

Monroe County School District

Key West High School



2020-21 Schoolwide Improvement Plan

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Key West High School

2100 FLAGLER AVE, Key West, FL 33040

[no web address on file]

Demographics

Principal: Christina Mcpherson A

Start Date for this Principal: 7/6/2020

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 Grades History	2018-19: A (63%) 2017-18: A (66%) 2016-17: B (55%) 2015-16: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Monroe County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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 confident, self-motivated learners, foster a positive perspective both academically and socially, and will be mindful of a balanced mental and emotional health.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Mc Pherson, Christina	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 large 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: 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	To oversee curriculum and academic progress, personnel, daily management and operations of the school in a positive learning environment.
Erhard, David	Teacher, K-12	BLPT member - English Department Chair
Fletchall, Monica	Instructional Coach	BLPT Member and Large, Data / ELL Coach
Provost, Rebecca	Teacher, ESE	BLPT member - Reading/ESE Department Chair, Professional Development Teacher Lead

Name	Title	Job Duties and Responsibilities
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	
Mc Pherson, Christina	Principal	
Valdez, Chris	Assistant Principal	
Walsh, June	Instructional Coach	
Gray, Joanna	Teacher, K-12	

Demographic Information

Principal start date

Monday 7/6/2020, Christina Mcpherson A

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

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

Total number of teacher positions allocated to the school

86

Demographic Data

2020-21 Status (per MSID File)	Active
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School Type and Grades Served (per MSID File)	High School 9-12
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2018-19 Title I School	No
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2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	0	310	327	306	302	1245
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	26	28	37	38	129
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	1	12	46	27	86
Course failure in Math	0	0	0	0	0	0	0	0	0	0	6	8	37	27	78
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	54	54	48	53	209
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	44	48	32	31	155

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	0	41	43	56	47	187

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	4	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	6	7	4	3	20

Date this data was collected or last updated

Monday 10/19/2020

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		
Number of students enrolled	0	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	0	13	31	25	38	107
One or more suspensions	0	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	0	18	30	39	33	120
Level 1 on statewide assessment	0	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	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

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
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	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

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%	55%	59%	53%
ELA Learning Gains	49%	58%	51%	48%	47%	49%
ELA Lowest 25th Percentile	41%	39%	42%	38%	38%	41%
Math Achievement	70%	52%	51%	55%	53%	49%
Math Learning Gains	67%	58%	48%	39%	46%	44%
Math Lowest 25th Percentile	55%	51%	45%	42%	38%	39%
Science Achievement	74%	76%	68%	66%	74%	65%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Social Studies Achievement	76%	74%	73%	77%	78%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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 2017-18	C & C Accel 2017-18
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 2016-17	C & C Accel 2016-17
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				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	71	59	50	80	67	81	83	92		86	70
FRL	45	53	47	68	68	66	60	64		67	35
2017 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	19	34	32	31	42	45	39	35		58	16
ELL	15	34	31	35	62	75	24	24		61	12
BLK	25	34	38	34	36	41	39	50		69	20
HSP	49	41	29	48	39	50	54	68		75	30
MUL	45	47		71	64						
WHT	69	57	53	64	38	37	83	86		88	57
FRL	36	42	39	43	41	44	50	61		73	33

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

Economically Disadvantaged Students

Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0
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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?

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 absences for ninth, tenth, eleventh grade students to 4%

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to

Area of Focus Description and Rationale:

Graduation Rate

Measureable Outcome:

Increase graduation rate by 1%.
Rationale Graduation is the goal set by the student, parent, and district for all students entering high school with their cohort.

Person responsible for monitoring outcome:

Christina Mc Pherson
(christina.mcpherson@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 Steps to Implement

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

Christina Mc Pherson
(christina.mcpherson@keysschools.com)

#2. Instructional Practice specifically relating to

**Area of Focus
Description and
Rationale:**

FSA ELA achievement and learning gains will increase by 5%. 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

**Measureable
Outcome:**

Students will show a 5% increase in FSA ELA achievement and learning gains will increase by 5%.

**Person responsible
for monitoring
outcome:**

June Walsh (june.pannela-walsh@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 Steps to Implement

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 and AVID strategies with professional development in those strategies
4. Remediation and assistance available through tutorials, teacher office hours, paraprofessional/interventionist support

Person Responsible

June Walsh (june.pannela-walsh@keysschools.com)

#3. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

Measureable Outcome:

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Part IV: Positive Culture & Environment

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

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

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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.

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.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice:	\$0.00
2	III.A.	Areas of Focus: Instructional Practice:	\$0.00
3	III.A.	Areas of Focus: -- Select below --:	\$0.00

	Total: \$0.00
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