

Monroe County School District

Plantation Key School



2021-22 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: 8/1/2011

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	36%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (64%) 2017-18: A (68%) 2016-17: A (68%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Monroe County School Board on 10/26/2021.

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	No	26%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	38%

School Grades History

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

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

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

Name	Position Title	Job Duties and Responsibilities
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> <p>The assistant principal provides leadership to the school staff, defines and</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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.</p> <p>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>
Barker, Laura	Teacher, K-12	<p>Laura Barker 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.</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 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>
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</p>

Name	Position Title	Job Duties and Responsibilities
		effective operation. Consults with the appropriate staff members on such matters.
Hillman, Krista	School Counselor	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.
Horsley, Monica	Teacher, K-12	Monica Horsley is a 4th 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.

Demographic Information

Principal start date

Monday 8/1/2011, Lisa Taylor

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

4

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

1

Total number of teacher positions allocated to the school

49

Total number of students enrolled at the school

568

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

5

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

5

Demographic Data

Early Warning Systems

2021-22

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	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

Date this data was collected or last updated

Monday 8/30/2021

2020-21 - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	34	44	44	46	66	58	68	76	85	0	0	0	0	521
Attendance below 90 percent	7	7	8	1	3	12	9	6	6	0	0	0	0	59
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in Math	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	5	5	3	4	0	0	0	0	17
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	5	10	7	6	0	0	0	0	28

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	1	0	1	0	0	0	0	2

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

2020-21 - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	34	44	44	46	66	58	68	76	85	0	0	0	0	521
Attendance below 90 percent	7	7	8	1	3	12	9	6	6	0	0	0	0	59
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in Math	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	5	5	3	4	0	0	0	0	17
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	5	10	7	6	0	0	0	0	28

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	1	0	1	0	0	0	0	2

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

Part II: Needs Assessment/Analysis**School Data Review**

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				68%	64%	61%	73%	64%	60%
ELA Learning Gains				64%	61%	59%	66%	58%	57%
ELA Lowest 25th Percentile				43%	51%	54%	55%	50%	52%
Math Achievement				75%	66%	62%	76%	66%	61%
Math Learning Gains				67%	64%	59%	71%	63%	58%
Math Lowest 25th Percentile				47%	51%	52%	67%	50%	52%
Science Achievement				68%	67%	56%	68%	70%	57%
Social Studies Achievement				85%	85%	78%	81%	84%	77%

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
03	2021					
	2019	64%	70%	-6%	58%	6%
Cohort Comparison						
04	2021					
	2019	59%	58%	1%	58%	1%
Cohort Comparison		-64%				
05	2021					
	2019	83%	62%	21%	56%	27%
Cohort Comparison		-59%				
06	2021					
	2019	70%	57%	13%	54%	16%
Cohort Comparison		-83%				
07	2021					
	2019	64%	58%	6%	52%	12%
Cohort Comparison		-70%				
08	2021					
	2019	62%	60%	2%	56%	6%
Cohort Comparison		-64%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	60%	62%	-2%	62%	-2%
Cohort Comparison						
04	2021					
	2019	65%	60%	5%	64%	1%
Cohort Comparison		-60%				
05	2021					
	2019	85%	66%	19%	60%	25%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-65%				
06	2021					
	2019	79%	53%	26%	55%	24%
Cohort Comparison		-85%				
07	2021					
	2019	75%	61%	14%	54%	21%
Cohort Comparison		-79%				
08	2021					
	2019	64%	61%	3%	46%	18%
Cohort Comparison		-75%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	79%	65%	14%	53%	26%
Cohort Comparison						
08	2021					
	2019	60%	56%	4%	48%	12%
Cohort Comparison		-79%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	84%	80%	4%	71%	13%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	70%	30%	61%	39%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	69%	-69%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

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

Renaissance Place suite of STAR assessments-- ELA and Math Progress Monitoring tests during Fall, Winter, and Spring administrations.

MCSD Prog Monitoring 1 and 2 in Science for 5th and 8th grade for Fall and Winter and FSA EOC for Science for Spring.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	43.18	56.82	68.09
	Economically Disadvantaged	44.44	50	54.55
	Students With Disabilities	0	0	0
	English Language Learners	44.44	50	50
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	77.27	90.7	87.23
	Economically Disadvantaged	77.78	80	63.64
	Students With Disabilities	50	80	66.67
	English Language Learners	77.77	77.77	77.77

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	54.35	71.11	74.42
	Economically Disadvantaged	61.11	62.5	71.43
	Students With Disabilities	14.29	50	60
	English Language Learners	28.57	16.67	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	65.22	73.33	81.82
	Economically Disadvantaged	55.56	62.5	66.67
	Students With Disabilities	14.29	66.67	83.33
	English Language Learners	14.29	16.67	0
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	59.57	54.76	59.57
	Economically Disadvantaged	52	31.82	52
	Students With Disabilities	33.33	25	33.33
	English Language Learners	42.85	28.57	35.71
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	72.34	76.74	72.34
	Economically Disadvantaged	60	65.22	60
	Students With Disabilities	55.56	62.5	55.56
	English Language Learners	50	57.14	42.85

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	83.64	85.48	79.37
	Economically Disadvantaged	60	90	63.64
	Students With Disabilities	57.14	57.14	53.33
	English Language Learners	50	66	80
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	80	91.94	87.5
	Economically Disadvantaged	80	90	75
	Students With Disabilities	42.86	85.71	60
	English Language Learners	50	83.33	83.33
	Number/% Proficiency	Fall	Winter	Spring
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	53.85	55.77	70.91
	Economically Disadvantaged	33.33	42.11	47.62
	Students With Disabilities	14.29	7.14	33.33
	English Language Learners	33.33	12.5	28.57
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	66.04	81.13	78.18
	Economically Disadvantaged	50	70	66.67
	Students With Disabilities	46.67	53.33	60
	English Language Learners	70	62.5	55.55
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged	28	32	
	Students With Disabilities	11	27	
	English Language Learners	7.00	6.00	
	Number/% Proficiency	Fall	Winter	Spring

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	43.55	45.45	47.76
	Economically Disadvantaged	20.83	30.77	19.23
	Students With Disabilities	0	14.29	0
	English Language Learners	16.66	16.66	14.28
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	52.24	57.35	71.21
	Economically Disadvantaged	37.93	42.86	60
	Students With Disabilities	26.67	35.71	41.67
	English Language Learners	28.57	42.85	57.14
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	72.06	77.78	73.53
	Economically Disadvantaged	56.25	64.29	62.5
	Students With Disabilities	36.36	33.33	27.27
	English Language Learners	33.33	50	60
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	76.81	80.88	76.06
	Economically Disadvantaged	76.87	75	66.67
	Students With Disabilities	33.33	53.85	46.15
	English Language Learners	42.85	57.14	57.14
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students			90.5
	Economically Disadvantaged	0	0	0
	Students With Disabilities	10	13	9
	English Language Learners	0	0	13

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	62.18	64.2	63.75
	Economically Disadvantaged	51.58	53.13	51.61
	Students With Disabilities	31.11	26.67	35.71
	English Language Learners	33.33	37.5	25
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	81.93	80.52	87.5
	Economically Disadvantaged	76.6	74.19	87.1
	Students With Disabilities	55.56	46.67	64.29
	English Language Learners	52.17	57.14	71.42
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged	0	6	
	Students With Disabilities	13	7	
	English Language Learners	0	0	

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	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		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	36	61	45	46	50	35	40				
ELL	50	63		50	71	80					
HSP	69	65	52	67	61	64	64	73	45		
WHT	76	67	58	81	77	66	71	83	56		
FRL	66	65	55	67	66	64	62	77	42		

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	573
Total Components for the Federal Index	9
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	54
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	59
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	66
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

The cohort of rising 4th graders and the cohort of rising 7th graders are both at 51% achievement in ELA. The rising 4th graders achieved 57% level 3 or higher in Math. The rising 7th graders achieved 56% level 3 or higher in Math. Another trend that we noticed is our EL subgroup has the same SGP growth rate as their native English speaking peers however we need to accelerate their rate of improvement (ROI) in order to close the gaps.

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

The greatest need for improvement at Plantation Key School was the Lowest 25th Percentile in Mathematics. Achievement dropped from 67% to 47%, a 20% drop in one year. More than 70 of our 544 students are either active (LY) or recently exited (LF or LA) English Learners

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

The decline in our math achievement and growth was due to social distancing and reduced class size measures which negatively impacted 4th & 7th grade math instructional time. Due to physical distancing and individual use of materials, the EL's did not have the opportunity to collaborate and work with peers in an interactive way that best practices suggest. The 4th grade instructional team has been restructured and we have split the neediest intensive support groups for 7th grade in order to allow for twice as much content based intervention. EL's have been grouped by language proficiency and are paired with specialized resources and strategies.

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

The learning gains for the lowest 25% in Math increased more than 21 percentage points from 47 to 68% and the overall achievement in 7th grade Civics increased from 86 to 89% points. These improvements are based on FSA Math and EOC results.

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

The contributing factors are the increased support measures taken for specialized intervention by at least 30 minutes each day.

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

New strategies to accelerate learning include intentionally setting diagnostic interventions and more aggressive goals and bi-monthly sub-skill assessment for tier 2 and weekly for tier 3 groups.

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.

PKS will provide specialized PD to address needs that grade level and/or content area data calls for. Examples include targets intervention tracking in Ren Place, EL software programs such as Imagine Learning and Ellevation to accelerate Math mastery and paraprofessional PD. These will occur in addition to the PD based on district goals and initiatives that MCSD Provides.

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

Expanding 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.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Discipline

Area of Focus Description and Rationale:	According to COVI and Second Step surveys, 4th and 7th grade students report zest as getting by or moderately thriving.
Measurable Outcome:	By the spring administration, the target group of Plantation Key School students that reported lack of zest will improve the climate responses on the surveys for those students to high thriving and zestful.
Monitoring:	Behavioral data surveys are administered three times a year and we will monitor closely those cohorts in addition to the other grade levels responses.
Person responsible for monitoring outcome:	Lisa Taylor (lisa.taylor@keysschools.com)
Evidence-based Strategy:	<p>The evidence-based strategy for increasing zest in the classroom will come from the district provided weekly Classroom Champions program. This SEL program will teach and encourage students to think more carefully, make more connections and dig below the surface.</p> <p>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.</p>
Rationale for Evidence-based Strategy:	Integrating zest into classroom interaction motivates students to put forth the effort to advance the path of learning.

Action Steps to Implement

Students will participate in the weekly Classroom Champions 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 zest, 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.

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

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

An area of focus is instructional practice specifically related to mathematics and improving student performance and increasing student learning gains.

Measurable Outcome: The intended outcome is to raise our total mathematics learning gains to 76%, a 10% increase as compared to the 2020-2021 school year.

Monitoring: Students will practice growth mindset as support for the implementation of math problem solving involving multi-step processes where there are multiple ways to solve and present solutions. This will be monitored through progress monitoring assessments, quarterly grades, and classroom walk throughs.

Person responsible for monitoring outcome: Lisa Taylor (lisa.taylor@keysschools.com)

Evidence-based Strategy: Teachers will post essential questions in student friendly language including benchmarks and objectives. Students will have daily learning goals and will monitor their progress.

Rationale for Evidence-based Strategy: John Hattie collected data for many years that supports the clear finding: visible teaching and clear objectives. "occurs when teachers see learning through the eyes of students and help them become their own teachers."

Action Steps to Implement

Students will be given the opportunity to reflect on their progress in the mathematics benchmarks through classroom performance and the STAR progress monitoring tests administered three times during the school year. Administration and teachers will review FSA data, identify and schedule under-represented minority students in advanced math and science courses in the middle school, thus increasing the opportunities for the honors classes.

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

Every grade level will have a 30-minute Fluid Intervention and Enrichment (Fluid I/E) block incorporated into their daily schedule, in which small groups of students will receive specific and targeted instruction to meet their individual needs by highly qualified instructors.

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

Standards and essential questions will be observed during informal classroom walkthroughs and teacher observations.

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 in all content areas, including Instructional Technology, Cultural Diversity Training, and English Language 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 Maida Court (maida.court@keysschools.com)

The first Tuesday of each month, teachers will collaborate with the subsequent grade level teachers in Vertical Teaming in an effort to better streamline the progression of content and skill from one grade level to the next.

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

Students in grades 4 - 8 will participate in the Adaptive Progress Monitoring (APM) test three times this school year to monitor their progress and better prepare for the FSA. Participating in the APM also provides students with the opportunity to practice using the TIDE testing platform and to become familiar with the interface.

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

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: An area of focus is instructional practice specifically relating to ELA and improving student performance and increasing student learning gains.

Measurable Outcome: The intended outcome is that at least 55% of our bottom quartile population will meet proficiency on the FSA ELA test, a 23% increase as compared to our prior FSA data from the 20-21 school year.

Monitoring: This will be monitored by classroom walkthroughs, observations, and teacher lesson plans.

Person responsible for monitoring outcome: Lisa Taylor (lisa.taylor@keysschools.com)

Evidence-based Strategy: The writing scores on the Plantation Key School 2020-2021 writing section of the FSA were below expectations. Using mentor text, students will be taught voice and writers craft to increase their writing proficiency which will increase the overall FSA ELA scores.

Rationale for Evidence-based Strategy: Based on the FSA data, the students scores were weakest in the area of Purpose, Focus and Organization and Evidence and Elaboration, thus indicating formulaic writing and lack of individualized writers craft. The domain scores reflect the students need strengthening in both areas.

Action Steps to Implement

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

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

Teachers in 5th - 8th grade will collaborate to provide students with a monthly writing lesson from Mrs. Marla Koche, gifted ELA teacher, through a live stream into each ELA classroom during student instruction time. Additionally, Mrs. Koche provides weekly support for teachers to further develop student writing for the monthly lesson. Mrs. Koche will begin with the fundamentals of writing and increase the lessons to explore writers craft and voice.

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

Every grade level will have a 30-minute Fluid Intervention and Enrichment (Fluid I/E) block incorporated into their daily schedule, in which small groups of students will receive specific and targeted instruction to meet their individual needs by highly qualified reading instructors.

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 in all content areas, including Instructional Technology, Cultural Diversity Training, and English Language 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)

The first Tuesday of each month, teachers will collaborate with the subsequent grade level teachers in Vertical Teaming in an effort to better streamline the progression of content and skill from one grade level to the next.

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

Students in grades 4 - 8 will participate in the Adaptive Progress Monitoring (APM) test three times this school year to monitor their progress and better prepare for the FSA. Participating in the APM also provides students with the opportunity to practice using the TIDE testing platform and to become familiar with the interface.

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

Additional Schoolwide Improvement Priorities

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

PKS Reported 0.7 incidents per 100 students, also called the school incident rate. When compared to all other combination schools statewide, it falls into the low category.

Part IV: Positive Culture & Environment

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

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

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

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 culture and environment at the school.

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 FSA 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.