

Monroe County School District

Key Largo School



2023-24

Schoolwide Improvement Plan (SIP)

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Key Largo School

104801 OVERSEAS HWY, Key Largo, FL 33037

<https://www.keysschools.com/domain/573>

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

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

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

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

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

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

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

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Pais, Darren	Principal	
Zepeda, Tiffany	Assistant Principal	
Fisher, Hannah	Assistant Principal	
Leffler, Mark	Math Coach	
Castillo, Lissette	Reading Coach	
Sullivan, Wendi	Teacher, ESE	
Brown, Eva	Teacher, K-12	
Caputo, Katherine	Teacher, K-12	
Valdes, Veronika	Teacher, K-12	
Blanche, Nicole	School Counselor	
Kerns, Carrie	School Counselor	

Stakeholder Involvement and SIP Development

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

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

1. School Leadership Team meets to review data and develop preliminary SIP Goals
2. These goals are brought back to the Building Level Planning team. Further review of data is conducted.
3. Goals are brought back to the staff. Staff has an opportunity for input and revisions are made if appropriate.
4. Goals are brought back to the School leadership team for revisions if needed.
5. Goals are brought to School Advisory Committee for review and approval.

SIP Monitoring

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

This process will involve several key steps to assess progress, identify challenges, and make necessary revisions for continuous improvement.

Regular Data Chats: A review team, consisting of teachers, administrators, and instructional coaches will meet on a regular basis to analyze the collected data. These review meetings will typically occur quarterly or as needed. The team will examine trends, patterns, and areas of concern to assess the effectiveness of the SIP's. The team will identify successful interventions and strategies that have contributed to positive outcomes. They will also identify any challenges or areas where the plan's implementation has fallen short.

Data-Informed Decision-Making: Based on the data analysis, the review team will make informed decisions about the effectiveness of current strategies. They will identify areas that require additional support or modifications to address achievement gaps effectively.

Revising the SIP: We will revise the SIP to incorporate new strategies, modify existing ones, or allocate resources differently. The revisions will be data-driven and focused on addressing the identified challenges and gaps. This revision will be discussed and updated through the building level planning team.

Professional Learning and Support: The SIP may involve targeted professional learning for teachers and staff to ensure they are equipped to implement the chosen strategies effectively. Regular training sessions will support the ongoing improvement of instructional practices.

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

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	66%
2022-23 Economically Disadvantaged (FRL) Rate	67%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)*

(subgroups below the federal threshold are identified with an asterisk)	Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	24	12	17	23	7	15	20	18	21	157
One or more suspensions	1	0	0	3	3	4	15	17	22	65
Course failure in English Language Arts (ELA)	0	1	0	6	5	0	2	0	0	14
Course failure in Math	0	0	0	1	5	3	0	0	0	9
Level 1 on statewide ELA assessment	0	0	0	8	13	18	26	28	21	114
Level 1 on statewide Math assessment	0	0	0	7	11	21	28	23	21	111
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	17	12	39	41	29	26	23	24	17	228
	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	8	3	8	20	9	11	18	21	18	116

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	1	7	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	17	13	9	17	11	9	17	15	12	120
One or more suspensions	0	0	0	0	0	0	1	4	3	8
Course failure in ELA	0	1	0	6	5	0	2	0	0	14
Course failure in Math	0	0	0	1	6	3	0	0	0	10
Level 1 on statewide ELA assessment	0	0	0	6	13	18	25	26	22	110
Level 1 on statewide Math assessment	0	0	0	5	11	21	26	21	22	106
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	20	22	24	66

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	4	8	4	9	7	8	40

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	1	7	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	17	13	9	17	11	9	17	15	12	120
One or more suspensions	0	0	0	0	0	0	1	4	3	8
Course failure in ELA	0	1	0	6	5	0	2	0	0	14
Course failure in Math	0	0	0	1	6	3	0	0	0	10
Level 1 on statewide ELA assessment	0	0	0	6	13	18	25	26	22	110
Level 1 on statewide Math assessment	0	0	0	5	11	21	26	21	22	106
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	20	22	24	66

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	4	8	4	9	7	8	40

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	1	7	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

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

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	45	50	53	48	54	55	51		
ELA Learning Gains				45			46		
ELA Lowest 25th Percentile				38			32		
Math Achievement*	51	57	55	53	38	42	49		
Math Learning Gains				61			48		
Math Lowest 25th Percentile				51			43		
Science Achievement*	45	50	52	47	57	54	48		
Social Studies Achievement*	64	75	68	72	63	59	84		
Middle School Acceleration	53	57	70	68	51	51	57		
Graduation Rate		74	74		56	50			
College and Career Acceleration		51	53		75	70			
ELP Progress	69	64	55	58	65	70	67		

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

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	371
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	541
Total Components for the Federal Index	10
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	20	Yes	2	2
ELL	26	Yes	2	1
AMI				
ASN				
BLK	38	Yes	3	
HSP	47			
MUL	46			
PAC				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
WHT	61			
FRL	50			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	31	Yes	1	1
ELL	39	Yes	1	
AMI				
ASN				
BLK	37	Yes	2	
HSP	52			
MUL	49			
PAC				
WHT	57			
FRL	50			

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

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	45			51			45	64	53			69
SWD	18			25			12	21			5	
ELL	16			27			20	14			6	69
AMI												
ASN												
BLK	35			40							2	
HSP	40			47			39	51	48		7	68

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
MUL	46			46							2	
PAC												
WHT	54			59			58	76	58		6	
FRL	40			48			39	59	52		7	68

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	48	45	38	53	61	51	47	72	68			58
SWD	16	29	33	28	41	39	13	52				28
ELL	22	34	34	33	54	58	19					58
AMI												
ASN												
BLK	33	48		29	43	30						
HSP	42	43	39	48	60	55	36	68	73			57
MUL	50	55		50	42							
PAC												
WHT	60	48	28	64	68	50	59	79	56			
FRL	43	43	38	45	56	47	40	67	62			54

2020-21 ACCOUNTABILITY 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 2019-20	C & C Accel 2019-20	ELP Progress
All Students	51	46	32	49	48	43	48	84	57			67
SWD	15	27	24	25	32	31	23	50				46
ELL	27	38	33	29	41	39	17					67
AMI												
ASN												
BLK	33	25		33	50							
HSP	48	49	35	45	49	43	43	79	58			67
MUL												
PAC												
WHT	58	43	33	58	48	50	57	90	61			

2020-21 ACCOUNTABILITY 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 2019-20	C & C Accel 2019-20	ELP Progress
FRL	43	42	29	41	45	38	47	79	56			63

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

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	54%	49%	5%	54%	0%
07	2023 - Spring	38%	47%	-9%	47%	-9%
08	2023 - Spring	40%	42%	-2%	47%	-7%
04	2023 - Spring	44%	51%	-7%	58%	-14%
06	2023 - Spring	41%	45%	-4%	47%	-6%
03	2023 - Spring	43%	49%	-6%	50%	-7%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	56%	54%	2%	54%	2%
07	2023 - Spring	56%	60%	-4%	48%	8%
03	2023 - Spring	55%	56%	-1%	59%	-4%
04	2023 - Spring	55%	51%	4%	61%	-6%
08	2023 - Spring	44%	57%	-13%	55%	-11%
05	2023 - Spring	38%	45%	-7%	55%	-17%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	43%	45%	-2%	44%	-1%
05	2023 - Spring	44%	44%	0%	51%	-7%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	96%	53%	43%	50%	46%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	62%	68%	-6%	66%	-4%

III. Planning for Improvement

Data Analysis/Reflection

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

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

After reviewing the data, stakeholders recognized that the data component that showed the lowest performance was students reading deficiencies in grades 3,4,6,7 and 8. More specifically, 3rd & 4th grade experienced a decline in students reading on grade level, by 11 and 15 percent respectively. Some factors that contributed to this student reading deficiency included; inability to analyze text, make text to text connections and analyzing theme in poetry and prose. The introduction of a new Savvas & Benchmark curriculum, a lack of certified ELA instructors and the introduction of a new supplemental reading program ILit45 also compounded the challenges, in closing these reading gaps.

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

Students entering 4th Grade showed the greatest reading deficiencies from the previous year. They dropped from a proficiency rate of 60% to 45%. One subgroup that was of concern for that grade level was the African American subgroup, students in this subgroup experienced the greatest reading deficiency. Their reading proficiency was at 0%. After reviewing the data, stakeholders correlate reading deficiencies like the inability to analyze text and the ability to apply analysis to broader concepts added to this gap. Stakeholders believe that placing greater emphasis in reading strategies across the curriculum in non tested and elective classes can help address this reading deficit.

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.

4th grade ELA had a 12% proficiency gap when compared to the state's average. In math 5th grades' proficiency gap was at 19% when compared to the State's. Finally, 8th-grade math had a gap of 11% in proficiency when compared to the state. Contributing factors include new curriculum, new state standards, and limited access to training.

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

The data that showed the most growth from the state assessments were in the Math Proficiency levels, which increased by a 2.8% schoolwide. Teachers and students implemented using the curriculum and differentiating lessons using manipulatives and other scaffolding techniques to reach students at their level. Math teachers met with coach to ensure strategic planning of lessons during common planning sessions.

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

Reflecting on the EWS data, two potential areas of concern include students who are absent 10% or more days and students with one or more suspensions.

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

In the upcoming school year to reduce the reading deficiency across our subgroups and at the school level our priorities include;

1. Implement data driven differentiated instruction while implementing highly effective strategies that promote student led engagement such as structured conversation and analyzing primary sources.
2. Provide in house training in crucial differentiation reading techniques like making text to text connections and identifying theme in prose and poetry, using the AVID weekly non fiction text sets.
3. Provide high quality training on the new ELA Savvas curriculum, to teachers.
4. Progress monitoring and frequent formative assessment will take place targeting the specific standard that is being taught and reviewed in class. These assessments will be created and administered using ILit45.
5. Strategic focused data chats, based on FAST PM 1 & 2, with reading and ELA teachers, to identify unfinished learning in specific BEST benchmarks in reading.

Area of Focus

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

#1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Over the last 3 years, KLS has had 56 new teachers join the staff. That is 80% of the staff.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the academic year, reduce teacher turnover rate by 20% through the implementation of targeted initiatives focused on fostering a positive culture and environment within the school.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Employee Satisfaction Surveys: Conduct regular surveys to assess teachers' satisfaction with the school's culture and environment. Target a minimum 10% increase in overall satisfaction scores.

Person responsible for monitoring outcome:

Darren Pais (darren.pais@keysschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Clear Communication: Implement regular communication channels to keep teachers informed about school policies, changes, and upcoming events.

Professional Development: Offer targeted professional development opportunities that align with teachers' career goals and needs.

Mentoring and Peer Support: Establish a mentorship program to provide new teachers with guidance and support from experienced colleagues.

Recognition and Appreciation: Recognize and appreciate teachers' efforts and achievements publicly, fostering a sense of value and pride.

Feedback Integration: Act on the feedback collected from teachers, making visible improvements based on their suggestions.

Collaborative Decision-Making: Involve teachers in decision-making processes related to curriculum, policies, and other aspects of the school.

Wellness Initiatives: Introduce wellness programs, such as yoga classes or wellness workshops, to support teachers' physical and mental well-being.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Teacher retention is essential for maintaining a high-quality education system that benefits students, teachers, and the community as a whole. Efforts to support and retain teachers should focus on providing competitive compensation, professional development, mentorship programs, and a positive working environment.

Experienced teachers bring stability and continuity to the classroom. Students benefit from building strong

relationships with teachers over time, as teachers become familiar with individual learning styles, needs, and strengths. High teacher turnover disrupts this consistency and can negatively impact student learning.

Experienced teachers often have a deep understanding of the curriculum, effective teaching methods, and classroom management techniques. This expertise contributes to the overall quality of education students receive.

Research has shown that teacher quality is one of the most significant factors influencing student achievement. Teachers who stay in the profession longer have the opportunity to refine their skills and strategies, leading to improved student outcomes.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Employee Satisfaction Surveys: Conduct regular surveys to assess teachers' satisfaction with the school's culture and environment.

Person Responsible: Darren Pais (darren.pais@keysschools.com)

By When: April 2024

Mentoring and Support Program Participation: Track the involvement of teachers in mentoring programs or support groups, which can positively impact their experience.

Person Responsible: Hannah Fisher (hannah.fisher@keysschools.com)

By When: Start September 2023 Meet weekly

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

ELL, SWD, Black/African American students fell below the ESSA Federal Index whereas all other subgroups have been above the ESSA Federal Index. In 2023, in both ELA and Math, our ELL, SWD, Black/African American subgroups were below 41%.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

ELL, SWD, and Black/African American students will meet or exceed the federal threshold of 41% proficiency in both Math and ELA for the 2023-24 school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

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

Person responsible for monitoring outcome:

Hannah Fisher (hannah.fisher@keysschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Data from STAR, iStation, Benchmark, and SAAVAS will drive interventions targeting text-to-text connections across text sets and identifying the theme in poetry. Grades K-3 readers will develop an awareness of the segments of sounds in speech with an additional focus on students' decoding skills to read complex multisyllabic words. The Flamingo Small Group Literacy Instruction and the Benchmark Advance daily lessons will be used to support these interventions. Struggling students in grades 4-8 will be provided with small-group instruction in areas of literacy and English language development. The Critical Reading Process and iLit 45 will be utilized for ELA and intensive reading, respectively. Schoolwide math instruction will utilize explicit corrective feedback through B.E.S.T. Instructional Guide for Mathematics and the use of concrete and semi-concrete representations (manipulatives) to support students' learning of mathematical concepts.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Building foundational skills to support reading for understanding; develops students' awareness of segments of sounds in speech, teaches students to decode, analyze word parts, and recognize words in a text.

According to WWC (What Works Clearinghouse) building these foundational reading skills allows students to develop reading accuracy, fluency, comprehension, and the ability to differentiate meaning in both literary and informational texts.

Research-based AVID strategies such as implementation of the graphic organizers to record their understanding of text, scaffolded by the gradual release instruction method and implementing the critical reading process across all content areas will enhance student learning to improve overall academic achievement.

Providing systematic instruction utilizing manipulatives increases student understanding of mathematical ideas and helps students attend to and remember the connections between prior learning and the new math skills they are acquiring.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Prioritize students within these subgroups identified to be invited to early morning tutoring and/or after-school Title I tutoring, thus expanding the school day for identified students.

Person Responsible: Hannah Fisher (hannah.fisher@keysschools.com)

By When: Sept 29 is when the first testing window closes. All data should be collected.

2. Refine the tutoring process to be high-frequency and multisensory by implementing math manipulatives and the critical reading process skill from AVID weekly.

Person Responsible: Hannah Fisher (hannah.fisher@keysschools.com)

By When: Sept 29 is when the first testing window closes. All data should be collected.

3. Modify the roles and schedules of interventionists to hold data chat meetings with staff and join teachers in holding parent conferences with the students in these subgroups.

Person Responsible: Hannah Fisher (hannah.fisher@keysschools.com)

By When: Ongoing

4. Increased support in the classroom (change of elementary schedules) will be supplemented by district and school support from the ELA Curriculum Specialist.

Person Responsible: Hannah Fisher (hannah.fisher@keysschools.com)

By When: Ongoing

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The process of reviewing school improvement funding allocations and ensuring resources are allocated based on needs typically involves several steps to ensure fairness, transparency, and effectiveness. At Key Largo School, the Building Leadership Planning Team identifies and gather data on the specific needs and challenges of the school. Once identified, BLPT will meet with their teams to discuss the priorities of the school. Stakeholders work together to discuss what resources are needed to support the needs of the school. School administration develops a clear and transparent framework for allocating resources, taking into consideration student population, academic performance trends, and specific improvement goals.

Feedback and revisions are made to the budget proposal. The budget proposal is then presented to the district administration team and the school board for approval. Once approved, the budget allocation on plan is implemented, making sure that the allocated resources are used effectively and as intended. School

administration continuously monitors the progress of the allocated resources in addressing the identified needs, regularly assesses the impact of the investments on student outcomes and school improvement, and makes adjustments to the allocation plan if necessary. We continue to keep all stakeholders informed about the allocation process, progress, and outcomes. School administration regularly communicates updates and successes to maintain transparency and build trust within the school community.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

N/A

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

Our progress monitoring data from PM 3 in 2023 indicates Grade 3 was at 42% proficiency and Grade 4 was 45% proficient. In 3rd grade, our ESE subgroup performed at a proficiency rate of 25%, the EL group showed 0% proficiency, and the AA group was at a 40% proficiency rate. In 4th grade, our ESE subgroup performed at a proficiency rate of 27%, the EL group showed 13% proficiency and the AA group was at a 0% proficiency rate. We see the need for Tier 2 and Tier 3 interventions focused on individual student needs. These interventions will be highly effective with Strong ESSA Evidence, based on the needs of students in the ESE, EL, and AA subgroups.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

N/A

Grades 3-5 Measurable Outcomes

50% of Grades 3-5 students will score at proficiency levels and above in ELA.

Monitoring**Monitoring**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

We will monitor student progress through the Benchmark curriculum for both formative and summative assessments. The Literacy Leadership Team and the Literacy Coach will engage in tracking data from the FAST testing (PM1 & 2) to support students' unfinished learning and build proficiency. The small group literacy model will be monitored daily through embedded assessments in Benchmark Advance. There will be data chats based on students' needs, conducted by the Grade level teams and interventionists weekly. The Literacy Leadership team will review students' progress monthly to measure the effectiveness of the differentiated learning opportunities.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Castillo, Lissette, lissette.castillo@keysschools.com

Evidence-based Practices/Programs**Description:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

K-3 students will utilize Flamingo UFLI differentiated learning, to refine phonemic skills. Teachers will instruct students how to associate meanings with sounds through; decoding, writing, and analyzing words and word parts. This engagement will promote phonemic awareness, phonics, fluency, vocabulary, and comprehension. The ESSA evidence-based strategies listed that support the building blocks for K-2 students to form a sustained relationship with ELA are located in the IES guide Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. The strategies fully align with the B.E.S.T Standards and the K-12 Comprehensive Reading Plan.

Students in grades 4-5 will use the Benchmark small group instruction model to provide differentiated instruction. This will create a targeted approach to meet the needs of each student. The critical reading process will be integrated across the curriculum in K-5, utilizing key AVID strategies such as; graphic organizers, and the gradual release model to enhance student learning and improve overall academic

achievement. These blends of strategies are aligned with the B.E.S.T Standards located in the IES guide Providing Reading Interventions for grades 4-5.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Building foundational skills to support reading for understanding; develops students' awareness of segments of sounds in speech, teaches students to decode, analyze word parts, and recognize words in a text.

According to WWC (What Works Clearinghouse) building these foundational reading skills allows students to develop reading accuracy, fluency, comprehension, and the ability to differentiate meaning in both literary and informational texts.

Scaffolded instruction is a well-established and research-based instructional practice with a 0.82 effect size in Hattie's analysis. This practice directly addresses all populations and our identified needs.

These interventions will be highly supported with ESSA evidence-based strategies targeting specific student needs utilizing IES guides as referenced above.

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Prioritize students within these subgroups identified to be invited to early morning tutoring and/or after-school Title I tutoring, thus expanding the school day for identified students.	Valdes, Veronika, veronika.valdes@keysschools.com
Refine the tutoring process to be high-frequency and multisensory implementing comprehension story boards.	Castillo, Lissette, lissette.castillo@keysschools.com
Modify the roles and schedules of interventionists to hold data meetings with staff, then join teachers in holding parent conferences with the students in these subgroups.	Fisher, Hannah, hannah.fisher@keysschools.com
More support in the classroom (change of elementary schedules) will be supplemented by district and school support from ELA Curriculum Specialist.	Zepeda, Tiffany, tiffany.zepeda@keysschools.com

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

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

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

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

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

KLS is always working on building positive relationships with parents, families, and community stakeholders. It is essential for KLS to fulfill its mission, support student needs, and keep parents informed about their child's progress.

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

Scheduled parent-teacher conferences are held at least twice a year. These conferences offer an opportunity for parents to discuss their child's academic progress, strengths, challenges, and set goals collaboratively with teachers.

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

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

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

KLS actively seeks partnerships with various local businesses, organizations, and nonprofits. These partnerships can provide resources, funding, and opportunities for students. In turn, the school might organize community service projects or events that involve students, parents, and community members.

KLS offers workshops on various parenting topics, such as effective communication, stress management, and helping children with homework, and language support. These workshops empower parents to better understand their child's needs and provide appropriate support.

Parents and community members are encouraged to volunteer in classrooms, school events, and extracurricular activities. This involvement not only strengthens the school's connection to the community but also demonstrates a shared commitment to student success.

KLS actively seeks feedback from parents through Title One parent surveys. This feedback helps the school adapt its programs and policies to better meet the needs of students and families.

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

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

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

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

Curriculum Review and Enhancement:

The teachers do a thorough review of its existing curriculum, analyzing its alignment with academic standards, current research, and the needs of students. This review identifies areas for improvement and opportunities to enhance the curriculum.

Gradual Release Model of Instruction:

Teachers receive professional development in the gradual release model of instruction to approach teaching a new concept with "I do, we do, you do" segmented lessons. This method is centered around the idea that a teacher will model a skill or strategy for a few minutes, briefly allow students to practice with some support, and then release the students to begin practicing on their own.

Differentiated Instruction:

Teachers receive professional development in differentiated instruction techniques. This approach tailors teaching methods and content to individual student needs, ensuring that both struggling students and high achievers receive appropriate challenges and support. Interventionists work with the grade level leader and curriculum specialist to design data-driven instructional groups and strategies and meet regularly to analyze growth data to measure for effectiveness.

Extended Learning Time:

The school extends the length of the school day through before and after school tutoring, and the year by offering summer school and extended summer programs, to provide more learning opportunities. This additional time can be used for academic enrichment, hands-on projects, and collaborative learning experiences.

Professional Development for Teachers:

Teachers receive ongoing professional development in pedagogical techniques such as differentiated

Instruction and project-based learning, and content knowledge. This ensures that they are equipped to provide high-quality instruction that meets the needs of diverse learners. This is facilitated through WICOR Wednesdays where various teachers sign up to present to faculty, the AVID strategies they implement which have proven effective.

Data-Driven Decision Making:

KLS implements data-driven instruction, using assessment data to identify areas of improvement and tailor interventions to individual students. This approach helps teachers address learning gaps and adjust instructional strategies accordingly. This occurs in quarterly grade level meetings.

Parent and Community Involvement:

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

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

..

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

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

KLS has two full-time school counselors that are available to students on campus each day. The school counselors provide individual and group counseling services. The counselors make referrals to Guidance Care Center for therapy and specialized mental health treatment services. There is a therapist from Guidance Care Center on campus five days a week who meets with students assigned to her caseload. There are additional agency counselors from the Guidance Care Center CAT team who come to campus regularly to work with students to provide specialized support services. The school counselors make referrals to Children in Need of Services/Families in Need of Services (CINS/FINS) to provide community-based mentoring services and academic support. KLS also has a full-time social worker who can provide Tier 3 behavioral support after counselors have worked with students on Tier 2 interventions. The school social worker can also coordinate functional behavior assessments and write behavior intervention plans as needed. The school counselors and school social workers conduct crisis intervention interviews and behavioral threat assessments in the event of an emergency. We also have a mobile response team from the Guidance Care Center who can come assist the school in a crisis.

The counseling team partners with teachers and administrators to provide school safety/mental health awareness weeks such as Start with Hello Week, Red Ribbon Week, and Say Something Week. Additionally, the school promotes World Unity Day, World Kindness Day, and World Inclusion Day as a way to engage our students in coming together and supporting each other.

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

As an AVID schoolwide site, students at all grade levels are provided with opportunities to research and learn about postsecondary options for learning and the workforce. AVID Career Day allows for various community members and professionals from local businesses to present information to our students. Local colleges attend our career day to provide information to students about options for continuing education beyond graduation.

Our CTE classes allow students to earn certifications such as Adobe Photoshop that can be added to resumes and utilized immediately in the workforce.

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

The KLS tiered model consists of three tiers of intervention:

Tier 1 - Class/Schoolwide Interventions:

This tier focuses on creating a positive and inclusive school climate that promotes behavior and academic success for all students.

Universal strategies such as positive behavior interventions and supports (PBIS) are implemented to set clear expectations, reinforce positive behavior, and create a safe learning environment.

High-quality instruction and differentiated teaching methods are utilized to address the diverse learning needs of students.

Tier 2 - Targeted Interventions:

Students who require additional support beyond Tier 1 interventions are identified through data analysis and teacher observations.

Targeted interventions may include small-group interventions, social skills training, and additional academic support.

Progress is closely monitored, and interventions are adjusted as needed.

Tier 3 - Intensive Interventions:

At this tier, students with more significant behavioral or academic challenges are provided with intensive, individualized interventions.

A functional behavior assessment (FBA) might be conducted to understand the root causes of problem behavior and develop a behavior intervention plan (BIP).

Individualized Education Programs (IEPs) are developed for students with disabilities, outlining specific goals, services, and accommodations.

Early Intervening Services (EIS):

a. Identification and Assessment:

KLS uses data-driven methods to identify students at risk of academic or behavioral difficulties.

Assessments may include standardized tests, teacher evaluations, and behavioral observations.

b. Intervention Planning and Implementation:

Based on assessment results, the teachers design and implement targeted interventions to address students' specific needs.

These interventions are evidence-based and may involve additional academic support, counseling, behavior management strategies, or social-emotional learning programs.

c. Progress Monitoring:

continuous monitoring of the progress of students receiving early intervention services to determine the effectiveness of the interventions.

If students respond positively, interventions may continue; if not, the interventions are adjusted or more intensive supports are provided.

Coordination with IDEA and ESSA:

EIS aligns with the principles of response to intervention (RTI) and positive behavior interventions and supports (PBIS) within the schoolwide tiered model.

Students who continue to struggle despite interventions are referred for evaluation under IDEA to determine eligibility for special education services.

ESSA requires schools to reserve a portion of federal funds for EIS activities, ensuring that struggling students receive appropriate support before being referred for special education services.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Professional Learning is developed based on the SIP and Professional Learning Needs Assessment. The district provides 5 early release days to the schools to provide professional learning opportunities.

Teachers also have the option to participate in Professional Learning Communities. PLCs are to contribute to and support the Student Achievement Goal and Professional Learning Goal of teachers' Professional Growth Plans.

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

It is the policy of the Monroe County School District to support successful transitions for children and their families when entering Pre-Kindergarten Kindergarten. Administrators, Teaching Staff, and Family Service Staff work together with the parents to provide successful transitions to Pre-Kindergarten and Kindergarten.

Each year the district works with inter-agency groups to collect data/information on incoming Kindergarten Students. Through the state's T&TA Steering Committee, Child Find, the ELC, our Early Childhood Department, and the districts Pre-K ESE department we maintain and inter-agency agreement and communication to help transition Pre-K and/or Kindergarten students with special needs. At the end of the school year, Information regarding enrollment into the Kindergarten is communicated to MCSD prekindergarten students and posted on the district's webpage. Information regarding Kindergarten is shared with Private Providers and Interagency Groups.

Across the district, each school holds a "Kindergarten Round-up" to invite future Kindergarten students and parents to attend a transition meeting at the school they choose to attend. While the students tour the school with a current Kindergarten teacher. The parents discuss the following: registration, attendance, school policies and other school communication.

In addition, Head Start and VPK Teachers prepare student files to be transferred to school department chair. Transition meetings are held with school administration, department chairs, and Head Start/VPK personnel to discuss student transitions. During the month of May, parents of children transitioning to kindergarten will receive a packet that includes their child's physical, immunizations, IEP (if applicable), developmental progress report, assessment information, "What My Child Needs to Know" and summer learning. Special transition meetings are held with the Early Childhood Learning department for both Head Start and VPK students/families.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00

Total:	\$0.00
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Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes