KEY LARGO SCHOOL

2024-25 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://cims2.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Working together to inspire and bring excellence to every student every day.

Provide the school's vision statement

We strive passionately to create healthy, happy and engaged students who are successful and productive.

B. School Leadership Team

School Leadership Team

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

Leadership Team Member #1

Employee's Name
Darren Pais

Position Title
Principal

Job Duties and Responsibilities

Leadership and Oversight: Providing overall leadership in the development, implementation, and monitoring of the SIP to ensure alignment with school goals and educational standards.

Data Analysis and Decision-Making: Analyzing data from various assessments (e.g., STAR, benchmark tests) to identify areas of improvement and inform decision-making processes related to instructional strategies and interventions.

Goal Setting and Planning: Collaborating with the leadership team and staff to establish clear, measurable goals within the SIP that address academic achievement, student growth, and other priorities identified by stakeholders.

Resource Allocation: Allocating resources effectively to support SIP goals, which may include

budgetary decisions, staffing adjustments, and procurement of educational materials and technology.

Professional Development: Identifying professional development needs aligned with SIP goals and supporting staff in acquiring the necessary skills and knowledge to implement effective instructional practices.

Monitoring and Evaluation: Monitoring progress towards SIP goals through regular assessments and data reviews, and making adjustments as needed to ensure continuous improvement.

Communication and Stakeholder Engagement: Engaging with parents, community members, and stakeholders to communicate SIP progress, gather feedback, and build support for initiatives aimed at improving student outcomes.

Compliance and Reporting: Ensuring compliance with state and district policies related to SIP implementation, and preparing reports and presentations for district administrators and school board members as required.

Cultural and Instructional Leadership: Fostering a positive school culture that supports learning and collaboration among staff, students, and families, while also championing innovative instructional practices that align with SIP goals.

Accountability: Holding staff accountable for meeting SIP objectives and ensuring that all efforts are focused on achieving measurable improvements in student achievement and school performance.

Leadership Team Member #2

Employee's Name
Hannah Fisher

Position Title
Assistant Principal

Job Duties and Responsibilities

As an Assistant Principal, job duties and responsibilities related to School Improvement Plan (SIP) implementation typically include:

Leadership in SIP Development: Collaborating with the Principal and other school leaders to develop, refine, and implement the SIP goals and strategies.

Data Analysis and Review: Utilizing data from various assessments (e.g., STAR, Benchmark) to

analyze student performance trends and identify areas needing improvement. This involves leading or participating in data review meetings with teachers and instructional staff.

Instructional Leadership: Supporting and guiding teachers in understanding and implementing SIP initiatives effectively. This may involve providing professional development, resources, and coaching related to instructional strategies aligned with SIP goals.

Monitoring and Evaluation: Monitoring progress towards SIP goals through regular data analysis and classroom observations. Ensuring that interventions and strategies are implemented with fidelity and assessing their impact on student achievement.

Collaboration and Communication: Facilitating communication and collaboration among staff, parents, and community stakeholders regarding SIP initiatives. This includes organizing meetings, workshops, and presentations to keep stakeholders informed and engaged.

Resource Allocation: Assisting in the allocation of resources, including personnel, materials, and funds, to support SIP implementation effectively.

Reporting and Accountability: Providing regular updates and reports to the Principal, district administrators, and school board regarding SIP progress and outcomes. Ensuring compliance with district and state requirements related to SIP implementation and reporting.

Professional Development: Participating in professional learning opportunities to stay informed about current educational practices, research, and policies relevant to SIP goals and initiatives.

These responsibilities are crucial for Assistant Principals to effectively support the school's efforts in improving student learning outcomes through strategic SIP implementation.

Leadership Team Member #3

Employee's Name
Tiffany Zepeda

Position Title
Assistant Principal

Job Duties and Responsibilities

As an Assistant Principal, job duties and responsibilities related to School Improvement Plan (SIP) implementation typically include:

Leadership in SIP Development: Collaborating with the Principal and other school leaders to develop, refine, and implement the SIP goals and strategies.

Data Analysis and Review: Utilizing data from various assessments (e.g., STAR, Benchmark) to analyze student performance trends and identify areas needing improvement. This involves leading or participating in data review meetings with teachers and instructional staff.

Instructional Leadership: Supporting and guiding teachers in understanding and implementing SIP initiatives effectively. This may involve providing professional development, resources, and coaching related to instructional strategies aligned with SIP goals.

Monitoring and Evaluation: Monitoring progress towards SIP goals through regular data analysis and classroom observations. Ensuring that interventions and strategies are implemented with fidelity and assessing their impact on student achievement.

Collaboration and Communication: Facilitating communication and collaboration among staff, parents, and community stakeholders regarding SIP initiatives. This includes organizing meetings, workshops, and presentations to keep stakeholders informed and engaged.

Resource Allocation: Assisting in the allocation of resources, including personnel, materials, and funds, to support SIP implementation effectively.

Reporting and Accountability: Providing regular updates and reports to the Principal, district administrators, and school board regarding SIP progress and outcomes. Ensuring compliance with district and state requirements related to SIP implementation and reporting.

Professional Development: Participating in professional learning opportunities to stay informed about current educational practices, research, and policies relevant to SIP goals and initiatives.

These responsibilities are crucial for Assistant Principals to effectively support the school's efforts in improving student learning outcomes through strategic SIP implementation.

Leadership Team Member #4

Employee's Name
Mark Leffler

Position Title
Math Coach

Job Duties and Responsibilities

As a Math Academic Coach, job duties and responsibilities related to SIP (School Improvement Plan) implementation include:

Data Analysis and Goal Setting: Analyzing student performance data, particularly in mathematics, to identify areas for improvement. Collaborating with school leadership and teachers to set specific and measurable goals aligned with SIP objectives.

Professional Development: Providing targeted professional development and support to math teachers to enhance instructional practices. This may involve workshops, coaching sessions, and modeling effective teaching strategies.

Curriculum Alignment: Ensuring that math curriculum and instructional materials align with SIP goals and standards. Collaborating with curriculum specialists and teachers to integrate SIP initiatives into daily instruction.

Instructional Support: Coordinating and facilitating small-group instruction, intervention programs, or enrichment activities to support diverse student needs in mathematics. Monitoring and adjusting instructional strategies based on student progress data.

Data-Driven Decision Making: Using assessment data to make informed decisions about instructional improvements and interventions. Conducting regular data chats with teachers and school leadership to review progress towards SIP goals.

Family and Community Engagement: Engaging parents, guardians, and community members in the SIP implementation process. Communicating progress, initiatives, and strategies to stakeholders and soliciting their input and support.

Monitoring and Evaluation: Monitoring the effectiveness of SIP strategies in improving math achievement. Participating in SIP review meetings, evaluating outcomes, and making recommendations for adjustments or enhancements based on data analysis.

Collaborative Planning: Collaborating with other academic coaches, administrators, and support staff to align SIP initiatives across subject areas and grade levels. Participating in building-level planning teams to ensure cohesive implementation of SIP goals.

Professional Learning Communities (PLCs): Facilitating or participating in PLCs focused on math

instruction and SIP goals. Encouraging collaboration among math teachers to share best practices, analyze student work, and refine instructional approaches.

Documentation and Reporting: Maintaining accurate records of SIP activities, including data analysis, professional development sessions, and student progress. Providing regular reports to school leadership and district officials on SIP implementation and outcomes.

These responsibilities aim to support the school's efforts in improving mathematics education through strategic planning, data-driven decision-making, and collaborative professional development

Leadership Team Member #5

Employee's Name
Lissette Castillo

Position Title
Reading Coach

Job Duties and Responsibilities

As a Literacy Academic Coach involved in SIP (School Improvement Plan) implementation, job duties and responsibilities include:

Collaboration and Coordination: Work closely with school leadership, teachers, and other stakeholders to align literacy goals with the SIP objectives. Collaborate with the SIP team to integrate literacy initiatives into the overall school improvement strategy.

Data Analysis and Intervention Planning: Utilize data from various assessments (e.g., STAR, Benchmark) to identify literacy needs and gaps among students. Develop targeted intervention plans that align with SIP goals to improve reading comprehension, fluency, and literacy skills across grade levels.

Professional Development: Provide coaching and professional learning opportunities for teachers on effective literacy instructional strategies. Support teachers in implementing research-based practices that address SIP priorities, such as differentiated instruction, literacy across content areas, and literacy integration with technology.

Monitoring and Evaluation: Monitor the progress of literacy interventions and initiatives outlined in the SIP. Collect and analyze data to assess the effectiveness of instructional strategies and interventions. Adjust coaching and support strategies based on data-driven insights.

Curriculum Support and Resource Development: Assist in the development and adaptation of literacy curriculum resources that align with SIP goals. Provide guidance on selecting instructional materials, literacy assessments, and tools that support diverse student needs and learning styles.

Family and Community Engagement: Collaborate with families, community members, and stakeholders to promote literacy awareness and involvement in SIP initiatives. Facilitate workshops or events that engage parents in supporting literacy development at home.

Professional Learning Communities (PLCs): Facilitate or participate in PLCs focused on literacy instruction and SIP goals. Encourage collaboration among teachers to share best practices, analyze student work, and refine instructional approaches based on SIP priorities.

Documentation and Reporting: Maintain accurate records of SIP-related activities, interventions, and outcomes. Prepare reports and presentations to communicate progress, challenges, and successes related to literacy initiatives and SIP implementation.

These responsibilities aim to support the achievement of SIP goals related to literacy improvement and overall student academic success within the school community.

Leadership Team Member #6

Employee's Name
Veronika Valdes

Position Title
Title One Contact, 8th Grade Math Teacher, Building Level Planning Team Member

Job Duties and Responsibilities

As a Title I Contact, job duties and responsibilities related to SIP (School Improvement Plan) implementation include:

Coordination and Communication: Facilitating communication between school administration, teachers, parents, and community stakeholders regarding Title I programs and initiatives.

SIP Integration: Ensuring alignment of Title I program goals and activities with the broader SIP goals of the school or district.

Data Analysis and Reporting: Analyzing student data, particularly related to Title I students, to assess progress and inform decision-making for program adjustments.

Program Monitoring and Evaluation: Monitoring the implementation of Title I programs, evaluating their effectiveness, and recommending adjustments as needed to meet SIP objectives.

Professional Development: Providing support and professional development opportunities for staff involved in Title I programs, ensuring they are equipped to implement effective strategies.

Parent and Community Engagement: Collaborating with families and community members to enhance support for Title I students, including involvement in parent meetings, workshops, and outreach activities.

Grant Compliance: Ensuring compliance with Title I regulations and reporting requirements, including budget management and documentation.

Collaboration with Stakeholders: Working closely with other school leaders, instructional coaches, and support staff to integrate Title I services seamlessly into overall school improvement efforts.

These responsibilities aim to improve educational outcomes for students eligible for Title I services by effectively implementing and monitoring initiatives aligned with the SIP.

As a Middle School Algebra teacher involved in SIP (School Improvement Plan) implementation, job duties and responsibilities include:

Aligning Curriculum: Ensuring that algebra curriculum and instruction align with SIP goals and standards.

Data Analysis: Using assessment data (such as standardized tests or formative assessments) to identify areas of strength and areas needing improvement in algebra education.

Goal Setting: Collaborating with colleagues to set specific, measurable goals for improving algebra achievement as outlined in the SIP.

Instructional Planning: Designing and implementing instructional strategies that support SIP objectives, such as differentiated instruction, personalized learning approaches, and integrating technology.

Professional Development: Participating in professional development activities related to SIP goals, such as workshops on effective teaching strategies, data-driven instruction, and incorporating literacy

in mathematics.

Monitoring Progress: Tracking and monitoring student progress in algebra, analyzing data regularly to assess the effectiveness of instructional strategies and interventions.

Collaboration: Working with other teachers, administrators, and instructional coaches to implement SIP initiatives effectively, including attending SIP review meetings and contributing to data-driven decision-making processes.

Parent and Community Engagement: Communicating SIP goals and progress to parents and engaging them in supporting algebra education initiatives. This may include hosting parent meetings, providing resources for at-home support, and seeking community involvement.

Continuous Improvement: Reflecting on teaching practices, adjusting instruction based on feedback and data analysis, and contributing to the ongoing refinement of SIP strategies to improve student outcomes in algebra.

These responsibilities involve a combination of instructional leadership, data analysis, collaboration, and professional development to support the overall goals of the SIP and enhance algebra education at the middle school level.

Leadership Team Member #7

Employee's Name
Nicole Blanche

Position Title
School Counselor & Building Level Planning Team Member

Job Duties and Responsibilities

School Counselor:

Data Analysis and Student Support: Collaborate with the SIP team to analyze student data from various assessments to identify academic, social, and emotional needs.
Individual Student Planning: Use SIP goals to inform individualized student plans, including academic and career counseling interventions.

Group Counseling: Facilitate counseling groups aligned with SIP goals to address specific student needs identified through data analysis.

Parent and Community Engagement: Participate in SIP meetings to provide insights into student needs and progress, and involve parents and community members in SIP initiatives.

Professional Development: Attend SIP-related professional development sessions to enhance counseling strategies aligned with school improvement goals.

Building Level Planning Team Member:

Data Analysis and Goal Setting: Collaborate with stakeholders to analyze school-wide data and set SIP goals based on identified needs.

Plan Development: Contribute to the development and refinement of the SIP, ensuring goals are specific, measurable, achievable, relevant, and time-bound (SMART).

Implementation Oversight: Monitor the implementation of SIP strategies and interventions across the school, ensuring alignment with goals and objectives.

Progress Monitoring: Regularly review progress towards SIP goals, using data to assess effectiveness and make adjustments as needed.

Stakeholder Engagement: Communicate SIP progress and outcomes to stakeholders, including staff, parents, and community members, to foster support and collaboration.

Leadership Team Member #8

Employee's Name
Eva Brown

Position Title
AVID Site Coordinator, 6th Grade ELA Teacher & Building Level Planning Team Member

Job Duties and Responsibilities

AVID Site Coordinator:

SIP Alignment: Ensure that AVID strategies and goals align with the School Improvement Plan (SIP).

Data Analysis: Use SIP-driven data to identify students who would benefit from AVID methodologies.

Professional Development: Provide training and support to teachers on implementing AVID strategies that support SIP goals.

Monitoring and Evaluation: Monitor the effectiveness of AVID strategies in improving student

outcomes aligned with SIP objectives.

Collaboration: Work with the Building Level Planning Team to integrate AVID goals into the broader school improvement efforts.
6th Grade ELA Teacher:

SIP Integration: Align classroom instruction with SIP goals related to ELA standards and literacy improvement.

Data-Driven Instruction: Use SIP data to inform instructional practices and interventions for 6th-grade ELA students.

Collaboration: Participate in data chats and planning meetings with colleagues to discuss SIP progress and adjustments.

Professional Development: Engage in professional learning opportunities related to SIP priorities, such as literacy strategies and data analysis.

Parent Communication: Collaborate with interventionists and other staff to hold parent conferences regarding student progress and SIP initiatives.

Building Level Planning Team Member:

SIP Development: Contribute to the development and revision of the School Improvement Plan (SIP) based on data analysis and stakeholder input.

Data Analysis: Analyze school-wide data to identify areas for improvement and establish SIP goals and strategies.

Implementation Oversight: Monitor the implementation of SIP goals across different departments and grade levels.

Collaboration: Coordinate with administrators, teachers, and staff to ensure SIP goals are effectively communicated and integrated into daily practices.

Community Engagement: Engage parents, community members, and stakeholders in understanding and supporting SIP initiatives through meetings and communication channels.

Leadership Team Member #9

Employee's Name
Wendi Sullivan

Position Title
ESE Teacher, Professional Learning Contact, and Building Level Planning Team Member

Job Duties and Responsibilities

ESE Teacher:
Collaboration and Data Analysis: Collaborate with general education teachers and administrators to analyze student data related to ESE students' academic progress and needs.

Individualized Education Plans (IEPs): Ensure that SIP goals align with the individualized goals outlined in students' IEPs.

Differentiated Instruction: Implement differentiated instructional strategies and accommodations as per students' IEPs to support their progress towards SIP goals.

Progress Monitoring: Monitor and track the progress of ESE students towards SIP goals, providing regular updates and adjustments as necessary.

Professional Development: Participate in professional development opportunities related to SIP implementation and strategies for supporting ESE students.

Professional Learning Contact:
Facilitation of Professional Development: Coordinate and facilitate professional development sessions related to SIP goals and strategies for staff.

Data Analysis and Feedback: Analyze data related to professional learning outcomes and provide feedback to educators on their implementation of SIP strategies.

Resource Management: Manage resources, materials, and tools used for professional development related to SIP goals.

Collaboration: Collaborate with administrators, instructional coaches, and other stakeholders to align professional learning initiatives with SIP objectives.

Evaluation and Adjustment: Evaluate the effectiveness of professional learning activities in supporting

SIP goals and make adjustments as needed based on feedback and data.

Building Level Planning Team Member:
Goal Setting and Planning: Participate in setting SIP goals and action plans at the building level, ensuring alignment with district and school improvement priorities.

Data Analysis and Decision-Making: Analyze data to assess progress towards SIP goals, identify areas needing improvement, and make data-informed decisions.

Collaboration: Collaborate with colleagues across departments and grade levels to integrate SIP goals into curriculum and instructional practices.

Communication: Communicate SIP progress and updates to staff, administrators, and other stakeholders through meetings, reports, and presentations.

Monitoring and Evaluation: Monitor the implementation of SIP strategies, evaluate their impact on student achievement, and recommend adjustments as necessary.

Leadership Team Member #10

Employee's Name
Kyle Harrison

Position Title
1st Grade Teacher & Building Level Planning Team Member

Job Duties and Responsibilities

As a 1st Grade Teacher and Building Level Planning Team Member involved in SIP (School Improvement Plan) implementation, duties and responsibilities include:

Implementing SIP Goals: Implementing instructional strategies and activities aligned with the SIP goals specific to 1st-grade curriculum and student needs.

Data Analysis and Reflection: Participating in data analysis sessions to review student performance data, identify trends, and discuss implications for instructional practices in 1st grade.

Collaboration: Collaborating with other 1st-grade teachers, administrators, and instructional coaches to align classroom practices with SIP objectives and share effective strategies.

Professional Development: Engaging in professional development opportunities related to SIP goals,

such as workshops on literacy strategies or data-driven instruction.

Parent and Community Engagement: Communicating SIP initiatives and progress to parents, gathering feedback, and fostering community involvement in supporting student achievement goals.

Monitoring and Reporting: Monitoring student progress towards SIP goals, documenting outcomes, and reporting findings to the Building Level Planning Team.

Curriculum Alignment: Ensuring that curriculum and instructional materials are aligned with SIP goals and standards, particularly focusing on literacy and numeracy development in 1st grade.

Continuous Improvement: Participating in ongoing reflection and adjustment of instructional practices based on SIP data and feedback to enhance student learning outcomes.

Leadership Team Member #11

Employee's Name
Allysa Lund

Position Title
ESE Teacher, AVID Elective Teacher, and Building Level Planning Team Member

Job Duties and Responsibilities

ESE Teacher:

Data Analysis and Goal Setting: Collaborate with the School Leadership Team to analyze student data, particularly focusing on students with exceptionalities (ESE), and contribute to setting SIP goals that address their needs.
Individualized Education Plans (IEPs): Ensure that SIP goals align with the objectives outlined in students' IEPs, and integrate SIP strategies into the individualized plans for ESE students.
Implementation of Differentiated Instruction: Implement SIP strategies that support differentiated instruction to meet the diverse learning needs of ESE students.
Progress Monitoring: Regularly monitor and assess the progress of ESE students towards SIP goals, adjusting instructional strategies as needed.
Collaboration and Professional Development: Collaborate with general education teachers, participate in professional development related to SIP initiatives, and provide input during data chats and planning meetings.
AVID Elective Teacher:

Integration of AVID Strategies: Implement research-based AVID strategies within the AVID elective

course to support SIP goals related to college readiness, organization, and critical thinking skills.

Data-Driven Instruction: Utilize student data, including AVID-specific metrics, to inform instructional practices and adjust interventions to improve student achievement.

Scaffolded Instruction: Employ the gradual release of responsibility model to scaffold learning and ensure that SIP initiatives are effectively integrated into daily instruction.

Student Goal Setting: Assist students in setting academic and personal goals aligned with SIP objectives, and track progress towards these goals over time.

Collaboration and Professional Learning Community: Participate actively in the Building Level Planning Team meetings, contribute insights regarding SIP implementation in the AVID elective, and collaborate with colleagues to align instructional practices across content areas.

Building Level Planning Team Member:

Data Analysis and Goal Development: Analyze school-wide data, identify trends and areas for improvement, and collaborate with colleagues to develop SIP goals that address these findings.

Facilitation of SIP Implementation: Lead or participate in the implementation of SIP initiatives, ensuring alignment with district and school goals, and monitoring progress towards objectives.

Communication and Stakeholder Engagement: Facilitate communication about SIP progress with staff, administrators, parents, and community members, gathering feedback and adjusting strategies as needed.

Professional Development and Support: Provide support and professional development opportunities related to SIP goals, ensuring that teachers and staff are equipped with the knowledge and resources needed for successful implementation.

Continuous Improvement: Evaluate the effectiveness of SIP strategies through ongoing data analysis and feedback loops, making adjustments to optimize student outcomes and school improvement efforts.

Leadership Team Member #12

Employee's Name
Madelin Riquelme

Position Title
ESE Teacher & Building Level Planning Team Member

Job Duties and Responsibilities

Collaboration on SIP Development: Participate actively in the development and refinement of the School Improvement Plan (SIP) as part of the Building Level Planning Team. Contribute insights and data related to the needs and progress of students with exceptionalities.

Data Analysis and Goal Setting: Analyze student data, including academic assessments and

progress monitoring results, to identify areas of improvement and set specific, measurable goals for students with disabilities within the SIP framework.

Implementation of Interventions: Implement specialized instructional strategies and interventions aligned with SIP goals to support the academic and behavioral needs of students with disabilities. This may involve differentiated instruction, accommodations, and modifications as outlined in individual education plans (IEPs).

Monitoring Progress: Regularly monitor and assess the progress of students with disabilities towards SIP goals. Use data-driven decision-making to adjust interventions and instructional approaches as needed.

Professional Development: Participate in professional development opportunities related to SIP initiatives, inclusive education practices, and strategies for supporting diverse learners. Share acquired knowledge and best practices with colleagues.

Parent and Stakeholder Engagement: Collaborate with parents/guardians and other stakeholders to provide updates on SIP progress, gather feedback, and ensure alignment between home and school supports for students with disabilities.

Documentation and Reporting: Maintain accurate records of interventions, student progress, and outcomes related to SIP implementation. Prepare reports and presentations for the Building Level Planning Team and school leadership as required.

Continuous Improvement: Contribute to ongoing reviews and revisions of the SIP based on evaluation data, stakeholder feedback, and emerging educational trends. Advocate for the needs of students with disabilities within the planning and decision-making processes.

By fulfilling these responsibilities, the ESE Teacher and Building Level Planning Team Member plays a crucial role in ensuring that students with disabilities receive effective support and opportunities for academic success within the school improvement framework.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. *(ESEA 1114(b)(2))*

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

1. The School Leadership Team convenes to review data and establish initial SIP goals.
2. These goals are presented to the Building Level Planning team, which conducts further data analysis.
3. The goals are then shared with the staff, who have an opportunity to provide input, leading to revisions if deemed necessary.
4. Revised goals are returned to the School Leadership Team for further refinement if required.
5. The goals are subsequently presented to the School Advisory Committee for review and approval.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. *(ESEA 1114(b)(3))*

Regular Data Discussions: A review team comprising teachers, administrators, and instructional coaches will convene regularly to analyze gathered data. These review sessions will occur quarterly or as necessary. The team will scrutinize trends, patterns, and areas of concern to evaluate the effectiveness of the School Improvement Plan (SIP). They will identify successful interventions and strategies that have contributed to positive outcomes and pinpoint challenges or areas where implementation has fallen short.

Data-Driven Decision-Making: Based on data analysis, the review team will make informed decisions regarding the efficacy of current strategies. They will highlight areas needing additional support or adjustments to effectively address achievement gaps.

SIP Revision: The SIP will undergo revisions to integrate new strategies, modify existing ones, or allocate resources differently. These revisions will be informed by data and discussed and updated by the building-level planning team.

Professional Development and Support: The SIP may include targeted professional development for teachers and staff to ensure effective implementation of chosen strategies. Regular training sessions will support continuous improvement in instructional practices.

Engagement of Stakeholders: KLS will involve parents, community members, and other stakeholders in the monitoring process. Their input and feedback will inform revisions to the plan.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**COMBINATION PK-8**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**67.5%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**74.4%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: B** **2022-23: C*** **2021-22: B** **2020-21:** **2019-20: B**

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	22	12	13	13	15	13	7	7	15	117
One or more suspensions	0	0	1	2	2	6	13	7	15	46
Course failure in English Language Arts (ELA)	0	0	5	1	2	0	1	0	0	9
Course failure in Math	0	1	3	0	0	2	1	1	0	8
Level 1 on statewide ELA assessment	2	10	16	9	21	21	9	14	24	126
Level 1 on statewide Math assessment	2	6	14	5	25	19	6	14	14	105
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	25	23	24	16						88
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	6	2	5	10	9					32

Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	16	12	12	8	7	13	9	8	10	95

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	2	4	2	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

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

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	24	12	17	23	7	15	20	18	21	157
One or more suspensions	1			3	3	4	15	17	22	65
Course failure in ELA		1		6	5		2			14
Course failure in Math				1	5	3				9
Level 1 on statewide ELA assessment				8	13	18	26	28	21	114
Level 1 on statewide Math assessment				7	11	21	28	23	21	111
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	17	12	39	41						228

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

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	8	3	8	20	9	11	18	21	18	116

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		1	1	7						9
Students retained two or more times										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

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

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	59	56	58	45	50	53	48	54	55
ELA Grade 3 Achievement **	70	67	59	44	56	56			
ELA Learning Gains	66	60	59				45		
ELA Learning Gains Lowest 25%	65	54	54		38	38		38	42
Math Achievement *	65	61	59	51	57	55	53	57	
Math Learning Gains	66	64	61				61		
Math Learning Gains Lowest 25%	57	58	56				51		
Science Achievement *	43	53	54	45	50	52	47	57	54
Social Studies Achievement *	70	72	72	64	75	68	72	63	59
Graduation Rate		88	71		74	74		56	50
Middle School Acceleration	52	55	71	53	57	70	68	51	51
College and Career Readiness		56	54		51	53		75	70
ELP Progress	64	62	59	26	64	55	58	65	70

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	62%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	677
Total Components for the FPPI	11
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
62%	53%	54%	53%		60%	61%

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

C. ESSA Subgroup Data Review (pre-populated)

		2023-24 ESSA SUBGROUP DATA SUMMARY		
ESSA SUBGROUP	**FEDERAL PERCENT OF POINTS INDEX**	**SUBGROUP BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%**
Students With Disabilities	41%	No		
English Language Learners	49%	No		
Black/African American Students	55%	No		
Hispanic Students	58%	No		
White Students	70%	No		
Economically Disadvantaged Students	58%	No		
		2022-23 ESSA SUBGROUP DATA SUMMARY		
ESSA SUBGROUP	**FEDERAL PERCENT OF POINTS INDEX**	**SUBGROUP BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%**
Students With Disabilities	20%	Yes	2	2

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	**FEDERAL PERCENT OF POINTS INDEX**	**SUBGROUP BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%**
English Language Learners	26%	Yes	2	1
Black/African American Students	38%	Yes	3	
Hispanic Students	47%	No		
Multiracial Students	46%	No		
White Students	61%	No		
Economically Disadvantaged Students	50%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	**FEDERAL PERCENT OF POINTS INDEX**	**SUBGROUP BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%**
Students With Disabilities	31%	Yes	1	1
English Language Learners	39%	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	**FEDERAL PERCENT OF POINTS INDEX**	**SUBGROUP BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%**
Native American Students				
Asian Students				
Black/African American Students	37%	Yes	2	
Hispanic Students	52%	No		
Multiracial Students	49%	No		
Pacific Islander Students				
White Students	57%	No		
Economically Disadvantaged Students	50%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	59%	70%	66%	65%	65%	66%	57%	43%	70%	52%			64%
Students With Disabilities	27%	39%	53%	60%	32%	49%	40%	24%	44%				
English Language Learners	31%		55%	59%	54%	64%	54%	10%					64%
Black/African American Students	57%		65%		33%	65%							
Hispanic Students	55%	58%	66%	63%	59%	63%	53%	36%	64%	52%			64%
White Students	67%	85%	66%	72%	79%	71%	67%	57%	81%	50%			
Economically Disadvantaged Students	54%	62%	64%	63%	58%	63%	54%	41%	63%	53%			62%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	45%	44%			51%			45%	64%	53%			26%
Students With Disabilities	18%	25%			25%			12%	21%				
English Language Learners	16%	8%			27%			20%	14%				69%
Black/African American Students	35%				40%								
Hispanic Students	40%	39%			47%			39%	51%	48%			68%
Multiracial Students	46%				46%								
White Students	54%	58%			59%			58%	76%	58%			
Economically Disadvantaged Students	40%	43%			48%			39%	59%	52%			68%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	48%		45%	38%	53%	61%	51%	47%	72%	68%			58%
Students With Disabilities	16%		29%	33%	28%	41%	39%	13%	52%				28%
English Language Learners	22%		34%	34%	33%	54%	58%	19%	58%				58%
Native American Students													
Asian Students													
Black/African American Students	33%		48%		29%	43%	30%						
Hispanic Students	42%		43%	39%	48%	60%	55%	36%	68%	73%			57%
Multiracial Students	50%		55%		50%	42%							
Pacific Islander Students													
White Students	60%		48%	28%	64%	68%	50%	59%	79%	56%			
Economically Disadvantaged Students	43%		43%	38%	45%	56%	47%	40%	67%	62%			54%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

		2023-24 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	66%	57%	9%	55%	11%
Ela	4	53%	50%	3%	53%	0%
Ela	5	45%	48%	-3%	55%	-10%
Ela	6	65%	50%	15%	54%	11%
Ela	7	63%	51%	12%	50%	13%
Ela	8	47%	47%	0%	51%	-4%
Math	3	70%	58%	12%	60%	10%
Math	4	53%	51%	2%	58%	-5%
Math	5	47%	52%	-5%	56%	-9%
Math	6	69%	50%	19%	56%	13%
Math	7	64%	58%	6%	47%	17%
Math	8	59%	49%	10%	54%	5%
Science	5	42%	50%	-8%	53%	-11%
Science	8	38%	46%	-8%	45%	-7%
Civics		66%	65%	1%	67%	-1%
Algebra		100%	44%	56%	50%	50%

III. Planning for Improvement

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

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

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

Which data component showed the most improvement?
Grades 3, 6, and 7 all showed a 25% increase in ELA proficiency.

What new actions did your school take in this area?
To address the improvement in ELA proficiency, the school implemented the following actions:

Student Data Chats: Implemented across all grade levels to discuss and analyze student performance data.
Interventions with iXL: Used iXL for supplementing small groups and centers, providing targeted practice and support.
AVID High Yield Strategies: Utilized across all grade levels to enhance reading and writing skills, leveraging proven strategies for academic success.
These actions were instrumental in achieving the significant improvement in ELA proficiency across Grades 3, 6, and 7.

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

Which data component showed the lowest performance?
Grades 5 and 8 showed the lowest performance in the area of ELA, with proficiency levels below 50%.

Contributing Factors to Last Year's Low Performance:

Lack of Staff Participation in Tutoring: The staff in the ELA area did not participate in tutoring programs. This absence likely deprived struggling students in Grades 5 and 8 of additional support that could have helped improve their ELA proficiency.

Low Attendance Rates: Grades 5 and 8 had the lowest attendance rates both in school and in the

tutoring programs. Poor attendance correlates directly with decreased learning opportunities and engagement, impacting academic performance negatively.

High Number of Discipline Referrals: These grades also had the highest number of discipline referrals for the year. Discipline issues can disrupt learning environments, affecting not only the disciplined students but also their peers' learning experiences.

Discussion of Trends:
The trends observed suggest several interconnected issues:

Academic Support Deficiency: The lack of staff involvement in tutoring and the low attendance rates in tutoring programs indicate a significant gap in providing academic support where it's most needed.
Behavioral and Attendance Challenges: High discipline referrals and low attendance rates often reflect broader challenges in student engagement and behavior management, impacting overall school culture and learning outcomes.
Addressing these issues requires a multifaceted approach:

Enhanced Academic Support: Encouraging and supporting staff participation in tutoring programs can provide targeted assistance to struggling students.
Improving Attendance: Implementing strategies to improve attendance, such as incentive programs or targeted interventions for at-risk students, can help mitigate the negative impact on academic achievement.
Behavioral Support: Implementing proactive disciplinary strategies and fostering a positive school climate can reduce discipline issues and create a conducive environment for learning.
By addressing these contributing factors holistically, schools can work towards improving academic outcomes for Grades 5 and 8 in ELA and fostering a supportive learning environment for all students.

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

Lowest Performance Component: The fifth grade ELA (English Language Arts) data component showed the lowest performance. This is indicated by the greatest decline in proficiency across the school compared to other grade levels.

Greatest Decline from Prior Year: Fifth grade ELA also showed the greatest decline from the prior year. The factors contributing to this decline include:

Lack of Tutoring Participation: The staff in this grade level did not participate in tutoring programs.

Tutoring can provide additional support and reinforcement of learning, which might have helped improve proficiency.

Low Attendance Rates: Fifth grade had the lowest attendance rates both in school and in the tutoring programs. Poor attendance can directly impact students' ability to learn and engage effectively in the curriculum.

High Discipline Referrals: Fifth grade had the second highest number of discipline referrals for the year. High disciplinary issues can disrupt learning environments, leading to less focus on academic achievement and more on behavior management.

These factors collectively contributed to the decline in proficiency in fifth grade ELA, highlighting the importance of addressing attendance, participation in supportive programs like tutoring, and managing discipline effectively to improve academic outcomes.

Greatest Gap
Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Based on the testing data, both ELA and Math performance in grade 5 had the greatest gaps compared to the state average. Several factors contribute to this disparity:

Discipline Referrals: High rates of discipline referrals can disrupt learning environments and impact academic performance. Addressing behavior management strategies could potentially improve focus on academic achievement.

Presence of ESE Students and Students with 504 Plans: Grade 5 has a significant number of Exceptional Student Education (ESE) students and those with 504 plans, indicating diverse learning needs that require specialized instructional strategies and supports. Ensuring that these students receive appropriate accommodations and differentiated instruction is crucial.

Need for Scaffolding and Supports: Grade 5 students often require more scaffolding and academic supports as they transition to more complex learning tasks and expectations. Providing targeted interventions, small-group instruction, and personalized learning plans can help bridge achievement gaps.

Trends:

Ongoing monitoring and adjustment of support strategies based on data trends can help in narrowing

these gaps over time.

Collaboration among educators, administrators, and support staff to implement effective interventions and instructional practices tailored to the needs of grade 5 students.

By addressing these factors and implementing targeted interventions, schools can work towards improving ELA and Math performance in grade 5 and closing the gap with state averages.

EWS Areas of Concern

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

Improving attendance rates across the entire school.

Decreasing discipline referrals for upcoming 6th grade students.

Highest Priorities

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

Strategically planning subject area planning and collaboration for 5th- 8th grades to specifically support the areas of ELA and Science.

Coaching and feedback cycle with the 5th grade and 8th grade ELA staff.

Focusing on attendance incentives and targeting families with history of truancy and connecting strategically with families to increase attendance rates.

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

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

Area of Focus #1

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

Instructional Practice specifically relating to ELA

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

The data indicates varying levels of reading proficiency across different grades, with Kindergarten at 50%, 1st Grade at 57%, 2nd Grade at 50%, 3rd Grade at 70%, 4th Grade at 52%, 5th Grade at 45%, 6th Grade at 66%, and 7th Grade at 63%. The school-wide goal is set at 70% reading proficiency, highlighting a significant gap in several grades.

These proficiency levels suggest that many students are not meeting the expected reading standards, which can have a substantial impact on their overall academic performance. Reading proficiency is foundational for success in all subjects, as it affects comprehension, critical thinking, and the ability to engage with complex texts. Students who are not proficient readers may struggle with understanding instructions, participating in discussions, and completing assignments, leading to lower academic achievement and decreased confidence. This can create a cycle of disengagement and underperformance, making it crucial to address these gaps early on.

The prior year's data review highlighted these proficiency gaps, underscoring the necessity for targeted interventions. The consistent underperformance in several grades compared to the school-wide goal of 70% proficiency indicates systemic issues that need to be addressed. By identifying these areas as crucial needs, the school can prioritize resource allocation, professional development for teachers, and the implementation of evidence-based strategies to support these grades. This approach aims to close the achievement gap and promote a more inclusive and effective learning environment for all students. Addressing these gaps is essential to ensure that all students have equitable access to high-quality education and the support they need to succeed.

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

By the end of the 2024-2025 academic year, Key Largo School will achieve a 70% reading proficiency rate across all grade levels, as measured by standardized reading assessments.

Monitoring

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

We will monitor student progress through curriculum-based formative and summative assessments, including the state progress monitoring testing. (STAR in grades K-2 and FAST in grades 3-8)

Person responsible for monitoring outcome
Hannah Fisher and Tiffany Zepeda, Assistant Principal

Evidence-based Intervention:

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

Description of Intervention #1:
Data from STAR, iStation, Benchmark Advance, and SAAVAS will guide interventions aimed at fostering text-to-text connections across various texts and identifying themes in poetry. Students in grades K-3 will enhance their phonemic awareness and decoding skills to tackle complex multisyllabic words. These efforts will be supported by Flamingo Small Group Literacy Instruction and daily lessons from Benchmark Advance. For struggling students in grades 4-8, targeted small-group instruction will focus on literacy and English language development. The Critical Reading Process and iLit 45 will be employed for ELA and intensive reading, respectively.

Rationale:
Building foundational skills to support reading comprehension involves developing students' phonemic awareness, decoding abilities, word analysis skills, and word recognition within texts. According to the What Works Clearinghouse (WWC), these foundational reading skills enable students to improve reading accuracy, fluency, comprehension, and their ability to discern meaning in both literary and informational texts. Research-based AVID strategies, such as using graphic organizers to capture text comprehension, implementing the gradual release instructional method for scaffolding, and applying the critical reading process across all subjects, will enhance student learning and overall academic achievement.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
ELA Monitoring Data Chat

Person Monitoring: **By When/Frequency:**

Hannah Fisher(K-4) & Tiffany Zepeda (5-8)
Lissette Castillo (Literacy Coach)

After first PM testing. All data should be collected.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Prioritize students for early morning tutoring and/or after-school Title I tutoring, thereby extending the school day for targeted students. Topics discussed at regularly scheduled data chat meetings: Academic Performance Tracking: Pre- and Post-Assessments: Conduct assessments before and after the tutoring sessions to measure improvements in students' academic performance. Grade Analysis: Regularly review students' grades and test scores to identify any positive trends or areas needing further support. Attendance and Participation Monitoring: Attendance Records: Keep detailed records of student attendance in the tutoring sessions to ensure consistent participation. Engagement Levels: Observe and document student engagement during the sessions to assess their involvement and interest. Teacher Feedback: Gather input from teachers to gain a comprehensive understanding of the tutoring program's impact on students' academic and behavioral progress.

Action Step #2
Tutoring Enhancement

Person Monitoring:
Hannah Fisher(K-4) & Tiffany Zepeda (5-8)
Lissette Castillo (Literacy Coach)

By When/Frequency:
After first PM testing. All data should be collected.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Enhance the tutoring approach to include frequent use of multisensory techniques and math manipulatives, along with weekly integration of the critical reading process skill from AVID. The assigned assistant principal and literacy coach will analyze and discuss: Student Progress Assessments: Assessments before and after implementing the enhanced tutoring approach to measure improvements in students' understanding of the targeted reading skills. Skill-Specific Evaluations: Use targeted assessments to evaluate students' proficiency in specific areas, such as their application of critical reading strategies. Observational Data: Classroom Observations: Have teachers and tutors observe and document students' engagement and interaction with multisensory techniques during tutoring sessions. Behavioral Changes: Monitor changes in students' behavior, such as increased participation, enthusiasm for learning, and confidence in using new strategies. Feedback Mechanisms: Student Surveys: Collect feedback from students about their experiences with the enhanced tutoring methods, focusing on their comfort level and perceived effectiveness of the multisensory techniques and math manipulatives. Teacher and Tutor Input: Gather insights from teachers and tutors on the effectiveness of the new approaches and any noticeable improvements in student performance and engagement.

Action Step #3
Schedule Adjustments

Person Monitoring:
Hannah Fisher(K-4) & Tiffany Zepeda (5-8)
Lissette Castillo (Literacy Coach)

By When/Frequency:
After first PM testing. All data should be collected.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Additional classroom support, including changes to elementary and middle school schedules, will be supplemented by school assistance from the ELA Curriculum Specialists. The assigned assistant principal and literacy coach will analyze, discuss, and modify schedules if necessary based on: Academic Performance Analysis: Benchmark Assessments: Review regular benchmark assessments

to measure students' progress in English Language Arts (ELA) before and after the implementation of additional support and schedule changes. Test Scores: Track improvements in test scores to evaluate the effectiveness of the new support measures. Classroom Observations and Evaluations: Teacher Observations: Have teachers and ELA Curriculum Specialists observe classrooms to assess how the additional support and schedule changes are being implemented and their impact on student engagement and learning. Instructional Quality: Evaluate the quality of instruction and the integration of ELA Curriculum Specialists' strategies through regular classroom walkthroughs and evaluations. Feedback Collection: Teacher and Specialist Feedback: Collect input from teachers and ELA Curriculum Specialists on the effectiveness of the support measures and any observed improvements in student performance and classroom dynamics.

Area of Focus #2

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

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

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

Based on Spring FAST ELA assessment data, 55% of 5th-grade students scored below level 3 indicating they are performing below grade level.

We see the need for a Tier 3 intervention focusing on individual student needs. This intervention will be highly effective with Tier 1 strong ESSA Evidence. Implementing this instructional strategy will increase student proficiency in ELA for the 2024-2025 school year.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Our progress monitoring data from PM 3 in 2024 indicates Grade 5 was at 45% In 5rd grade, our ESE subgroup performed at a proficiency rate of 45%, the EL group showed 20% proficiency, and the BAA group was at 0% proficiency rate.

We see the need for Tier 2 and Tier 3 interventions focused on individual student needs. These interventions will be highly effective with Strong ESSA Evidence-based
on the needs of students in the ESE, EL, and BAA subgroups.

Grades K-2: Measurable Outcome(s)

N/A

Grades 3-5: Measurable Outcome(s)

Based on the Spring 2024 FAST ELA, 4th-grade data, 53% of students scored a level 3 (proficient) or higher, and in 5th-grade data, 49% of students scored a level 3 (proficient) or higher. For the 2024-2025 school year,70% of current 5th-grade students will score a level 3 (proficient) or higher on the FAST ELA PM 3 assessment, and 70% of current 6th-grade students will score a level 3 (proficient) or higher on the FAST ELA PM# assessment.

Monitoring

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

Student progress will be tracked using the Benchmark curriculum for formative and summative assessments. The Literacy Leadership Team and Coach will analyze data from FAST testing (PM1 & 2) to aid students with unfinished learning and enhance proficiency. Daily monitoring of the small group literacy model will occur through embedded assessments in Benchmark Advance. Weekly data discussions led by Grade level teams and interventionists will cater to student needs. Monthly progress reviews by the Literacy Leadership team will evaluate the effectiveness of differentiated learning approaches.

Person responsible for monitoring outcome
Lissette Castillo-Literacy Coach, Hannah Fisher and Tiffany Zepeda, Assistant Principals.

Evidence-based Intervention:

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

Description of Intervention #1:
In grades K-3, students will engage with Flamingo UFLI differentiated learning to enhance phonemic skills. Teachers will guide students in connecting sounds with meanings through decoding, writing, and analyzing words and word parts, promoting phonemic awareness, phonics, fluency, vocabulary, and comprehension. The ESSA evidence-based strategies supporting foundational skills for K-2 students are detailed in the IES guide "Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade," aligning with the B.E.S.T Standards and the K-12 Comprehensive Reading Plan. For grades 4-5, students will benefit from the Benchmark small group instruction model for tailored learning experiences. This targeted approach meets each student's needs, integrating the critical reading process throughout the K-5 curriculum. Key AVID strategies like graphic organizers and the gradual release model will enhance student learning and academic achievement. These strategies align with the B.E.S.T Standards outlined in the IES guide Providing Reading Interventions for Grade 5.

Rationale:
Developing foundational skills to enhance reading comprehension involves increasing students' awareness of speech sound segments, teaching them to decode, analyze word parts, and identify

words in text. According to the What Works Clearinghouse (WWC), mastering these foundational reading skills enables students to improve reading accuracy, fluency, comprehension, and the ability to discern meaning in both literary and informational texts. Scaffolded instruction, a proven and research-based teaching method with a substantial effect size of 0.82 in Hattie's analysis, caters to all student populations and our identified needs effectively. These interventions will receive robust support from ESSA evidence-based strategies that target specific student needs, drawing from the referenced IES guides.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
ELA Monitoring Data Chat

Person Monitoring:	**By When/Frequency:**
Tiffany Zepeda, Assistant Principal and Lissette Castillo, Literacy Coach	Quartly/After PM1 and PM 2

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Prioritize students for early morning tutoring and/or after-school Title I tutoring, thereby extending the school day for targeted students. Topics discussed at regularly scheduled data chat meetings: Academic Performance Tracking: Pre- and Post-Assessments: Conduct assessments before and after the tutoring sessions to measure improvements in students' academic performance. Grade Analysis: Regularly review students' grades and test scores to identify any positive trends or areas needing further support. Attendance and Participation Monitoring: Attendance Records: Keep detailed records of student attendance in the tutoring sessions to ensure consistent participation. Engagement Levels: Observe and document student engagement during the sessions to assess their involvement and interest. Teacher Feedback: Gather input from teachers to gain a comprehensive understanding of the tutoring program's impact on students' academic and behavioral progress.

Action Step #2
Refine Tutoring Process

Person Monitoring:	**By When/Frequency:**
Tiffany Zepeda, Assistant Principal and Lissette Castillo, Literacy Coach	Quartly/After PM1 and PM 2

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Refine the tutoring process to be high-frequency and multisensory implementing comprehension story boards. The assigned assistant principal and literacy coach will analyze and discuss: Student Progress Tracking: Pre- and Post-Assessments: Review assessments before and after the implementation of the refined tutoring process to measure improvements in students' comprehension skills. Focus on specific metrics such as reading comprehension scores and the ability to recall and summarize stories. Regular Check-Ins: Use frequent, formative assessments during tutoring sessions

to monitor ongoing progress. This can include quizzes, comprehension questions, and storyboard activities that reflect students' understanding and retention of the material. Feedback and Observations: Teacher Observations: Have teachers and tutors observe and document student engagement and interaction with the storyboards during tutoring sessions. Look for signs of increased participation, enthusiasm, and comprehension.

Action Step #3
Professional Learning

Person Monitoring:	By When/Frequency:
Lissette Castillo, Literacy Coach	After PM 1

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

Provide professional Learning to teachers in Flamingo UFLI and Orton Gillingham. The Literacy Coach will analyze and review the impact of the professional learning by: Teacher Implementation and Feedback: Classroom Observations: Conduct regular observations to see how teachers are implementing the Flamingo UFLI and Orton Gillingham techniques in their classrooms. Look for fidelity to the training and the effectiveness of the strategies in practice. Teacher Surveys and Feedback: Collect feedback from teachers about their experiences with the professional learning sessions. This can include surveys or focus groups to gather insights on the training's usefulness, areas for improvement, and its impact on their teaching practices. Student Performance and Engagement: Student Assessments: Monitor student performance through assessments that measure literacy skills targeted by Flamingo UFLI and Orton Gillingham methods. Compare data from before and after professional learning to identify any improvements in student outcomes. Engagement Metrics: Track student engagement and participation in literacy activities. This can include observing changes in student behavior, such as increased interest in reading and writing tasks, and collecting feedback from students about their learning experiences.

Action Step #4
Parent Data Meetings

Person Monitoring:	By When/Frequency:
Tiffany Zepeda, Assistant Principal and Lissette Castillo, Literacy Coach	Quartly/After PM1 and PM 2

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

Conduct data meetings with staff, and then collaborate with teachers to hold parent-student conferences to review data and progress. The assigned assistant principal and literacy coach will assist the teacher with: Data Analysis and Tracking: Progress Monitoring: Regularly analyze student performance data during staff meetings to identify trends, strengths, and areas needing improvement. Use this data to set specific goals and action plans for each student. Data Charts: Implement data charts to visually track student progress over time. These charts can be updated regularly and shared during parent-student conferences to provide a clear picture of each student's academic journey. Feedback and Follow-Up: Parent and Student Feedback: Collect feedback from parents and students during and after the conferences to understand their perspectives on the data shared and the progress discussed. This feedback can help refine future meetings and ensure they are effective. Action Plan Reviews: Schedule follow-up meetings to review the action plans created during the conferences. Assess the implementation of these plans and their impact on student progress, making adjustments as needed based on ongoing data analysis.

Area of Focus #3

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

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

Importance of Science Education:
Science education is crucial for developing critical thinking, problem-solving skills, and a deeper understanding of the world. It prepares students for future careers in STEM fields and helps them make informed decisions in their daily lives.

High-quality science education fosters curiosity and innovation, which are essential for personal and societal progress.

Impact on Student Learning:
Enhanced Critical Thinking: Science education encourages students to ask questions, conduct experiments, and analyze results, which enhances their critical thinking and analytical skills.

Improved Academic Performance: Engaging in science activities can boost overall academic performance by improving literacy and numeracy skills through scientific inquiry and data analysis.

Increased Engagement: Practical and hands-on science activities can increase student engagement and motivation, leading to better attendance and participation in school.

Rationale Based on Prior Year Data:

Assessment Tool: State standardized science assessments.

Current Baseline: Only 43% of students are currently proficient in science.

Identified Need: The proficiency rate indicates that more than half of the students are not meeting the expected standards in science. This gap highlights a significant need for improvement in science education.

Data-Driven Decision: The low proficiency rate from the prior year's data underscores the necessity to prioritize science education. By focusing on science, the school aims to enhance student learning

outcomes, close the proficiency gap, and better prepare students for future academic and career opportunities.

Measurable Outcome

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

By the end of the 2024-2025 academic year, the percentage of students achieving proficiency in science, as measured by state standardized assessments, will increase from 43% to 60%.

Monitoring

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

Progress Tracking: Regularly review student performance data to track progress toward the 60% proficiency goal. Use benchmark assessments to measure interim success and make adjustments.

Feedback Loop: Maintain open communication with teachers, students, and parents to gather feedback on the effectiveness of the interventions and curriculum changes.

Adjust Strategies: Based on ongoing data and feedback, make necessary adjustments to teaching methods, resources, and support structures to ensure continuous improvement.

Person responsible for monitoring outcome
Darren Pais, Principal

Evidence-based Intervention:

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

Description of Intervention #1:
Differentiated Instruction: Develop and implement differentiated lesson plans to address varying student needs and learning styles. Incorporate additional support for struggling students through tutoring and after-school programs. Regular Assessments: Introduce formative assessments to monitor student progress and adjust instruction as needed. Use these assessments to provide timely feedback to students and inform instructional decisions. Peer Support: Establish peer study groups and mentoring programs where proficient students can help those who are struggling.

Rationale:
Differentiated instruction is a research-based approach that tailors teaching methods to accommodate diverse student needs, making it particularly effective in science education. Research supports its effectiveness by demonstrating that it enhances student engagement, comprehension, and achievement. Science is inherently complex, often involving abstract concepts and diverse skills, from critical thinking to experimental techniques. Differentiated instruction addresses this complexity

by recognizing that students have varied learning styles, interests, and levels of prior knowledge. By adapting instruction to these differences, teachers can provide more personalized and relevant learning experiences. For instance, while some students may benefit from hands-on experiments, others might grasp concepts better through visual aids or interactive simulations. Studies indicate that differentiated instruction can lead to improved academic outcomes. When teachers adjust their methods based on students' readiness, interests, and learning profiles, students are more likely to achieve higher levels of understanding and retain information longer. This approach not only supports students who struggle but also challenges those who are advanced, ensuring that all students progress effectively. Differentiated instruction fosters a more inclusive classroom environment where diverse learners can thrive. Addressing individual needs helps reduce gaps in learning and builds a stronger foundation for scientific inquiry and problem-solving skills.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Assess Current Performance and Identify Gaps:

Person Monitoring:	**By When/Frequency:**
Darren Pais	Quartly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Data Analysis: Review current science assessment data to identify specific areas where students are underperforming. Analyze trends in test scores, question types, and student feedback. Teacher Input: Review strategies and lesson plans with science teachers to understand the challenges they face and gather insights on curriculum gaps. Student Feedback: Collect feedback from students regarding their understanding of science concepts and their perception of the subject.

Action Step #2
Enhance Curriculum and Instruction:

Person Monitoring:	**By When/Frequency:**
Darren Pais	Quartly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Curriculum Review: Integrate engaging, hands-on experiments and real-world applications. Professional Development: Provide targeted training for teachers on effective science teaching strategies, including inquiry-based learning and differentiation.

Action Step #3
Implement Targeted Interventions:

Person Monitoring:	**By When/Frequency:**
Darren Pais	Quartly

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

step:
Differentiated Instruction: Develop and implement differentiated lesson plans to address varying student needs and learning styles. Incorporate additional support for struggling students through tutoring. Regular Assessments: Use formative assessments to monitor student progress and adjust instruction as needed. Use these assessments to provide timely feedback to students and inform instructional decisions. Peer Support: Establish peer study groups and mentoring programs where proficient students can help those who are struggling.

Action Step #4
Monitor Progress and Adjust Strategies:

Person Monitoring:	**By When/Frequency:**
Darren Pais	Quartly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Progress Tracking: Regularly review student performance data to track progress toward the 60% proficiency goal. Use benchmark assessments to measure interim success and make adjustments. Feedback Loop: Maintain open communication with teachers, students, and parents to gather feedback on the effectiveness of the interventions and curriculum changes. Adjust Strategies: Based on ongoing data and feedback, make necessary adjustments to teaching methods, resources, and support structures to ensure continuous improvement.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

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

In each grade, more than 10% of students were absent 10% or more during the 2023-2024 school year.

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

Increase the overall school attendance rate to 96% by the end of the 2024-2025 school year.

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

Student attendance will be monitored through a systematic approach that includes several key steps:

Data Collection: Attendance data will be collected regularly, for each student across all grade levels. This data will include the number of days present, absent, and tardy.

Analysis and Reporting: The attendance data will be analyzed to identify trends and patterns. Reports will be generated to track individual student attendance, grade-level trends, and overall school attendance rates.

Early Identification: Early identification of students with attendance issues (such as those approaching or exceeding the 10% absenteeism threshold) will be crucial. This allows for timely intervention and support.

Intervention Strategies: Upon identification, targeted intervention strategies will be implemented. These may include:

Parental Engagement: Contacting parents or guardians to discuss the importance of attendance and address any barriers.
Student Support Plans: Develop individualized attendance improvement plans for students with persistent absenteeism.
Incentive Programs: Implementing incentive programs to encourage regular attendance.
Collaboration with Support Services: Collaborating with school counselors, social workers, and other support staff to address underlying issues affecting attendance.
Ongoing Monitoring: Continuous monitoring of student attendance throughout the school year will be conducted to assess the effectiveness of interventions. Adjustments to strategies may be made based on ongoing data analysis and feedback from stakeholders.

Impact on Student Achievement Outcomes:

Academic Engagement: Improved attendance correlates with increased academic engagement, as students are more likely to participate in classroom activities and instruction.
Learning Continuity: Regular attendance ensures students do not miss important lessons and instruction, which is crucial for academic progress and achievement.
Behavioral and Social Development: Consistent attendance fosters positive behavioral and social development, as students build relationships with peers and educators and participate in school community activities.
School Culture: A focus on attendance contributes to a positive school culture where punctuality and regular participation are valued, reinforcing the overall learning environment.
By implementing a comprehensive attendance monitoring system and addressing attendance issues

proactively, schools can significantly impact student achievement outcomes by ensuring that students are present, engaged, and participating in their education consistently.

Person responsible for monitoring outcome

Nicole Blanche and Carrie Kerns, Counselors

Evidence-based Intervention:

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

Description of Intervention #1:

1. Parental Engagement and Communication: Track communication logs between parents and school staff, attendance at parent meetings, and changes in student attendance following parent interventions. Surveys can also be used to gather parent feedback on communication effectiveness. 2. Positive Behavior Interventions and Supports (PBIS): Use attendance data to identify trends and track the impact of PBIS initiatives. Regularly review behavior and attendance records to assess improvements and adjust strategies as needed. 3. School Climate Improvement Initiatives: Improving the overall school climate, including fostering a welcoming and supportive environment, can enhance student engagement and attendance. Analyze attendance data to see if improvements in school climate correlate with increased attendance rates 4. Early Warning Systems (EWS): Regularly review EWS data to identify at-risk students and monitor the effectiveness of interventions put in place. Adjust support strategies based on the ongoing analysis of attendance trends and student outcomes.

Rationale:

1. Parental Engagement and Communication: Research shows that increased parental involvement and effective communication between school and home can significantly improve student attendance. Engaging parents in understanding the importance of regular attendance and addressing barriers together can lead to better attendance rates. 2. Positive Behavior Interventions and Supports (PBIS): PBIS focuses on improving student behavior through positive reinforcement, which can lead to better attendance. Recognizing and rewarding good attendance can motivate students to attend school regularly. 3. School Climate Improvement Initiatives: Improving the overall school climate, including fostering a welcoming and supportive environment, can enhance student engagement and attendance. 5. Early Warning Systems (EWS): Implementing an Early Warning System to identify and support at-risk students can help address attendance issues before they become chronic. EWS uses data such as attendance, behavior, and grades to flag students who need additional support.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1
Monitoring Plan for Student Attendance

Person Monitoring:	**By When/Frequency:**
Nicole Blanche and Carrie Kerns, Counselors	Start of 24/25 School Year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Data Collection: Collect attendance data daily and compile it into weekly and monthly reports for analysis. Intervention Tracking: Document all interventions implemented, including the dates, types of interventions, and student responses. Feedback Mechanisms: Use surveys, focus groups, and feedback forms to gather input from students, parents, and staff about the effectiveness of attendance strategies. Review Meetings: Hold regular meetings with staff to review attendance data and the effectiveness of interventions. Adjust strategies as needed based on data and feedback. Reporting: Provide regular updates to stakeholders, including school leadership, teachers, parents, and the school board, on progress toward the attendance goal.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

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

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

Through Monthly School Advisory Meetings, Faculty Meetings and frequent uploads on our School Website, SIP data analysis will be shared with all stakeholders.

https://www.keysschools.com/Domain/581

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

KLS continuously strives to build positive relationships with parents, families, and community stakeholders. This effort is essential for fulfilling its mission, supporting student needs, and keeping parents informed about their child's progress.

KLS establishes clear and easily accessible communication channels, including traditional forms such as emails, social media platforms, and an updated school website where parents can find information about events, curriculum, and resources. Additionally, KLS uses notifications within FOCUS, an online portal that provides parents access to student grades, assignments, and teacher feedback.

Parent-teacher conferences are scheduled at least twice a year, offering parents the opportunity to discuss their child's academic progress, strengths, challenges, and set goals collaboratively with teachers.

At the beginning of each academic year, KLS conducts orientation sessions and workshops for parents. These sessions cover school policies, curriculum, teaching methodologies, and ways parents can support their child's learning at home.

KLS hosts various events such as family fun nights, cultural fairs, art exhibitions, and sports competitions. These activities provide a platform for parents, families, and community members to connect with each other and the school in an informal setting.

KLS has advisory committees composed of parents and community members. These committees provide valuable feedback on school programs, policies, and initiatives, serving as a bridge between the school administration and the wider community.

KLS actively seeks partnerships with local businesses, organizations, and nonprofits. These partnerships provide resources, funding, and opportunities for students, while the school organizes community service projects and events involving students, parents, and community members.

Workshops on various parenting topics, such as effective communication, stress management, homework help, and language support, empower parents to better understand their child's needs and provide appropriate support.

Parents and community members are encouraged to volunteer in classrooms, school events, and extracurricular activities. This involvement strengthens the school's connection to the community and demonstrates a shared commitment to student success.
KLS actively seeks feedback from parents through Title One parent surveys. This feedback helps the school adapt its programs and policies to better meet the needs of students and families.

KLS maintains an active presence on social media platforms such as Facebook and Instagram, showcasing student achievements, upcoming events, and community initiatives. This keeps parents and stakeholders informed and engaged.

KLS provides access to counseling services for students and families through the Guidance Care Clinic of the Florida Keys (GCC). This support addresses academic, emotional, and social challenges, fostering a holistic approach to education.

By implementing these strategies, KLS creates a strong foundation for positive relationships with parents, families, and community stakeholders. This collaboration ultimately contributes to the school's ability to fulfill its mission, support student needs, and keep parents informed about their child's progress.

https://www.keysschools.com/domain/705

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

Curriculum Review and Enhancement: Teachers conduct a comprehensive review of the existing curriculum, assessing its alignment with academic standards, current research, and student needs. This process identifies areas for improvement and opportunities to enhance the curriculum.
Gradual Release Model of Instruction: Teachers participate in professional development focused on the gradual release model of instruction, which segments lessons into "I do, we do, you do." This method involves the teacher modeling a skill or strategy, allowing students to practice with support, and then releasing them to practice independently.
Differentiated Instruction: Teachers receive training in differentiated instruction techniques, which tailor teaching methods and content to individual student needs. This approach ensures that both struggling students and high achievers receive appropriate challenges and support. Interventionists collaborate with grade-level leaders and curriculum specialists to design data-driven instructional groups and strategies, regularly analyzing growth data to measure effectiveness.
Extended Learning Time: The school extends the school day through before and after-school tutoring and the school year by offering summer school and extended summer programs, providing additional learning opportunities. This extra time is used for academic enrichment, hands-on projects, and collaborative learning experiences.
Professional Development for Teachers: Teachers engage in ongoing professional development in pedagogical techniques such as differentiated instruction and project-based learning, as well as content knowledge. This ensures they are equipped to provide high-quality instruction that meets the needs of diverse learners. Professional development is facilitated through WICOR Wednesdays, where various teachers present effective AVID strategies to the faculty.
Data-Driven Decision Making: KLS employs data-driven instruction, using assessment data to identify areas for improvement and tailor interventions to individual students. This approach helps teachers address learning gaps and adjust instructional strategies accordingly, with quarterly grade-

level meetings to review progress.

Parent and Community Involvement: Parents and community members are actively involved in supporting the enriched curriculum. Guest speakers, workshops, and partnerships with local experts provide students with exposure to real-world applications of their learning.

How Plan is Developed

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

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

KLS has two full-time school counselors available to students on campus daily. They provide individual and group counseling services and refer students to the Guidance Care Center for therapy and specialized mental health treatment. A therapist from the Guidance Care Center is on campus five days a week to meet with her assigned students, while additional agency counselors from the Guidance Care Center CAT team regularly visit to provide specialized support services.

The school counselors also refer students to Children in Need of Services/Families in Need of Services (CINS/FINS) for community-based mentoring and academic support. KLS employs a full-time social worker who provides Tier 3 behavioral support after Tier 2 interventions by the counselors. The social worker coordinates functional behavior assessments and writes behavior intervention plans as needed.

In emergencies, the school counselors and social worker conduct crisis intervention interviews and behavioral threat assessments. A mobile response team from the Guidance Care Center is available to assist the school during a crisis.

The counseling team collaborates with teachers and administrators to organize school safety and mental health awareness weeks, such as Start with Hello Week, Red Ribbon Week, and Say Something Week. The school also promotes World Unity Day, World Kindness Day, and World Inclusion Day to encourage students to come together and support one another.

Preparing for Postsecondary Opportunities and the Workforce

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

As an AVID National Demonstration School, KLS provides students at all grade levels with opportunities to research and learn about postsecondary education and career options. During AVID Career Day, various community members and professionals from local businesses present information to our students, and local colleges attend to share details about continuing education opportunities beyond graduation.

Our CTE classes enable students to earn certifications, such as Adobe Photoshop, which can be

added to their resumes and utilized immediately in the workforce.

Addressing Problem Behavior and Early Intervening Services

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

The KLS tiered model consists of three levels of intervention:

Tier 1 - Class/Schoolwide Interventions: This tier aims to create a positive and inclusive school climate that promotes academic and behavioral success for all students. Universal strategies such as Positive Behavior Interventions and Supports (PBIS) are implemented to set clear expectations, reinforce positive behavior, and ensure a safe learning environment. High-quality instruction and differentiated teaching methods address the diverse learning needs of students.

Tier 2 - Targeted Interventions: Students needing additional support beyond Tier 1 are identified through data analysis and teacher observations. Targeted interventions may include small-group interventions, social skills training, and extra academic support. Progress is closely monitored, and interventions are adjusted as necessary.

Tier 3 - Intensive Interventions: This tier provides intensive, individualized interventions for students with significant behavioral or academic challenges. A Functional Behavior Assessment (FBA) might be conducted to understand the root causes of problem behavior and develop a Behavior Intervention Plan (BIP). Individualized Education Programs (IEPs) are created for students with disabilities, outlining specific goals, services, and accommodations.

Early Intervening Services (EIS):

a. Identification and Assessment: KLS employs data-driven methods to identify students at risk of academic or behavioral difficulties. Assessments include standardized tests, teacher evaluations, and behavioral observations.

b. Intervention Planning and Implementation: Based on assessment results, teachers design and implement targeted interventions to address students' specific needs. These evidence-based interventions may involve additional academic support, counseling, behavior management strategies, or social-emotional learning programs.

c. Progress Monitoring: The progress of students receiving early intervention services is continuously monitored to determine the effectiveness of the interventions. If students respond positively, the interventions may continue; if not, the interventions are adjusted or more intensive supports are provided.

Coordination with IDEA and ESSA: EIS aligns with the principles of Response to Intervention (RTI) and Positive Behavior Interventions and Supports (PBIS) within the schoolwide tiered model.

Professional Learning and Other Activities

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

Professional learning is designed based on the SIP and Professional Learning Needs Assessment. The district allocates 8 professional learning days for schools to facilitate professional learning opportunities. Additionally, teachers can engage in Professional Learning Communities (PLCs), which aim to support the Student Achievement Goal and the Professional Learning Goal within teachers' Professional Growth Plans.

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

Monroe County School District supports smooth transitions for children and their families entering Pre-Kindergarten and Kindergarten. Administrators, teaching staff, and family service personnel collaborate closely with parents to ensure successful transitions. Each year, the district partners with inter-agency groups to gather data on incoming Kindergarten students. Through the state's T&TA Steering Committee, Child Find, the ELC, the Early Childhood Department, and the district's Pre-K ESE department, we maintain inter-agency agreements and communication to support Pre-K and Kindergarten students with special needs. At the end of each school year, enrollment information for Kindergarten is communicated to MCSD prekindergarten students and posted on the district's website. Information is also shared with private providers and inter-agency groups.

Throughout the district, each school hosts a "Kindergarten Round-up" to invite prospective Kindergarten students and parents to attend transition meetings at their chosen school. Students tour the school with a current Kindergarten teacher, while parents discuss registration, attendance, school policies, and other important communications.

Additionally, Head Start and VPK teachers prepare student files for transfer to the school department chair. Transition meetings involving school administration, department chairs, and Head Start/VPK personnel are conducted to discuss student transitions. In May, parents of children transitioning to Kindergarten receive a packet containing their child's physical, immunization records, IEP (if applicable), developmental progress report, assessment information, "What My Child Needs to Know," and summer learning resources. Special transition meetings are organized with the Early Childhood Learning department for both Head Start and VPK students and families.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.   **No**

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