Plantation Key School

2023-24

Schoolwide Improvement Plan (SIP)

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Plantation Key School

100 LAKE RD, Tavernier, FL 33070

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Taylor, Lisa	Principal	The principal 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. 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. 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 the 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.
Court, Maida	Assistant Principal	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. The assistant principal provides leadership to the school staff, defines and clarifies objectives, and stimulates high levels of job performance. Plans, directs, implements, and evaluates the instructional program in the school, including responsibility for implementing the state's

Name	Position Title	Job Duties and Responsibilities
		curriculum in accordance with the needs of the school. Shared responsibility for hiring, evaluating, and training staff. Assists in teacher supervision, including classroom visitations and observations of teaching strategies. Joins interview committees for the in the selection of school staff and district staff. Develops school plan with appropriate district personnel. Assists to coordinate, encourage, and provide in-service growth opportunities for teachers and other personnel within the school. Develops and implements plans for control of student discipline and conduct, including initiating and attending hearings on these matters. Assists teachers with programs and problems relating to pupils and instruction. Confers and counsels with pupils, staff, parents, and other community members. Assists with transportation issues and problems. Establishes and maintains cooperative relationships with parents and community groups, including supervising and coordinating use of school facility by outside groups. Identifies community resources and agencies that may provide services to the school, and establishes relationships as appropriate with these resources and agencies. Keeps professionally knowledgeable through professional organizations and an examination of professional literature as to innovative practices in other schools and other changes in educational practice. Sees that the policies and rules and regulations of the Board of Education, and administrative regulations of the Superintendent, are made effective in the school.
Hillman, David	Other	Jay Hillman is the Office Manager at Plantation Key School, and a member of the PKS BLPT. The Building Level Planning Team leader leads, monitors, and supervises a group of teachers to achieve goals that contribute to the growth of the organization. Team leaders motivate and inspire their team by creating an environment that promotes positive communication, encourages bonding of team members, and demonstrates flexibility. Supervises custodial personnel assigned to the school and inspects the school plant and premises regularly to insure safety, health, sanitation, security, appearance, and effective operation. Consults with the appropriate staff members on such matters.
Hillman, Krista	Attendance/ Social Work	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. Mrs. Hillman leads the Attendance Committee and contributes many hours to the social emotional well being of the students.
Horsley, Monica	Reading Coach	The Literacy Coach will be responsible for providing ongoing needs based on Professional Development, at least weekly planning with teachers, coaching cycles, as needed, on best practice of Reading strategies and pedagogy, ongoing data analysis, weekly Professional Learning Communities in the area of Reading, to include differentiated learning opportunities and small group

Name	Position Title	Job Duties and Responsibilities
		instruction. The Literacy Coach will be working with tiered teachers, based upon experience and need. The Literacy Coach is responsible for FAST data monitoring and implementation of the Florida Standards and Benchmark curriculum.
Olivera, Olga	Teacher, ESE	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. Mrs. Olivera also is the Professional Development Contact and English Language Learner contact for Plantation Key School.
Smith, Brandy	Teacher, K-12	Brandy Smith is a 2nd grade teacher, and a member of the Plantation Key School BLPT. The Building Level Planning Team leader leads, monitors, and supervises a group of teachers to achieve goals that contribute to the growth of the organization. Team leaders motivate and inspire their team by creating an environment that promotes positive communication, encourages bonding of team members, and demonstrates flexibility.
Genakos, Chloe	Teacher, K-12	Chloe Genakos is a 5th 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.
Corliss-Dolye, Selina	Teacher, K-12	Selina Corliss-Doyle is a 7th grade teacher, and a member of the Plantation Key School Building Level Planning Team. 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.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Creating The School Improvement Plan involves the Building Level Planning Team, The School Advisory Council, staff and community leaders. Identified goals are based on data and state directives, written specifically to address school improvement targets with measurable outcomes. These goals are

presented to the committees, discussed, adjusted as input requires and finalized as Plans for Improvement on the School Improvement Plan.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored monthly at BLPT meetings. Representation from each grade group will be present to provide current data and student achievement related to our SIP goals and action steps. Based on the current data, the leadership team will revise the plan as necessary.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	38%
2022-23 Economically Disadvantaged (FRL) Rate	36%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	10	11	7	4	9	15	16	14	8	94
One or more suspensions	0	0	0	0	0	0	0	3	6	9
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	1	0	0	1
Level 1 on statewide ELA assessment	0	0	0	1	13	12	16	6	12	60
Level 1 on statewide Math assessment	0	0	0	0	0	6	0	0	0	6
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	1	3	6	7	3	1	21

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	1	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	1	0	0	1

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	7	4	4	8	12	8	3	6	7	59
One or more suspensions	0	0	0	0	0	0	0	1	2	3
Course failure in ELA	0	0	0	2	2	0	1	1	0	6
Course failure in Math	0	0	0	0	0	0	1	0	0	1
Level 1 on statewide ELA assessment	0	0	0	1	5	9	4	11	10	40
Level 1 on statewide Math assessment	0	0	0	1	4	14	4	5	9	37
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	1	5	2	2	0	2	12

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	1	0	0	1	2

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	7	4	4	8	12	8	3	6	7	59
One or more suspensions	0	0	0	0	0	0	0	1	2	3
Course failure in ELA	0	0	0	2	2	0	1	1	0	6
Course failure in Math	0	0	0	0	0	0	1	0	0	1
Level 1 on statewide ELA assessment	0	0	0	1	5	9	4	11	10	40
Level 1 on statewide Math assessment	0	0	0	1	4	14	4	5	9	37
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	1	5	2	2	0	2	12

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	1	0	0	1	2

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	63	50	53	67	54	55	63		
ELA Learning Gains				64			52		
ELA Lowest 25th Percentile				51			32		
Math Achievement*	77	57	55	75	38	42	73		
Math Learning Gains				77			66		
Math Lowest 25th Percentile				68			68		
Science Achievement*	52	50	52	75	57	54	61		
Social Studies Achievement*	83	75	68	92	63	59	90		
Middle School Acceleration	46	57	70	64	51	51	68		
Graduation Rate		74	74		56	50			
College and Career Acceleration		51	53		75	70			
ELP Progress	71	64	55		65	70			

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	457
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	70

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	633
Total Components for the Federal Index	9
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	42			
ELL	48			
AMI				
ASN				
BLK				
HSP	53			
MUL				
PAC				
WHT	72			
FRL	51			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	50			
ELL	55			
AMI				
ASN				
BLK				
HSP	65			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	**Federal Percent of Points Index**	**Subgroup Below 41%**	**Number of Consecutive years the Subgroup is Below 41%**	**Number of Consecutive Years the Subgroup is Below 32%**
MUL				
PAC				
WHT	72			
FRL	62			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22**	**C & C Accel 2021-22**	**ELP Progress**
All Students	63			77			52	83	46			71
SWD	30			63			34	57			5	
ELL	35			52			25	60			6	71
AMI												
ASN												
BLK												
HSP	47			65			35	70	43		7	69
MUL												
PAC												
WHT	71			82			62	94	49		6	
FRL	46			68			37	68	31		7	66

2021-22 ACCOUNTABILITY 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**	**ELP Progress**
All Students	67	64	51	75	77	68	75	92	64			
SWD	28	42	39	50	57	59	48	73				
ELL	41	60	50	50	66	67	50					
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK												
HSP	55	62	49	65	76	72	61	92	54			
MUL												
PAC												
WHT	73	65	53	81	78	62	81	91	68			
FRL	50	56	42	61	70	64	67	85				

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	63	52	32	73	66	68	61	90	68			
SWD	22	20	23	38	48	48	27	54				
ELL	49	67	50	48	63	64	36					
AMI												
ASN												
BLK												
HSP	52	47	29	65	66	65	47	91	70			
MUL												
PAC												
WHT	69	55	33	77	65	70	70	89	67			
FRL	45	36	17	57	57	65	50	76	42			

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	48%	49%	-1%	54%	-6%
07	2023 - Spring	66%	47%	19%	47%	19%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	64%	42%	22%	47%	17%
04	2023 - Spring	63%	51%	12%	58%	5%
06	2023 - Spring	76%	45%	31%	47%	29%
03	2023 - Spring	61%	49%	12%	50%	11%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	90%	54%	36%	54%	36%
07	2023 - Spring	84%	60%	24%	48%	36%
03	2023 - Spring	75%	56%	19%	59%	16%
04	2023 - Spring	59%	51%	8%	61%	-2%
08	2023 - Spring	98%	57%	41%	55%	43%
05	2023 - Spring	43%	45%	-2%	55%	-12%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	54%	45%	9%	44%	10%
05	2023 - Spring	48%	44%	4%	51%	-3%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	53%	*	50%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	83%	68%	15%	66%	17%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component with the lowest performance at Plantation Key School was 5th grade math with 43% proficiency. The contributing factors to our low performance in Math can be due to a new staff of teachers in 5th grade and new standards in the curriculum.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The greatest decline was also found in 5th grade math, showing a 28% decrease in scores, as compared to the previous school year. In addition to the inexperienced teachers and new curriculum, the students displayed a residual delay due to covid and lack of background knowledge to support grade level achievement.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

When compared to the state, the data component with the greatest gap is found in 5th grade math. Plantation Key School had 43% of the student's achieving proficiency, while the state average was 57%. While other districts in our state already had a year of experience with the new standards and curriculum, the 2022-2023 school year was Monroe County's first year with the new math standards.

Which data component showed the most improvement? What new actions did your school take in this area?

Middle school mathematics showed the most improvement, especially in 6th and 7th grade. The 6th grade students showed an increase of 12% (scoring 78% in 2022 and 90% in 2023), and the 7th grade students increased 13% (scoring 71% in 2022 and 84% in 2023). The teachers attended professional learning opportunities and followed the new curriculum as directed. Lesson plans and observations are being evaluated for grade level instruction.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Reflecting on the Early Warning Systems, the main area of concern at Plantation Key School is number of referrals last year as compared to the year before. The number of student discipline referrals increased by 47% from the year before.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. RAISE
2. Reduce discipline
3. Increase student proficiency in 5th grade math

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In an effort to foster a more positive culture and environment at Plantation Key School, we will decrease the amount of student discipline as measured by FOCUS referrals. The student discipline referrals increased 27% last school year.

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

Plantation Key School will reduce the number of discipline referrals by 10%.

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

Reducing the number of discipline referrals will be monitored by reviewing behavior data quarterly.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Evidence based intervention that will be implemented with the repeat discipline students will be the Check In/ Check Out system.
The Refocus Room tied to Restorative Practices will be available for students to self-advocate for self-regulation.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The Check In/Check Out system is tailor made for each student by the school social worker based on the targeted behaviors/needs for that child. The student, the family and the teachers collaborate on each plan to provide supports and interventions to assist each student in improving their behavior.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Students will attend grade level orientations with administrators the first two weeks of school to review the iBelieve booklet.

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

By When: August 2023

Read and review iBelieve elementary and midldle school guidelines over the morning announcements.

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

By When: Daily

Plantation Key School will expand the PBIS program in conjunction with the iBelieve district initiative. PBIS students will create power point presentations highlighting behavioral expectations for teachers to use in the classroom.

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

By When: On-going. Ending May 2024

Staff will have opportunities to participate in the CANVAS Discipline course on-line for $250.

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

By When: March 2024

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The overarching school data shows a need for improvement in ELA across all grade levels. The percent of students scoring at or above proficiency range from 48% - 76%, with the majority in the 60% range.

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

The Plantation Key School plan is to achieve 70% of students scoring at or above proficiency in all tested grade levels in ELA.

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

This area of focus will be monitored closely during the PM1 and PM2 FAST Reading Assessments. Additionally, there will be quarterly data chats between faculty and the literacy coach.

Person responsible for monitoring outcome:

Lisa Taylor (lisa.taylor@keysschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

All students will receive both Flamingo Small Group Literacy Instruction and Benchmark Advance (K-5) and myPerspectives (6-8) Daily Lessons.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Both Flamingo Small Group Instruction and Benchmark Advance (K-5) and myPerspectives (6-8) Daily Lessons are district approved and mandated programs with strong evidence. Teachers have attended trainings and continue to attend trainings for these programs.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

District Literacy Leader, Rob Taylor, will provide professional development for staff in the area of Flamingo Small Group Instruction and Benchmark Advance (K-5) and myPerspectives (6-8) Daily Lessons.

Person Responsible: Monica Horsley (monica.horsley@keysschools.com)

By When: October 15, 2023

Quarterly data chats will be held with the Literacy Coach and Administration and individual teachers to review current data, grades and specific student concerns at the granular level.

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

By When: Every quarter. Ending May 2024.

Visitors from Flamingo Small Group Literacy Instruction will provide small group lessons for K-3 teachers.

Person Responsible: Monica Horsley (monica.horsley@keysschools.com)

By When: September 12, 2023

All students in grades K-5 will receive a 30-minute Intervention/Enrichment block during the school day. Students in grades 6-8 who earned a level 1 or 2 on the 2023 PM3 FAST Assessment will receive 30-60 minutes of Intensive Reading.

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

By When: Daily

Students identified as EL in grades 6-8 will receive ELA through ESOL, in addition to an Intensive Reading class centered around Read 180.

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

By When: Daily

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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 related to Reading/ELA

Our progress monitoring data from the 2023 PM3 FAST Assessment indicates that 48% of the students in grade 5 qualified Plantation Key School as a RAISE school. We see the need for Tier 2 and Tier 3 interventions that are focused on individual student needs.

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 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 Measurable Outcomes

N/A

Grades 3-5 Measurable Outcomes

At Plantation Key School, 70% of the students in grade 5 will score at or above proficiency on the PM3 FAST Reading Assessment in May 2024.

Monitoring

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 impact student achievement outcomes.

All students will be actively enrolled and appropriately placed in daily reading intervention programs. The effectiveness of the daily intervention programs will be monitored by the reading interventionist. Grade teams will review their performance and progress during weekly grade level meetings. In the weekly grade level meetings, iStation and Benchmark Data assessment data will be analyzed for student progress.
Progress will be monitored three times a year using progress monitoring data from FAST reading standard reports.
The Literacy Leadership Team will review the data monthly.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Horsley, Monica, monica.horsley@keysschools.com

Evidence-based Practices/Programs

Description:
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. §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?

In grade 5, ESSA evidence interventions will be used to address student deficiencies. Data from the PM3 FAST Assessment shows that many 5th grade students are non-proficient in reading across genres and vocabulary. The ESSA evidence strategy that will support our students is to build student's decoding skills so that they can read complex multisyllabic words. This strategy in embedded in our core reading program, Benchmark Advance (promising ESSA evidence). From the IES Guide, Providing Reading Interventions for Students in Grades 4-9, we will provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information.

Rationale:
Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

This strategy is located in the IES Guide, Providing Reading Interventions for Students in Grades 4-9. The use of effective Tier 2 and Tier 3 interventions is included in our District's Reading Plan and the skills students are acquiring are in line with the BEST ELA Standards.

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
The Literacy Leadership team, comprised of the Literacy Coach, Media Specialist, Reading Interventionist and Administration, will meet every quarter to discuss our goals and monitor our progress.	Horsley, Monica, monica.horsley@keysschools.com
The Literacy Coach will meet quarterly with teachers to assess progress monitoring and plan for future instruction.	Horsley, Monica, monica.horsley@keysschools.com
Students will be assessed using Benchmark Advanced, weekly and unit assessments, as well as FAST Progress Monitoring Assessments.	Court, Maida, maida.court@keysschools.com
District Literacy Coordinator, Rob Taylor, will be providing professional learning to teachers in the area of Benchmark Advance by October 10th, 2023.	Taylor, Lisa, lisa.taylor@keysschools.com