Monroe County School District

Key West High School

2022-23 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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	41%
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* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (61%) 2018-19: A (63%) 2017-18: A (66%)
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

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	41%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	60%

School Grades History

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

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Purpose and Outline of the SIP

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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
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
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 as well as fiscal management in a positive learning environment.
Ballard, Yanelys	Assistant 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.
Perkins, Dave	Assistant 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.
Walsh, June	Instructional Coach	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. 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. 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. 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. Reading coaches will attend coach trainings as determined by the supporting grant and grant administrator, The Supervisor of Language Arts and Reading.
Houle, Catherine	Graduation Coach	Collaborate with school leaders, counselors, and teachers to develop systemic strategies to identify and support students. Access and gather pertinent data in order to perform root cause analyses as to determine appropriate intervention path. Develop and implement individual intervention strategies and graduation plans to increase the likelihood that these students will stay in school and graduate. Work with students to develop a graduation and achievement plan to include the best program to meet academic and post-secondary goals. Track the progress of individual and subpopulations of students as they progress toward graduation. Prepare timely reports on student progress towards meeting their graduation plans. Communicate effectively within the school and with parents for the support

Name	Position Title	Job Duties and Responsibilities
		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 leadership. 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 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.*

0

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.*

12

Total number of teacher positions allocated to the school

76

Total number of students enrolled at the school

1,364

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

11

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

12

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	0	0	0	0	0	0	0	0	0	358	371	316	319	1364
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	32	51	41	49	173
One or more suspensions	0	0	0	0	0	0	0	0	0	8	6	3	3	20
Course failure in ELA	0	0	0	0	0	0	0	0	0	3	38	40	27	108
Course failure in Math	0	0	0	0	0	0	0	0	0	5	37	26	31	99
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	100	84	83	65	332
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	82	78	32	40	232
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	99	79	89	84	351

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	0	0	0	0	0	0	22	57	48	49	176

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	1	0	3	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	3	5	5	14

Date this data was collected or last updated

Friday 9/23/2022

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	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	34	37	54	45	170
One or more suspensions	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	9	38	46	29	122
Course failure in Math	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	54	54	48	53	209
Level 1 on 2019 statewide FSA Math assessment	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	

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

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	364	315	337	303	1319
Attendance below 90 percent	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	1	1	2	1	5
Course failure in ELA	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	12	20	25	32	89
Level 1 on 2019 statewide FSA ELA assessment	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	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	

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

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	54%	55%	51%				61%	61%	56%
ELA Learning Gains	56%						49%	58%	51%
ELA Lowest 25th Percentile	47%						41%	39%	42%
Math Achievement	46%	41%	38%				70%	52%	51%
Math Learning Gains	55%						67%	58%	48%
Math Lowest 25th Percentile	57%						55%	51%	45%
Science Achievement	67%	47%	40%				74%	76%	68%
Social Studies Achievement	81%	51%	48%				76%	74%	73%

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

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
2022					
2019	70%	72%	-2%	67%	3%

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

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	72%	74%	-2%	70%	2%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	61%	70%	-9%	61%	0%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	73%	69%	4%	57%	16%

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	27	48	45	17	45	68	29	60		81	35
ELL	32	51	47	25	49	53	47	52		85	33
ASN	71	67		83	73		82				
BLK	30	45	43	20	45	57	46	78		94	38
HSP	49	52	44	40	48	55	59	73		88	51
MUL	73	65		47	53		73	85		85	45
WHT	62	63	54	61	64	60	77	87		95	61
FRL	43	55	47	32	49	58	61	76		89	47

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

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
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
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

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	60
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	49
Total Points Earned for the Federal Index	658
Total Components for the Federal Index	11
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
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	48

English Language Learners	
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	75
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	49
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	55
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	66
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	68
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	56
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?

Our ELA scores remain flat with an improvement for our SWD, ELL, MUL subgroups, however in the area of learning gains we improved in all subgroups. Our Math, specifically Algebra showed great improvement of 21% and our ELL, HISP and FRL subgroups showed improvement in math. Our math learning gains improved for all subgroups. Our Biology achievement decreased overall, but we did improve in our ELL and FRL subgroups. US History improved overall with all subgroups improving aside from FRL which stayed the same.

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

Based on our data, our ELA scores continue to remain steady at 51% for our 9th grade students and 50% for our 10th grade students. Many of our subgroups perform below this level, SWD 27%, ELL 32%, BLK 30%, FRL 43%. While our learning gains improved overall for ELA we still continue to see a gap in performance between our achievement level and our subgroup students. Our math data is very similar to ELA, while our Algebra achievement improved overall we still see a substantial gap between the subgroups SWD 17%, ELL 25%, BLK 20% and our overall performance. Our Geometry performance decreased by 9% last year most likely contributing to the decline in our subgroup performance.

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

Contributing to our ELA and Math improvement needs were several factors. A large turn over in staff of our Math department who were experienced math teachers occurred at the end of 20-21 school year, we also had a new teacher in our 9th grade ELA department who was responsible for nearly 50% of our freshman classes that most likely contributed to stagnation of those scores. We also lost our 9th grade intensive reading teacher mid-way through the year and had difficulty in filling the position right away leading to a gap in coherent instruction for our struggling readers. To address these needs we have made staffing changes to better support our new math teachers as well as our new ELA teachers who have joined us this year. We have worked with our Reading Coach to ensure she is available for training and support of our ELA department. Our district math lead has been involved with our new math teachers and providing support and training. We also have the addition of the new materials recently adopted to align with the new BEST standards and along with those materials is dynamic training and improved materials for classrooms.

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

Our US History scores improved 7% last year from 74% to 81% proficient. We saw the most growth in our ELL (31% to 52%) and our BLK (58% to 78%) subgroups. Our Algebra scores showed a large improvement from 23% to 44% proficient.

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

In the area of US History we encouraged more enrollment in our AP US History class and made staffing changes to support strengths of teachers. We also had the addition of an EL paraprofessional who worked in some of the US History classes. Our Algebra teachers worked together with collaborative planning.

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

In order to increase our acceleration we had put an emphasis on access to AP courses and materials. We our also developing additional CTE programs that will give a larger audience of students a chance to achieve industry level certification.

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.

Our AP teachers will be engaging in a Professional Learning Community focused on their AP subject areas and best practices for test preparation, student retention and outreach for the next year. AP teachers will also be encouraged to attend an APSI if they have not attended one in the past three years. Our CTE teachers will be working with a district wide PLC to discuss and implement best practices in their respective certification areas. They also are provided additional support with training for the use of the curriculum and testing products from the vendor companies along with out district CTE Coordinator who is there to support them and provide additional training as necessary. We are also offering an after school tutorial for AP and CTE courses.

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

We continue to focus on improvement of our master schedule to support our students, especially those in our low performing subgroups. This was a focus of our BPIE assessment last year and continues to be an area where we seek additional guidance and training. We have increased support in our classrooms through the use of strategic assignment of our paraprofessionals to support our ESE students and teachers.

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

:

#1. 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.	Based on our data, our ELA scores continue to remain steady at 51% for our 9th grade students and 50% for our 10th grade students. Many of our subgroups perform below this level, SWD 27%, ELL 32%, BLK 30%, FRL 43%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Based on past data, a target of 10% improvement in both 9th and 10th grade ELA overall to 61% and 60% respectively. Our target for our subgroups is to increase by 10% in each area performing below our overall achievement rate.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The area of focus will be monitored by looking at performance data from STAR PM testing and FAST PM 1 and PM 2 and weekly Quick Write samples in all classrooms. Students in the targeted subgroups will be identified for teachers to monitor on a weekly basis per classroom assessments, including Quick Writes and intervention progress.
Person responsible for monitoring outcome:	June Walsh (june.pannela-walsh@keysschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Key West High School is an AVID school. We will utilize the AVID strategy of Quick Writes, in all classrooms, weekly.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Based on John Hattie's levels of influence Quick Writes demonstrate a significant ability to improve students performance, by implementing a writing program a .44 learning yield, its focus as a metacognitive strategy is a .69 learning yield and when used to direct instruction as a teacher formative evaluation of student knowledge a .90 learning yield can be seen.

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.

Train all teachers on AVID strategy of Quick Write.

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

Implement walkthrough documentation to allow for recording of observable teaching of the Quick Write strategy and to determine its use in all classrooms.

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

Review data from FAST PM 1 and 2 and STAR PM assessments. Review student subgroups by name in department to determine struggling students and implement interventions as necessary.

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

Review weekly use of Quick Write strategy as an administrative team and bi-weekly as departments. Update building leadership on indicators of progress. Monitor lesson plans for implementation of Quick Write strategy.

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

Provide additional training on Quick Write strategy as needed for staff.

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

Teachers will provide student feedback in the form of informal data chats on students' progress based on STAR and FAST progress monitoring.

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

#2. Instructional Practice specifically relating to Graduation	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on our most recent graduation rate reported by the state, 92% for 20-21, we have identified 113 seniors who are at risk of not graduating based on factors such as GPA or required assessments such as the Algebra EOC or Reading requirement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With our current plan we have a goal of 94% or higher graduation rate to be obtained for the 22-23 school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	With the addition of the support from our Graduation Coach, we are working with at risk seniors to provide counseling on needed requirements along with services such as credit recovery, tutoring and targeted instruction in preparation for meeting concordant scores through SAT or ACT.
Person responsible for monitoring outcome:	Catherine Houle (catherine.houle@keysschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Inviting students to reflect on their own progress through ample and productive feedback to students in the form of Data chats on current progress and needs.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Based on John Hattie's levels of influence, Feedback has an overall .66 learning yield for students. These informative conversations with students will allow them to understand their progress and determine next steps.

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.	
Identify at risk seniors and inform them of their status through targeted student meetings and progress letters sent home.	
Person Responsible	Yanelys Ballard (yanelys.ballard@keysschools.com)
Individual data chat sessions with students to work on goal setting and update on progress.	
Person Responsible	Catherine Houle (catherine.houle@keysschools.com)
Continued monitoring of students at risk. Scheduling students for necessary exams such as SAT, ACT or FSA retake opportunities.	
Person Responsible	Catherine Houle (catherine.houle@keysschools.com)
Implementation of credit recovery programs and SAT, ACT prep program based on student needs. Targeted individualized planning.	
Person Responsible	Catherine Houle (catherine.houle@keysschools.com)
Scheduling parent meetings to inform parents of student progress and needs to satisfy graduation requirements on time.	

Person Responsible   Catherine Houle (catherine.houle@keysschools.com)

#3. Instructional Practice specifically relating to Professional Learning Communities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our AP classes are focusing on improving pass rates in their respective subject areas. We our also developing additional CTE programs that will give a larger audience of students a chance to achieve industry level certification, currently our acceleration rate is 54% for 20-21 school year. By identifying students through AP potential for advanced coursework and increasing access to CTE programs of interest on certifications we can improve our overall acceleration rate to 64% in the 22-23 school year.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By increasing access to CTE programs of interest and certification offerings we can improve our industry level certification pass rates. AP courses will also focus on increasing their pass rate in their respective subject areas.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	AP and CTE courses will have their pass rate monitored through the CTE industry certification tests and AP will be monitored through participation in a practice test session and percentage of scores 3 or higher on the Advanced Placement exams.
Person responsible for monitoring outcome:	Melissa Alsobrooks (melissa.alsobrooks@keysschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Professional Learning Communities will be the focus for our CTE and AP teachers.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Teacher participation in PLCs results in improved teacher practice and increased student achievement. John Hattie's influences describes collective teacher efficacy as one of the highest influences on the learning of students with a 1.39 learning yield. One of the best ways to improve teacher efficacy is through collaboration with peers and involvement in high quality Professional Learning Communities.

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.

Implement PLC's in for both AP and CTE teachers either through the school site or district provided opportunity.

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

Ensure all AP teachers and CTE teachers are in an approved PLC with a focus on improving pass rates. Monitor agenda's and meeting dates/ discussions to ensure participation.

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

Review current pass rate data for CTE and AP course with teachers. Discuss strategies from PLC to improve pass rates.

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

Mid year progress check for CTE teachers to determine who has begun certifying and where in terms of cert preparations are their students.

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

Review AP practice exam data, determine next steps for review for students to improve pass rates.

Person Responsible   Melissa Alsobrooks (melissa.alsobrooks@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.

KWHS promotes a positive school climate. We advocate respect through our student-created Student Code of Conduct which focuses on P.R.I.D.E.(Prepared, Respectful, Integrity, Dedication and Engaged). Our slogan of Conch Pride also advances the ideals of PRIDE 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, or PBIS program as well as the monthly HLI (Healthy Living Initiatives) themes and monthly classroom management spotlight lessons which features a lessons and reflection activity. 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 an a risk peer mentoring program where referred 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 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 school culture and environment.

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, our school district MCSD app available for phones. 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. Our PBIS team meets regularly to discuss activities for students and review student discipline data.
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.