Key Largo School

2019-20 School Improvement Plan

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Key Largo School

104801 OVERSEAS HWY, Key Largo, FL 33037

[no web address on file]

Demographics

Principal: Laura Lietaert L

Start Date for this Principal: 9/11/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	70%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
School Grade	2018-19: B
School Grades History	2017-18: B 2016-17: A 2015-16: B 2014-15: A 2013-14: A
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	Diane Leinenbach
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA

ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement

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	Job Duties and Responsibilities
Lietaert, Laura	Principal	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 is a problem-solving team that 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. Kathy Caputo represents grades K-2. Wendi Sullivan represents grades 3-5. Veronika Valdes represents grades 6-8. Michele Barry 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. 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. Mark Leffler, Math Coach, Margret Kirkley, Literacy Coach, and MTSS Coaches Kathryn Sahyouni, Maria Slawson, and Christine Crispino provide expertise on issues ranging from program design to assessment and intervention with individual students. This team also identifies and analyzes existing literature on scientifically based curriculum, behavior assessment, and intervention approaches. They develop, lead and evaluate school core content standards, programs, model best practices and co-teach model lessons by identifying systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies, assisting with whole school screening programs that provide early intervening services for students considered to be "at risk", and assisting in the design and implementation for progress monitoring, data collection, and data analysis.

Name	Title	Job Duties and Responsibilities
Conley, Cheryl	Assistant Principal	
Pais, Darren	Assistant Principal	
Caputo, Katherine	Teacher, K-12	
Barry, Michele	Teacher, ESE	
Sullivan, Wendi	Teacher, K-12	
Martinez, Christina	Administrative Support	
Leffler, Mark	Instructional Coach	
Kirkley, Margret	Instructional Coach	
Crispino, Christine	Instructional Coach	
Slawson, Maria	Teacher, K-12	
Valdes, Veronika	Teacher, K-12	
Ryan, Meghan	Guidance Counselor	
Brown, Eva	Teacher, K-12	
Zepeda, Tiffany	Teacher, K-12	
Wagner, Jamaica	Guidance Counselor	
Sahyouni, Kathryn	Instructional Coach	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	83	71	88	80	81	89	95	87	99	0	0	0	0	773
Attendance below 90 percent	11	3	11	9	12	12	9	9	5	0	0	0	0	81
One or more suspensions	0	0	0	0	0	0	0	2	1	0	0	0	0	3
Course failure in ELA or Math	0	0	4	3	3	4	5	4	2	0	0	0	0	25
Level 1 on statewide assessment	0	0	0	1	22	19	27	23	19	0	0	0	0	111

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	1	6	4	7	11	3	0	0	0	0	32

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	3	4	8	12	8	3	15	0	0	0	0	53
Students retained two or more times	0	0	0	0	0	1	0	0	4	0	0	0	0	5

FTE units allocated to school (total number of teacher units)
59

Date this data was collected or last updated
Tuesday 10/1/2019

Prior Year - As Reported

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	6	7	4	8	5	3	0	0	0	0	34

Prior Year - Updated

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	6	7	4	8	5	3	0	0	0	0	34

Part II: Needs Assessment/Analysis

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	62%	64%	61%	59%	64%	60%
ELA Learning Gains	60%	61%	59%	54%	58%	57%
ELA Lowest 25th Percentile	56%	51%	54%	52%	50%	52%
Math Achievement	63%	66%	62%	64%	66%	61%
Math Learning Gains	58%	64%	59%	59%	63%	58%
Math Lowest 25th Percentile	45%	51%	52%	55%	50%	52%
Science Achievement	56%	67%	56%	65%	70%	57%
Social Studies Achievement	81%	85%	78%	85%	84%	77%

EWS Indicators as Input Earlier in the Survey										
Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Number of students enrolled	83 (0)	71 (0)	88 (0)	80 (0)	81 (0)	89 (0)	95 (0)	87 (0)	99 (0)	773 (0)
Attendance below 90 percent	11 (18)	3 (14)	11 (17)	9 (16)	12 (10)	12 (12)	9 (7)	9 (8)	5 (9)	81 (111)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (1)	0 (2)	2 (0)	1 (4)	3 (7)
Course failure in ELA or Math	0 (0)	0 (0)	4 (5)	3 (13)	3 (6)	4 (1)	5 (2)	4 (5)	2 (1)	25 (33)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	1 (3)	22 (22)	19 (14)	27 (17)	23 (23)	19 (20)	111 (99)

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	59%	70%	-11%	58%	1%
	2018	48%	62%	-14%	57%	-9%
Same Grade Comparison		11%				
Cohort Comparison						
04	2019	61%	58%	3%	58%	3%
	2018	68%	66%	2%	56%	12%
Same Grade Comparison		-7%				
Cohort Comparison		13%				
05	2019	62%	62%	0%	56%	6%
	2018	58%	58%	0%	55%	3%
Same Grade Comparison		4%				
Cohort Comparison		-6%				
06	2019	54%	57%	-3%	54%	0%
	2018	49%	56%	-7%	52%	-3%
Same Grade Comparison		5%				
Cohort Comparison		-4%				
07	2019	57%	58%	-1%	52%	5%
	2018	54%	56%	-2%	51%	3%
Same Grade Comparison		3%				
Cohort Comparison		8%				
08	2019	63%	60%	3%	56%	7%
	2018	66%	64%	2%	58%	8%
Same Grade Comparison		-3%				
Cohort Comparison		9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	60%	62%	-2%	62%	-2%
	2018	57%	63%	-6%	62%	-5%
Same Grade Comparison		3%				
Cohort Comparison						
04	2019	66%	60%	6%	64%	2%
	2018	76%	64%	12%	62%	14%
Same Grade Comparison		-10%				
Cohort Comparison		9%				
05	2019	44%	66%	-22%	60%	-16%
	2018	50%	60%	-10%	61%	-11%
Same Grade Comparison		-6%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-32%				
06	2019	49%	53%	-4%	55%	-6%
	2018	49%	55%	-6%	52%	-3%
Same Grade Comparison		0%				
Cohort Comparison		-1%				
07	2019	65%	61%	4%	54%	11%
	2018	67%	62%	5%	54%	13%
Same Grade Comparison		-2%				
Cohort Comparison		16%				
08	2019	62%	61%	1%	46%	16%
	2018	57%	59%	-2%	45%	12%
Same Grade Comparison		5%				
Cohort Comparison		-5%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	60%	65%	-5%	53%	7%
	2018	60%	64%	-4%	55%	5%
Same Grade Comparison		0%				
Cohort Comparison						
08	2019	50%	56%	-6%	48%	2%
	2018	64%	60%	4%	50%	14%
Same Grade Comparison		-14%				
Cohort Comparison		-10%				

BIOLOGY EOC

Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC

Year	School	District	School Minus District	State	School Minus State
2019	81%	80%	1%	71%	10%
2018	82%	74%	8%	71%	11%
Compare		-1%			

HISTORY EOC

Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	93%	70%	23%	61%	32%
2018	97%	76%	21%	62%	35%
Compare		-4%			
GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	0%	69%	-69%	57%	-57%
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2016-17**	**C & C Accel 2016-17**
SWD	33	55	56	33	54	47	22	47			
ELL	40	62	52	42	48	45	16				
BLK	39	46	40	32	42						
HSP	59	59	51	59	56	44	48	82	45		
WHT	69	65	71	72	66	42	66	86	47		
FRL	56	58	51	58	56	39	47	77	43		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2015-16**	**C & C Accel 2015-16**
SWD	28	46	48	37	57	56	45	60			
ELL	30	50	52	50	50	59					
BLK	39	52	50	45	54	38	8				
HSP	54	54	53	61	56	55	66	81	60		
MUL	50			50							
WHT	67	54	54	72	63	65	72	91	55		
FRL	54	52	53	60	56	54	59	81	58		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	73

ESSA Federal Index	
Total Points Earned for the Federal Index	599
Total Components for the Federal Index	10
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	47
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	

Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The data component with the lowest performance is our Black/African American Subgroup: ELA Achievement (39%) and Math Achievement (32%).
There is a need for culturally responsive awareness.
The students within this identified subgroup have attended multiple schools.
This is a small subgroup comprising 5.7% of the total population pre-kindergarten through eighth grade. The data is effected year to year by the percentage of students in the tested grade levels. For the 2019-2020 school year there are 30 students (3.5%) that comprise this subgroup in tested grade levels.

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

Lowest Quartile Growth in Math: 2018 55%, 2019 45%
Many of the students in the lowest quartile for mathematics are also in the lowest quartile for reading. The state statute requires that these students be placed in a remediation course for reading.
The master schedule was built to meet the requirements of reading.

Science Performance Overall: 2018 65%, 2019 56%
While our fifth grade science performance remained the same as the previous year (60%), our eighth grade performance dropped 14 percentage points from 64% to 50%. In 2016, this cohort of students had a science satisfactory level of 53% as fifth grade students.

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

Math Lowest 25%-see factors above

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

The most improvement was shown in ELA achievement (59% to 62%) and learning gains (54% to 60%). In these same areas, SWD and EL students showed the most growth. SWD in ELA achievement increased from 28% to 33% and Learning Gains increased from 46% to 55%. EL in ELA achievement increased from 30% to 40% and Learning Gains 50% to 62%. We have focused our personnel resources in both of these areas.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

1. Number of students scoring level one on state assessments: 4th grade 27%, 5th grade 21%, 6th grade 28%, 7th grade 26%, 8th grade 19%
2. Number of students that have previously been retained

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

1. Black/African American Subgroup
2. Lowest 25% Math
3. Science Performance

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Black/African American Subgroup Performance
Rationale	This group was identified by state data as falling below 41% satisfactory, they scored 40% satisfactory. ELA achievement remained the same at 39%. There were drops in ELA learning gains from 52 percentage points to 46 percentage points and in ELA lowest quartile from 50 percentage points to 40 percentage points. Math achievement dropped from 45 percentage points to 32 percentage points and the math learning gains fell from 54 percentage points to 42 percentage points.
State the measureable outcome the school plans to achieve	This subgroup will increase from 40% to 45% satisfactory.
Person responsible for monitoring outcome	Cheryl Conley (cheryl.conley@keysschools.com)
Evidence-based Strategy	Targeted Intervention through schoolwide use of AVID strategies
Rationale for Evidence-based Strategy	Targeted interventions are planned, carefully considered interventions that occur when students do not meet the grade level expectations that are necessary for academic progress. AVID strategies school-wide to incorporate teaching/learning methodologies in critical areas. WICOR provides a learning model that educators can use to guide students in comprehending concepts and articulating ideas at increasingly complex levels.
Action Step	
Description	1. Identify students that fall into this subgroup. 2. Prioritize students within this subgroup to be invited to Jumpstart and Title I tutoring thus expanding the school day for targeted students and expand Title I tutoring and E/I Program to be more inclusive of mathematics. 3. Add Intensive Reading and Critical Thinking. 4. Modify roles of Reading Interventionists. 5. Increase Culturally Relevant Awareness and Teaching Strategies and provide a professional development for staff "Managing Today's Kids" Trauma Informed Education.
Person Responsible	Margret Kirkley (margret.kirkley@keysschools.com)

#2	
Title	Math Lowest 25%
Rationale	Math performance in the lowest quartile dropped 10 percentage points from 2018 to 2019 from 55% to 45%. The most significant drops were in fourth and fifth grades (fourth grade down ten percentage points from 76% to 66% and fifth grade down six percentage points from 50% to 44%). While there was a ten percentage point drop in fourth grade (76% to 66%), they are still well above the district and state numbers of 51% and 52% respectively. Fifth grade was already below district and state levels and the drop in 2019 (50% to 44%) caused them to be further below those levels.

State the measureable outcome the school plans to achieve	This area will improve from 45% to 55%.
Person responsible for monitoring outcome	Darren Pais (darren.pais@keysschools.com)
Evidence-based Strategy	Use of MFAS system and small group instruction
Rationale for Evidence-based Strategy	The MFAS system includes tasks and problems that teachers can implement with their students, and rubrics that help the teacher interpret students' responses. Students are asked to perform mathematical tasks, explain their reasoning, and justify their solutions. Teachers then use rubrics for interpreting and evaluating student responses in order to differentiate instruction based on students' strategies. By understanding student thinking, instruction can be modified to improve student achievement of mathematical goals related to the standards.

Action Step

Description	1. Implement MFAS in all grade levels. 2. Expand Title I tutoring and E/I Program to be more inclusive of mathematics. 3. Change 5th grade Math Instructional Model by adding a second teacher unit. 4. District Support from Mathematics Curriculum Specialist. 5. Small group instruction in mathematics with fidelity.
Person Responsible	Mark Leffler (mark.leffler@keysschools.com)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

School-wide Writing Focus: The KLS AVID Site Team identified writing as a focus for the 2019-2020 school year based on data that shows students who score higher on writing are more likely to score satisfactory on the ELA statewide test. The site team used the state of Florida's Writing Rubrics to create schoolwide rubrics for untested grade levels. Teachers also learn about, utilize, and share writing strategies throughout all content areas.

AVID Professional Learning Modules will be presented to the staff throughout the 2019-2020 schoolyear.

Use of Learning Goals and Scales: KLS will continue to use learning goals and scales in all classrooms and within all academic areas. Learning Goals and scales focus teacher and student attention to a specific goal or target and allow teachers and students to track learning progress toward the desired target.

Science Overall Performance: The Science Overall Performance dropped from 65% satisfactory to 56%.
KLS plans to reach an achievement level of 65% on the Science 5 and Science 8 tests combined.
KLS will increase teacher support from the district Science Curriculum Specialist through sharing resources, classroom visits, model lessons and sharing of best practices and progress monitoring tools.

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 Schoolwide Improvement Plan 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

KLS strives to engage community stakeholders to connect community experts with our school. Staff participate in community events to connect the school and community. These events include: team building at Key Largo Chocolates, Key Largo Annual Witches Ride, Relay for Life, Irish Festival, Community Band, highway cleanup, McTeacher Night and others.

Local agencies such as AHEC and Monroe County Health Department offer a coordinated level of school-based health care that integrates education, medical, and/or social services at the school site. This partnership 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 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, Publix, United Way and Take Stock in Children.

Parental Involvement
KLS involves parents in the planning and implementation of the Title I Program and extends

an open invitation to the school's parent resource area to inform parents about available programs and their rights under ESSA and other referral services. We aim to increase parent engagement/involvement through developing KLS Title I compact, KLS Title I Parent Involvement Plan, scheduling the Title I Annual Meeting, and other documents/activities in order to comply with dissemination and reporting requirements. Informal parent surveys are conducted to determine specific parental needs.

Annual Events Include:
Meet the Teacher
AVID/Title I/Open House/Student Success Nights
Hispanic Heritage Food Truck Night
Halloween Parade/Spooktacular
Book Fairs
Dads Take your Child to School Day
Thanksgiving Feast
Veterans Day/Patriot Day Ceremonies
Conch Scramble
Holiday Breakfasts
Canned Food Drives
Concerts/Assemblies
Fish Fry
Fun Run
World Heritage/AVID STEAM Fair Night
Fine Arts Festival
Earth/Career Days

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.

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.

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 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, STAR Early Literacy, and Unique Learning System (ULS) give data on this topic. 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
KLS provides resources to ensure students needing remediation are assisted through extended learning opportunities: before-school, after-school programs, or summer school. The district coordinates with Title II and III ensuring supplemental staff development needs are provided. Supplemental 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 resources and helps identify student needs. KLS works with the district Parent Engagement Coordinator to reduce 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 remain on the pathway for college and career readiness and work with the district homeless liaison to assure students receive services.

Title II
The District uses supplemental funds for the students at KLS as follows:
* Partial Funding of the Literacy Coach
* Professional development for teachers and staff
* ESOL Endorsement coursework
* Reimbursement for add-on endorsement programs such as Gifted, and reading bonuses, as funding permits

Title III
KLS also provides professional development funded in part by Title III on EL strategies for teachers

Title X
KLS seeks to ensure a successful educational experience for homeless children by collaborating with Local Agencies, parents and the community. Guidance Counselors serve as Homeless Liaisons and assist with the identification, enrollment, attendance, and transportation of homeless students. Homeless Liaisons work closely with our school registrar when 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 and are provided with all entitlements. KLS provides homeless sensitivity training for all staff members. Our CHIPS contact works with teachers and the district contact to ensure homeless students engage in tutoring as needed.

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

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.

Part V: Budget

1	III.A	Areas of Focus: Black/African American Subgroup Performance				$16,517.02
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5900	150-Aides	0291 - Key Largo School	Other		$16,517.02
			Notes: Jumpstart Morning Program is a grant provided by Keys Children's Foundation			
2	III.A	Areas of Focus: Math Lowest 25%				$33,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5900	120-Classroom Teachers	0291 - Key Largo School	Other Federal		$33,000.00
			Notes: Title I Tutoring			
					Total:	$49,517.02