

Monroe County School District

Key West High School



2017-18 School Improvement Plan

Key West High School

2100 FLAGLER AVE, Key West, FL 33040

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2016-17 Title I School</p> <p>No</p>	<p>2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)</p> <p>42%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2016-17 Minority Rate (Reported as Non-white on Survey 2)</p> <p>53%</p>

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	B*	B

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Key West High School

DA Region and RED	DA Category and Turnaround Status
Southeast - Gayle Sitter	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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 is our mission.

b. Provide the school's vision statement

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

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

We believe that Key West High School is an excellent place for learning and a major component is the positive culture in which relationships are built. When a student registers or starts the year at KWHS, several things take place to help build a strong relationship among the student, family and school. Registration includes gathering information about the student, family and other areas that will help the student's placement in the appropriate classes. We have an academic counselor for each grade level who stays with that group throughout their time at KWHS. The student works with the counselor individually to determine classes, set goals and get assistance when needed. That one-on-one work provides the basis for a strong relationship as the student moves from incoming freshman to graduating senior. One of our goals as a school is to get to know our students and build relationships, so teachers conduct various activities at the start of school, such as interest inventories, to find out about their students' backgrounds, cultures and academic histories. Teachers take on mentoring roles to students struggling with attendance, grades or behavior in order to provide another layer of support. Specific programs which assist with this are 8th grade Orientation Day with Counselors, Freshmen Transition Day and Peer Mentoring Program.

b. Describe how the school creates an environment where students feel safe and respected before, during and after 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. Tolerance and acceptance of our diverse population are encouraged through daily instruction and expectations. To support this, we infuse Project Wisdom with monthly theme focus areas, lessons and words of wisdom on announcements. We also employ See Something, Say Something which promotes students to tell someone if they see something happening that they think isn't right or safe. Posters provide various options including a text message number so students can share personally or anonymously. Our School Resource Office is on campus daily and we have police officers who assist with lunch supervision and build rapport with the students. Also providing a safe environment is our before, during and after school supervision of the campus. This year, after Hurricane Irma, we did a school wide welcome back assembly followed by teacher activities in classrooms as well as individual follow ups to assist with resources and support for students directly affected. We offer over 60 clubs and athletic programs for students to participate in after school.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The Monroe County School District has developed a behavioral management plan, iBelieve, that includes expectations for students, teachers, all staff and parents. These expectations are covered with parents at the beginning of the year orientation and are available on our website. iBelieve is at the forefront of our behavioral procedures and each student receives the booklet that is covered during the first week of class so that expectations are clear. At KWHS, we have rolled those expectations into our existing Student Code of Conduct, created by students, to further support positive behavior in the classroom, dedication to doing their best on classwork and perseverance to achieve their goals. Detailed expectations as well as consequences are provided in the student handbook that is an integral part of our opening day lessons, included in orientations and provided online for parents/guardians. In addition to school-wide training on the iBelieve and Student Code expectations, staff members are trained in pre-planning each year on the the expectations for high student engagement and time on task in the classroom. Administration and department chairs visit classrooms periodically to monitor this in action. Additionally, staff members are trained on the Behavior Management and Discipline steps, including the distinction between teacher-managed and office-managed behaviors, steps for chronic behaviors and severe behaviors, as well as referral procedures. Counseling services are available and are incorporated into the behavior management plan. Several formal mentoring programs are in place and mentors are included in the process when appropriate. Administrators follow those steps and discuss any serious situations to make sure that consequences are implemented fairly and consistently. Parent contact is embedded in all phases. We are in the exploratory stage of implementing PBIS. Currently, we also hold recognition events such as quarterly recognition for Honor Roll, Attendance and Students of the Month. There are also special athletic banquets, a distinctive Conch Pride Award in 16 areas for each grade level, and many senior recognition programs.

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

KWHS promotes a positive school climate. We advocate respect through our student-created Student Code of Conduct which focuses on Respect, Responsibility, Dedication, Determination. Our slogan of Conch Pride also advances the ideals of Perseverance, Respect, Integrity, Dedication and Excellence. Positive behavior is expected and outlined in our Student Handbook which all students and parents receive in written form as well as through our parent and student orientations. To support this, we infuse Project Wisdom with monthly theme focus areas, lessons and words of wisdom on announcements. We provide academic counseling to all students and social counseling to students who seek it or are recommended. We partner with a local Care Center which provides two counselors, one on campus daily and another who works with students who need in-depth, regular counseling. 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 those 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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

Key West High School develops and employs an Early Warning System (EWS) that identifies at-risk students. It identifies students with excessive absences, those students missing more than 10% of instructional time, and students who receive two or more behavior referrals or suspensions.

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics during any grading period
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	59	74	69	71	273
One or more suspensions	0	0	0	0	0	0	0	0	0	31	21	15	12	79
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	77	123	103	27	330
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	35	42	33	17	127

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Students identified by early warning systems (EWS) will be targeted as follows:

Attendance: Attendance will be closely monitored by the teachers, school guidance counselors, and attendance team members. Bi-monthly threshold checks and attendance team meetings will occur. Attendance teams will follow the MCSD Attendance Action Steps based on the number of absences that a student accumulates. Throughout this process committee members, school staff, students, and parents will problem-solve to assist the student in improving school attendance. If students accrue 15 unexcused absences within a 90 day period, either the child will be referred to CINS or a Truancy Referral Packet will be completed. As part of the Monroe County School District Attendance Initiative "Attendance Matters, Be There," our school will provide increased student recognition for attendance and provide research-based messaging to parents throughout the school year to improve overall

school attendance.

The MTSS Team will convene to address the needs of students who present either or both behavior or academic issues. Efforts to involve and support parents will occur, while Tier 2 and 3 interventions will be implemented.

Course Failure/Level 1 on statewide assessments or reading deficiencies: Student who have scored level 1 on statewide assessments may be assigned to Tier 2 interventions and their progress will be consistently monitored. Those students who do not demonstrate progress as compared to their peers will be referred to the MTSS Team for a determination of specific Tier 3 interventions for remediation and evaluation, if needed. Those students who are failing ELA or Mathematics may be provided remediation and assistance. If they continue to not show mastery, they may also be referred to the MTSS team as specified above. These students are also given priority to attend office hours during the school day or specific after school programs, if available, to receive tutoring and support.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

KWHS utilizes a variety of methods to communicate and involve families in the school community. We promote parent involvement 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 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; the KWHS Showcase in the spring featuring our teachers, coaches and club sponsors sharing information; and 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 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.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

We provide opportunities and encourage individuals, businesses and organizations to be part of our Conch Community, building a foundation of support that makes both our school and our community a better place.

While some of the major partnerships are listed below, there are many individuals who have built partnerships through their individual classrooms or organizations, as well.

Mentoring is a large component as the relationships built benefit both the academic and social areas of a student's life. Individuals mentor through Take Stock In Children (TSIC) and the Keys to Be the Change program. As well, individuals volunteer to work with students who benefit from having regular visits with a trained mentor.

We have several major business partners that contribute extensive support by way of monetary or item donations that benefit the entire school. Additionally, over 200 local businesses provide donations to athletic teams, performance groups and clubs; sponsor individual athletes or events; and adopt classrooms. Those resources allow our self-sustaining athletic teams and performance groups to travel, supply field trip opportunities, support extra-curricular activities and provide extra materials for classrooms.

We have developed a new partnership with Mote Marine that advances after school experiences for students in the area of science.

One World, One Canvas is a local non-profit that allows students the opportunity to travel and provide goods and services to other areas of the world that are in need.

Reef Relief is another non-profit partner working with our students through community service to improve and protect our coral reef system.

Special Olympics is also an integral partner; some students participate in their events while our staff and other students provide needed support for each event.

Our TV Productions program has a major partnership with IMAX which furnishes cameras and real-world experiences that have enabled the students to expand their learning beyond the classroom.

Our instructional technology classes have a direct connection with Monroe Computes which provides support and incentives for students in certification and AP computer science classes.

Our partnership with TSIC also affords students with the Experiment in International Living, a summer opportunity for students to live with families in other parts of the world to experience diverse cultures.

The Key West Literary Seminar brings internationally-renowned guest speakers to our school as well as grants scholarships to teachers and students to their prestigious annual seminar at the San Carlos Institute.

We are aware that our obligation is not only to build community ties, but to sustain them and we do so by expressing our gratitude personally and through media avenues, sharing the stories of the benefits of the partnerships and including them in events and activities at the school when appropriate.

Developing partnerships is a key element in keeping with our mission of providing students with experiences necessary to be college and career ready as well as developing life long learning that maximizes their potential.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Acevedo, Amber	Principal
Perkins, Dave	Assistant Principal
Valdez, Chris	Assistant Principal

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Leadership is cultivated in the building and there are several layers. 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 Freeman, Student Activities Director- Stacy Saunders, Athletic Director - Sarah Eckert, Reading Coach - June Walsh and the School Resource Officer - Janeth Del Cid. They meet weekly to discuss events and issues to ensure that concerns are addressed, supervision and planning for daily operations and events are covered and that any special circumstances are dealt with.

The Building Level Planning Team is comprised of the principal, assistant principals, 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 goals.

Membership, in addition to administration, includes:

Vicki Cooper - Student Services

David Erhard - English

Valerie Palay - Languages/Fine Arts

Rebecca Provost - Reading/ESE

Lisa Rivard - CTE

Marjorie Rodriguez - Math

Teddi Valeski - Social Studies

Tara Whitehead - Science

Laura Blythe Wright - Member at Large

Liana Blanco - ELL/Principal Designee

Sarah Smith - Media Specialist/Principal Designee

Other responsibilities include, but are not limited to,:

1. Department Chairs are to represent their department on the BLPT and be the communication liaison between the department members and administration.
2. Department Chairs - to plan, schedule, and conduct meetings of their departments (at least twice monthly). Minutes must be prepared and disseminated to all team members and the administrative team.
3. To effectively communicate the goals and initiatives developed by the BLPT.
4. To lead team discussions on school issues and take votes where necessary.
5. To develop, monitor and evaluate data for quality instruction to meet goals within the School Improvement Plan.
6. To provide input and assistance in the development of school programs, activities and curriculum.
7. To provide leadership and assistance to their team in identifying, evaluating, and selecting curricular materials related to instruction and assessment.
8. To provide instructional leadership in lesson planning, academics and behavior management through resources, modeling and mentoring.
9. To observe teachers in their departments, provide feedback and assist in creating opportunities for colleagues to work together.
10. To assist with textbook ordering and selection.
11. To provide leadership to their team in carrying out the initiatives of the school and the district such as lesson study, differentiated instruction, effective teaching pedagogy and technology integration.
12. To assist with the MTSS process.

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

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

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

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

Title II

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

* 23% funding for our Reading/Literacy Coach position

The Literacy Coach develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically-based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. She works in conjunction with the Media Specialist to get literacy materials into the classrooms and library.

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

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

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Joelle Keane - Chair	Parent
Tara Wood - Co-Chair	Parent
Maria Wilson - Secretary	Parent
Amber Archer Acevedo	Principal
Pam Albury	Business/Community
Colette Alea-Barroso	Parent
Leslie Concepcion	Parent
Amber DeBevec	Parent
Laura DeLoach-Hartle	Parent
Elizabeth Ford	Teacher
Brandi Green	Parent
Ollie Iarrobino	Parent
Karine Leroy	Parent
Tracy Magwood	Business/Community
Penny Maun	Parent
Tammie Murray	Parent
Marisol Parks	Teacher
Tiffany Pellicier	Parent
Art Rodgers	Parent
Kaleena Rodriguez	Education Support Employee
Jamie Sorbelli	Parent
Nikki Wellings	Parent
Gabriela Sogzoni-Miles	Student
Dawn Nolan	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

Our plan last year focused on Deeper Knowledge, Collaboration and Student Engagement. Effectively sharing data from our last year's SIP was done through two methods. First it was disseminated, explained and analyzed at the initial meeting. Trends, gains and losses were noted as well as the reflections and strategies from improvement that BLPT had derived. The SAC then asked in-depth questions, requested further information based on teacher data and provided their feedback on the previous year's SIP. At the second meeting, the additional data was put forth and further discussion took place. There was concurrence with the BLPT-identified areas of focus for the coming year. Feedback from all stakeholders was included in the SIP Final Report.

b. Development of this school improvement plan

The School Advisory Council members analyzed the process used to develop the school improvement plan. Our school's SAC is involved in the development, management and monitoring

of our school improvement plan goals and is active in holding all stakeholders accountable. They review the data, feedback from the teachers via BLPT input and provide their own input as a collective group. The tentative School Improvement Plan will be presented Nov. 1, reviewed and approved at a SAC meeting.

c. Preparation of the school's annual budget and plan

The school's annual budget and plan were provided to the SAC members in the spring of last year. The SAC committee, along with the principal, met to discuss school needs and concerns. The budget evolved primarily from the school's current needs, but also considered data collected in long-range budget and academic planning, such as staff, textbooks, equipment and supplies, cost and maintenance of facilities and equipment, and other costs associated with the operation of programs. All stakeholders provide input that allows the administration to plan in a thorough and efficient manner and to maintain the programs and technology that honor our obligation to our students for the best possible education.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

NA

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

No

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

The largest demographic groups are represented although not in complete alignment with the school demographics. We do have members from each stakeholder group. We promote membership to SAC through our media avenues, at our start of the school year Orientation and at Open House. We will continue to seek the membership that will align our make-up with that of the school demographics and Florida Statute requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Acevedo, Amber	Principal
Walsh, June	Instructional Coach
Smith, Sarah	Instructional Media
Blanco, Liana	Teacher, K-12
Erhard, David	Teacher, K-12
Whitehead, Tara	Teacher, K-12
Valeski, Teddi	Teacher, K-12
Provost, Rebecca	Teacher, ESE

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The purpose of the Literacy Leadership Team is to create a capacity of reading knowledge and proficiency within the school building and focus on areas of school-wide literacy concern. The major initiatives for the LLT this year will be to ensure that reading in the content area instructional strategies are implemented school-wide to enhance student achievement.

The LLT:

- *uses data to analyze the effectiveness of instruction and redesigns instruction and resources to meet the students' instructional and intervention needs;
- *collaborates ongoing literacy dialogues with peers;
- *models research-based reading strategies;
- *reflects on practice to improve instruction;
- *creates school-wide activities designed to promote literacy including building classroom libraries, providing content-relevant magazines to classes, redesigning the library fiction section by genre and creating a "bookstore style" reading area, conducting a Get Caught Reading Campaign and other Literacy Week activities including videos of teachers and students discussing life-changing books, daily Kahoots Book Trivia during lunch, book drive collection and distribution, speed book talks, and flyers around campus with quotes about literacy/young authors/favorite teacher and student quotes about books.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Collaboration is one of our focus strategies and we provide opportunities for that to take place formally and informally. Department meetings allow for curriculum-area specific collaboration to take place with like courses meeting separately to further plan and discuss strategy implementation. Focus groups are designed for teachers to plan collaboratively and to share innovative strategies, best practices, and disaggregate data pertinent specifically to the students they teach. Our Professional Learning Communities encourage positive relationships through areas of interest and our Beginning Teacher Cadre provides an opportunity for teachers new to the building to have mentor support. Each administrator has a cadre of teachers he or she works closely with, fostering an environment of trust and relationship-building.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The principal utilizes the district hiring website through PATS to recruit highly qualified teachers for the school. Personnel selection often includes teachers and support staff as part of the interview team to allow for input from those who would be working with a new hire.

We provide many levels of support for new hires, as well as returning teachers, which include administrative, department level, peer colleague, mentors, and academic coaches. Administration has personal mid-year conferences with all new hires in their cadre to provide specific support to meet the new hires' needs.

Teachers are provided myriad opportunities for professional development to increase their knowledge and skills to increase student academic achievement. Teachers are also provided with information to keep their certificates current and ensure that they are certified-in-field for the subjects they teach. Teachers are monitored and provided additional coaching as needed as a result of both formal and informal observations.

The VIEW Program provides an opportunity to showcase high performing teachers and provides an opportunity for teachers to visit other teachers' classrooms and learn from the experience.

Recognition also plays an important part in retaining our highly qualified teachers. We provide

recognition in personal ways such as positive notes and emails to teachers for actions observed, as well as larger recognition by way of monthly birthdays, weekly lunches, our internal VIEW classrooms, and special Teacher Appreciation activities.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Beginning teachers in the school participate in the District Mentoring and Induction for New Teachers (MINT) program. Mentor teachers receive training so that they can work with beginning teachers. Specific activities such as observations, in both the mentor and mentee classes, are conducted. The mentor teacher logs hours of mentor service. The beginning teachers are also provided with additional district training to provide them with support.

Novice teachers are paired with a mentor according to subject/grade level. Mentors demonstrate commitment to our mission/vision/values and have training and experience in clinical supervision. Additionally, substitute dollars have been allocated to provide time for observation/feedback sessions for mentors/mentees.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Department chairs working with their lead administrator provide teachers with the resources and professional development needed to ensure core instructional programs and materials are aligned to Florida Standards. Utilizing C-Palms and the FSA standards for each core area, teachers work together to discuss optimal implementation strategies in addition to their course planning. Our current Focus groups, created with like state assessments in mind, provide the opportunity for teachers to collaborate on how to infuse the standards and discuss strategies for implementation.

Visits by the District Curriculum team assist in providing teachers with the resources targeted to their tested/content area. Weekly Technology sessions on various resources and programs, as well as our school level professional development, provide teachers with an opportunity to develop a greater understanding and familiarity of the selection of planning resources available to them. Use of interactive boards will also continue to

enhance student understanding and engagement as we strive to reach all types of learners.

Monitoring of this is done through lessons plans and classroom visits by administrators and BLPT members.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Data utilization to individualize instruction begins at the scheduling level at Key West High School. Academic counselors meet with each student when preparing his or her schedule for the year and use data including FSA, EOC, PSAT, SAT, ACT, STAR and grades to ensure that the student's schedule matches his or her interests, abilities and goals. The second level of data use to meet the needs of students is the administrative checking of test data for placement in math, English, reading and science classes to ensure students are correctly placed in intensive, regular, honors or Advanced

Placement courses. Once school starts, teachers can access the previous year's progress monitoring and test data, as well as grades and any special programs such as ESE or ELL. IEP goals and ELL accommodations are put in place with each teacher having a data folder to utilize in planning. Teachers are notified of any students in the MTSS process. Students are provided with modifications/ accommodations and teachers use those along with data to differentiate instruction in the class. Paraprofessional support is provided in classes of high needs students for individual and small group assistance. As well, computer programs that individualize instruction are used to meet the diverse needs of students..

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 10,200

The Media Center is open as a Tutorial Center for 60 minutes after school, four days a week. Two certified teachers are available to help struggling students with assignments, research or other projects. There are also 25 computers that students can use.

Strategy Rationale

Some students require extra help in between teacher office hours or need a quiet place to study, do homework or complete projects. This offers that learning environment with the availability of teachers to assist students if necessary. Sarah Smith, Media Specialist, is the person responsible for the day to day operations.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Acevedo, Amber, amber.acevedo@keysschools.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

No formal data is collected.

Strategy: After School Program

Minutes added to school year: 1,020

Teachers hold office hours once a week for 30 minutes to offer specific course assistance.

Strategy Rationale

To provide content specific assistance to students. Teachers are responsible for these sessions.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Perkins, Dave, david.perkins@keysschools.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students sign in for office hours. Teachers correlate attendance with grades in class to determine if office hours improve student mastery.

Strategy: Summer Program

Minutes added to school year: 7,560

Summer School - Intense schedule for courses in math or reading or credit recovery.

Strategy Rationale

To provide students the opportunity to recover grades or get intense remediation to help pass state mandated assessments required for graduation. Enrichment or acceleration programs provide students with opportunities to enhance their learning experiences.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Valdez, Chris, chris.valdez@keysschools.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Credit recovery results, Alg. 1 EOC retakes and PERT success.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

New students are provided the following transitional opportunities:
KWHS Showcase which highlights courses offered, clubs and athletic teams;

New student orientation including a tour of the school;
One-to-one academic session with a guidance counselor for scheduling, goal-setting;
Peer Mentor program;
CAPS counselor that works with seniors to transition to college, military, career.

b. College and Career Readiness

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

Strategies include:

College Night - colleges from around the country share information in an open fair type setting;
AVID - promotes college readiness and awareness;
NMSI - national partnership providing seminars and materials for students and professional development for instructors;
Mentor programs - support students in exploring post graduation opportunities;
ASVAB - assessment measuring students' areas of strength to aid setting post high school goals;
Career Center - set up in the guidance area, students can individually complete profiles that provide them career information matching their interests and abilities;
DCT course - provides students with skills to be successful in the world of work and utilizes guest business people as speakers;
OJT - provides students with the opportunity to earn credit while working;
Military recruiters - make visits 3-4 times a year to meet with students interested in a military career;
Partnerships - local fire fighters, law enforcement, FKCC, the restaurant/ business community, local and national businesses connected to TV productions and the Blood Mobile provide students with real-world experiences for career explorations and college information.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Instructional Technology program - provides students the opportunity to earn up to 7 Microsoft (MOS) and Adobe certifications.
Fire Fighting program - provides the opportunity for students to earn a Fire Fighter 1 certification.
TV Productions - provides students the opportunity to earn Adobe certification.
Culinary - provides students with several levels of certifications including ServSafe.
Health Careers - provides students with the opportunities to earn certification in CPR and First Aid as well as become a Certified Nursing Assistant and Certified Phlebotomy Technician.
Criminal Justice - in its third year, will provide an opportunity for students to earn certification when they complete the cycle.
Applied Engineering - provides the opportunity for AutoDesk Inventor and AutoCad certification.
Horticulture - provides the opportunity to become a Certified Horticulture Professional.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

NA

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Counselors provide information and presentations on SAT and ACT and the CAPS counselor assists students with registration. Boost sessions for the SAT are provided periodically after school to help students with readiness. This year, the 11/12 Focus group has the goal of improving SAT scores and

will analyze the data from students who took the PSAT in the fall and the school-wide SAT in the spring to determine if gains were made.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

KWHS_SIP_ELA_Math_Data.docx

Data indicates that our ELA performance has not increased in the past two years and our math gains have decreased.

KWHS_SIP_ELA_Math_Data.docx

Data in ELA and Algebra 1 indicates improvement in the Hispanic subgroup, but improvement is still needed to close achievement gaps.

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

State Assessment data from 2017 shows growth in ELA and Algebra 1 for the Hispanic population. There is a decrease in ELL performance in ELA, but increase in math. The data indicates that improvement is needed to close the achievement gaps in ELA and Algebra 1 for all subgroups. The 2018 School Improvement Plan goals and strategies were developed to address the subgroup performance deficiencies.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Identified root causes include low performance in earlier school years, language barriers, and in some cases, home support for school work.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Chronic absenteeism will be reduced by 2%.
- G2.** Student achievement will increase by 5% in math achievement and learning gains.
- G3.** Student achievement will increase by 5% in FSA ELA achievement and learning gains.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Chronic absenteeism will be reduced by 2%. 1a

G095175

Targets Supported 1b

Indicator	Annual Target
Chronic Absenteeism	5.0

Targeted Barriers to Achieving the Goal 3

- Student apathy and/or difficulties with school.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teachers and Counselors Truancy Team CINS/FINS Career Source

Plan to Monitor Progress Toward G1. 8

Attendance records, truancy team minutes

Person Responsible

Tara Whitehead

Schedule

Daily, from 10/4/2017 to 5/23/2018

Evidence of Completion

Attendance records, truancy team minutes, parent/student conference records

G2. Student achievement will increase by 5% in math achievement and learning gains. 1a

G094605

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	60.0

Targeted Barriers to Achieving the Goal 3

- The use of curriculum through standards-based instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- FSA Task Cards Test Specs - USA Test Prep, Khan Academy Vertical and horizontal teams
Illuminate Academic Coach District Professional Development Implementation of Learning Goals, Prime Time and Debrief strategies

Plan to Monitor Progress Toward G2. 8

Learning walks, progress monitoring data, lesson plans will be reviewed with teachers.

Person Responsible

Chris Valdez

Schedule

Every 2 Months, from 10/4/2017 to 5/2/2018

Evidence of Completion

Learning walks data, progress monitoring data, lesson plans and Focus meeting group notes will be reviewed to determine progress toward goal.

G3. Student achievement will increase by 5% in FSA ELA achievement and learning gains. 1a

G094606

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	74.0

Targeted Barriers to Achieving the Goal 3

- Students are not connecting to texts and across texts and disciplines.

Resources Available to Help Reduce or Eliminate the Barriers 2

- State Standards District Writing Sequence FSA Task Cards Writing Exemplars Achieve 3000 Literacy Team Activities Professional Development in WICOR strategies

Plan to Monitor Progress Toward G3. 8

Learning Walks data, progress monitoring, formative assessments and Focus group notes will provide data to determine progress.

Person Responsible

Amber Acevedo

Schedule

Monthly, from 10/4/2017 to 5/2/2018

Evidence of Completion

Learning Walks data, progress monitoring data and Focus group notes will be used as evidence.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Chronic absenteeism will be reduced by 2%. **1**

 G095175

G1.B1 Student apathy and/or difficulties with school. **2**

 B256312

G1.B1.S1 Teachers report students who miss more than two classes unexcused and the school attendance procedure is put into place. **4**

 S270990

Strategy Rationale

Making contact early with a student who begins to miss school is the first intervention in trying to avoid chronic absenteeism.

Action Step 1 **5**

Truancy Team

Person Responsible

Tara Whitehead

Schedule

Daily, from 10/4/2017 to 5/23/2018

Evidence of Completion

Records of student and parent contact; truancy team minutes;

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Attendance Records

Person Responsible

Tara Whitehead

Schedule

Daily, from 10/4/2017 to 5/23/2018

Evidence of Completion

Attendance records, student/parent contact, truancy team strategy implementation

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Attendance records

Person Responsible

Tara Whitehead

Schedule

Daily, from 10/4/2017 to 5/23/2018

Evidence of Completion

Attendance records, truancy team strategy implementation/minutes

G2. Student achievement will increase by 5% in math achievement and learning gains. 1

G094605

G2.B1 The use of curriculum through standards-based instruction. 2

B256009

G2.B1.S1 Focus groups for Algebra 1, Liberal Arts Math and Geometry meet each week to discuss evidence-based best practices that align to the learning goals and the outcomes of student achievement.

4

S270761

Strategy Rationale

The use of learning goals provides the students with the expectation of the standard. Through Prime Time and debrief activities, teachers will reinforce the learning goals and differentiated instruction for student learning to include remediation. With teachers making students aware of the learning goals and reinforcing them throughout the lesson, the students will improve mastery levels and increase their achievement.

Action Step 1 5

The action step involves technical assistance and collaborative planning.

Person Responsible

Chris Valdez

Schedule

Weekly, from 10/4/2017 to 5/2/2018

Evidence of Completion

Progress monitoring data, FSA Math results, Focus meeting notes, lesson plans.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Learning walks (focus on learning goals, Prime Times and debriefs), progress monitoring data, lesson plans will be reviewed with teachers.

Person Responsible

Chris Valdez

Schedule

Weekly, from 10/4/2017 to 5/2/2018

Evidence of Completion

Learning walk data, progress monitoring data, Focus meeting notes will be analyzed to determine the success of the strategy.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Administration will meet with teachers and review data from learning walks, progress monitoring and lesson plans.

Person Responsible

Chris Valdez

Schedule

Monthly, from 10/4/2017 to 5/2/2018

Evidence of Completion

Progress monitoring data, learning walks feedback and FSA test results will be analyzed to determine the effectiveness of the strategy.

G3. Student achievement will increase by 5% in FSA ELA achievement and learning gains. 1

G094606

G3.B1 Students are not connecting to texts and across texts and disciplines. 2

B254319

G3.B1.S1 Teachers will build skills in key ideas, and craft and knowledge utilizing learning goals, Prime Times and debriefs. 4

S268561

Strategy Rationale

Data indicates that the building standards of key ideas, craft and knowledge are improving, but a move to integrated knowledge needs a higher percentage of improvement. The use of learning goals to establish expectations and Prime Times and debriefs to support mastery will support improvement in all standard areas including integrated knowledge.

Action Step 1 5

Focus groups of 9/10 ELA and Reading teachers.

Focus groups meet monthly to plan, discuss strategic implementation and use of resources.

Monitoring of progress is done through STAR, formative assessments, classroom Learning Walks for learning goals, Prime Times and debriefs.

Person Responsible

Amber Acevedo

Schedule

Monthly, from 10/4/2017 to 5/2/2018

Evidence of Completion

Monthly Focus meeting minutes; progress monitoring; classroom walk through data

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Learning Walks (focus on learning goals, Prime Times, debriefs), progress monitoring data and Focus meeting notes

Person Responsible

Amber Acevedo

Schedule

Monthly, from 10/4/2017 to 5/2/2018

Evidence of Completion

Data from Learning Walks and use of learning goals, Prime Times and debriefs, progress monitoring data will be used as evidence.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Learning Walks and progress monitoring data will be analyzed to determine effectiveness.

Person Responsible

Amber Acevedo

Schedule

Monthly, from 10/4/2017 to 5/2/2018

Evidence of Completion

Learning Walks data and progress monitoring data will provide evidence of effectiveness.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Learning Walks and progress monitoring data will be analyzed to determine effectiveness.

Person Responsible

Amber Acevedo

Schedule

Monthly, from 10/4/2017 to 5/2/2018

Evidence of Completion

Learning Walks data and progress monitoring data will provide evidence of effectiveness.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G3.B1.S1.A1 A362853	Focus groups of 9/10 ELA and Reading teachers. Focus groups meet monthly to...	Acevedo, Amber	10/4/2017	Monthly Focus meeting minutes; progress monitoring; classroom walk through data	5/2/2018 monthly
G2.MA1 M387715	Learning walks, progress monitoring data, lesson plans will be reviewed with teachers.	Valdez, Chris	10/4/2017	Learning walks data, progress monitoring data, lesson plans and Focus meeting group notes will be reviewed to determine progress toward goal.	5/2/2018 every-2-months
G3.MA1 M387728	Learning Walks data, progress monitoring, formative assessments and Focus group notes will provide...	Acevedo, Amber	10/4/2017	Learning Walks data, progress monitoring data and Focus group notes will be used as evidence.	5/2/2018 monthly
G3.B1.S1.MA1 M387726	Learning Walks and progress monitoring data will be analyzed to determine effectiveness.	Acevedo, Amber	10/4/2017	Learning Walks data and progress monitoring data will provide evidence of effectiveness.	5/2/2018 monthly
G3.B1.S1.MA1 M387727	Learning Walks and progress monitoring data will be analyzed to determine effectiveness.	Acevedo, Amber	10/4/2017	Learning Walks data and progress monitoring data will provide evidence of effectiveness.	5/2/2018 monthly
G3.B1.S1.MA1 M387720	Learning Walks (focus on learning goals, Prime Times, debriefs), progress monitoring data and Focus...	Acevedo, Amber	10/4/2017	Data from Learning Walks and use of learning goals, Prime Times and debriefs, progress monitoring data will be used as evidence.	5/2/2018 monthly
G2.B1.S1.A1 A362846	The action step involves technical assistance and collaborative planning.	Valdez, Chris	10/4/2017	Progress monitoring data, FSA Math results, Focus meeting notes, lesson plans.	5/2/2018 weekly
G2.B1.S1.MA1 M387714	Administration will meet with teachers and review data from learning walks, progress monitoring and...	Valdez, Chris	10/4/2017	Progress monitoring data, learning walks feedback and FSA test results will be analyzed to determine the effectiveness of the strategy.	5/2/2018 monthly
G2.B1.S1.MA1 M387712	Learning walks (focus on learning goals, Prime Times and debriefs), progress monitoring data,...	Valdez, Chris	10/4/2017	Learning walk data, progress monitoring data, Focus meeting notes will be analyzed to determine the success of the strategy.	5/2/2018 weekly
G1.MA1 M388079	Attendance records, truancy team minutes	Whitehead, Tara	10/4/2017	Attendance records, truancy team minutes, parent/student conference records	5/23/2018 daily
G1.B1.S1.MA1 M388078	Attendance records	Whitehead, Tara	10/4/2017	Attendance records, truancy team strategy implementation/minutes	5/23/2018 daily
G1.B1.S1.MA1 M388077	Attendance Records	Whitehead, Tara	10/4/2017	Attendance records, student/parent contact, truancy team strategy implementation	5/23/2018 daily
G1.B1.S1.A1 A363145	Truancy Team	Whitehead, Tara	10/4/2017	Records of student and parent contact; truancy team minutes;	5/23/2018 daily

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Student achievement will increase by 5% in math achievement and learning gains.

G2.B1 The use of curriculum through standards-based instruction.

G2.B1.S1 Focus groups for Algebra 1, Liberal Arts Math and Geometry meet each week to discuss evidence-based best practices that align to the learning goals and the outcomes of student achievement.

PD Opportunity 1

The action step involves technical assistance and collaborative planning.

Facilitator

District PD

Participants

Optional for math teachers

Schedule

Weekly, from 10/4/2017 to 5/2/2018

G3. Student achievement will increase by 5% in FSA ELA achievement and learning gains.

G3.B1 Students are not connecting to texts and across texts and disciplines.

G3.B1.S1 Teachers will build skills in key ideas, and craft and knowledge utilizing learning goals, Prime Times and debriefs.

PD Opportunity 1

Focus groups of 9/10 ELA and Reading teachers. Focus groups meet monthly to plan, discuss strategic implementation and use of resources. Monitoring of progress is done through STAR, formative assessments, classroom Learning Walks for learning goals, Prime Times and debriefs.

Facilitator

District PD

Participants

Reading / content area teachers

Schedule

Monthly, from 10/4/2017 to 5/2/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.