Key Largo School

2018-19 School Improvement Plan

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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)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 3)
Combination School PK-8	Yes	78%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	60%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	A	B	A*

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a 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.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement

Preparing All Students for Success in a Global Society

Provide the school's vision statement

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

School Leadership Team

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
Martinez, Christina	Administrative Support
Leffler, Mark	Instructional Coach
Kirkley, Margret	Instructional Coach
Crispino, Christine	Instructional Coach
Steinmetz, Kelley	Teacher, K-12
Valdes, Veronika	Teacher, K-12
Ryan, Meghan	Guidance Counselor
Brown, Eva	Teacher, K-12
Zepeda, Tiffany	Teacher, K-12

Duties

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. Veronika Valdes represents grades 6-8. Nancy Simoga represents the ESE department. Christina Martinez represents the Support Staff. Meghan Ryan, Guidance Counselor, provides input and information regarding socioemotional learning, attendance, and restorative practices. Tiffany Zepeda and Eva Brown, AVID site coordinators, ensure that the team maintains a focus on the AVID certification instrument.

Early Warning Systems

Year 2017-18

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	18	14	17	16	10	12	7	8	9	0	0	0	0	111
One or more suspensions	0	0	0	0	0	1	2	0	4	0	0	0	0	7
Course failure in ELA or Math	0	0	5	13	6	1	2	5	1	0	0	0	0	33
Level 1 on statewide assessment	0	0	0	3	22	14	17	23	20	0	0	0	0	99

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	6	7	4	8	5	3	0	0	0	0	34

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	3	0	0	0	0	0	0	0	0	0	3
Retained Students: Previous Year(s)	0	1	3	3	8	4	6	13	6	0	0	0	0	44

Date this data was collected

Tuesday 11/13/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Overall, the ELA data is the lowest, specifically the ELA learning gains and lowest 25% categories. This does not appear to be a trend, as the data for ELA has been up and down over the last three years.

Which data component showed the greatest decline from prior year?

Upon analysis of the data, grade three ELA data showed the largest drop from the previous year.

Which data component had the biggest gap when compared to the state average?

ELA learning gains showed the largest gap when compared to the state average.

Which data component showed the most improvement? Is this a trend?

The science data shows the most improvement. This data shows an upward trend over the past three years.

Describe the actions or changes that led to the improvement in this area

These changes can be attributed to multiple factors: implementation of AVID strategies, data-driven lessons, data chats with teachers and students, and the use of Illuminate.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	59%	64%	60%	64%	67%	57%
ELA Learning Gains	54%	58%	57%	62%	64%	57%
ELA Lowest 25th Percentile	52%	50%	52%	52%	53%	51%
Math Achievement	64%	66%	61%	67%	68%	58%
Math Learning Gains	59%	63%	58%	65%	67%	56%
Math Lowest 25th Percentile	55%	50%	52%	57%	56%	50%
Science Achievement	65%	70%	57%	56%	67%	53%
Social Studies Achievement	85%	84%	77%	83%	85%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	18 (0)	14 (17)	17 (15)	16 (13)	10 (8)	12 (10)	7 (7)	8 (6)	9 (8)	111 (84)
One or more suspensions	0 (0)	0 (0)	0 (2)	0 (1)	0 (2)	1 (0)	2 (0)	0 (11)	4 (6)	7 (22)
Course failure in ELA or Math	0 (0)	0 (0)	5 (2)	13 (3)	6 (2)	1 (2)	2 (4)	5 (3)	1 (0)	33 (16)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	3 (0)	22 (0)	14 (5)	17 (17)	23 (18)	20 (10)	99 (50)

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	48%	62%	-14%	57%	-9%
	2017	65%	68%	-3%	58%	7%
Same Grade Comparison		-17%				
Cohort Comparison						
04	2018	68%	66%	2%	56%	12%
	2017	65%	60%	5%	56%	9%
Same Grade Comparison		3%				
Cohort Comparison		3%				
05	2018	58%	58%	0%	55%	3%
	2017	63%	56%	7%	53%	10%
Same Grade Comparison		-5%				
Cohort Comparison		-7%				
06	2018	49%	56%	-7%	52%	-3%
	2017	55%	56%	-1%	52%	3%
Same Grade Comparison		-6%				
Cohort Comparison		-14%				
07	2018	54%	56%	-2%	51%	3%
	2017	62%	60%	2%	52%	10%
Same Grade Comparison		-8%				
Cohort Comparison		-1%				
08	2018	66%	64%	2%	58%	8%
	2017	61%	58%	3%	55%	6%
Same Grade Comparison		5%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	57%	63%	-6%	62%	-5%
	2017	72%	65%	7%	62%	10%
Same Grade Comparison		-15%				
Cohort Comparison						
04	2018	76%	64%	12%	62%	14%
	2017	80%	70%	10%	64%	16%
Same Grade Comparison		-4%				
Cohort Comparison		4%				
05	2018	50%	60%	-10%	61%	-11%
	2017	64%	59%	5%	57%	7%
Same Grade Comparison		-14%				
Cohort Comparison		-30%				
06	2018	49%	55%	-6%	52%	-3%
	2017	44%	50%	-6%	51%	-7%

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Same Grade Comparison		5%				
Cohort Comparison		-15%				
07	2018	67%	62%	5%	54%	13%
	2017	70%	62%	8%	53%	17%
Same Grade Comparison		-3%				
Cohort Comparison		23%				
08	2018	57%	59%	-2%	45%	12%
	2017	37%	53%	-16%	46%	-9%
Same Grade Comparison		20%				
Cohort Comparison		-13%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018					
2017					
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018	82%	74%	8%	71%	11%
2017	79%	78%	1%	69%	10%
Compare	3%				
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018					
2017					
ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018	97%	76%	21%	62%	35%
2017	95%	72%	23%	60%	35%
Compare	2%				
GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018					
2017	0%	56%	-56%	53%	-53%

Subgroup Data

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	67	54	54	72	63	65	72	91	55		
BLK	39	52	50	45	54	38	8				
HSP	54	54	53	61	56	55	66	81	60		
MUL	50			50							
SWD	28	46	48	37	57	56	45	60			
FRL	54	52	53	60	56	54	59	81	58		
ELL	30	50	52	50	50	59					

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	70	64	63	77	69	56	70	92	73		
BLK	43	42		52	55						
HSP	60	62	47	61	64	56	47	78	69		
MUL	80			50							
SWD	29	41	30	32	42	39	26	42			
FRL	57	60	50	62	60	51	47	76	59		
ELL	13	38	40	20	62	60					

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	School Climate and Culture
Rationale	Although KLS has a fairly high average daily attendance rate, 95%, KLS had 68 chronically absent students and a 7.96% chronically absent rate in 2017 -2018.
Intended Outcome	Our goal for 2018-2019 is to reduce our chronically absent rate to 6% or less and our Total CA students to 48.
Point Person	Laura Lietaert (laura.lietaert@keysschools.com)
Action Step	
Description	Assign students mentors and hold weekly mentor check-in with students Recognize improved attendance Utilize restorative practices over suspension Conduct Attendance Team meetings with families of chronically absent students and connect them with community resources as needed. PBIS changes student selected AVID Gold Team clubs in middle school
Person Responsible	Meghan Ryan (meghan.ryan@keysschools.com)
Plan to Monitor Effectiveness	
Description	Monitoring Early Warning System Continuous communication with District Attendance Coordinator Monitor mentor notes and follow up with specific needs Attend family attendance meetings as needed
Person Responsible	Darren Pais (darren.pais@keysschools.com)

Activity #2	
Title	Instruction
Rationale	In an effort to improve instruction and student success, KLS will focus on the lowest performing areas.
Intended Outcome	ELA Achievement will increase 5 points to 64 percent. ELA Learning Gains will increase 8 points to 62 percent. ELA Lowest 25% will increase 5 points to 57 percent. Math Learning Gains will increase 8 points to 67 percent. Math Lowest 25% will increase 5 points to 60 percent. Middle School Acceleration will increase 10 points to 69 percent.
Point Person	Laura Lietaert (laura.lietaert@keysschools.com)

Action Step	
Description	Develop a schoolwide system for marking text in ELA and math Focus on increasing fluency in ELA and math in K-4 Teacher and student data chats Consistent use of AVID WICOR strategies in schoolwide instruction Assign mentors to identified students Identify eligible students for middle school acceleration and provide opportunities through master schedule
Person Responsible	Margret Kirkley (margret.kirkley@keysschools.com)

Plan to Monitor Effectiveness	
Description	Framework for instruction, lesson plans and classroom visits Coaches working with grade levels and individuals to identify and support highest areas of need Monitor student data sections in AVID binder Conduct teacher data chats after each progress monitoring Monitor weekly meeting notes and individual student data Monitor middle school student progress and provide support to maintain a continued opportunity for acceleration
Person Responsible	Cheryl Conley (cheryl.conley@keysschools.com)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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

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 Toothtown, 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
AVID Parent Nights
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
AVID STEAM Fair Night
World Heritage Night
Family Paint Night
Concerts

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

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 school social worker, CINS/FINS, Wesley House, CHIPS, KISS, Kids Come First, 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.

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.

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.

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

NA

Part V: Budget	
Total:	**$0.00**