

Monroe County School District

Key Largo School



2017-18 School Improvement Plan

Key Largo School

104801 OVERSEAS HWY, Key Largo, FL 33037

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Combination School PK-8	Yes	68%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	58%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround Status

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

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

2017-18 DA Category and Statuses for Key Largo School

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

Preparing All Students for Success in a Global Society

b. Provide the school's vision statement

The Key Largo School community ignites innovative learning, fosters leadership, celebrates diversity, and inspires active citizenship.

2. School Environment

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

Key Largo School learns about student's cultures and builds relationships between teachers and students in different ways. Team building opportunities among staff provide a model for teachers to use within their classrooms. Advancement Via Individual Determination (AVID) schoolwide strategies allow classroom teachers to make personal connections with their students in a supportive learning environment. Teachers serve as advocates to their homeroom and Gold Team students in a daily capacity and support their student's educational experiences.

Our curriculum provides pathways for teachers and students to explore different cultures through literacy experiences, special projects, and annual events. At Key Largo School, we recognize that building relationships between school staff and students goes beyond the school walls and extends into our community.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

Key Largo School creates an environment where students feel safe and respected before, during, and after-school by implementing the iBelieve program which provides clear and consistent behavioral expectations. A Keys Children's Foundation grant provides a free Jump Start program from 7:15 - 8:15 every morning for our early arrivals. Staff members welcome students each morning with a smile. School counselors and the administrative team work closely with teachers, students and parents to implement the Second Step Curriculum and Bullying Prevention Program. Key Largo School is a Positive Behavioral Interventions and Supports (PBIS) school. Students are rewarded for making responsible choices and doing the right thing throughout their day. Rewards include: shopping in the PBIS store, evening Movies on the Lawn, snack cart, and participation in PBIS-sponsored events. Additionally, students of the month from each class who demonstrate strength of character are recognized as KLS Kids of Character. These supports are essential to the students, guide behavior management, and provide our students with a sense of security and safety. Partnership with Monroe County Sheriff's Office provides a full time School Resource Officer (SRO) for the campus. The SRO is visible around campus and actively builds relationships with students and staff. Recently installed gates and cameras provide an additional sense of security. Regularly scheduled fire, tornado, and response option drills allow students the opportunity to practice in case of emergency situations.

In conjunction with Summer School, grants from Ocean Reef Community Foundation and Keys

Children's Foundation provide a free summer recreation program. This fun program enriches the regular school year and provides a safe place for students to be while parents are working.

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

Key Largo School has five school-wide guidelines for success: Be Safe, Be Responsible, Be Respectful, Be There, and Be Empowered. These are posted in every classroom and in all common areas. Staff review the guidelines from the Monroe County School District (MCSD) Interventions Grid for Behaviors for Success with students throughout the school year. To provide consistency, teachers refer to the iBelieve matrix discipline plan to ensure fairness and safety. The PBIS system is implemented school-wide with consistency and fidelity. The PBIS Team meets monthly to review discipline data and problem-solve. This information is shared with grade-level teams and schoolwide. Multi-tiered Systems of Support (MTSS) is used to intervene and shape behaviors through Response to Intervention (RTI). Additionally, teachers use age-appropriate behavior systems throughout the day, including visual motivators such as Clip Charts or DoJo for rewards and reminders. KLS has established an alternative classroom setting to minimize distractions and reduce out-of-school suspensions.

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

The PBIS Team at Key Largo School works closely with classroom teachers to ensure the social-emotional needs of all students are met. Our guidance counselors provide targeted counseling groups, individual counseling, consultation with parents/caregivers, and referrals to community resources based on the needs of our students. The guidance counselors also work directly with students to teach and practice problem solving techniques. Pupil services include CINS/FINS, Wesley House, CHIPS, KISS, and referrals to Guidance Care Clinic, if necessary. MTSS Coordinator and administration hold monthly meetings to track trends and provide support for emotional needs. MTSS team has access to a behavior specialist to assist as needed. Growth Mindset training was provided to all teachers by the MTSS team. This is reinforced at faculty meetings.

3. Early Warning Systems

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

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

Key Largo School develops and employs an Early Warning System (EWS) that identifies at-risk students. This includes students who exhibit two or more of the following criteria:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension (missing 10% or more of instructional time)
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics during any grading period
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics, or, for students in grades K-3, a substantial reading deficiency

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	17	15	13	8	10	7	6	8	0	0	0	0	84
One or more suspensions	0	0	2	1	2	0	0	11	6	0	0	0	0	22
Course failure in ELA or Math	0	0	2	3	2	2	4	3	0	0	0	0	0	16
Level 1 on statewide assessment	0	0	0	0	0	5	17	18	10	0	0	0	0	50

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	1	0	1	4	5	7	5	0	0	0	0	23

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

Students identified by the Early Warning System (EWS) will be targeted as follows:

Attendance: Attendance will be closely monitored by the teachers, school guidance counselors, and attendance team members. Bi-monthly threshold checks will occur at attendance team meetings. Attendance teams will follow the Monroe County School District Attendance Action Steps based on the number of absences that a student accumulates. Throughout this process committee members, school staff, students, and parents will problem solve to assist students in improving school attendance. If students accrue 15 unexcused absences within a 90 days period either the child will be referred to Children in Need of Services (CINS) or a Truancy Referral Packet will be completed.

As part of the Monroe County School District Attendance Initiative “Attendance Matters Be There” our school will provide increased student recognitions for attendance and provide research-based messaging to parents throughout the school year to improve overall school attendance.

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

Course Failure/Level 1 on statewide assessments or reading deficiencies: Student who have scored level 1 on statewide assessments will immediately be assigned to Tier 2 interventions and their progress will be consistently monitored. Those students who do not demonstrate progress, as compared to their peers, will be referred to the MTSS Coordinator for a determination of specific Tier 3 interventions for remediation and evaluation, if needed. Students who are failing English-Language Arts (ELA) or Mathematics will also be referred to the MTSS Coordinator as specified above. These students will be given priority for assignment to intervention groups during the school day or after school programs to receive tutoring and support.

B. Family and Community Engagement

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

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

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

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/482319>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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

Key Largo School strives to engage community stakeholders as on-going partners in order to network and connect community experts with classroom teachers and students. Teams of staff participate in community events to connect the school with the greater community. These events include: team building at Key Largo Chocolates, Community Paint Night, Key Largo Annual Witches Ride, Relay for Life, Irish Festival, Community Band, highway cleanup, and others.

Local agencies such as AHEC and the Monroe County Health Department offer a coordinated level of school-based health care that integrates education, medical, and/or social and human services at the school site. The partnership with AHEC provides educational services such as Showdown in Tothtown, Bone Zone, Walk through the Heart, and Scruba-Bubba. An AHEC grant allows KLS to have a physician's assistant on campus three days a week to provide care for children and staff. Other key community partnerships include Key Largo Rotary Club, Ocean Reef Community Foundation, Keys Children's Foundation, Island Dolphin Care, First State Bank, Center State Bank, Centennial Bank, Dolphins Cove, and Take Stock in Children.

Annual Events Include:

Meet the Teacher
Title I Parent Night/Open House
Student Success Night
Families Building Better Readers
Hispanic Heritage Food Truck Night
Halloween Parade
Spooktacular
Book Fairs
Dads Take your Child to School Day
Patriots Day Ceremony
Thanksgiving Feast
Veterans Day Ceremony
Santa's Workshop
Holiday Breakfasts
Canned Food Drives
United Way Stuff the Bus
Award Assemblies
Fish Fry
Color Run
STEM Fair Night
World Heritage Night

Family Paint Night
Concerts

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Lietaert, Laura	Principal
Conley, Cheryl	Assistant Principal
Pais, Darren	Assistant Principal
Caputo, Katherine	Teacher, K-12
Simoga, Nancy	Teacher, ESE
Sullivan, Wendi	Teacher, K-12
Blanche, Nicole	Teacher, K-12
Martinez, Christina	Administrative Support
Leffler, Mark	Instructional Coach
Kirkley, Margret	Instructional Coach
Crispino, Christine	Instructional Coach
Steinmetz, Kelley	Teacher, K-12

b. Duties

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

Key Largo School has a shared leadership approach to decision making . A Building Level Planning Team (BLPT) is established with elected teachers representing K-2, 3-5, 6-8, Exceptional Student Education (ESE), and Support Staff. The BLPT meets on a weekly basis to discuss and plan school-wide issues and events. The information is then delivered to each member's respective teams. Additionally, all coaches are part of the KLS Leadership Team.

The Leadership Team is strategically integrated with stakeholders that represent all employees of the school in order to support instruction through a process of shared problem solving. The role of the Leadership Team is to systematically examine available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention. The Leadership Team works collaboratively with teachers and parents to make informed important academic decisions and resolve problems and concerns as they arise.

Laura Lietaert, Principal, along with Cheryl Conley and Darren Pais, Assistant Principals, share a common vision for the use of data-based decision making.

Margret Kirkley, Literacy Coach, and Christine Crispino, MTSS Coach, provide expertise on issues ranging from program design to assessment and intervention with individual students. They also identify and analyze existing literature on scientifically based curriculum, behavior assessment, and intervention approaches.

Mark Leffler, Math Coach, and Margret Kirkley, Literacy Coach, develop, lead and evaluate school core content standards, programs, model best practices and co-teach model lessons.

Kelley Steinmetz, Intervention Teacher, Margret Kirkley, Literacy Coach, Christine Crispino, MTSS Coach identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies, assist with whole school screening programs that provide early intervening services for students considered to be "at risk", and assist in the design and implementation for progress monitoring, data collection, and data analysis.

Kathy Caputo represents grades K-2. Wendi Sullivan represents grades 3-5. Nicole Blanche represents grades 6-8. Nancy Simoga represents the ESE department. Christina Martinez represents the Support Staff.

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

Title I, Part A

Key Largo School will provide resources to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, or summer school). The district coordinates with Title II and Title III in ensuring that supplemental staff development needs are provided. Supplemental support services are also provided to students. The district English Learners (EL) Specialist for Title I schools works with EL contacts to provide supplemental professional development and instructional resources as well as help identify student needs through assessment and other instructional data. The school works with the district Parent Engagement Coordinator to reduce the impact of barriers to family engagement. Tutorials include Math, Reading and Science in the morning and afternoon hours. CHIPS Homeless contacts are funded through Title I to assure that students in transitional homes remain on the pathway for college and career readiness and work with the district homeless liaison to assure students receive Title I services including instructional supplies, nutritional services, transportation and tutoring.

Title II

The District uses supplemental funds for improving basic education for the students at Key Largo School as follows:

- * Partial Funding of the Literacy Coach
- * Professional development for teachers and staff of diverse learners
- * ESOL Endorsement coursework offered through the district leading to ESOL endorsement
- * Reimbursement for add-on endorsement programs, such as Gifted, and reading bonuses, as funding permits

Title III

Key Largo School also provides professional development funded in part by Title III on EL strategies for teachers of all contents and cultural proficiency.

Title X- Homeless

The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services to which they are entitled. Key Largo School seeks to ensure a successful educational experience for homeless children by collaborating with Local Agencies and with parents and the community. Our Guidance Counselors serve as our Homeless Liaison and assists with the identification, enrollment, attendance, and transportation of homeless students. The Homeless

Liaison works closely with our school registrar on the procedures for enrolling homeless students and on the McKinney-Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless-and are provided with all entitlements. Key Largo School provides a homeless sensitivity awareness training for all staff members. Our CHIPS contact works with teachers and the district homeless contact to make sure that homeless students engage in tutoring as needed.

Violence Prevention Programs

Red Ribbon Week and the Second Step Program support the prevention of violence in and around Key Largo School. These programs prevent the use of alcohol, tobacco, drugs and foster a safe, drug-free learning environment supporting student achievement. In addition, we have implemented a bullying prevention curriculum. This curriculum provides students with an understanding and awareness of the severity and consequences of bullying. Bullying awareness is supported throughout the month of October with different activities and awareness messages.

Nutrition Programs

- 1) Key Largo School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) Key Largo School Food Service Program, school breakfast, school lunch, and after school snack follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Parental Involvement

Key Largo School involves parents in the planning and implementation of the Title I Program and extends an open invitation to the school's parent resource area in order to inform parents about available programs and their rights under ESSA and other referral services. We aim to increase parent engagement/involvement through developing (with on-going parent input) Key Largo School Title I compact: Key Largo School Title I Parent Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. Informal parent surveys are conducted to determine specific needs of our parents, and schedule workshops, Parent Academic Nights, etc. with flexible times to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement.

AHEC and the Florida Department of Health - Monroe County offer coordinated levels of school-based healthcare to the students at Key Largo School and their families which integrates education, medical and/or social and human services on school grounds. AHEC services reduce barriers to care, connect eligible students with health insurance and a medical home, and provide care for students who are not eligible for other services.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Alanna Dixon	Parent
Meghan Sheriff	Business/Community
Ashley Velez	Parent
Katie Hernandez	Parent
Allison Barry	Parent
Lisa DelosSantos	Parent
Alma Correa	Parent
Jamie Akooka	Student
Laura Lietaert	Principal
Darren Pais	Principal
Eva Brown	Teacher
Tiffany Zepeda	Teacher
Wendi Sullivan	Teacher
Samantha Hopper	Teacher
Shannon Hickory	Teacher

b. Duties

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

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

a. Evaluation of last year's school improvement plan

Members of the School Advisory Council (SAC) reviewed and analyzed 2016 - 2017 formative and summative student assessment data and information associated with the 2016-2017 School Improvement Plan (SIP) to determine the strengths and weaknesses of the plan and to further align the SIP with district and state student performance mandates. The SAC used the Florida Continuous Improvement Model (FCIM) to facilitate goal development, implementation, analysis and refinement throughout the year. Committee membership and meetings were open to all interested stakeholders. The minutes associated with all SAC meetings were published throughout the year as required by law.

b. Development of this school improvement plan

The School Advisory Council (SAC) has the responsibility to monitor and refine the School Improvement Plan (SIP) each school year. Refinements to the SIP are based on currently available student performance data as reported by the Florida Department of Education. The SAC uses the FCIM to analyze and align the SIP with district and state student performance goals. SAC agenda items may include an agenda item that addresses progress and reviews implementation of the SIP. All recommendations for adjustments or refinements to the SIP are presented and approved by the SAC at advertised meetings throughout the year.

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

The principal is responsible for the development of the school's annual budget in accordance with district policies and procedures. The majority of the school's budget is used to defray the costs associated with personnel, employee benefits, and school operations. Any discretionary money that is allocated as part of the budget must be used to support the instructional program in place at the

school. Discussions regarding the school's budget and its use may be an agenda item on monthly SAC meetings. Additional funds are allocated by the district specifically to the School Advisory Council and must be approved for use by the SAC prior to disbursement. SAC funds may be used to support student instruction or to provide awards and incentives to students.

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

Key Largo School did not receive 2016-17 SAC funds.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Kirkley, Margret	Instructional Coach
Crispino, Christine	Instructional Coach
Steinmetz, Kelley	Teacher, K-12
Monteagudo, Leidy	Teacher, K-12
Conley, Cheryl	Assistant Principal

b. Duties

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

Literacy Coach: Margret Kirkley

The literacy coach provides professional leadership in organizing and supervising literacy instruction. Additionally, the literacy coach is responsible for communicating scientifically-based reading strategies to all staff to develop and implement an instructional program that will effectively provide the best possible education for each student. The literacy coach is a resource for progress monitoring and student data analysis throughout the school to generate improvement in reading instruction and reading achievement. The literacy coach supports and provides initial and ongoing professional development to teachers in the differing areas of literacy and models effective instructional strategies for teachers.

Reading Intervention Team: Christine Crispino (Grades 6-8 Reading Intervention), Leidy Monteagudo (Classroom Teacher Grades K-8 English Learners), Kelley Steinmetz (Grades K-5 Reading Intervention), Cheryl Conley (Assistant Principal)

The intervention team is responsible for assisting with screening and diagnosing student reading needs. Interventionists help place students into research-based reading intervention groups and programs. This team assists classroom teachers with the implementation of daily supplemental interventions, as well as helping in the weekly, monthly, and quarterly progress monitoring of students who are struggling to read.

The Literacy Leadership Team promotes literacy within KLS by weaving reading throughout many activities within our school. During events such as Dads Take Your Kids to School and AVID Family Nights the importance of literacy is promoted and reading plays a major role. The team also hosts two major literacy events for KLS: Family Building Better Readers and Student Success Night. Both of these nights highlight the role literacy plays in life and a successful education. The team encourages all students (K-8) to participate by reading approved books and earning points toward the Superintendents Young Readers Award (SYRA). Students are then recognized by the Superintendent as young readers in front of peers and parents. As an administrative team, KLS leadership promotes the mantra that all teachers are teachers of reading. Key Largo School actively promotes the idea of all teachers (K-6 and all core areas) earning their reading endorsement.

The Literacy Leadership Team (LLT) provides direction and support to students, teachers, and parents regarding the importance of reading, vocabulary development, and reading-based practices. The importance and practice of reading is promoted and exemplified in every course and every content area within the curriculum. Students are provided with numerous opportunities within related courses and subjects to develop and sustain suitable reading practices that promote greater interdisciplinary subject matter comprehension. Students are exposed to various reading techniques, such as the use of graphic organizers, collaborative conversations, and marking the text to improve their ability to locate and understand content material with greater efficiency. The following goals and practices are part of the literacy program at our school:

1. Teachers will incorporate reading and writing throughout the curriculum.
2. Teachers across content areas will read aloud to students on a regular basis.
3. Learning goals and scales will be utilized throughout all classrooms so that students can self-evaluate their own understanding of the Florida Standards.
4. Graphic organizers will be used with students throughout all content area classrooms.
5. Students will be engaging in text-dependent collaborative conversations throughout all content area classrooms.
6. All students in the middle grades (6-8) intensive reading classes will be using Achieve3000.
7. Data chats will be held throughout the year to ensure that all students are making learning gains.
8. The Literacy Coach will provide in-house training for all reading applications and writing to learn.
9. The LLT will work to create a culture of reading through special events, Readers are Leaders, and by participating in Celebrate Literacy Week.

D. Public and Collaborative Teaching

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

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

Key Largo School provides common planning time for all grade levels kindergarten through eighth grade. Teachers for each grade level meet at least once per week to collaborate and plan. Time is reserved for teachers to have vertical meetings with other grade levels. Time is also reserved for teachers to meet with their Professional Learning Communities (PLCs) in order to look at best practices and improve lessons for classroom instruction. Regularly scheduled cluster meetings are held for pre-kindergarten through second grade, third through fifth grade, and sixth through eighth grade. This is an opportunity for teachers to collaborate and problem-solve. Regularly scheduled faculty meetings are held to present information and introduce new strategies/training. KLS has implemented a Pineapple Board. This allows teachers to announce lessons they are teaching and invite others to come watch.

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

At Key Largo School, the principal attends recruitment fairs and utilizes the district hiring website through Paperless Applicant Tracking System Hiring Authority (PATs HA) to recruit highly qualified teachers for the school. This site includes resumes, references, and certification information and other valuable information to hire the best qualified personnel. Teachers at the school are provided with a myriad of opportunities for professional development to develop their knowledge and skills to increase student academic achievement. Teachers are also provided with information to keep their certificates current and ensure that they are certified in-field for the subjects they teach. Teachers are also monitored and provided additional coaching support as needed as a result of both classroom visits and formal observations. All teachers new to the building are provided with a mentor or peer teacher. This assists in learning the culture of the school and "how we do things." Teachers on-staff have the opportunity to serve on interview committees and serve on district committees.

The VIEW Program provides an opportunity to showcase high performing teachers and provides an opportunity for teachers to visit other teachers classrooms and learn from the experience. Recognition also plays an important part in retaining our highly qualified teachers. The PBIS teacher program, whereby teachers recognize teachers, is implemented to foster collegial recognition. There is also a concerted effort to elevate the teaching profession by focusing on preparing, developing, and rewarding effective teachers and by implementing teacher appreciation activities throughout the school year.

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

New and beginning teachers participate online and face-to-face in the District Mentoring and Induction for New Teachers (MINT) program. Mentor teachers receive training so that they can work with new teachers. Teachers and mentors are paired based on subject-area or grade level taught, whenever possible. The KLS New Teacher Program meets monthly as a group to learn the observation rubric, hear from administration as guest speakers, and have time to share questions and concerns. The group is led by a KLS teacher leader who is also an administrative designee. Specific activities such as observations, in both the mentor and mentee classes, are conducted. The mentor teacher logs hours of mentor service. The beginning teachers are also provided with additional district training to provide them with support.

Novice teachers are paired with a mentor according to subject/grade level. Preference is given to those teachers who demonstrate commitment to our mission/vision/values.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Key Largo School introduces the standards, resources and content associated with the Florida Standards at the beginning of each school year. Professional development will be done on unpacking the standards to further ensure alignment between instruction and Florida standards. A closer examination of the standards is conducted with teachers as student performance data is accumulated. Teachers use collaborative conversation and planning to ensure that course content is delivered to students with clarity and fidelity. Teachers are provided with numerous print and electronic resources, such as pacing guides, that are used to guide their instruction and to ensure

that assessment is closely tied to the content delivered. District and classroom based assessments are administered by teachers throughout the year to test the fidelity of instructional pacing and the performance of students within target content areas. Data derived from these assessments are used to refine instructional delivery and differentiation. Teacher evaluations are tied to student performance by state law. Teachers must ensure that students increase their understanding and application of course content as measured by end of course examinations as well as other standardized measures of student performance in order to be rated as effective or highly effective. Improving student performance is also the driving force behind the school improvement process and frames the objectives of the School Improvement Plan.

b. Instructional Strategies

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

Key Largo School makes every effort to provide our students with effective instruction to meet their needs. Data from i-Ready, STAR, district progress monitoring (in science and civics) and FSA are utilized to provide effective differentiated instruction to meet the varying needs of our diverse students. Following each round of progress monitoring, administration and coaches hold data chats with each grade level or subject area. Then, teachers hold data chats with individual students to discuss and graph data. Students monitor their own progress toward their goal. Based on our ongoing data from these sources, our students will receive the services needed and instruction is adjusted accordingly. Students participate in authentic literacy activities, while also experiencing the explicit instruction needed to gain important skills and strategies during teacher led centers. Struggling elementary students are provided with intervention for a minimum of thirty additional minutes daily aside from the ninety minute literacy block. An interventionist teacher serves students at each grade level to ensure small, focused groups. While struggling students receive interventions, other students receive enrichment to promote deeper learning to support attainment of advanced levels on state assessments. Fourth grade students promoted with Good Cause attend an additional daily reading block. Struggling middle school students receive an additional thirty minutes (if Tier 2) and sixty minutes (if Tier 3). ESE teachers push-in to classes to help provide differentiated support for small groups of students.

Instructional coaches are available to model, co-teach, and provide supplemental resources to classroom teachers. Title I tutoring is provided before and after school to assist struggling students.

ELL students receive intervention in their home language to facilitate academic achievement. These students will also use the technology program, Imagine Learning, for intervention. In addition, ELL teachers and paraprofessionals push-in to core classes to offer differentiated support.

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

Strategy: Before School Program

Minutes added to school year: 10,800

Jump Start Early Morning Program

Strategy Rationale

To provide targeted intervention, homework assistance, free reading time, and a safe place

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Conley, Cheryl, cheryl.conley@keysschools.com

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

Attendance records, grades, STAR, and i-Station reports will be pulled to track student progress.

Strategy: After School Program

Minutes added to school year: 9,450

Title I Tutoring before and after school

Strategy Rationale

To provide additional assistance to struggling students in math, reading, and science

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Crispino, Christine, christine.crispino@keysschools.com

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

Attendance records, grades, STAR, and i-Station reports will be pulled to track student progress.

Strategy: Summer Program

Minutes added to school year: 7,200

Summer School and Summer Recreation Programs

Strategy Rationale

To provide enrichment, remediation, and prevention of summer slide

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Conley, Cheryl, cheryl.conley@keysschools.com

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

Attendance records, STAR, and i-Station reports will be pulled to track student progress. Fall grades will be analyzed to follow-up.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Key Largo School has pre-school programs including Head Start, VPK and Pre-K ESE. Pre-school teachers work with kindergarten teachers to set expectations for kindergarten readiness. Pre-K teachers meet with kindergarten teachers and provide data to articulate the needs of children and assist in placement into kindergarten classes. The Galileo program and Unique Learning System (ULS) give data on readiness to start kindergarten. ESE Pre-K has a transition IEP meeting at the end of the year. At this point the academic plan is written as a collaborative effort. We invite parents, teachers and all other support teachers (speech, OT, PT) that should have a part in developing the new educational plan for success in kindergarten.

Spring Kindergarten Round-up is a parent orientation and welcome to our school. After parents complete the registration packet, the parent and student take part in a scavenger hunt in the kindergarten pod, have a snack in the cafeteria, and take a bus ride. Parents also hear from administration, Kindergarten teachers, the SRO, and the school nurse.

Outgoing eighth graders meet with Coral Shores counselors and administrators to learn about available programs in the high school. An evening parent/student orientation is provided at Coral Shores in the Spring of the eighth grade year. Near the end of the year, eighth graders travel to Coral Shores to participate in new student orientation and team building activities with students from other middle schools headed to Coral Shores. Eighth grade ESE students have a transitional IEP meeting with Coral Shores and Key Largo School staff.

b. College and Career Readiness

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

NA

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

NA

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

NA

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

NA

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Key Largo School will maintain an average daily attendance rate of 97% or higher.

- G2.** Key Largo School will increase student achievement by improving core instruction in all content areas.

Strategic Goals Detail

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

G1. Key Largo School will maintain an average daily attendance rate of 97% or higher. 1a

G095221

Targets Supported 1b

Indicator	Annual Target
Attendance rate	97.0

Targeted Barriers to Achieving the Goal 3

- Misunderstandings regarding the importance of daily attendance in relation to student education

Resources Available to Help Reduce or Eliminate the Barriers 2

- FOCUS Early Warning System (EWS)
- District Be The One Campaign
- PBIS supports and rewards
- MCSD attendance policy
- District Family Engagement Coordinator
- Attendance Messaging
- Attendance Recognition Program

Plan to Monitor Progress Toward G1. 8

Daily attendance records will provide the data to be evaluated and chronic absenteeism will be addressed immediately.

Person Responsible

Darren Pais

Schedule

Biweekly, from 8/16/2017 to 6/1/2018

Evidence of Completion

EWS report and daily attendance logs

G2. Key Largo School will increase student achievement by improving core instruction in all content areas.

1a

G091541

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	69.0
ELA/Reading Lowest 25% Gains	57.0
FSA Mathematics Achievement	72.0
Statewide Science Assessment Achievement	61.0
Civics EOC Pass	88.0
School Grade - Percentage of Points Earned	69.0

Targeted Barriers to Achieving the Goal 3

- Developing engaging, rigorous lessons in alignment with current standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- District provided resources: Curriculum resources, Core Area Task Cards, STEMscopes, Technology resources (Springboard, ACHIEVE, TenMarks, and Illuminate)
- AVID materials and in-house experts
- District curriculum team offered supports: MTSS Facilitator, Literacy Coordinator, Co-teach/ Modeling Support, ESE and ELL support
- Pineapple Board Program
- State provided resources: CPALMS
- MTSS Coordinator and teams
- District Family Engagement Coordinator

Plan to Monitor Progress Toward G2. 8

Administrators will collect and review WICOR Tracker and student performance data such as Progress Monitoring Assessments, Ten Marks, Benchmark Assessments, I-Station and STAR data.

Person Responsible

Laura Lietaert

Schedule

Weekly, from 8/16/2017 to 6/1/2018

Evidence of Completion

Lesson plans, WICOR walk-through data, and student performance data

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Key Largo School will maintain an average daily attendance rate of 97% or higher. **1**

 G095221

G1.B1 Misunderstandings regarding the importance of daily attendance in relation to student education **2**

 B256291

G1.B1.S1 Key Largo School will improve consistency of communication between truancy committee, staff, and home **4**

 S270953

Strategy Rationale

To communicate the importance of daily attendance

Action Step 1 **5**

Provide home communication in native language and updated truancy committee minutes to staff

Person Responsible

Darren Pais

Schedule

Daily, from 8/16/2017 to 6/1/2018

Evidence of Completion

Remind messages, connect-ed scripts, letters home, meeting minutes

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

Send out committee minutes to staff in a timely manner, maintain log of communication sent to parents, share daily attendance report with staff

Person Responsible

Dawn Alvarez

Schedule

Biweekly, from 8/16/2017 to 6/1/2018

Evidence of Completion

Emails, minutes, log, daily attendance reports

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

Pull EWS and daily attendance reports

Person Responsible

Darren Pais

Schedule

Biweekly, from 8/16/2017 to 6/1/2018

Evidence of Completion

EWS and daily attendance report

G1.B1.S2 Key Largo School will build positive adult relationships between students and staff to inspire and promote daily school attendance **4**

 S270956

Strategy Rationale

Research shows strong teacher-student relationships improve daily attendance

Action Step 1 **5**

Provide ongoing staff training on teaching students living in poverty

Person Responsible

Laura Lietaert

Schedule

Monthly, from 8/16/2017 to 6/1/2018

Evidence of Completion

List of training provided at faculty meetings

Plan to Monitor Fidelity of Implementation of G1.B1.S2 **6**

Monitor daily attendance

Person Responsible

Cheryl Conley

Schedule

Biweekly, from 8/16/2017 to 6/1/2018

Evidence of Completion

Daily attendance records

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Number of students on EWS attendance will decrease

Person Responsible

Cheryl Conley

Schedule

Biweekly, from 8/16/2017 to 6/1/2018

Evidence of Completion

EWS and student action plans

G1.B1.S3 Key Largo School will increase the frequency of student recognitions 4

 S273016

Strategy Rationale

To recognize students for improvement in order to highlight desired behaviors and actions and encourage those behaviors to continue

Action Step 1 5

Key Largo School will increase the frequency of student recognition in order to improve attendance and support a positive school environment.

Person Responsible

Laura Lietaert

Schedule

Quarterly, from 8/16/2017 to 6/1/2018

Evidence of Completion

Award schedules, list of students receiving awards

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Award dates will be added to the school calendar and a list of students receiving awards will be maintained.

Person Responsible

Darren Pais

Schedule

Quarterly, from 8/16/2017 to 6/1/2018

Evidence of Completion

School calendar, list of awards/dates/receiving students

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Attendance and PBIS committees will monitor daily attendance rates and discipline referrals to monitor effectiveness

Person Responsible

Darren Pais

Schedule

Monthly, from 8/16/2017 to 6/1/2018

Evidence of Completion

daily attendance rates, discipline referral numbers

G1.B1.S4 Key Largo School will provide research-based messaging to parents regarding the importance of attendance **4**

 S273017

Strategy Rationale

To better communicate with parents regarding all issues, including attendance

Action Step 1 **5**

Research-based messaging will be sent out to parents regarding the importance of attendance.

Person Responsible

Laura Lietaert

Schedule

Quarterly, from 8/16/2017 to 6/1/2018

Evidence of Completion

Copies of letters or communications

Plan to Monitor Fidelity of Implementation of G1.B1.S4 **6**

Attendance messages will be created in English and Spanish and communicated with parents.

Person Responsible

Dawn Alvarez

Schedule

Quarterly, from 8/16/2017 to 6/1/2018

Evidence of Completion

brochures, pamphlets, and other communications to parents, connect-ed call transcripts, remind transcripts

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Administration will attend attendance committee meetings and work with attendance committee chairperson to monitor the effectiveness of the communications. Parents input and feedback will be solicited.

Person Responsible

Darren Pais

Schedule

Quarterly, from 8/16/2017 to 6/1/2018

Evidence of Completion

Student action plans, parental surveys/questionnaires, committee minutes and agendas

G2. Key Largo School will increase student achievement by improving core instruction in all content areas. 1

G091541

G2.B1 Developing engaging, rigorous lessons in alignment with current standards 2

B256290

G2.B1.S1 Teachers will utilize AVID WICOR strategies to increase student achievement in all content areas. 4

S270950

Strategy Rationale

If students receive rigorous, engaging curriculum that incorporates writing, inquiry, collaboration, organization, and reading, then student knowledge of content will improve.

Action Step 1 5

All teachers will be trained to unpack current standards with follow-up training provided as needed.

Person Responsible

Laura Lietaert

Schedule

On 6/1/2018

Evidence of Completion

Sign-in sheet and artifacts

Action Step 2 5

Teachers will be trained to write student-friendly learning goals and develop more specific learning scales.

Person Responsible

Laura Lietaert

Schedule

Every 2 Months, from 8/16/2017 to 6/1/2018

Evidence of Completion

Sign-in sheet and artifacts

Action Step 3 5

Teachers will be provided training in AVID WICOR strategies.

Person Responsible

Laura Lietaert

Schedule

Monthly, from 8/16/2017 to 6/1/2018

Evidence of Completion

Sign-in sheets, artifacts

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

Administration will look for use of learning goals and scales during classroom visits. Classroom teachers and school administrators will track the use of WICOR strategies using a WICOR tracker.

Person Responsible

Laura Lietaert

Schedule

Daily, from 8/16/2017 to 6/1/2018

Evidence of Completion

Lesson plans, walk-through data, formal observations, and WICOR tracker

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

To support standards-based instruction, use of learning goals and scales, and the effectiveness of the implementation of WICOR Strategies, administrators will conduct informal classroom walk-throughs and review student performance data.

Person Responsible

Laura Lietaert

Schedule

Weekly, from 8/16/2017 to 6/1/2018

Evidence of Completion

Walk through WICOR tracker, lesson plans, and student growth data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.MA1 M388007	Daily attendance records will provide the data to be evaluated and chronic absenteeism will be...	Pais, Darren	8/16/2017	EWS report and daily attendance logs	6/1/2018 biweekly
G2.MA1 M388002	Administrators will collect and review WICOR Tracker and student performance data such as Progress...	Lietaert, Laura	8/16/2017	Lesson plans, WICOR walk-through data, and student performance data	6/1/2018 weekly
G2.B1.S1.MA1 M388001	To support standards-based instruction, use of learning goals and scales, and the effectiveness of...	Lietaert, Laura	8/16/2017	Walk through WICOR tracker, lesson plans, and student growth data	6/1/2018 weekly
G2.B1.S1.MA1 M388000	Administration will look for use of learning goals and scales during classroom visits. Classroom...	Lietaert, Laura	8/16/2017	Lesson plans, walk-through data, formal observations, and WICOR tracker	6/1/2018 daily
G2.B1.S1.A1 A363098	All teachers will be trained to unpack current standards with follow-up training provided as needed.	Lietaert, Laura	8/16/2017	Sign-in sheet and artifacts	6/1/2018 one-time
G2.B1.S1.A2 A363099	Teachers will be trained to write student-friendly learning goals and develop more specific...	Lietaert, Laura	8/16/2017	Sign-in sheet and artifacts	6/1/2018 every-2-months
G2.B1.S1.A3 A363100	Teachers will be provided training in AVID WICOR strategies.	Lietaert, Laura	8/16/2017	Sign-in sheets, artifacts	6/1/2018 monthly
G1.B1.S1.MA1 M388006	Pull EWS and daily attendance reports	Pais, Darren	8/16/2017	EWS and daily attendance report	6/1/2018 biweekly
G1.B1.S1.MA1 M388005	Send out committee minutes to staff in a timely manner, maintain log of communication sent to...	Alvarez, Dawn	8/16/2017	Emails, minutes, log, daily attendance reports	6/1/2018 biweekly
G1.B1.S1.A1 A363101	Provide home communication in native language and updated truancy committee minutes to staff	Pais, Darren	8/16/2017	Remind messages, connect-ed scripts, letters home, meeting minutes	6/1/2018 daily
G1.B1.S2.MA1 M388009	Number of students on EWS attendance will decrease	Conley, Cheryl	8/16/2017	EWS and student action plans	6/1/2018 biweekly
G1.B1.S2.MA1 M388008	Monitor daily attendance	Conley, Cheryl	8/16/2017	Daily attendance records	6/1/2018 biweekly
G1.B1.S2.A1 A363104	Provide ongoing staff training on teaching students living in poverty	Lietaert, Laura	8/16/2017	List of training provided at faculty meetings	6/1/2018 monthly
G1.B1.S3.MA1 M392721	Attendance and PBIS committees will monitor daily attendance rates and discipline referrals to...	Pais, Darren	8/16/2017	daily attendance rates, discipline referral numbers	6/1/2018 monthly
G1.B1.S3.MA1 M392719	Award dates will be added to the school calendar and a list of students receiving awards will be...	Pais, Darren	8/16/2017	School calendar, list of awards/dates/receiving students	6/1/2018 quarterly
G1.B1.S3.A1 A366382	Key Largo School will increase the frequency of student recognition in order to improve attendance...	Lietaert, Laura	8/16/2017	Award schedules, list of students receiving awards	6/1/2018 quarterly
G1.B1.S4.MA1 M392725	Administration will attend attendance committee meetings and work with attendance committee...	Pais, Darren	8/16/2017	Student action plans, parental surveys/questionnaires, committee minutes and agendas	6/1/2018 quarterly
G1.B1.S4.MA1 M392724	Attendance messages will be created in English and Spanish and communicated with parents.	Alvarez, Dawn	8/16/2017	brochures, pamphlets, and other communications to parents, connect-ed call transcripts, remind transcripts	6/1/2018 quarterly
G1.B1.S4.A1 A366386	Research-based messaging will be sent out to parents regarding the importance of attendance.	Lietaert, Laura	8/16/2017	Copies of letters or communications	6/1/2018 quarterly

V. Professional Development Opportunities

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

G1. Key Largo School will maintain an average daily attendance rate of 97% or higher.

G1.B1 Misunderstandings regarding the importance of daily attendance in relation to student education

G1.B1.S2 Key Largo School will build positive adult relationships between students and staff to inspire and promote daily school attendance

PD Opportunity 1

Provide ongoing staff training on teaching students living in poverty

Facilitator

Laura Lietaert

Participants

Teachers

Schedule

Monthly, from 8/16/2017 to 6/1/2018

G2. Key Largo School will increase student achievement by improving core instruction in all content areas.

G2.B1 Developing engaging, rigorous lessons in alignment with current standards

G2.B1.S1 Teachers will utilize AVID WICOR strategies to increase student achievement in all content areas.

PD Opportunity 1

All teachers will be trained to unpack current standards with follow-up training provided as needed.

Facilitator

Margret Kirkley

Participants

Teachers

Schedule

On 6/1/2018

PD Opportunity 2

Teachers will be trained to write student-friendly learning goals and develop more specific learning scales.

Facilitator

Cheryl Conley

Participants

Teachers

Schedule

Every 2 Months, from 8/16/2017 to 6/1/2018

PD Opportunity 3

Teachers will be provided training in AVID WICOR strategies.

Facilitator

Eva Brown/Tiffany Zepeda/Laura Lietaert/Cheryl Conley/AVID Staff/In-House Experts

Participants

Teachers

Schedule

Monthly, from 8/16/2017 to 6/1/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide home communication in native language and updated truancy committee minutes to staff	\$0.00
2	G1.B1.S2.A1	Provide ongoing staff training on teaching students living in poverty	\$0.00
3	G1.B1.S3.A1	Key Largo School will increase the frequency of student recognition in order to improve attendance and support a positive school environment.	\$0.00
4	G1.B1.S4.A1	Research-based messaging will be sent out to parents regarding the importance of attendance.	\$0.00
5	G2.B1.S1.A1	All teachers will be trained to unpack current standards with follow-up training provided as needed.	\$0.00
6	G2.B1.S1.A2	Teachers will be trained to write student-friendly learning goals and develop more specific learning scales.	\$0.00
7	G2.B1.S1.A3	Teachers will be provided training in AVID WICOR strategies.	\$0.00
Total:			\$0.00