista	School Counselor	<p>Krista Hillman is the school counselor, and a member of the Plantation Key School BLPT. The Building Level Planning Team leader leads, monitors, and supervises a group of teachers to achieve goals that contribute to the growth of the organization. Team leaders motivate and inspire their team by creating an environment that promotes positive communication, encourages bonding of team members, and demonstrates flexibility.</p>
Olivera, Olga	Teacher, ESE	<p>Olga Olivera is an EL and ESE teacher, and a member of the Plantation Key School BLPT. The Building Level Planning Team leader leads, monitors, and supervises a group of teachers to achieve goals that</p>

Name	Position Title	Job Duties and Responsibilities
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contribute to the growth of the organization. Team leaders motivate and inspire their team by creating an environment that promotes positive communication, encourages bonding of team members, and demonstrates flexibility.

Horsley, Monica	Instructional Coach	The Literacy Coach will be responsible for providing ongoing needs based on Professional Development, at least weekly planning with teachers, coaching cycles, as needed, on best practice of Reading strategies and pedagogy, ongoing data analysis, weekly Professional Learning Communities in the area of Reading, to include differentiated learning opportunities and small group instruction. The Literacy Coach will be working with tiered teachers, based upon experience and need.
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Lowell, Kimberly	Teacher, K-12	Kim Lowell is a 3rd grade teacher, and a member of the Plantation Key School BLPT. The Building Level Planning Team leader leads, monitors, and supervises a group of teachers to achieve goals that contribute to the growth of the organization. Team leaders motivate and inspire their team by creating an environment that promotes positive communication, encourages bonding of team members, and demonstrates flexibility.
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Hopper, Samantha	Teacher, K-12	Samantha Hopper is a 6th grade, math teacher, and a member of the Plantation Key School BLPT. The Building Level Planning Team leader leads, monitors, and supervises a group of teachers to achieve goals that contribute to the growth of the organization. Team leaders motivate and inspire their team by creating an environment that promotes positive communication, encourages bonding of team members, and demonstrates flexibility.
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Smith, Brandy	Teacher, K-12	Brandy Smith is a 2nd grade teacher, and a member of the Plantation Key School BLPT. The Building Level Planning Team leader leads, monitors, and supervises a group of teachers to achieve goals that contribute to the growth of the organization. Team leaders motivate and inspire their team by creating an environment that promotes positive communication, encourages bonding of team members, and demonstrates flexibility.
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Demographic Information

Principal start date

Wednesday 8/1/2012, Lisa Taylor

Number of teachers with a 2022 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.*

4

Number of teachers with a 2022 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.*

21

Total number of teacher positions allocated to the school

43

Total number of students enrolled at the school

565

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

5

Identify the number of instructional staff who joined the school during the 2022-23 school year.

5

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	54	43	49	62	59	64	73	64	71	0	0	0	0	539
Attendance below 90 percent	7	4	4	8	12	8	3	6	7	0	0	0	0	59
One or more suspensions	0	0	0	0	0	0	0	1	2	0	0	0	0	3
Course failure in ELA	0	0	0	2	2	0	1	1	0	0	0	0	0	6
Course failure in Math	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	1	5	9	4	11	10	0	0	0	0	40
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	4	14	4	5	9	0	0	0	0	37
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	1	5	2	2	0	2	0	0	0	0	12

Using current year data, complete the table below with the number of students identified as being "retained.":

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	
Students retained two or more times	0	0	0	0	0	1	0	0	1	0	0	0	0	2

Date this data was collected or last updated

Tuesday 9/20/2022

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	39	45	58	55	56	75	62	75	79	0	0	0	0	544
Attendance below 90 percent	6	6	11	12	5	8	8	6	4	0	0	0	0	66
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	3	1	0	1	0	0	0	0	5
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	9	7	10	13	5	0	0	0	0	44
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	8	6	10	5	6	0	0	0	0	35
Number of students with a substantial reading deficiency	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	1	3	1	0	1	0	0	0	0	6

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	9	0	0	0	2	0	0	0	0	11
Students retained two or more times	0	0	0	0	1	0	0	1	0	0	0	0	0	2

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	39	45	58	55	56	75	62	75	79	0	0	0	0	544
Attendance below 90 percent	6	6	11	12	5	8	8	6	4	0	0	0	0	66
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	3	1	0	1	0	0	0	0	5
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	9	7	10	13	5	0	0	0	0	44
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	8	6	10	5	6	0	0	0	0	35
Number of students with a substantial reading deficiency	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	1	3	1	0	1	0	0	0	0	6

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	9	0	0	0	2	0	0	0	0	11
Students retained two or more times	0	0	0	0	1	0	0	1	0	0	0	0	0	2

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	67%	54%	55%				68%	64%	61%
ELA Learning Gains	64%						64%	61%	59%
ELA Lowest 25th Percentile	51%						43%	51%	54%
Math Achievement	75%	38%	42%				75%	66%	62%
Math Learning Gains	77%						67%	64%	59%
Math Lowest 25th Percentile	68%						47%	51%	52%
Science Achievement	75%	57%	54%				68%	67%	56%
Social Studies Achievement	92%	63%	59%				85%	85%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	64%	70%	-6%	58%	6%
Cohort Comparison		0%				
04	2022					
	2019	59%	58%	1%	58%	1%
Cohort Comparison		-64%				
05	2022					
	2019	83%	62%	21%	56%	27%
Cohort Comparison		-59%				
06	2022					
	2019	70%	57%	13%	54%	16%
Cohort Comparison		-83%				
07	2022					
	2019	64%	58%	6%	52%	12%
Cohort Comparison		-70%				
08	2022					
	2019	62%	60%	2%	56%	6%
Cohort Comparison		-64%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	60%	62%	-2%	62%	-2%
Cohort Comparison		0%				
04	2022					
	2019	65%	60%	5%	64%	1%
Cohort Comparison		-60%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	85%	66%	19%	60%	25%
Cohort Comparison		-65%				
06	2022					
	2019	79%	53%	26%	55%	24%
Cohort Comparison		-85%				
07	2022					
	2019	75%	61%	14%	54%	21%
Cohort Comparison		-79%				
08	2022					
	2019	64%	61%	3%	46%	18%
Cohort Comparison		-75%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	79%	65%	14%	53%	26%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-79%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	60%	56%	4%	48%	12%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	84%	80%	4%	71%	13%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	70%	30%	61%	39%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	69%	-69%	57%	-57%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	28	42	39	50	57	59	48	73			
ELL	41	60	50	50	66	67	50				
HSP	55	62	49	65	76	72	61	92	54		
WHT	73	65	53	81	78	62	81	91	68		
FRL	50	56	42	61	70	64	67	85			
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	22	20	23	38	48	48	27	54			
ELL	49	67	50	48	63	64	36				
HSP	52	47	29	65	66	65	47	91	70		
WHT	69	55	33	77	65	70	70	89	67		
FRL	45	36	17	57	57	65	50	76	42		
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	33	45	38	42	52	44	36	50			
ELL	48	67	64	44	38	40					
HSP	60	56	39	64	55	37	52	83			
WHT	73	70	49	81	73	53	76	87	62		
FRL	56	59	40	60	56	40	58	76	54		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	70
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	
Total Points Earned for the Federal Index	633
Total Components for the Federal Index	9
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	50
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	65

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial 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	72
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	62
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Proudly, Plantation Key School saw an increase in every measured component area in the 2021-2022 school year!

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Our lowest 25% in ELA gained from 32% to 51%. While it is a significant improvement, it is still our lowest scoring component

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

Morale has risen due to consistent opportunities for collaboration and grouped learning strategies once the physical spacing limitations were lifted. Since the instructional method for these best practices resulted in nearly 20% learning gains for our bottom quartile, we will continue to implement them with data driven decisions .

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

ELA FSA proficiency achievement reached 67% overall, an increase of 4% from 63% in the prior year. Science achievement increased 14 percentage points from 61% to 75% according to FSA.

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

The ability to increase hands on experiential learning with peers through structured collaboration in science and through close reading strategies in ELA contributed to the success of our students.

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

Students who have not demonstrated learning gains are identified and supported with a key staff member who will meet regularly to mentor using the 2 by 10 relationship building practice to increase grit and growth mindset.

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.

Teachers will participate in professional learning opportunities for applying WICOR strategies such as focused notes and graphic organizers as well as Hattie's best practices such as metacognition in all content areas. Through collaboration and vertical planning, teachers will exchange best practices for hand on multisensory experiential learning.

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

We will continue to write grants that provide the essential materials for hands-on science lab opportunities for all students. We will also expand upon the user profile accessibility in various EL programs and increasing professional capacity by hosting specialized trainings and offering ongoing support will ensure sustainability in staff.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Positive Culture and Environment specifically relating to improving attendance in grades 6 - 8.

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

WhyTry is an evidence-based Healthy Living Initiatives program that uses the Collaborative for Academic, Social and Emotional Learning (CASEL) definition of social and emotional learning. The program research indicates that participants experience over a 90% increase in grit and resilience.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

To improve/increase attendance of those students identified as chronically absent (missing 5 or more days per month) to only missing 3 or less days per month.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The attendance committee will meet monthly to analyze the effectiveness of how the participation in the WhyTry curriculum which focuses on improving growth mindset and applying the power of yet positively impacts the attendance of those students involved.

Person responsible for monitoring outcome:

Emily Halbert (emily.halbert@keysschools.com)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Students identified as chronic absentees will meet in small groups with Social Worker, Emily Halbert, and follow the WhyTry curriculum to improve growth mindset and apply power of yet, so each day at school is viewed as a new opportunity for success.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

MCSD social workers implement the WhyTry program which is a research-informed curriculum that The National Center on Response to Intervention (NCRI) outlines standards for research-based interventions.

Action Steps to Implement
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Students will participate in the Purpose Prep Program during their homeroom time, including videos, reflective questions and interactive discussions.

Person Responsible Lisa Taylor (lisa.taylor@keysschools.com)

Part of the weekly team meetings for teachers will include sharing best practices for increasing student grit, growth mindset and the power of "yet" which will then be shared school-wide at the BLPT meeting.

Person Responsible Lisa Taylor (lisa.taylor@keysschools.com)

Provide students with a list of strategies and a variety of learning modalities that promote deeper learning. Academically, teachers will leverage the mind's natural tendency to attend to and engage students stimulation by tapping into questions, topics and issues that matter to students.

Person Responsible Lisa Taylor (lisa.taylor@keysschools.com)

#2. Instructional Practice specifically relating to ELA

**Area of Focus
Description and
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

The scores from the third grade students were among the lowest in the school, at 64% scoring at level 3 and above in ELA FSA in the 2021-2022 school year.

**Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

In the 2022-2023 school year, the third grade students will score at 70% proficiency or above as measured by the FAST ELA assessment, a 6% increase as compared to the 64% achievement levels from the 2021-2022 school year.

**Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.**

This area of focus will be monitored through classroom walkthroughs looking for students practicing reciprocal teaching utilizing Hattie's multiple exposure of content and collaborative discussion methods. Students will reflect on how ideas are connected and consistently use graphic organizers. Artifacts from the students work folder will also demonstrate inquiry and collaboration to complete projects that demand higher level thinking.

Person responsible for monitoring outcome:

Maida Court (maida.court@keysschools.com)

**Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.**

Metacognitive strategies modeled for students demonstrate how to think reflectively about their own thinking including planning how to approach learning tasks, evaluating progress, and monitoring comprehension as it relates to ELA . When students become aware of the learning process, they gain control over their learning. Metacognition extends to self-regulation, or managing one's own motivation toward learning which align with our HLI strategy of emotional regulation and growth mindset.

**Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Collective Teacher Efficacy and metacognition are ranked as the leading factors that influence student achievement with an effect size of 1.57 (Hattie, 2016)

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Students will be given the opportunity to reflect on their progress in the ELA benchmarks through classroom performance, as well as the BEST and the STAR progress monitoring tests administered three times during the school year.

Person Responsible Maida Court (maida.court@keysschools.com)

Review FSA data, identify and schedule under-represented minority students in advanced ELA, math and science courses in the middle school, thus increasing the opportunities for the gifted and talented ELA classes.

Person Responsible Maida Court (maida.court@keysschools.com)

Professional development will be provided to teachers and paraprofessionals by district content area specialists. Teachers and paraprofessionals will meet by grade level to receive specific and targeted assistance towards applying WICOR to all content areas, including Instructional Technology, BEST Standards and English Learners strategies.

Person Responsible Maida Court (maida.court@keysschools.com)

The MTSS Team will meet quarterly with teachers to determine student's needs and the appropriate academic interventions.

Person Responsible Krista Hillman (krista.hillman@keysschools.com)

Teachers set and communicate clear lesson goals to help students understand the success criteria, commit to the learning, and provide the appropriate mix of success and challenge.

Person Responsible Maida Court (maida.court@keysschools.com)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

We will establish a club called Motivating & Mentoring "M&M's" where struggling students are paired with teachers to facilitate routines & practices that lead to academic, behavioral, and social emotional success as well as improved attendance. We attribute our overall Tier 1 school wide success with PBIS building a positive school culture & climate in part to collaboration with stakeholders to obtain buy in from students and to promote autonomy. In addition, teachers & paraprofessionals frequently utilize grade level and department meetings to analyze the effectiveness of our relationships.

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

Plantation Key School prides itself on building and maintaining strong relationships with parents, families and other community stakeholders. Typically, a multitude of various activities are planned throughout the school year to foster strong bonds between families and the school. Additionally, several events are planned to celebrate cultural diversity such as Hispanic Heritage Night, EL Parent Informational Night, Poetry Night, as well as plays and performances throughout the school year. Parents are encouraged to attend Career Day, as guest speakers. In another effort to promote positive family/school relationships, parents are encouraged to participate in our School Advisory Council (SAC) monthly meetings offered in person or virtually. The PTA has been a strong component of fostering positive relationships between the school and families. PTA hosts 6 main events and/or fundraisers a year including Halloween Bingo, Holiday Sing with a Fish Fry, Color Run, Dominoes Pizza Cards, Yankee Candles and more. These events bring families together for fun and relationship building.

Plantation Key School will continue to host informational nights for parents, such as FAST/BEST Night for parents, STEM Night, Celebrate Literacy Night, and quarterly parent-teacher conferences to review norm-referenced data. Conferences are held before, during and after school to accommodate our working parents. School Messenger and Remind calls, text messages and email are made in both Spanish and English languages to increase communication.

A new initiative this year will be to develop a school announcement club that increases student buy-in.