

Monroe County School District

Key West High School



2019-20 School Improvement Plan

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Key West High School

2100 FLAGLER AVE, Key West, FL 33040

[no web address on file]

Demographics

Principal: Amber Acevedo A

Start Date for this Principal: 10/11/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	41%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: A
School Grades History	2017-18: A 2016-17: B 2015-16: B 2014-15: B 2013-14: B
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	Diane Leinenbach
Turnaround Option/Cycle	
Year	

Support Tier	NOT IN DA
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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

To empower all students to maximize their potential and prepare them with the skills and experiences necessary to be college or career ready and to develop those character traits that will enable them to be productive members of society.

Provide the school's vision statement

Students will be the best they can be academically, socially and emotionally.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Acevedo, Amber	Principal	<p>To oversee curriculum and academic progress, personnel, daily management and operations of the school as well as fiscal management in a positive learning environment.</p> <p>Leadership is cultivated in the building through several layers as evidenced by our organizational chart. The principal and assistant principals are at the hub of both prongs of our leadership teams. The administrative team is comprised of the principal, assistant principals, office manager Tiffany Hughes, Student Activities Director Stacy Saunders, Athletic Director Sarah Eckert, Reading Coach June Walsh, Data Coach Monica Fletchall and the School Resource Officer Janeth Del Cid. This team meets weekly to discuss events and issues to ensure that concerns are addressed, supervision and planning for daily operations and events are covered and any special circumstances are dealt with.</p> <p>The Building Level Planning Team (BLPT) is comprised of the principal, assistant principal and department chairs, a member at larger and two principal designees. Those who serve on BLPT as team leaders are elected by their peers to represent them and they are involved in decision-making and communications vital to the successful operation of the school. BLPT members collaborate, problem solve, serve as curriculum leaders and share best practices, analyze and evaluate data to monitor progress toward School Improvement Plan goals, are the team leaders that are involved in decision-making and communication that are vital to the successful operation of the school. Membership, in addition to the administration listed above, includes:</p> <p>Vicki Cooper - Student Services, David Erhard - English, Shannon Perkins - Foreign Language/Fine Arts, Rebecca Provost - ESE/Reading, Marjorie Rodriguez - Math, Donna Tedesco - Science, Nora Laubenstein - Social Studies, Lisa Rivard - CTE, Malla Horner - At Large, Monica Fletchall and Sarah Smith - Principal Designees.</p>
Perkins, Dave	Assistant Principal	<p>To oversee curriculum and academic progress, personnel, daily management and operations of the school in a positive learning environment.</p>
Whitehead, Tara	Assistant Principal	<p>To oversee curriculum and academic progress, personnel, daily management and operations of the school in a positive learning environment.</p>
Cooper, Vicki	Guidance Counselor	<p>Building Level Planning Team member and Student Services Department Chair.</p> <p>BLPT responsibilities include but are not limited to:</p> <p>To represent their team on the BLPT and be the communication</p>

Name	Title	Job Duties and Responsibilities
		<p>liaison between the department members and administration.</p> <p>To effectively communicate the goals and initiatives developed by the BLPT.</p> <p>To plan, schedule, and conduct meetings of their departments monthly. Minutes must be prepared and disseminated to all team members and the administrative team.</p> <p>To lead team discussions on school issues and take votes where necessary.</p> <p>To develop, monitor and evaluate the School Improvement Plan.</p> <p>To provide input and assistance in the development of school programs, activities and curriculum.</p> <p>To provide instructional leadership in lesson planning, academics, behavior management through resources, modeling and mentoring. To observe teachers in their departments, provide feedback and assist in creating opportunities for colleagues to work together.</p> <p>To provide leadership and assistance to their team in identifying, evaluating, and selecting curricular materials related to instruction and assessment and assist with textbook ordering and selection.</p> <p>To provide leadership to their team in carrying out the initiatives of the school and the district such as centers, differentiated instruction, effective teaching pedagogy and technology integration.</p> <p>To assist with team building, morale and mediation when needed.</p> <p>To assist in the assessment and planning for school staff development needs.</p> <p>To serve as a rotating participant at School Advisory Council Meetings.</p> <p>To provide input in evaluating staff needs and in the selection of staff members.</p> <p>To provide input in planning the calendar.</p> <p>To analyze data from standardized test scores and assist with planning for remediation.</p> <p>To assist with the implementation of state statutes regarding teaching and learning.</p> <p>To serve as a facilitator and communicator of the mission and accomplishments of Key West High School.</p> <p>To review Lesson Plans on a weekly basis and advise the principal regarding their completion.</p> <p>To coordinate the development of midterm and final exams with answer keys (by subject) for each course taught by the department that address intended course outcomes.</p>

Name	Title	Job Duties and Responsibilities
Erhard, David	Teacher, K-12	BLPT member - English Department Chair
Fletchall, Monica	Instructional Coach	BLPT Member and Large, Data / ELL Coach
Horner, Malla	Teacher, K-12	BLPT Member at Large, Algebra Teacher
Provost, Rebecca	Teacher, ESE	BLPT member - Reading/ESE Department Chair, Professional Development Teacher Lead
Rivard, Lisa	Teacher, Career/ Technical	BLPT member - CTE/Humanities Department Chair
Rodriguez, Marjorie	Teacher, K-12	BLPT member - Math Department Chair
Smith, Sarah	Instructional Media	BLPT member, principal designee - Media Specialist, Literacy Teacher Lead
Tedesco, Donna	Teacher, K-12	BLPT member - Science Department Chair
Perkins, Shannon	Teacher, K-12	BLPT member - Fine Arts/Foreign Language Department Chair
Palomino, Rebecca	Assistant Principal	

Early Warning Systems

Current Year

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	0	0	0	0	0	0	0	0	0	342	332	321	284	1279
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	13	31	25	38	107
One or more suspensions	0	0	0	0	0	0	0	0	0	7	7	5	6	25
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	18	30	39	33	120
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	74	67	72	66	279

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	19	27	31	25	102

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

FTE units allocated to school (total number of teacher units)

1,245

Date this data was collected or last updated

Friday 10/11/2019

Prior Year - 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	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	31	38	40	47	156
One or more suspensions	0	0	0	0	0	0	0	0	0	24	22	16	6	68
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	6	1	30	1	38
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	84	74	79	46	283

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	28	27	39	10	104

Prior Year - 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	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	31	38	40	47	156
One or more suspensions	0	0	0	0	0	0	0	0	0	24	22	16	6	68
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	6	1	30	1	38
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	84	74	79	46	283

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	28	27	39	10	104

Part II: Needs Assessment/Analysis

School Data

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	61%	61%	56%	57%	61%	56%
ELA Learning Gains	49%	58%	51%	55%	54%	53%
ELA Lowest 25th Percentile	41%	39%	42%	48%	43%	44%
Math Achievement	70%	52%	51%	75%	75%	51%
Math Learning Gains	67%	58%	48%	70%	67%	48%
Math Lowest 25th Percentile	55%	51%	45%	73%	67%	45%
Science Achievement	74%	76%	68%	70%	76%	67%
Social Studies Achievement	76%	74%	73%	73%	76%	71%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	342 (0)	332 (0)	321 (0)	284 (0)	1279 (0)
Attendance below 90 percent	13 (31)	31 (38)	25 (40)	38 (47)	107 (156)
One or more suspensions	7 (24)	7 (22)	5 (16)	6 (6)	25 (68)
Course failure in ELA or Math	18 (6)	30 (1)	39 (30)	33 (1)	120 (38)
Level 1 on statewide assessment	74 (84)	67 (74)	72 (79)	66 (46)	279 (283)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: 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
09	2019	63%	62%	1%	55%	8%
	2018	54%	57%	-3%	53%	1%
Same Grade Comparison		9%				
Cohort Comparison						
10	2019	54%	55%	-1%	53%	1%
	2018	55%	56%	-1%	53%	2%
Same Grade Comparison		-1%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	70%	72%	-2%	67%	3%
2018	66%	70%	-4%	65%	1%
Compare		4%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	72%	74%	-2%	70%	2%
2018	69%	71%	-2%	68%	1%
Compare		3%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	61%	70%	-9%	61%	0%
2018	77%	76%	1%	62%	15%
Compare		-16%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	73%	69%	4%	57%	16%
2018	72%	72%	0%	56%	16%
Compare		1%			

Subgroup Data

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 2016-17	C & C Accel 2016-17
SWD	25	35	32	47	51	58	58	62		77	17
ELL	28	35	33	45	59	57	38	36		60	19
ASN										91	80
BLK	35	39	42	49	50	50	51	55		81	23
HSP	58	42	34	67	65	43	63	74		76	44
MUL	55	55		71			70	73		80	
WHT	70	57	49	83	74	71	90	86		96	59
FRL	49	43	34	61	58	46	60	60		78	41

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 2015-16	C & C Accel 2015-16
SWD	33	50	45	54	61	45	35	48		39	21
ELL	19	46	45	48	69	64	43	20		55	41
ASN		70									
BLK	33	54	56	63	74	73	43	36		79	24
HSP	53	52	41	75	72	64	66	66		68	45
MUL	38	39		80	60		75				
WHT	71	59	50	80	67	81	83	92		86	70
FRL	45	53	47	68	68	66	60	64		67	35

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

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	65
Total Points Earned for the Federal Index	697
Total Components for the Federal Index	11
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	43
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	86
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	49
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	57
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	67
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students 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
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	74
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	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

ELA is our lowest performing area, including learning gains and the lowest 25% learning gains though we increased 4 % from the previous year. Our performance was still above the state average in overall performance, but below the state average in learning gains. Our learning gains dropped overall 6% and the lowest 25% had a 7% drop.

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

Algebra scores showed the greatest decline from the previous year, dropping 5% in overall performance, -3% in overall learning gains and -18% in learning gains of the lowest 25% although we still remain well above the state averages. The trend of math students entering an Algebra course indicates that many students do not have the prerequisite skills as evidenced by the growing number of Algebra 1A and 1B classes we have.

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

ELA Learning Gains are below the state average, 2% below in overall learning gains and 1% below in the lowest 25% learning gains. In all other areas we are above the state average. ELA is a challenge with our EL and SWD subgroups falling in performance this year.

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

Science Achievement, Biology EOC, showed a 4% improvement. Our Biology teachers and supporting Environmental Science teachers worked together in a Focus Group to plan, analyze data and use targeted strategies with specific students to increase achievement.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Two potential areas of concern are the SWD and EL subgroup improvement. Data indicates that the students in these two subgroups showed a decline in achievement and

learning gains in ELA and the EL subgroup showed a decline in achievement and performance in all areas of testing with the exception of overall ELA achievement.

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

1. Graduation rate - increase by 3%
2. ELA achievement and learning gains - increase by 5%
3. Math (Algebra) achievement - increase by 5%
4. Attendance - decrease chronic absents for ninth, tenth, eleventh grade students to 4 %

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase graduation rate by 3%.
Rationale	Graduation is the goal set by the student, parent, and district for all students entering high school with their cohort.
State the measureable outcome the school plans to achieve	Increase the graduation rate by 3% to 90% above the 2018-2019 school year rate of 87%.
Person responsible for monitoring outcome	Amber Acevedo (amber.acevedo@keysschools.com)
Evidence-based Strategy	Establish a focus group of 11th and 12th grade Reading/ELA teachers as well as content area teachers to focus on students who are not on track to graduate due to grades or meeting other graduation requirements. Use of EWS data to determine intensive strategies to implement inside and outside of the classroom will be put in place to support success such as utilizing ESE and EL interventionists, Reading and Math coaches, academic counseling and support, attendance monitoring.
Rationale for Evidence-based Strategy	The rationale for selecting this strategy is that the basis of this strategy was implemented two years ago and in that time, our graduation rate has increased. Targeted interventions and assistance based on the differentiated needs of the students is as a researched-based strategy and we have continued to refine our efforts within the action steps below, adding an ESE interventionist this year to target that subgroup.
Action Step	
Description	<ol style="list-style-type: none"> 1. Targeted instruction in SAT/ACT prep in ELA and Reading classes to help student strengthen skills necessary to pass the required ELA graduation assessment/concordant score which includes assistance with registering for SAT/ACT tests both in school and outside of school. 2. Small group student support from the Reading coach including after school SAT prep sessions 3. Utilize an EL interventionist and an ESE interventionist to work specifically with EL and/or ESE students on classroom instruction and standardized test preparation. 4. Utilize a math coach to work with small groups of students on PERT strategies and test prep. 5. Senior guidance counselor and principal will provide constant grade monitoring, academic conferences and parent inclusion for students who are below or on the borderline of meeting graduation requirements. All other counselors will monitor grades and have academic conferences with grades 9-11 students and parents if a student is not performing at or above grade level.
Person Responsible	Amber Acevedo (amber.acevedo@keysschools.com)

#2	
Title	FSA ELA achievement and learning gains will increase by 5%.
Rationale	Data indicates that the Florida standards: key ideas and details, craft and structure are improving, but the integration of knowledge and ideas needs to be improved. The use of learning goals to establish expectations and collaborative conversations will promote improvement in all standard areas including integration of knowledge and ideas.
State the measurable outcome the school plans to achieve	Students will show a 5% increase in FSA ELA achievement and learning gains will increase by 5%.
Person responsible for monitoring outcome	Tara Whitehead (tara.whitehead@keysschools.com)
Evidence-based Strategy	Focus groups of grade 9/10 ELA and 9/10 content area teachers will meet with a goal to target instruction to increase ELA and reading achievement in the ELA and the content areas. Focus groups meet a minimum of once monthly to analyze data, plan and discuss strategic implementation and use of resources to meet the differentiated needs of the students through collaborative conversations and Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies.
Rationale for Evidence-based Strategy	Focus Groups provide an opportunity for teachers to plan and collaborate, analyze data and discuss best practices specifically in the area of ESE and EL subgroup accommodations/modifications. The use of Focus Groups over the past two years has resulted in increased overall achievement in ELA. WICOR strategies, from the AVID program, are research based as best practices.
Action Step	
Description	<ol style="list-style-type: none"> 1. Implementation of instructional strategies will include a focus on literacy and writing in content areas, 2. Utilization of collaborative conversations to promote in-depth learning of standards. 3. Utilization of WICOR strategies with professional development in those strategies 4. Remediation and assistance available through tutorials, teacher office hours, paraprofessional/interventionist support 5. The use of Learning Walks to monitor implementation.
Person Responsible	Tara Whitehead (tara.whitehead@keysschools.com)

#3	
Title	Math achievement and learning gains will increase by 5%.
Rationale	Math achievement levels went down in both performance and learning gains last year although they are still higher than the state average.
State the measureable outcome the school plans to achieve	Students taking Algebra 1 and Geometry EOC for the first time will make learning gains as defined by the Florida DOE. The goal is to increase learning gains by 5%.
Person responsible for monitoring outcome	Marjorie Rodriguez (marjorie.rodriguez@keysschools.com)
Evidence-based Strategy	The use of learning goals provides the students with the expectations regarding standards. Through collaborative conversations and targeted instruction, teachers will reinforce the learning goals and utilize differentiated instruction to include remediation for those students needing it to promote students mastery of the standards. Monitoring will be done through STAR and utilization of a mid-year test to assess students' knowledge.
Rationale for Evidence-based Strategy	The use of learning goals and collaborative conversations are part of evidenced-based WICOR strategies that are used school wide.
Action Step	
Description	<ol style="list-style-type: none"> 1. An Algebra 1 and Geometry Focus Group will meet monthly to study standards and coordinate pacing and resource. They will analyze data, plan and discuss strategic implementation and use of resources to meet the differentiated needs of the students through flexible grouping, use of support personnel for remediation, and the utilization of technology programs. 2. After school tutorials and peer tutoring will be available. 3. Implementation of Algebra and Geometry Nation. 4. Learning Walks will be done to monitor implementation of action steps. 5. Teachers will participate in district professional development focused on strategies and assessment.
Person Responsible	Marjorie Rodriguez (marjorie.rodriguez@keysschools.com)

#4	
Title	Decrease chronic absenteeism for ninth, tenth and eleventh grade students to 4%
Rationale	Chronic absenteeism increases with each grade level increase. Absenteeism is directly linked to student achievement success.
State the measurable outcome the school plans to achieve	Baseline data for 2019 is freshmen - 4% , sophomores - 5%, juniors - 8%. The area of focus will be to put strategies into place to focus on reducing chronic absenteeism especially at the junior grade level.
Person responsible for monitoring outcome	Tara Whitehead (tara.whitehead@keysschools.com)
Evidence-based Strategy	An assistant principal leads attendance efforts and the implementation of the strategies below. A truancy team meets twice a month to address students who are chronically absent or approaching that target in an attempt to improve student attendance. The team is comprised of an assistant principal as well as members of community outreach programs that support students in needs such as DJJ, and social services. A second prong in the attendance effort is the schools attendance policy which requires teachers to report students absent with and unexcused designation for three days to the attendance team who makes home contact. A teacher also handles a skip report that identifies students who may be not attending one or two class periods within a day so parents can be notified and a plan for attendance put in place. The assistant principal runs regular reports and meets with students, sends letters home and monitors progress. There is recognition of perfect attendance at the end of each quarter.
Rationale for Evidence-based Strategy	Early intervention is an evidenced-based strategy. Using the EWS and attendance reports, administration in conjunction with our attendance support team intervenes at
Action Step	
Description	<ol style="list-style-type: none"> 1. Grade level monitoring of absences by administration 2. Skip report monitoring by a teacher on special assignment 3. Parent letters for students who begin to exhibit chronic absenteeism 4. EWS indicators are reviewed by administration and the truancy team 5. Student conferences regarding patterns of absences
Person Responsible	Tara Whitehead (tara.whitehead@keysschools.com)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

School wide areas for improvement will include: School safety and mental health are a prevailing area of focus for the school. We have an additional school safety officer for 1/2 day, our camera system has been repaired to allow surveillance of more of the campus, we have had a hardening of our exterior, there is an id system in place for all students, staff and visitors, there is a text tip number available for our See Something, Say Something program, two drills a month including egress, lockdown, and active assailant drills are conducted as are Alert safety trainings, administrators, teachers and students will participate in a mental health training program, a behavioral threat analysis is done on any student indicating harm to self or others, specialized counselors and a crisis team from an outside agency are available in addition to our on campus mental health counselor and four academic counselors and the implementation of the Sandy Hook Promise program with the SAVE club promotes a safe, inclusive, positive school culture.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

KWHS utilizes a variety of methods to communicate and involve families in the school community. Parent involvement is promoted through the use of an electronic grade book, keeping parents up-to-date with attendance and grades. Each parent receives a "Welcome to the School Year" letter that includes a wealth of information, including our mission, vision and strategies to support students and parents. Weekly email newsletters, Facebook pages such as "Key West High Athletics & Activities," a school website, Instagram - kwhs_news, Twitter - kwhs_news, and monthly call-outs bring attention to important dates and information. Mid-term progress reports are sent home and report cards are mailed home to notify parents of student progress. Teachers also make contact with parents via phone calls, email and full team conferences.

We hold orientations for parents at the start of the school year; Open House where parents connect with their children's teachers to hear about curriculum, expectations and teacher-parent communication methods; we hold the KWHS Showcase in the spring featuring our teachers, coaches and club sponsors sharing a wealth of information. We also conduct cohort parent nights where our counselors discuss academic, college and career information. In addition, we hold special activities throughout the year ranging from College Night and ELL Night with an academic focus, to Athletic Seminars, sports games, concerts and plays. Counselors also connect with parents regarding academic issues when students are failing courses and our Attendance/Truancy team leader makes contact regarding attendance concerns.

Our School Advisory Council is very active. They meet monthly and provide input into the School Improvement Plan and school policies as well as volunteer to help with special activities at the school.

We are connected to several community services including the Guidance Care Center that assist us in meeting student mental health needs.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

KWHS promotes a positive school climate. We advocate respect through our student-created Student Code of Conduct which focuses on Respect, Responsibility, Dedication, Determination. Our slogan of Conch Pride also advances the ideals of Perseverance, Respect, Integrity, Dedication and Excellence. Positive behavior is expected and outlined in our Student Handbook which all students and parents receive in written form as well as through our parent and student orientations. To support this, we infuse Project Wisdom curriculum which features a monthly theme, lessons and words of wisdom on announcements. In addition, we are implementing several additional programs such as a six session Mental Health Care component for students. We provide academic counseling to all students and social counseling to students who seek it or are recommended. We partner with the Guidance Care Center which provides two counselors, one on campus daily and another who works with students who need in-depth, regular counseling as well as a CAT team for immediate mental health needs. We have several mentoring programs including a freshmen peer mentoring program where all freshmen students are paired with a trained student peer mentor. Peer mentors meet once a month during the first semester to provide guidance to the new students and engage in group activities. Freshmen requesting that the peer mentor relationship continue are provided that opportunity throughout the year. Our Take Stock in Children students meet weekly with their trained adult mentors, as do students in Keys to Be the Change who meet with law enforcement mentors. As a staff, we strongly advocate building relationships -- research shows that when they are present, students perform better academically and have a sense of belonging. Our teachers hold data chats, provide after school office hours, assist students voluntarily at lunch and attend after school activities to show their support. MTSS Intervention team is utilized when needed to address student needs. Other services that promote social-emotional wellness include over 30 clubs and 32 athletic teams, an open-door policy by administration to support student and family needs, and a school store stocked with school supplies, food, and personal items that students can visit when they need something. Students who qualify for the CHIPS program have an advocate and services to provide for supplies, clothing, food and counseling services.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

New students are provided the following transitional opportunities:

A team from Key West High School visits each of the feeder middle schools to share information with students and parents regarding the courses, programs and services provided by KWHS.

KWHS Showcase is open to the public which highlights courses offered, clubs and athletic teams and provides an opportunity for direct communications with teachers, coaches, sponsors and current students;

New student orientation including an information program and a tour of the school;

One-to-one academic session with a guidance counselor for scheduling, goal-setting;

Peer Mentor program during the first semester;

Career counselor that works with all students with a focus on seniors to plan, prepare for and transition to college, military, or career after graduation;
Career Shines program access and a College Advisor to assist with transition post graduation;
TIES program, a transitional program for exceptional education students post high school to assist with life skills, work skills and college entrance where applicable.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The principal and assistant principals are each charged with specific curriculum areas of oversight to ensure that personnel, resources, materials and programs are most effectively utilized. That team works on the overall staffing budget. They also work in conjunction with teacher leaders/staff/teams to develop goals, a plan of action and a method of monitoring.

BLPT is the team responsible for collecting requests for major needs, determining the priority of each and discussing funding possibilities to allocate resources. They meet twice a month and teachers notify their department chairs regarding any needs. In addition, three times per year the principal puts out an "official needs" notice for items or personnel support to allow for the constant changes in student schedules as well as to ensure materials to support standards-based instruction are available. Funds used include District FEEP funding as well as internal funds raised by the school.

CHIPS Homeless contacts are funded through Title I Homeless Funding to ensure that students in transitional homes remain on the pathway for college and career readiness and receive Title I services including instructional supplies, nutritional services, transportation and tutoring. Our registrar, counselors and CHIPS contact comprise the team that leads this program.

Title II

The District uses supplemental funds for improving basic education for the students as follows:

* 23% funding for our Reading/Literacy Coach position

The Literacy Coach develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically-based curriculum/behavior assessment and

intervention approaches; identifies systematic patterns of student need while working with district

personnel to identify appropriate, evidence-based intervention strategies; assists in the design and

implementation for progress monitoring, data collection, and data analysis; participates in the design

and delivery of professional development; and provides support for assessment and implementation

of progress monitoring. She works in conjunction with the Media Specialist to get literacy materials into the classrooms and library. We have a monthly literacy focus calendar that provides specific activities each month that promote literacy school wide.

Best Practice for Inclusive Education (BPIE) strategies are used to create a seamless culture of inclusion in the classroom and in school activities. Our focus standards are 17 and 18 and our strategies include providing specific time at regularly scheduled meetings to allow for ESE and general education teachers to meet regarding consultation students. The ESE Department chair will observe the SWD students in CTE classes to provide support.

SAI Funds are utilized for salaries that include a teacher for our Ninth Grade Academy and a paraprofessional that works with the attendance/truancy team to help reduce our chronic absenteeism, which is one of our major goals this year

Inventory of classroom materials is kept by teachers and monitored by an administrative aide. Textbook inventory is overseen by an assistant principal. Technology inventory is monitored by the Technician.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Strategies include:

College Night - colleges from around the country share information in an open fair type setting;

AVID - promotes college readiness and awareness;

College Board - assists with Advanced Placement courses for acceleration, offering the PSAT that provides indicators for advanced classes

CFK - Dual enrollment courses are offered to our students both on campus and at the local College of the Florida Keys

Mentor programs - support students in exploring post graduation opportunities;

ASVAB - assessment measuring students' areas of strength to aid setting post high school goals;

Career Center - set up in the guidance area, students can individually complete profiles that provide them career information matching their interests and abilities;

DCT course - provides students with skills to be successful in the world of work and utilizes guest business people as speakers;

OJT - provides students with the opportunity to earn credit while working;

Vocational Rehabilitation works with our SWD students on job training skills.

Military recruiters - make visits 3-4 times a year to meet with students interested in a military career;

Partnerships - local fire fighters, law enforcement, FKCC, the restaurant industry, One Blood and many other business community, local and national opportunities provide students with real-world experiences for career exploration and development as well as college information.

Career Shines - an online program that allows students to explore interests and opportunities post graduation to assist in their transitional plans after graduation.

TIES - This is a transitional program for our SWD students that includes career development and opportunities to attend FKCC with support.

Part V: Budget

1	III.A	Areas of Focus: Increase graduation rate by 3%.	\$0.00
2	III.A	Areas of Focus: FSA ELA achievement and learning gains will increase by 5%.	\$0.00

3	III.A	Areas of Focus: Math achievement and learning gains will increase by 5%.	\$0.00
4	III.A	Areas of Focus: Decrease chronic absenteeism for ninth, tenth and eleventh grade students to 4%	\$0.00
Total:			\$0.00