

Monroe County School District

Plantation Key School



2020-21 Schoolwide Improvement Plan

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Plantation Key School

100 LAKE RD, Tavernier, FL 33070

[no web address on file]

Demographics

Principal: Lisa Taylor

Start Date for this Principal: 8/1/2013

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	39%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
School Grades History	2018-19: A (64%) 2017-18: A (68%) 2016-17: A (68%) 2015-16: A (66%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	Diane Leinenbach
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

The staff at Plantation Key School will provide every opportunity for all students to prepare themselves to live a full and meaningful life in a changing world.

Provide the school's vision statement

At Plantation Key School, students and staff are prepared, respectful, involved, enthusiastic, and do their best.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Taylor, Lisa	Principal	
Court, Maida	Assistant Principal	
Olivera, Olga	Teacher, ESE	
Hillman, David	Other	
Hillman, Krista	Guidance Counselor	
Horsley, Monica	Teacher, K-12	
Lietaert, Stephanie	Teacher, K-12	

Demographic Information

Principal start date

Thursday 8/1/2013, Lisa Taylor

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

4

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

12

Total number of teacher positions allocated to the school

42

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
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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	34	44	44	46	66	58	68	76	85	0	0	0	0	521
Attendance below 90 percent	7	7	8	1	3	12	9	6	6	0	0	0	0	59
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in Math	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	5	5	3	4	0	0	0	0	17
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	5	10	7	6	0	0	0	0	28

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year		1	0	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times		0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Thursday 10/22/2020

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	51	51	54	73	56	68	72	94	74	0	0	0	0	593
Attendance below 90 percent	10	9	7	2	12	6	8	7	3	0	0	0	0	64
One or more suspensions	0	0	0	0	0	0	0	1	1	0	0	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	8	7	1	4	12	11	0	0	0	0	43

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	2	0	0	0	0	0	2

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	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	1	0	0	0	0	0	0	1

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	51	51	54	73	56	68	72	94	74	0	0	0	0	593
Attendance below 90 percent	10	9	7	2	12	6	8	7	3	0	0	0	0	64
One or more suspensions	0	0	0	0	0	0	0	1	1	0	0	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	8	7	1	4	12	11	0	0	0	0	43

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	2	0	0	0	0	0	2

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	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	1	0	0	0	0	0	0	1

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	68%	64%	61%	73%	64%	60%
ELA Learning Gains	64%	61%	59%	66%	58%	57%
ELA Lowest 25th Percentile	43%	51%	54%	55%	50%	52%
Math Achievement	75%	66%	62%	76%	66%	61%
Math Learning Gains	67%	64%	59%	71%	63%	58%
Math Lowest 25th Percentile	47%	51%	52%	67%	50%	52%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Science Achievement	68%	67%	56%	68%	70%	57%
Social Studies Achievement	85%	85%	78%	81%	84%	77%

EWS Indicators as Input Earlier in the Survey										
Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
	(0)	(0)	(0)	(0)	(0)	(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
03	2019	64%	70%	-6%	58%	6%
	2018	59%	62%	-3%	57%	2%
Same Grade Comparison		5%				
Cohort Comparison						
04	2019	59%	58%	1%	58%	1%
	2018	77%	66%	11%	56%	21%
Same Grade Comparison		-18%				
Cohort Comparison		0%				
05	2019	83%	62%	21%	56%	27%
	2018	69%	58%	11%	55%	14%
Same Grade Comparison		14%				
Cohort Comparison		6%				
06	2019	70%	57%	13%	54%	16%
	2018	71%	56%	15%	52%	19%
Same Grade Comparison		-1%				
Cohort Comparison		1%				
07	2019	64%	58%	6%	52%	12%
	2018	62%	56%	6%	51%	11%
Same Grade Comparison		2%				
Cohort Comparison		-7%				
08	2019	62%	60%	2%	56%	6%
	2018	78%	64%	14%	58%	20%
Same Grade Comparison		-16%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	60%	62%	-2%	62%	-2%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	67%	63%	4%	62%	5%
Same Grade Comparison		-7%				
Cohort Comparison						
04	2019	65%	60%	5%	64%	1%
	2018	83%	64%	19%	62%	21%
Same Grade Comparison		-18%				
Cohort Comparison		-2%				
05	2019	85%	66%	19%	60%	25%
	2018	78%	60%	18%	61%	17%
Same Grade Comparison		7%				
Cohort Comparison		2%				
06	2019	79%	53%	26%	55%	24%
	2018	67%	55%	12%	52%	15%
Same Grade Comparison		12%				
Cohort Comparison		1%				
07	2019	75%	61%	14%	54%	21%
	2018	68%	62%	6%	54%	14%
Same Grade Comparison		7%				
Cohort Comparison		8%				
08	2019	64%	61%	3%	46%	18%
	2018	76%	59%	17%	45%	31%
Same Grade Comparison		-12%				
Cohort Comparison		-4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	79%	65%	14%	53%	26%
	2018	66%	64%	2%	55%	11%
Same Grade Comparison		13%				
Cohort Comparison						
08	2019	60%	56%	4%	48%	12%
	2018	62%	60%	2%	50%	12%
Same Grade Comparison		-2%				
Cohort Comparison		-6%				

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

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	84%	80%	4%	71%	13%
2018	81%	74%	7%	71%	10%
Compare		3%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	70%	30%	61%	39%
2018	100%	76%	24%	62%	38%
Compare		0%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	69%	-69%	57%	-57%
2018	0%	72%	-72%	56%	-56%
Compare		0%			

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	33	45	38	42	52	44	36	50			
ELL	48	67	64	44	38	40					
HSP	60	56	39	64	55	37	52	83			
WHT	73	70	49	81	73	53	76	87	62		
FRL	56	59	40	60	56	40	58	76	54		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	36	61	45	46	50	35	40				
ELL	50	63		50	71	80					
HSP	69	65	52	67	61	64	64	73	45		
WHT	76	67	58	81	77	66	71	83	56		
FRL	66	65	55	67	66	64	62	77	42		

ESSA Data

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	66
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	77
Total Points Earned for the Federal Index	655
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
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	54
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	58
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	69
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	58
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

Our EL population has rapidly increased to more than 12 percent, 2 percentage points higher than the district average. 67 of our 536 students are either active (LY) or recently exited (LF or LA) English Learners who will be included in our school grade calculation. This subgroup will require strategic instructional support so that teachers can easily differentiate content instruction and scaffold varying levels of English proficiency. The data component that showed the lowest performance in our prior prior data (the 2018-2019 FSA results) is the Student with Disabilities student group in both Reading and Mathematics for a second year. Another area that has been low for the last two

years at Plantation Key School is the Free/Reduced Lunch subgroup in ELA. A contributing factor in this decline was due to a limited amount of multi-sensory approaches to learning provided to students with disabilities. Another contributing factor to the lower scores is the large influx of students who entered PKS from other schools (in and out of district) who were unidentified and went through MTSS process during the school year. These unidentified students did not receive ESE services until they were staffed into appropriate classes with push in support to meet their individual needs.

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

The most dramatic drop in all of the data components for Plantation Key School was the Lowest 25th Percentile in Mathematics, going from 67% to 47%, a 20% drop in one year. The historical dramatic declines in our math achievement and growth was due to the lack of multi-sensory driven math instruction and students' low reading abilities hindering problem-solving success in math.

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

The ELA Lowest 25% percentile at Plantation Key School has the greatest gap when compared to the state average. The state had an average of 54%, while Plantation Key School had 43%; thus a difference of 11%.

Writing is a lead factor in the gap in achievement between our school and the state. The increased enrollment in our English Learner population may have also been a contributing factor to our decreased performance. Writing skills are typically last to develop in the natural progression of English proficiency and our newcomers may not have had sufficient time with strategic instruction to develop grade level writing skills.

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 at Plantation Key School was Social Studies achievement, demonstrating an increase of 4 percentage points, going from 81% to 85% this year. The Social Studies teacher utilized Illuminate to make data driven decisions in tailoring instruction for her individual students. She also used multiple modalities to present information to her students, in an attempt to reach different learning styles.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

After reflecting on the early warning indicators, two potential areas for concern are in lack of attendance and the number of students earning a Level 1 on the FSA.

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

1. Lowest 25th Percentile subgroup in Mathematics
2. Lowest 25th Percentile subgroup in ELA
3. The number of chronically absent students

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Our main area of focus is Instructional Practice specifically relating to ELA, and improving student performance and increasing student learning gains. We are currently on an A Day/B Day schedule and there are several factors that impede a traditional educational model at this time, thus we must adjust our instructional delivery to meet the needs of all individual learners. This is a critical need identified by the most recent STAR scores from the school-wide September administration.

Measureable Outcome: The intended outcome is that at least 53% of our bottom quartile population will meet proficiency on the FSA ELA test, a 10% increase as compared to our prior prior FSA Data from the 18-19 school year.

Person responsible for monitoring outcome: Maida Court (maida.court@keysschools.com)

Evidence-based Strategy: To address the challenges of an A Day/B Day schedule, Plantation Key School is implementing the Flipped Classroom as an evidence-based strategy. Additionally, MCSD now has a new platform called ELLevation, which purposefully supports teachers and facilitates differentiated instruction for varying levels of English proficiency. Through this program, teachers learn how to implement the use of various researched based strategies such as sentence stems and paragraph frames to scaffold writing instruction as students work towards increased content mastery and writing proficiency using strategies from ELLevation.

Rationale for Evidence-based Strategy: The Flipped classroom model is a mixture of direct instruction and constructivism, where the instructors have the students interact with the new material as homework first. Class time is used to discuss the new information and put those ideas into practice. Based on ongoing professional development with the program ELLevation, teachers learn from lesson exemplars, have guided lessons for direct instruction, and have access to printed and online instructional resources to accelerate academic success.

Action Steps to Implement

Imagine Learning Language & Literacy Software Program for grades K-8 has improved its reporting features and actionable data dashboard with standards aligned intervention tools. This program offers online lessons and offline printed resources for diagnostic intervention in underperforming areas. Ongoing PD for staff supports implementation all year long.

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

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

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

Provide academic professional development for all teachers in grades 3-8 in all academic areas, as well as Social Emotional Learning areas through district-led professional learning communities. In addition to the district-sponsored opportunities, school-based options for

professional development will include Flipped Classrooms, a blended delivery model utilizing both face to face and virtual instruction.

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

Students in grades 3 - 8 will participate in the Adaptive Progress Monitoring (APM) assessment administrations three times a year. The APM provides a simulation of FSA-style questions directly aligned with the benchmarks and standards assessed by the FSA. Intervention groups will be created based on the data from the APM to provide more individualized support for students.

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

Review FSA data, identify and schedule under-represented minority students in advanced ELA courses in the middle school, thus increasing the opportunities for the gifted and talented ELA classes.

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

First-time FSA participant parents are highly encouraged to attend Virtual Parent Information Nights (in both English and Spanish) to better explain FSA standards and strategies to help build students' skills at home.

Person Responsible Laura Barker (laura.barker@keysschools.com)

The EL school-site team will provide opportunities for virtual or face to face informal meetings for Spanish-speaking families, targeting school success to increase performance and achievement.

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

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

Person Responsible Krista Hillman (krista.hillman@keysschools.com)

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

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

Provide ongoing opportunities to assess students and track their progress in ELA through quarterly data chat meetings between the reading coach, assistant principal and classroom teachers.

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

Provide teachers with additional supplemental resources in a digital format such as Vocabulary.com, Scholastic and Story Works.

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

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Our main area of focus is Instructional Practice specifically relating to Math, and improving student performance and increasing student learning gains. We are currently on an A Day/B Day schedule and there are several factors that impeded a traditional educational model at this time, thus we must adjust our instructional delivery to meet the needs of all individual learners. This is a critical need based on the most recent STAR scores from the school-wide September administration.

Measureable Outcome: The intended outcome is that at least 57% of our bottom quartile population will meet proficiency on the FSA mathematics test, a 10% increase as compared to our prior prior FSA Data from the 18-19 school year.

Person responsible for monitoring outcome: Maida Court (maida.court@keysschools.com)

Evidence-based Strategy: Students will practice growth mindset as support for the implementation of math problem solving involving multi step processes where there are multiple ways to solve and present solutions. Freckle is a program that identifies individual student needs through assessment and provides support for small group instruction, focusing on math fluency through practice programming and tracking achievement.

Rationale for Evidence-based Strategy: Small group instruction through Freckle provides class and individual reports with item analysis, usage, and trouble spots that allow parents and teachers to get the specific information they need to differentiate instruction. Freckle fills gaps that may be inhibiting higher level learning. Math fluency is the desired outcome of continuous learning and practice in math. It is more than memorizing math facts. Fluency frees up brain power to take an active part in difficult math lessons and activities.

Action Steps to Implement

Imagine Learning Math Software Program for grades 3-12 is a new adaptive math program that tailors instruction to the learner’s need. Its reporting features and actionable data dashboard with standards aligned intervention tools offers online lessons and offline printed features for remediating foundational math skills. Ongoing PD for staff supports implementation all year long.

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

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

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

Students in grades 3 - 8 will participate in the Adaptive Progress Monitoring (APM) assessment administrations three times a year. The APM provides a simulation of FSA-style questions directly aligned with the benchmarks and standards assessed by the FSA. Intervention groups will be created based on the data from the APM to provide more individualized support for students.

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

First-time FSA participant parents are highly encouraged to attend Virtual Parent Information Nights (in both English and Spanish) to better explain FSA standards and strategies to help build students' skills at home.

Person Responsible Laura Barker (laura.barker@keysschools.com)

The EL school-site team will provide opportunities for virtual or face to face informal meetings for Spanish-speaking families, targeting school success to increase performance and achievement.

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

The MTSS Team will meet quarterly with teachers to determine student's needs and appropriate interventions in the area of mathematics.

Person Responsible Krista Hillman (krista.hillman@keysschools.com)

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

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

Provide ongoing opportunities to assess students and track their progress in Mathematics through quarterly data chat meetings between the math coach and classroom teachers.

Person Responsible Tiffany Murphy (tiffany.murphy@keysschools.com)

#3. Leadership specifically relating to Student Attendance

Area of Focus Description and Rationale: In support of the District Strategic Goals, Plantation Key School is committed to decreasing the percent of chronic student absentees through parent/family support service and student attendance initiatives.

Measureable Outcome: The intended outcome will be to decrease the number of students defined as "chronically absent" (those with 21+ absences in a school year) to less than 6%, as compared to 7.52% in the 18-19 school year.

Person responsible for monitoring outcome: Krista Hillman (krista.hillman@keysschools.com)

Evidence-based Strategy: Plantation Key School is targeting the chronically absent students from the 2019-2020 school year who are exhibiting the same behaviors in the 2020-2021 school year. The strategy used is the development of individual behavior plans that provide incentives for both students and parents.

Rationale for Evidence-based Strategy: The K-5 attendance data will be reviewed quarterly. The 6-8 attendance data will be reviewed weekly by the Audit Team Committee. Middle school student attendance is of great concern with the A Day/B Day schedule. 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 2019-2020 school year and the first quarter list of chronically absent students of the 2020-2021 school year. Positive Behavior Support research and theory is used to develop each student's individual plan.

Action Steps to Implement

Vulnerable students in grades 6 - 8 have been invited to attend school every day, despite the A Day/B Day schedule. Thus, students are more likely to be present and academically successful, with less absences than if they were independently working virtually from home.

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

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.

Person Responsible Krista Hillman (krista.hillman@keysschools.com)

Parents will receive letters and phone calls from teachers with support and ideas to get their students to school.

Person Responsible Krista Hillman (krista.hillman@keysschools.com)

Parents of chronically absent students will meet with the attendance committee in an effort to find solutions for improving their student's attendance problems.

Person Responsible Krista Hillman (krista.hillman@keysschools.com)

Action Steps to Implement

Parents of chronically absent students will meet with the attendance committee in an effort to find solutions for improving their student's attendance problems.

Person Responsible Krista Hillman (krista.hillman@keysschools.com)

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.

Plantation Key School prides itself on building and maintaining strong relationships with parents, families and other community stakeholders. Typically, a multitude of various activities are planned throughout the school year to foster strong bonds between families and the school. Additionally, several events are planned to celebrate cultural diversity such as Hispanic Heritage Night, EL Parent Informational Night, Poetry Night, as well as plays and performances throughout the school year. Parents are encouraged to attend Career Day, as guest speakers. In another effort to promote positive family/school relationships, parents are encouraged to participate in our School Advisory Council (SAC) monthly meetings. This year, several events will continue via virtual opportunities through student created and teacher created slide shows, videos and Zoom meetings.

To accommodate the busy schedules of the SAC members, meetings have been conducted virtually in the early afternoons. The PTA has been a strong component of fostering positive relationships between the school and families.

Academically speaking, Plantation Key School will continue to host informational nights for parents virtually, such as FSA Night for parents, STEM Night, Celebrate Literacy Night, and quarterly parent-teacher conferences to review norm-referenced data. Conferences are held virtually before, during and after school to accommodate our working parents. School Messenger and Remind calls and text messages are made in both Spanish and English.

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: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00

3	III.A.	Areas of Focus: Leadership: Student Attendance	\$0.00
Total:			\$0.00