

Monroe County School District

PLANTATION KEY SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Monroe County School Board.

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)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. 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.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Lisa Hayes-Taylor

Position Title

Principal

Job Duties and Responsibilities

The principal serves as educational leader and general administrator at Plantation Key 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.
- Oversees budget and monies awarded to school.
- 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.
- 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.
- 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.

Leadership Team Member #2

Employee's Name

Maida Court

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal assists the principal and serves as educational leader and administrator of Plantation Key School.

- 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.
- 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.
- 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.
- 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.

Leadership Team Member #3

Employee's Name

David Hillman

Position Title

Office Manager

Job Duties and Responsibilities

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.

Leadership Team Member #4

Employee's Name

Krista Hillman

Position Title

School Counselor

Job Duties and Responsibilities

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.

Leadership Team Member #5

Employee's Name

Monica Horsley

Position Title

Literacy Coach

Job Duties and Responsibilities

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 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 and SAVVAS curriculum.

Leadership Team Member #6

Employee's Name

Olga Olivera

Position Title

Teacher, ESE/EL

Job Duties and Responsibilities

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.

Leadership Team Member #7

Employee's Name

Selina Corliss

Position Title

Teacher, Middle School Team Leader

Job Duties and Responsibilities

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.

Leadership Team Member #8

Employee's Name

Treacy Perham

Position Title

Teacher, Intermediate Grades Team Leader

Job Duties and Responsibilities

Treacy Perham is a 3rd 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.

Leadership Team Member #9

Employee's Name

Amanda Eriksen

Position Title

Teacher, Primary Grades Team Leader

Job Duties and Responsibilities

Amanda Eriksen is a kindergarten 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.

C. Stakeholder Involvement and Monitoring

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. (ESEA 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 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.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION PK-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	41.8%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	32.1%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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 <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: B* 2021-22: A 2020-21: 2019-20: A

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days	12	12	9	6	6	6	9	8	0	68
One or more suspensions	0	1	0	1	2	1	6	5	3	19
Course failure in English Language Arts (ELA)	0	0	3	4	0	0	1	0	0	8
Course failure in Math	0	0	0	0	0	0	1	0	0	1
Level 1 on statewide ELA assessment	8	9	11	10	15	9	2	3	0	67
Level 1 on statewide Math assessment	6	11	15	6	12	7	2	5	1	65
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	4	3	10						18
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	2	2	1	6	15					26

Current Year 2024-25

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	7	9	6	6	5	4	8	4	4	53

Current Year 2024-25

Using the table above, complete the table below with the number of students 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	0	0	0	0

Prior Year (2023-24) As Last 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 school days	10	11	7	4	9	15	16	14	8		94
One or more suspensions								3	6		9
Course failure in ELA											0
Course failure in Math							1				1
Level 1 on statewide ELA assessment				1	13	12	16	6	12		60
Level 1 on statewide Math assessment						6					6
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)											0

Prior Year (2023-24) As Last Reported (pre-populated)

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				1	3	6	7	3	1		21

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL										TOTAL
	K	1	2	3	4	5	6	7	8		
Retained students: current year				1							1
Students retained two or more times							1				1

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	73	56	58	63	50	53	67	54	55
ELA Grade 3 Achievement **	80	67	59	65	56	56			
ELA Learning Gains	73	60	59				64		
ELA Learning Gains Lowest 25%	64	54	54				51		
Math Achievement *	78	61	59	77	57	55	75	38	42
Math Learning Gains	81	64	61				77		
Math Learning Gains Lowest 25%	73	58	56				68		
Science Achievement *	69	53	54	52	50	52	75	57	54
Social Studies Achievement *	89	72	72	83	75	68	92	63	59
Graduation Rate		88	71		74	74		56	50
Middle School Acceleration	50	55	71	46	57	70	64	51	51
College and Career Readiness		56	54		51	53		75	70
ELP Progress	83	62	59	48	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 (FPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	74%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	813
Total Components for the FPPI	11
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
74%	65%	70%	64%		66%	68%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	58%	No		
English Language Learners	60%	No		
Hispanic Students	70%	No		
White Students	76%	No		
Economically Disadvantaged Students	67%	No		

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%
Students With Disabilities	42%	No		
English Language Learners	48%	No		

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%
Hispanic Students	53%	No		
White Students	72%	No		
Economically Disadvantaged Students	51%	No		

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%
Students With Disabilities	50%	No		
English Language Learners	55%	No		
Native American Students				
Asian Students				
Black/African American Students				

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%
Hispanic Students	65%	No		
Multiracial Students				
Pacific Islander Students				
White Students	72%	No		
Economically Disadvantaged Students	62%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	73%	80%	73%	64%	78%	81%	73%	69%	89%	50%			83%
Students With Disabilities	44%	61%	63%	61%	54%	74%	71%	44%	50%				
English Language Learners	33%		59%	55%	59%	81%	77%	29%					83%
Hispanic Students	61%	70%	69%	59%	73%	82%	79%	53%	86%	53%			82%
White Students	79%	90%	74%	70%	80%	81%	67%	77%	93%	47%			
Economically Disadvantaged Students	59%	61%	70%	63%	75%	84%	83%	50%	77%	33%			86%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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%	65%			77%			52%	83%	46%			48%
Students With Disabilities	30%	25%			63%			34%	57%				
English Language Learners	35%	45%			52%			25%	60%				71%
Hispanic Students	47%	44%			65%			35%	70%	43%			69%
White Students	71%	72%			82%			62%	94%	49%			
Economically Disadvantaged Students	46%	41%			68%			37%	68%	31%			66%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%			
Students With Disabilities	28%		42%	39%	50%	57%	59%	48%	73%				
English Language Learners	41%		60%	50%	50%	66%	67%	50%					
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students	55%		62%	49%	65%	76%	72%	61%	92%	54%			
Multiracial Students													
Pacific Islander Students													
White Students	73%		65%	53%	81%	78%	62%	81%	91%	68%			
Economically Disadvantaged Students	50%		56%	42%	61%	70%	64%	67%	85%				

E. 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.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	76%	57%	19%	55%	21%
Ela	4	60%	50%	10%	53%	7%
Ela	5	64%	48%	16%	55%	9%
Ela	6	72%	50%	22%	54%	18%
Ela	7	78%	51%	27%	50%	28%
Ela	8	68%	47%	21%	51%	17%
Math	3	69%	58%	11%	60%	9%
Math	4	58%	51%	7%	58%	0%
Math	5	61%	52%	9%	56%	5%
Math	6	78%	50%	28%	56%	22%
Math	7	83%	58%	25%	47%	36%
Math	8	83%	49%	34%	54%	29%
Science	5	70%	50%	20%	53%	17%
Science	8	59%	46%	13%	45%	14%
Civics		88%	65%	23%	67%	21%
Algebra		100%	44%	56%	50%	50%
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

The data component that showed the most improvement was an increase in percent proficiency in reading and math among the 6th grade students, when comparing their scores from 5th grade moving up to 6th grade. In 6th grade Reading, there was an increase of 26 percentage points bringing number of students proficient from 48% to 74%. In Math, there was an increase of 35 percentage points bringing the number of students proficient from 43% to 78%.

Actions that attributed to this amazing growth include small class size and increased support in the classrooms. Teachers built relationships with the students, conducted monthly data chats and focused on standards throughout the year.

Lowest Performance

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 that demonstrated the lowest performance was in 4th grade. Unfortunately, reading dropped from 63% proficiency to 60% proficiency. This was the lowest performing grade and tested area in the entire school.

Contributing factors to this decline may be attributed to a new teacher in the grade level. This was also the first year of departmentalizing in 4th grade.

Greatest Decline

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

Again, the data component that showed the greatest decline from the prior year was in 4th grade, but math took a harder hit than reading. As a 3rd grade group, the students scored 75% proficiency, as compared to only 60% proficiency as 4th graders. Thus, a decline of 15 percentage points.

As with Reading, this was the first year departmentalizing with the 4th grade team, and there was a new teacher to 4th grade mathematics. This teacher was not utilizing higher level questions during instruction. Moving forward, more support and guidance will be given to the new 4th grade math teacher in terms of teaching the higher order standards and adding rigor to the entire class.

Greatest Gap

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.

Proudly, Plantation Key School scored above the state averages in every grade in every subject. The greatest gaps occurred in middle school math. In 6th grade, PKS scored 28 percentage points higher than the state average. In 7th grade, PKS scored 34 percentage points above the state average. In 8th grade, PKS scored 29 percentage points above the state average. Most impressively, in Algebra, PKS scored 48 percentage points above the state average. It is also worth noting that Plantation Key School ranked third in the state of Florida in Algebra mean scale score (out of 1,685 schools).

EWS Areas of Concern

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

1. Increase proficiency in 4th and 5th grade reading and math.
2. Increase attendance in the primary grades.
3. Increase the rigor in all classrooms.

Highest Priorities

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

1. Increase proficiency in 4th and 5th grade reading and math.
2. Increase attendance in the primary grades.
3. Increase the rigor in all classrooms.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

School data shows a need for improvement in ELA across all grade levels. The percent of students scoring at or above proficiency ranges from 60% - 78%.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The intended outcome is to raise our total number of students reading at or above proficiency to 75%, a 5% increase as compared to 70% in the 2023-2024 school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This area of focus will be monitored through classroom walkthroughs looking for students practicing reciprocal teaching utilizing Hattie's Multiple Exposure of Content and Collaborative Discussion Methods. Students will reflect on how how ideas are connected and consistently use graphic organizers. Artifacts from the students work folder will also demonstrate inquiry and collaboration to complete projects that demand higher level thinking.

Person responsible for monitoring outcome

Lisa Taylor

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Metacognitive strategies modeled for students demonstrate how to think reflectively about their own thinking including planning how to approach learning tasks, evaluating progress, and monitoring

comprehension as it relates to ELA . When students become aware of the learning process, they gain control over their learning. Metacognition extends to self-regulation, or managing one’s own motivation toward learning which align with our HLI strategy of emotional regulation and growth mindset.

Rationale:

Collective Teacher Efficacy and metacognition are ranked as the leading factors that influence student achievement with an effect size of 1.57 (Hattie, 2016)

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Progress Monitoring

Person Monitoring:

Maida Court

By When/Frequency:

Three times a year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Action Step #2

Monitor MTSS Data

Person Monitoring:

Krista Hillman and Monica Horsley

By When/Frequency:

Quarterly (or as needed)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The MTSS Team will meet quarterly with teachers to determine student's needs and the appropriate academic interventions.

Action Step #3

Student Data Chats

Person Monitoring:

Maida Court and Monica Horsley

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students will engage in data chats with teachers after each progress monitoring test window to review their results and progress. Students will record data on on-going data sheet that will be shared with parents.

Action Step #4

Parent Data Chats

Person Monitoring:

Maida Court and Monica Horsley

By When/Frequency:

Twice a year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Parents will be invited to attend a Data Breakfast, where resources, support and personalized data will be shared. Parents will have the opportunity to gain a deeper understanding of the FAST progress monitoring assessments and their role in better preparing their children.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

While student attendance at Plantation Key School was among the best in the district, there is still room for improvement. Plantation Key School is committed to decreasing the percent of chronic student absentees through parent/family support services and student attendance initiatives.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The intended outcome is to decrease the number of students defined as "chronically absent" (those with 21+ absences in a school year) by half to less than 7%, as compared to 13.66% in the 2023-2024 school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This area of focus will be monitored on a monthly basis (and more often, as needed) by the Attendance Committee, led by Krista Hillman. An increase in student attendance will have a direct and positive impact on student learning and thus student achievement.

Person responsible for monitoring outcome

Krista Hillman

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the

measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Plantation Key School is targeting the chronically absent students from the 2023-2024 school year who are exhibiting the same behaviors in the 2024-2025 school year. The strategy used is the development of individual behavior plans that provide incentives for both students and parents.

Rationale:

The attendance data will be reviewed quarterly. Each individual behavior plan will be reviewed for effectiveness. The resources used to determine chronic absenteeism are based on the chronically absent list from the 2023 - 2024 school year and the first quarter list of chronically absent students of the 2024 -2025 school year. Positive Behavior Support research and theory is used to develop each student's individual plan.

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence, Tier 4 – Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Monthly Attendance Committee Meetings

Person Monitoring:

Krista Hillman

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

An attendance committee will be formed with representation from each grade group, parents, and community members representing all stakeholders of the school. The committee will meet monthly to review attendance data and to discuss strategies for improvement. The well-rounded representation is a key component to identifying and resolving student attendance issues. The attendance committee will analyze three-year longitudinal data to identify those students that have been listed as chronic absentees. Those students with two or more years of 21+ absences will be given additional support and interventions to improve attendance.

Action Step #2

Parent Involvement

Person Monitoring:

Krista Hillman

By When/Frequency:

As needed

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Parents will receive letters and phone calls from teachers with support and ideas to get their students to school. Parents of chronically absent students will meet with the attendance committee in an effort to find solutions for improving their student's attendance problems.

Action Step #3

Student Incentives

Person Monitoring:

Krista Hillman

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. A score board will be posted in the main office and maintained with data recording each grade level's month attendance. 2. Students with perfect attendance will be recognized and entered into raffle drawing during their lunch time. 3. Grade level with the best monthly attendance will be rewarded with "Skip the Line" passes in the cafeteria for lunch time. 4. School-wide incentives for perfect attendance include recognition at the quarterly awards assembly.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00