

Monroe County School District

Sugarloaf School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	17
Positive Culture & Environment	0
Budget to Support Goals	0

Sugarloaf School

255 CRANE BLVD, Summerland Key, FL 33042

<https://www.keysschools.com/domain/1469>

Demographics

Principal: Trevor Tyler W

Start Date for this Principal: 8/1/2020

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)	37%
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* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (63%) 2018-19: A (70%) 2017-18: A (62%)
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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	17
Title I Requirements	0
Budget to Support Goals	0

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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>37%</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>35%</p>

School Grades History

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

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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.

Sugarloaf School's mission is to maximize the potential of all students to become lifelong learners and productive members of our community.

Our positive climate promotes growth in integrity, individuality, and self-esteem. We promote opportunities for building community, academic stamina and grit. We will prepare our students to move into the broad employment world with confidence and an internalized lotus of motivation and desire for success. Fortified with a ethos for positivity and ethical commitment to community, state and nation.

Provide the school's vision statement.

Sugarloaf Sharks are: Determined, Persistent, Successful!

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
Unke, Brett	Principal	<p>The essential function of the position within the organization is to provide the leadership and management necessary at a middle/junior high school to maximize the efforts of teachers and students in an environment which is conducive to educational enhancement, growth and achievement for students. The position is responsible for directing all daily operations of the school campus, supervising and coordinating the work of all professional and classified personnel, ensuring subordinates' adherence to District policies, regulations and goals, preparing required reports, and performing other professional, administrative and supervisory work as required. The position develops and implements programs within organizational policies; reports major activities to executive level administrators through conferences and reports.</p>
Walden, Kevin	Assistant Principal	<p>The essential function of the position within the organization is to assist in the overall administration of assigned middle or junior high school. The position is responsible for supervising assigned professional, paraprofessional, administrative and support personnel and assisting with the planning, implementation and evaluation of all programs and operations essential to the operation of a responsive, effective and efficient instructional environment which provides maximum opportunity for student growth and development. The position develops and implements programs within organizational policies; reports major activities to executive level administrators through conferences and reports.</p>
Klessens, Tabitha	School Counselor	<p>The essential function of this position within the program is to facilitate, coordinate, track and support those students in need of academic, physical or mental health support as well as provide classroom strategies for teachers. The position also includes being a Pre-K advocate on the district level, with the purpose of creating a transitional bridge for students into the Kindergarten.</p>
Murray, Nanette	Math Coach	<p>The essential function of the position within the organization is to provide professional leadership in organizing and supervising mathematical instruction in a supportive, professional manner, as well as effectively communicating mathematic pedagogical strategies to all members of the building staff to</p>

Name	Position Title	Job Duties and Responsibilities
		develop and implement an instructional program that will effectively provide the best possible education for each student.
sellner, bonnie	Reading Coach	The essential function of the position within the organization is to provide professional leadership in organizing and supervising literacy instruction in a supportive, professional manner, as well as effectively communicating scientifically based reading research strategies to all members of the building staff to develop and implement an instructional program that will effectively provide the best possible education for each student.

Demographic Information

Principal start date

Saturday 8/1/2020, Trevor Tyler W

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.*

1

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.*

Total number of teacher positions allocated to the school

40

Total number of students enrolled at the school

665

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

8

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

8

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	63	58	61	79	56	76	79	96	74	0	0	0	0	642
Attendance below 90 percent	18	8	12	13	13	12	5	8	11	0	0	0	0	100
One or more suspensions	0	0	0	0	0	0	1	4	2	0	0	0	0	7
Course failure in ELA	0	0	0	1	0	0	6	2	2	0	0	0	0	11
Course failure in Math	0	0	0	0	0	0	1	0	1	0	0	0	0	2
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	4	10	13	12	23	15	0	0	0	0	77
Level 1 on 2022 statewide FSA Math assessment	0	0	0	3	12	12	22	23	12	0	0	0	0	84
Number of students with a substantial reading deficiency	0	0	0	0	0	0	1	3	0	0	0	0	0	4

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	4	8	11	7	0	0	0	0	36

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	1	0	0	0	2	0	0	0	0	3
Students retained two or more times	0	0	0	0	1	0	0	0	2	0	0	0	0	3

Date this data was collected or last updated

Thursday 9/22/2022

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	41	54	59	57	70	55	88	81	73	0	0	0	0	578
Attendance below 90 percent	1	12	8	13	8	15	6	11	17	0	0	0	0	91
One or more suspensions	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	3	3	1	0	0	0	0	7
Course failure in Math	0	0	0	0	1	1	3	3	1	0	0	0	0	9
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	11	9	17	13	13	0	0	0	0	64
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	16	13	27	28	19	0	0	0	0	104
Number of students with a substantial reading deficiency	0	0	0	1	0	0	0	2	0	0	0	0	0	3

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	1	3	8	5	7	8	0	0	0	0	0	32

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	
Students retained two or more times	0	0	0	1	0	0	0	2	0	0	0	0	0	3

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	41	54	59	57	70	55	88	81	73	0	0	0	0	578
Attendance below 90 percent	1	12	8	13	8	15	6	11	17	0	0	0	0	91
One or more suspensions	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	3	3	1	0	0	0	0	7
Course failure in Math	0	0	0	0	1	1	3	3	1	0	0	0	0	9
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	11	9	17	13	13	0	0	0	0	64
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	16	13	27	28	19	0	0	0	0	104
Number of students with a substantial reading deficiency	0	0	0	1	0	0	0	2	0	0	0	0	0	3

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	1	3	8	5	7	8	0	0	0	0	0	32

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	
Students retained two or more times	0	0	0	1	0	0	0	2	0	0	0	0	0	3

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	56%	54%	55%				65%	64%	61%
ELA Learning Gains	55%						59%	61%	59%
ELA Lowest 25th Percentile	41%						54%	51%	54%
Math Achievement	58%	38%	42%				68%	66%	62%
Math Learning Gains	70%						70%	64%	59%
Math Lowest 25th Percentile	61%						58%	51%	52%
Science Achievement	65%	57%	54%				75%	67%	56%
Social Studies Achievement	84%	63%	59%				96%	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	70%	70%	0%	58%	12%
Cohort Comparison		0%				
04	2022					
	2019	46%	58%	-12%	58%	-12%
Cohort Comparison		-70%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	67%	62%	5%	56%	11%
Cohort Comparison		-46%				
06	2022					
	2019	52%	57%	-5%	54%	-2%
Cohort Comparison		-67%				
07	2022					
	2019	70%	58%	12%	52%	18%
Cohort Comparison		-52%				
08	2022					
	2019	69%	60%	9%	56%	13%
Cohort Comparison		-70%				

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	59%	62%	-3%	62%	-3%
Cohort Comparison		0%				
04	2022					
	2019	52%	60%	-8%	64%	-12%
Cohort Comparison		-59%				
05	2022					
	2019	69%	66%	3%	60%	9%
Cohort Comparison		-52%				
06	2022					
	2019	25%	53%	-28%	55%	-30%
Cohort Comparison		-69%				
07	2022					
	2019	73%	61%	12%	54%	19%
Cohort Comparison		-25%				
08	2022					
	2019	79%	61%	18%	46%	33%
Cohort Comparison		-73%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	69%	65%	4%	53%	16%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-69%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	75%	56%	19%	48%	27%
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	95%	80%	15%	71%	24%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
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	100%	69%	31%	57%	43%

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	33	33	57	50	48	53			
ELL	25	39	33	29	58	70	31				
HSP	47	51	41	42	66	69	49	72			
MUL	68	71		61	65						
WHT	59	55	40	64	72	62	75	87	78		
FRL	44	47	38	48	66	53	60	89			
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	21	21	15	18	10	14	73			
ELL	14	31		23							
HSP	36	29	25	24	16	11	20	84			
MUL	64			69							
WHT	51	39	27	41	23	10	52	95	39		
FRL	36	29	24	28	11		27	79	58		
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	32	52	53	38	62	55	33	83			
ELL	31	38	40	44	65						
HSP	56	55	54	51	70	70	63	94	92		
WHT	69	61	54	75	70	49	83	96	79		
FRL	53	57	50	53	65	60	67	100	79		

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	63
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	563
Total Components for the Federal Index	9
Percent Tested	99%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	43
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	41
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	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	66
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?

The 2022 math achievement data increased from 37% in 2021 to 58% in 2022, with learning gains increasing by 50% from 2021 to 2022. Science achievement increased from 47% in 2021 to 65% in 2022. Social Studies achievement has consistently been an area of strength. Compared to achievement from 2 years ago the school-wide achievement numbers are lagging by approximately 5 percentage points in both math and reading. The learning gains in the two subgroups: students with disabilities and Hispanic students are lagging by approximately 8 percentage points compared to 2019 outcomes.

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

The greatest need for improvement falls within both reading and math proficiency rates school-wide. Learning gains in the subgroups of students with disabilities and Hispanic students are an area of concern as well with 33% and 41% respectively.

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 factors to these areas of need included interruptions to instruction, lack of time on task, and a decrease in student stamina due to the pandemic. The new actions that will be taken to address the areas for improvement will include a refocus on quality instructional strategies, beginning with effective and thoughtful planning.

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

The areas that showed the most improvement on the 2022 progress monitoring data were math gains and math learning gains for the lowest 25th percentile.

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

Contributing factors to the success our students had in math were quality instructional practice, and extended learning opportunities in after/before programs.

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

Teachers must develop and implement quality lesson plans that utilize high-yield strategies, such as WICOR through AVID. Teachers should plan for and implement differentiated instruction that provides needs-based instructional opportunities for all students.

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.

The strategies that will accelerate learning will include, AVID instructional strategies that will improve student participation, collaboration, and self-determined learning. These high-impact strategies will be shared at monthly faculty meetings with an expectation of implementation and debriefing upon implementation.

Differentiated instructional planning and collaboration will occur with ESE and ELL specialists with each grade level team to provide supported instruction for the identified sub-groups to increase achievement.

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

To ensure sustainability adjustments to the school-wide schedule to provide additional learning opportunities for struggling students with specialists and a focus on dedicated common teacher planning times to illicit more effective planning and collaboration among teams.

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.

Sugarloaf School proficiency data in the area of English Language Arts indicates that proficiency over a one-year time period has grown (+9%), however, the school has not attained the proficiency levels of two years ago (-5%). Learning gains have followed a similar trend with a one year growth in learning gains (+19%), however not attaining the level of learning gains from two years ago (-4%).

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

For the 2022-2023 school year, Sugarloaf School will increase student proficiency in English Language Arts to at least 60% for all grade levels. This will be achieved by implementing focused lesson planning to accurately align instruction with the new Florida B.E.S.T. Standards.

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

Progress towards the school’s goal will be monitored through three sources. Beginning, middle, and end-of-year data will be examined through the Florida F.A.S.T. assessment, as well as through the Monroe County progress monitoring STAR assessment. Additionally, student data will be observed through the iStation monthly assessment in kindergarten through fifth grades.

Person responsible for monitoring outcome:

Brett Unke (brett.unke@keysschools.com)

Evidence-based Strategy: Describe the evidence-based strategy being

In order to engage teachers in high-quality, focused lesson planning, the Literacy Coach will meet with grade level teams bi-monthly to provide support based on specific state standards, to ensure instructional fidelity, review data to drive instruction, and to increase teacher collaboration. Focused lesson planning will include the use of various evidence-based strategies depending on the specific lessons, standards, and objectives (Understanding by Design, Explicit Direct Instruction, Socratic Seminar, Flipped Classroom, Jigsaw, etc.). Teachers will also be coached to intentionally include AVID

implemented for this Area of Focus.

strategies in their daily lessons. Data chats with teachers and grade levels will occur quarterly to monitor the success of these strategies in supporting student growth.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

These specific strategies were selected based on the implementation of the new Florida B.E.S.T. Standards in English Language Arts. In order for students to attain proficiency, teachers must engage with the specifics of these new standards, and plan instruction accordingly.

Describe the resources/ criteria used for selecting this strategy.

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.

The action steps that will be taken in order to reach our goal will include Professional Development on the Florida B.E.S.T. Standards, bi-monthly grade level team meetings with the Literacy Coach, opportunities for Literacy Coach and teacher collaboration, and data conversation to drive instruction.

Person

Responsible

Brett Unke (brett.unke@keysschools.com)

#2. Instructional Practice specifically relating to Math

Area of Focus

Description and Rationale:

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

Sugarloaf School proficiency data in the area of math indicates that proficiency over a one-year time period has grown (+ 20%), however, the school has not attained the proficiency levels of two years ago (-10%). While learning gains have followed a similar trend the school attained acceptable levels of growth in 2022 (70%).

Measurable Outcome:

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

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

For the 2022-2023 school year, Sugarloaf School will increase student proficiency in math to at least 60% for all grades by implementing focused lesson planning to accurately align instruction with the new B.E.S.T Standards.

Monitoring:

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

Progress towards the school's goal will be monitored through three sources. Beginning, middle, and end-of-year data will be examined through the Florida F.A.S.T. assessment, as well as through the Monroe County progress monitoring STAR assessment.

Person responsible for monitoring outcome:

Brett Unke (brett.unke@keysschools.com)

Evidence-based Strategy:

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

In order to engage teachers in high-quality, focused lesson planning, the Math Coach will meet with grade level teams bi-monthly to provide support based on specific state standards, to ensure instructional fidelity, and to increase teacher collaboration. Teachers will also be coached to intentionally include AVID strategies in their daily lessons. Data chats with teachers and grade levels will occur quarterly to monitor the success of these strategies in supporting student growth.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Brand new math standards are being implemented state-wide. In order to attain proficiency, teachers must engage with the specifics of these new standards and plan for instruction accordingly.

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.

The action steps that will be taken in order to reach our goal will include Professional Development on the Florida B.E.S.T. Standards, bi-monthly grade level team meetings with the Math Coach, opportunities for Math Coach and teacher collaboration, and data conversation to drive instruction.

Person Responsible Brett Unke (brett.unke@keysschools.com)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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N/A

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.

One of the identified school-wide targets for improving climate and culture is to bring back parents and volunteers to campus. We plan to engage the community in programs such as buddy reading, increasing activities for parent involvement, such as field day, increasing the level of interaction in our PBIS events-among grade levels, and growing the SAC and PTO committees. Sugarloaf has also developed a plan to provide community and family events monthly to increase the relationships between the family, the community, and the school.

There was an information-gathering emphasis before the beginning of the school year to increase the effectiveness of our communication with families and parents. We looked at how to effectively communicate without leaving parents feeling bombarded with information, but able to access what they need to know in a convenient and reliable manner.

Increasing student and school staff connections is another area that has been targeted. This will be accomplished through staff recognition, common grade level planning periods, targeted professional development, and staff social opportunities to provide time to connect outside of school hours. Concerning student and staff connections, NJHS will be grown and developed, as well as the student council, increasing athletic programs and clubs, and student recognition.

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

Our community partners, such as Winn Dixie, and Centennial Bank, and our supporters through various programs, will be recognized and celebrated. Students and teachers will be encouraged to connect during activities and events and to share their thanks and appreciation.

Because of the ability to assemble without Covid concerns, PBIS activities can be more engaging with students across grade levels who can be encouraged to identify and support each other as a part of one school.

Parents and community members will be encouraged to collaborate with the school to support students through community nights, activities in the classrooms, PBIS events, and celebrations. Staff members will be continuing to focus on developing and building relationships with students and families and search for methods of connecting and supporting our students with the most need. BLPT will continue to focus on ways to build school climate and culture and to quickly identify and address the needs of the school staff, students, and families through problem-solving and developing creative and collaborative solutions with an emphasis on being proactive.