Monroe County School District

KEY LARGO SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2

C. Demographic Data 12

D. Early Warning Systems 13

II. Needs Assessment/Data Review 17

A. ESSA School, District, State Comparison 18

B. ESSA School-Level Data Review 19

C. ESSA Subgroup Data Review 20

D. Accountability Components by Subgroup 21

E. Grade Level Data Review 24

III. Planning for Improvement 25

IV. Positive Learning Environment 51

V. Title I Requirements (optional) 57

VI. ATSI, TSI and CSI Resource Review 67

VII. Budget to Support Areas of Focus 68

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Darren Pais

darren.pais@keysschools.com

Position Title

Principal

Job Duties and Responsibilities

Leadership and Oversight: Providing overall leadership in the development, implementation, and monitoring of the SIP to ensure alignment with school goals and educational standards.
Data Analysis and Decision-Making: Analyzing data from various assessments (e.g., STAR, benchmark tests) to identify areas of improvement and inform decision-making processes related to instructional strategies and interventions.
Goal Setting and Planning: Collaborating with the leadership team and staff to establish clear, measurable goals within the SIP that address academic achievement, student growth, and other priorities identified by stakeholders.

Resource Allocation: Allocating resources effectively to support SIP goals, which may include budgetary decisions, staffing adjustments, and procurement of educational materials and technology.
Professional Development: Identifying professional development needs aligned with SIP goals and supporting staff in acquiring the necessary skills and knowledge to implement effective instructional practices.
Monitoring and Evaluation: Monitoring progress towards SIP goals through regular assessments and data reviews, and making adjustments as needed to ensure continuous improvement.
Communication and Stakeholder Engagement: Engaging with parents, community members, and stakeholders to communicate SIP progress, gather feedback, and build support for initiatives aimed at improving student outcomes.
Compliance and Reporting: Ensuring compliance with state and district policies related to SIP implementation, and preparing reports and presentations for district administrators and school board members as required.
Cultural and Instructional Leadership: Fostering a positive school culture that supports learning and collaboration among staff, students, and families, while also championing innovative instructional practices that align with SIP goals.
Accountability: Holding staff accountable for meeting SIP objectives and ensuring that all efforts are focused on achieving measurable improvements in student achievement and school performance.

Leadership Team Member #2

Employee's Name
Tiffany Zepeda

tiffany.zepeda@keysschools.com

Position Title
Assistant Principal

Job Duties and Responsibilities

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

Leadership in SIP Development: Collaborating with the Principal and other school leaders to develop, refine, and implement the SIP goals and strategies.
Data Analysis and Review: Utilizing data from various assessments (e.g., STAR, Benchmark) to analyze student performance trends and identify areas needing improvement. This involves leading or participating in data review meetings with teachers and instructional staff.
Instructional Leadership: Supporting and guiding teachers in understanding and implementing SIP initiatives effectively. This may involve providing professional development, resources, and coaching related to instructional strategies aligned with SIP goals.

Monitoring and Evaluation: Monitoring progress towards SIP goals through regular data analysis and classroom observations. Ensuring that interventions and strategies are implemented with fidelity and assessing their impact on student achievement.
Collaboration and Communication: Facilitating communication and cooperation between staff, parents, and community stakeholders regarding SIP initiatives. This includes organizing meetings, workshops, and presentations to keep stakeholders informed and engaged.
Resource Allocation: Assisting in the allocation of resources, including personnel, materials, and funds, to support SIP implementation effectively.
Reporting and Accountability: Providing regular updates and reports to the Principal, district administrators, and school board regarding SIP progress and outcomes. Ensuring compliance with district and state requirements related to SIP implementation and reporting.
Professional Development: Participating in professional learning opportunities to stay informed about current educational practices, research, and policies relevant to SIP goals and initiatives.
These responsibilities are crucial for Assistant Principals to effectively support the school's efforts in improving student learning outcomes through strategic SIP implementation.

Leadership Team Member #3

Employee's Name
Veronika Valdes

Veronika.Valdes@keysschools.com

Position Title
Assistant Principal

Job Duties and Responsibilities

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

Leadership in SIP Development: Collaborating with the Principal and other school leaders to develop, refine, and implement the SIP goals and strategies.
Data Analysis and Review: Utilizing data from various assessments (e.g., STAR, Benchmark) to analyze student performance trends and identify areas needing improvement. This involves leading or participating in data review meetings with teachers and instructional staff.
Instructional Leadership: Supporting and guiding teachers in understanding and implementing SIP initiatives effectively. This may involve providing professional development, resources, and coaching related to instructional strategies aligned with SIP goals.
Monitoring and Evaluation: Monitoring progress towards SIP goals through regular data analysis and classroom observations. Ensuring that interventions and strategies are implemented with fidelity and assessing their impact on student achievement.

Collaboration and Communication: Facilitating communication and cooperation between staff, parents, and community stakeholders regarding SIP initiatives. This includes organizing meetings, workshops, and presentations to keep stakeholders informed and engaged.
Resource Allocation: Assisting in the allocation of resources, including personnel, materials, and funds, to support SIP implementation effectively.
Reporting and Accountability: Providing regular updates and reports to the Principal, district administrators, and school board regarding SIP progress and outcomes. Ensuring compliance with district and state requirements related to SIP implementation and reporting.
Professional Development: Participating in professional learning opportunities to stay informed about current educational practices, research, and policies relevant to SIP goals and initiatives.
These responsibilities are crucial for Assistant Principals to effectively support the school's efforts in improving student learning outcomes through strategic SIP implementation.

Leadership Team Member #4

Employee's Name
Carrie Kerns

carrie.kerns@keysschools.com

Position Title
School Counselor

Job Duties and Responsibilities

School Counselor Responsibilities Related to SIP (School Improvement Plan) Implementation
1. Data Analysis and Student Support:
Collaborate with the SIP team to analyze student data from various assessments in order to identify academic, social, and emotional needs. Use this information to inform support services and targeted interventions.
2. Individual Student Planning:
Develop individualized student plans that align with SIP goals. Provide academic and career counseling interventions that support student growth and achievement.
3. Group Counseling:
Facilitate group counseling sessions aligned with SIP objectives, addressing specific student needs identified through data analysis. These may include topics such as social skills, academic support, or emotional regulation.
4. Parent and Community Engagement:
Participate in SIP meetings to share insights regarding student needs and progress. Actively involve parents and community members in supporting SIP initiatives and student development.
5. Professional Development:
Attend SIP-related professional development sessions to strengthen counseling strategies that align

with school improvement goals and support whole-child development.

Leadership Team Member #5

Employee's Name
Mark Leffler

mark.leffler@keysschools.com

Position Title
Math Coach

Job Duties and Responsibilities

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

1. Data Analysis and Goal Setting:
Analyzing student performance data in mathematics to identify areas for improvement. Collaborating with school leadership and teachers to set specific, measurable goals aligned with SIP objectives.
2. Professional Development:
Providing targeted professional development and support to math teachers to enhance instructional practices. This includes leading workshops, coaching sessions, and modeling effective teaching strategies.
3. Curriculum Alignment:
Ensuring that the math curriculum and instructional materials align with SIP goals and academic standards. Collaborating with curriculum specialists and teachers to integrate SIP initiatives into daily instruction.
4. Instructional Support:
Coordinating and facilitating small-group instruction, intervention programs, and enrichment activities to address diverse student needs in mathematics. Continuously monitoring and adjusting instructional strategies based on student progress data.
5. Data-Driven Decision Making:
Utilizing assessment data to guide instructional improvements and interventions. Conducting regular data discussions with teachers and school leadership to evaluate progress toward SIP goals.
6. Family and Community Engagement:
Engaging parents, guardians, and community members in the SIP implementation process. Communicating progress, initiatives, and strategies to stakeholders and seeking their input and support.
7. Monitoring and Evaluation:
Monitoring the effectiveness of SIP strategies in improving math achievement. Participating in SIP review meetings, evaluating outcomes, and making data-informed recommendations for adjustments

or enhancements.
8. Collaborative Planning:
Working with other academic coaches, administrators, and support staff to align SIP initiatives across subjects and grade levels. Contributing to building-level planning teams to ensure consistent and effective implementation of SIP goals.
9. Professional Learning Communities (PLCs):
Facilitating or participating in PLCs focused on mathematics instruction and SIP goals. Promoting collaboration among math teachers to share best practices, analyze student work, and refine instructional approaches.
10. Documentation and Reporting:
Maintaining accurate records of SIP activities, including data analyses, professional development efforts, and student progress. Providing regular updates to school leadership and district officials on SIP implementation and outcomes.

Leadership Team Member #6

Employee's Name
Madelin Riquelme

madelin.riquelme@keysschools.com

Position Title
Literacy Coach

Job Duties and Responsibilities

1. Collaboration and Coordination:
Work closely with school leadership, teachers, and other stakeholders to align literacy goals with SIP objectives. Collaborate with the SIP team to integrate literacy initiatives into the overall school improvement strategy.
2. Data Analysis and Intervention Planning:
Utilize data from various assessments (e.g., STAR, Benchmark) to identify student literacy needs and gaps. Develop targeted intervention plans aligned with SIP goals to improve reading comprehension, fluency, and literacy skills across grade levels.
3. Professional Development:
Provide coaching and professional learning opportunities for teachers on effective literacy instructional strategies. Support the implementation of research-based practices that address SIP priorities, including differentiated instruction, literacy across content areas, and technology integration.
4. Monitoring and Evaluation:
Monitor the progress of literacy interventions and initiatives outlined in the SIP. Collect and analyze data to assess the effectiveness of instructional strategies and interventions. Adjust coaching and

support strategies based on data-driven insights.
5. Curriculum Support and Resource Development:
Assist in developing and adapting literacy curriculum resources that align with SIP goals. Offer guidance in selecting instructional materials, literacy assessments, and tools that address diverse student needs and learning styles.
6. Family and Community Engagement:
Collaborate with families, community members, and stakeholders to promote literacy awareness and involvement in SIP initiatives. Facilitate workshops or events to help parents support literacy development at home.
7. Professional Learning Communities (PLCs):
Facilitate or actively participate in PLCs focused on literacy instruction and SIP goals. Encourage teacher collaboration to share best practices, analyze student work, and refine instructional practices approaches in line with SIP priorities.
8. Documentation and Reporting:
Maintain accurate records of SIP-related activities, interventions, and outcomes. Prepare reports and presentations to communicate progress, challenges, and successes related to literacy initiatives and SIP implementation.

Leadership Team Member #7

Employee's Name
Eva Brown

eva.brown@keysschools.com

Position Title
Teacher/AVID Site Leader and Building Level Planning Team Member

Job Duties and Responsibilities

AVID Site Leader, AVID Elective Teacher, and Middle School ELA Teacher Responsibilities Related to SIP (School Improvement Plan) Implementation
1. Data Analysis and Goal Setting:
Collaborate with the School Leadership Team and AVID District Coordinator to analyze student achievement data, focusing on literacy growth and college/career readiness. Contribute to the development and refinement of SIP goals that reflect both ELA and AVID priorities, ensuring alignment across school initiatives.
2. Curriculum Integration and Instructional Alignment:
Align AVID and ELA curriculum with SIP objectives. Integrate AVID's WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies into daily instruction to promote higher-order thinking, academic success, and college preparedness.
3. Differentiated Instruction Implementation:

Use differentiated instructional strategies in both ELA and AVID classrooms to meet diverse student needs. Incorporate accommodations and scaffolds that support the SIP goal of closing achievement gaps.

4. Progress Monitoring:

Consistently monitor student progress using formal and informal assessments, writing samples, and AVID-specific benchmarks. Use data to inform instruction and refine classroom and schoolwide strategies that contribute to SIP outcomes.

5. Professional Development and Collaboration:

Lead and participate in professional development related to AVID implementation, literacy instruction, and SIP initiatives. Facilitate staff training and model best practices in AVID strategies. Participate in PLCs, data chats, and cross-curricular planning aligned with SIP goals.

AVID Site Leader–Specific Responsibilities

1. AVID Program Coordination:

Serve as the school's AVID Site Leader, overseeing the implementation and sustainability of the AVID program in alignment with SIP priorities. Coordinate with the district AVID team, school administration, and teachers to ensure fidelity to the AVID model.

2. Site Team Facilitation:

Lead the AVID Site Team, guiding schoolwide collaboration around AVID strategies and SIP-aligned goals. Ensure vertical and horizontal alignment of WICOR strategies across content areas and grade levels.

3. Student Leadership and Goal Setting:

Empower students to set academic and personal goals connected to SIP objectives. Track goal progress and provide regular feedback and support to help students meet and exceed their targets.4. AVID Strategy Integration Across Campus:

Support general education teachers in implementing AVID strategies schoolwide. Facilitate peer coaching, classroom walk-throughs, and planning sessions to embed AVID within the school's instructional culture.

5. Communication and Stakeholder Engagement:

Promote AVID and SIP-related successes with staff, families, and the community. Share program data, student growth, and impact through presentations, newsletters, and school events to build buyin and expand stakeholder involvement.

Building-Level Planning Team Member Responsibilities

1. Data Analysis and SMART Goal Development:

Analyze school-wide data to identify achievement gaps and areas of need. Collaborate with the team to develop Specific, Measurable, Achievable, Relevant, and Time-bound (SMART) goals within the SIP.

2. SIP Implementation Support:

Lead or contribute to the implementation of SIP strategies, ensuring consistent integration of AVID

and ELA practices across the school. Monitor progress and provide feedback to ensure alignment with district and campus goals.
3. Stakeholder Communication:
Facilitate communication with staff, students, parents, and community partners about SIP progress. Gather input, share outcomes, and promote transparency in the school improvement process.
4. Professional Development Leadership:
Support and provide professional development related to SIP-aligned strategies—especially in AVID and ELA—equipping teachers with tools to enhance instruction and support student success.
5. Continuous Improvement and Reflection:
Engage in ongoing review of SIP implementation using data and stakeholder feedback. Contribute to the continuous improvement cycle by identifying successes, addressing challenges, and recommending strategy refinements.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

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

Initial Goal Setting by the School Leadership Team:
The School Leadership Team convenes to review school-wide data and establish initial goals for the School Improvement Plan (SIP), focusing on identified areas of need.
Data Analysis by the Building-Level Planning Team:
The initial goals are shared with the Building-Level Planning Team, which conducts a deeper analysis of relevant data to validate or adjust the proposed goals.
Staff Input and Feedback:
The draft goals are presented to the entire staff for review and input. Staff members are encouraged to provide feedback, which may lead to revisions based on professional insight and frontline experience.
Further Refinement by the School Leadership Team:
Any revisions resulting from staff feedback are reviewed by the School Leadership Team. Additional refinements are made as necessary to ensure goals are clear, measurable, and aligned with school priorities.
Review and Approval by the School Advisory Committee (SAC):
The finalized SIP goals are presented to the School Advisory Committee for review and formal

approval, ensuring alignment with the school's mission and stakeholder expectations.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

1. Regular Data Discussions:
A review team composed of teachers, administrators, and instructional coaches will meet regularly—at least quarterly or as needed—to analyze student performance and implementation data. During these sessions, the team will examine trends, patterns, and areas of concern to evaluate the effectiveness of the School Improvement Plan (SIP). They will identify successful interventions and strategies contributing to positive outcomes, as well as challenges or areas where implementation has not met expectations.
2. Data-Driven Decision-Making:
Decisions regarding the continuation, modification, or elimination of strategies will be based on data analysis. The review team will use this evidence to determine which areas require additional support or instructional adjustments in order to address achievement gaps and improve student outcomes.
3. SIP Revisions:
Revisions to the SIP will be made as needed to integrate new strategies, adjust current practices, or reallocate resources more effectively. These updates will be based on ongoing data analysis and will be collaboratively discussed and finalized by the Building-Level Planning Team.
4. Professional Development and Support:
To support effective implementation of the SIP, targeted professional development will be provided for teachers and staff. Training sessions will focus on evidence-based instructional practices and be aligned with the plan's priorities. Ongoing support will ensure that educators are equipped to apply new strategies effectively.
5. Stakeholder Engagement:
KLS will actively involve parents, community members, and other key stakeholders in the monitoring and revision process. Their input and feedback will be gathered through meetings, surveys, and community forums, and will be used to inform continuous improvement efforts within the SIP.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**COMBINATION** **PK-8**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**78.5%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2025-26: B** **2024-25: A** **2023-24: B** **2022-23: C** **2021-22: B**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	
School Enrollment	54	43	64	59	64	58	78	94	70	584
Absent 10% or more school days	20	12	16	12	11	9	13	15	11	119
One or more suspensions		4	7	5	13	7	10	12	9	67
Course failure in English Language Arts (ELA)			5	3	1	1	2			12
Course failure in Math			1		3					4
Level 1 on statewide ELA assessment	4	7	14	8	8	9	16	13	9	88
Level 1 on statewide Math assessment	4	5	9	5	5	8	21	9	10	76
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	4	7	14	8	8	9	27	13	9	99
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	4	5	9	5	5	8	21	3	10	70

Current Year 2026-27

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		1	6	1	8	7	13	5	6	47

Current Year 2026-27

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

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

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	68	66	61	58	72	88	65	78	89	645
Absent 10% or more school days	5	11	6	3	10	8	5	4	5	57
One or more suspensions		4	9	1	2	13	19	13	13	74
Course failure in English Language Arts (ELA)			5	1	2		1			9
Course failure in Math		1	3			1	1			6
Level 1 on statewide ELA assessment	17	20	32	15	4	21	18	10	8	145
Level 1 on statewide Math assessment	50	20	25	10	3	26	18	9	14	175
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	15	32	24	14	5	20	26			136
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	5	12	12	1	1	8	12	2	4	57

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

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

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

Data for 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	65	63	64	65	60	61	59	56	58
Grade 3 ELA Achievement	58	70	64	60	66	62	70	67	59
ELA Learning Gains	62	62	62	65	61	61	66	60	59
ELA Lowest 25th Percentile	54	55	55	66	56	55	65	54	54
Math Achievement*	69	63	64	67	65	62	65	61	59
Math Learning Gains	68	60	61	69	66	60	66	64	61
Math Lowest 25th Percentile	53	51	52	66	55	53	57	58	56
Science Achievement	57	52	60	53	56	57	43	53	54
Social Studies Achievement*	85	75	77	85	71	74	70	72	72
Graduation Rate		89	77		79	72		88	71
Middle School Acceleration	70	77	79	60	74	75	52	55	71
College and Career Acceleration		71	61		56	56		56	54
Progress of ELLs in Achieving English Language Proficiency (ELP)					62	61		62	59

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

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

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

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

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	64%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	641
Total Components for the FPPI	10
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
64%	65%	62%	53%	54%	53%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	48%	No		
English Language Learners	48%	No		
Black/African American Students	67%	No		
Hispanic Students	60%	No		
Multiracial Students	68%	No		
White Students	73%	No		
Economically Disadvantaged Students	61%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	65%	58%	62%	54%	69%	68%	53%	57%	85%	70%			
Students With Disabilities	38%	33%	52%	55%	46%	58%	55%	29%	90%	25%			
English Language Learners	35%	40%	61%	59%	49%	55%	42%	44%	50%				
Black/African American Students	67%		73%		53%	73%							
Hispanic Students	57%	54%	60%	52%	63%	65%	50%	49%	82%	66%			
Multiracial Students	73%		70%		60%								
White Students	79%	73%	64%	59%	82%	74%	59%	69%	96%	77%			
Economically Disadvantaged Students	61%	57%	60%	53%	64%	66%	54%	50%	82%	65%			

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	65%	60%	65%	66%	67%	69%	66%	53%	85%	60%			60%
Students With Disabilities	38%	25%	63%	63%	42%	68%	66%	14%	73%				
English Language Learners	43%	10%	67%	68%	51%	74%	69%	10%					60%
Black/African American Students	45%		58%		40%	58%	60%						
Hispanic Students	60%	50%	64%	63%	64%	70%	68%	44%	84%	58%			62%
Multiracial Students	67%				42%								
White Students	76%	78%	67%	79%	78%	72%	73%	71%	89%	61%			
Economically Disadvantaged Students	59%	56%	63%	68%	61%	66%	62%	45%	78%	46%			61%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

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

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

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

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

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	57%	62%	-5%	60%	-3%
ELA	4	72%	57%	15%	60%	12%
ELA	5	57%	57%	0%	61%	-4%
ELA	6	64%	63%	1%	62%	2%
ELA	7	67%	64%	3%	62%	5%
ELA	8	70%	55%	15%	60%	10%
Math	3	65%	70%	-5%	66%	-1%
Math	4	81%	62%	19%	65%	16%
Math	5	41%	55%	-14%	62%	-21%
Math	6	71%	62%	9%	60%	11%
Math	7	71%	63%	8%	53%	18%
Math	8	68%	42%	26%	61%	7%
Science	5	51%	50%	1%	60%	-9%
Science	8	61%	47%	14%	52%	9%
Civics	7	83%	75%	8%	77%	6%
Algebra	8	100%	89%	11%	84%	16%
Civics	8	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	7	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Geometry	8	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				

III. Planning for Improvement

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

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

Most Improvement

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

Mathematics demonstrated the greatest improvement across our school, particularly in Grades 4, 6, 7, and 8, with Grade 8 Mathematics outperforming the district by 26 percentage points. Additionally, our Algebra I students achieved a 100% proficiency rate.

New actions implemented included:

Expanded small-group intervention during the school day using frequent progress-monitoring data.

Increased standards-based planning focused on the highest-priority Florida B.E.S.T. benchmarks.

Regular collaborative data meetings where teachers analyzed student performance and adjusted instruction.

Targeted tutoring before and after school for students needing additional support.

Greater emphasis on mathematical discourse, problem-solving, and higher-order questioning during daily instruction.

Common formative assessments to quickly identify learning gaps and reteach essential concepts.

Increased administrative classroom walkthroughs and instructional coaching focused specifically on mathematics rigor and student engagement.

These intentional instructional practices created a more responsive learning environment and contributed to mathematics becoming one of the school's strongest areas of academic performance.

Lowest Performance

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

Grade 5 Mathematics was our lowest-performing data component, with 41% proficiency, which was 14 percentage points below the district average and 21 percentage points below the state average. While several grade levels demonstrated strong mathematics achievement, Grade 5 represented an area requiring targeted improvement.

Several factors contributed to this performance. The current Grade 5 cohort entered intermediate grades with unfinished learning resulting from earlier instructional disruptions and exhibited significant variability in foundational mathematical skills. Student mobility and a high percentage of economically disadvantaged students also created challenges in maintaining consistent instructional progress. In

addition, diagnostic assessments revealed persistent gaps in number sense, fraction operations, and multi-step problem solving, all of which are critical for success on the Grade 5 Florida B.E.S.T. Mathematics assessment.

The trend suggests that although our mathematics program has produced strong results in Grades 4, 6, 7, and 8, Grade 5 has become a transitional year where foundational skill deficits become more evident as students are expected to master increasingly rigorous content. This indicates the need for earlier intervention, stronger vertical alignment between Grades 4 and 5, and more frequent progress monitoring to identify and address learning gaps before they widen.

To address this trend, Key Largo School will implement targeted Tier II interventions, increase small-group instruction during the instructional day, strengthen collaboration between fourth- and fifth-grade mathematics teachers, utilize frequent standards-based formative assessments to guide instruction, and expand before- and after-school tutoring opportunities. These strategies are designed to accelerate learning, close foundational gaps, and improve mathematics proficiency for future Grade 5 students.

Greatest Decline

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

Grade 5 Mathematics showed the greatest decline from the prior year. Several instructional factors contributed to this decline. The Grade 5 mathematics classroom was led by an inexperienced teacher who had difficulty consistently implementing AVID strategies, standards-based instructional practices, and the school’s expectations for rigorous, student-centered instruction. Limited engagement in professional learning and collaborative planning also reduced opportunities to strengthen instructional practice, analyze student data, and respond effectively to identified learning gaps.

These factors contributed to inconsistent instruction and insufficient support for students who had gaps in foundational skills, mathematical reasoning, and multi-step problem solving. As the year progressed, student performance data indicated that interventions and instructional adjustments were not implemented with the consistency or urgency necessary to improve achievement.

For the current school year, Key Largo School has assigned a new, experienced mathematics teacher to Grade 5. The teacher is actively participating in professional learning, collaborative planning, data analysis, and the implementation of AVID strategies. Administration and instructional support staff will continue to monitor student progress, provide coaching, and ensure that targeted interventions are implemented consistently. This staffing change, combined with stronger instructional support and accountability, is expected to improve Grade 5 mathematics performance.

Greatest Gap

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

Grade 5 Mathematics demonstrated the greatest gap when compared to the state average, with a proficiency rate of 41%, which was 21 percentage points below the state average of 62%. Several instructional factors contributed to this gap. During the previous school year, Grade 5 Mathematics was taught by a first-year teacher who was developing instructional expertise and experienced difficulty consistently implementing the school's instructional framework, including AVID strategies, standards-based planning, and rigorous, student-centered mathematics instruction. Limited participation in professional learning and collaborative planning reduced opportunities to strengthen instructional practices through data analysis and the sharing of effective instructional strategies.
The data indicate that this was an isolated area of concern rather than a schoolwide trend. Mathematics performance in Grades 4, 6, 7, and 8 exceeded the state average, with Grades 4 and 7 outperforming the state by 16 and 18 percentage points, respectively. This pattern suggests that the gap was primarily related to classroom-level instructional implementation rather than deficiencies in the school's mathematics curriculum or instructional program.

EWS Areas of Concern

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

Area of Concern 1: Chronic Absenteeism
A total of 119 students (approximately 20% of the student population) were absent 10% or more of the school year, making chronic absenteeism the school's most significant Early Warning indicator. The issue spans every grade level, with particularly high numbers in Kindergarten (20 students), Grade 2 (16 students), Grade 6 (13 students), and Grade 7 (15 students). Chronic absenteeism reduces students' access to high-quality instruction, interventions, and enrichment opportunities, often resulting in lower academic achievement and decreased learning gains. Key Largo School will continue to strengthen attendance monitoring, family communication, attendance incentives, and student support services to improve daily attendance and reduce chronic absenteeism.

Area of Concern 2: Students Performing at Level 1 in English Language Arts and Mathematics
Another significant concern is the number of students performing at Level 1 on the statewide assessments, with 88 students in English Language Arts and 76 students in Mathematics. The highest concentrations are found in the intermediate and middle grades, including 16 students in Grade 6 ELA and 21 students in Grade 6 Mathematics, indicating a need for intensive academic intervention. This data aligns directly with the school's priorities of improving learning gains for the lowest-performing 25% of students in both ELA and Mathematics. The school will continue implementing targeted Tier II and Tier III interventions, frequent progress monitoring, standards-based small-group instruction, and collaborative data analysis to accelerate student growth and

increase proficiency.

Highest Priorities

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

English Language Arts Learning Gains of the Lowest 25%

- Although overall ELA Achievement remained stable, the Learning Gains of the Lowest 25% declined from **66 to 54**. Increasing growth for the school's most academically at-risk readers is the highest priority through targeted interventions, progress monitoring, and differentiated instruction.

Mathematics Learning Gains of the Lowest 25%

- Mathematics Learning Gains of the Lowest 25% also declined from **66 to 53**. The school will prioritize intensive Tier II and Tier III interventions, small-group instruction, and data-driven instructional adjustments to accelerate growth for struggling mathematicians.

Science Achievement

- Science Achievement continues to improve but remains below the state average. The school will continue strengthening inquiry-based instruction, scientific reasoning, and standards-aligned laboratory experiences to increase student proficiency.

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

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

Area of Focus #1

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

Key Largo School has identified students performing at Level 1 on the statewide English Language Arts assessment as a critical area of focus. During the 2025–2026 school year, 88 students scored at Level 1 in ELA, with the greatest concentrations occurring in Grades 3, 6, and 7. These students demonstrate significant gaps in foundational reading skills, vocabulary development, reading comprehension, and written response, limiting their ability to access grade-level content across all subject areas.

This area of focus was identified through a comprehensive review of the school's Early Warning System (EWS) data, statewide assessment results, and school accountability data. In addition to the high number of students performing at Level 1, the school's English Language Arts Learning Gains of the Lowest 25% decreased from 66% in 2024–2025 to 54% in 2025–2026, falling one percentage point below both the district and state averages of 55%. This decline indicates that the school's most academically at-risk readers did not make the expected rate of progress during the school year. Together, these data demonstrate a need to strengthen instructional practices and interventions specifically designed to accelerate learning for struggling readers.

Because literacy is foundational to success in every academic discipline, improving outcomes for the school's lowest-performing readers is essential to increasing overall student achievement, improving learning gains, and reducing the number of students performing at Level 1. To address this need, Key Largo School will implement targeted Tier II and Tier III interventions, provide standards-aligned small-group instruction, conduct frequent progress monitoring, and utilize collaborative data analysis to ensure instruction is responsive to student needs. These efforts will focus on accelerating growth for the lowest-performing 25% of students while increasing overall proficiency in English Language Arts.

Measurable Outcome

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

During the 2025–2026 school year, Key Largo School's English Language Arts Achievement remained at 65%, while ELA Learning Gains decreased from 65% to 62%, and ELA Learning Gains of the Lowest 25% declined from 66% to 54%.

Additionally, 88 students in Grades 3–8 scored at Level 1 on the statewide English Language Arts assessment, indicating the need to accelerate learning for the school's most academically at-risk readers.

By the end of the 2026–2027 school year, Key Largo School will achieve the following measurable outcomes:

Increase English Language Arts proficiency to at least 75% at every grade level (Grades K–8) on the statewide FAST English Language Arts assessment.

Increase English Language Arts Learning Gains to at least 70% at every grade level.

Increase English Language Arts Learning Gains of the Lowest 25% to at least 70% at every grade level.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Implementation and impact will be monitored through a comprehensive system of instructional walkthroughs, collaborative planning, student data analysis, parent engagement, and ongoing progress monitoring to ensure that all students are making adequate progress toward proficiency. Student progress will be systematically tracked using the Benchmark Advance curriculum, incorporating both formative and summative assessments to provide ongoing insights into student learning and growth.

Key components of the progress-monitoring process include:

Data Analysis:

The Literacy Leadership Team and Instructional Coach will analyze FAST Progress Monitoring 1 (PM1) and Progress Monitoring 2 (PM2) assessment data to identify students with unfinished learning, particularly those performing at Level 1 and within the lowest 25%, and to guide targeted interventions designed to increase proficiency and learning gains.

Daily Monitoring:

Teachers will utilize embedded Benchmark Advance assessments within the small-group literacy model, along with classroom formative assessments, to monitor student progress daily and make immediate instructional adjustments based on student performance.

Weekly Data Discussions:
Grade-level Professional Learning Communities (PLCs), interventionists, and the Literacy Leadership Team will meet weekly to review student data, identify individual learning needs, evaluate intervention effectiveness, and collaboratively plan responsive instruction.
Monthly Progress Reviews:
The Literacy Leadership Team will conduct monthly progress reviews to evaluate the effectiveness of differentiated instruction, intervention programs, and instructional strategies. Data will be used to refine supports and ensure students remain on track to meet schoolwide literacy goals.
Parent and Student Data Chats:
Following each FAST Progress Monitoring assessment and Benchmark data review, teachers will conduct student data chats to help students understand their progress, establish individual literacy goals, and take ownership of their learning. The school will also increase parent involvement through scheduled parent conferences and data chats, providing families with assessment results, intervention updates, and strategies to support literacy development at home. These collaborative conversations will strengthen the partnership between school and home while promoting shared accountability for student achievement.
Administrative Monitoring:
School administrators and instructional leaders will conduct regular classroom walkthroughs and instructional observations to ensure the consistent implementation of evidence-based literacy practices, AVID strategies, Benchmark Advance instructional routines, differentiated small-group instruction, and standards-aligned lessons.
This comprehensive, collaborative, and data-driven monitoring system will ensure that instruction remains responsive to student needs and that interventions are adjusted in a timely manner. These efforts will support the school's measurable outcomes of achieving 75% English Language Arts proficiency in every grade level and 70% learning gains for all students, including the lowest-performing 25%, while reducing the number of students performing at Level 1 on the statewide ELA assessment.

Person responsible for monitoring outcome
Madelin Riquelme-Literacy Coach & Tiffany Zepeda, Assistant Principal.

Evidence-based Intervention:
Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).
Description of Intervention #1:
Key Largo School will implement the Benchmark Advance small-group instructional model in grades K–5 to provide differentiated, data-driven literacy instruction aligned to each student's instructional needs. Teachers will use assessment data to form flexible groups and provide explicit instruction in

phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing, while ensuring students receive targeted intervention and enrichment based on their performance. Instruction will incorporate evidence-based literacy practices and AVID instructional strategies, including graphic organizers, higher-order questioning, collaborative learning structures, writing to learn, and the gradual release of responsibility model ("I Do, We Do, You Do"). These strategies promote student engagement, critical thinking, academic discourse, and independence while supporting mastery of the Florida B.E.S.T. Standards. Benchmark Advance's embedded formative assessments and small-group instructional resources will be used to monitor student progress continuously and adjust instruction based on student performance. Students identified as performing below grade level, including those in the lowest 25% and those scoring Level 1 on the FAST ELA assessment, will receive additional Tier II and Tier III interventions to accelerate learning and close achievement gaps.

Rationale:
This intervention was selected based on school data indicating a decline in ELA Learning Gains of the Lowest 25%, from 66% to 54%, and the identification of 88 students performing at Level 1 on the statewide ELA assessment. These data demonstrate the need for more intensive, differentiated literacy instruction and timely intervention. The Benchmark Advance small-group instructional model is supported by research from the Institute of Education Sciences (IES) and the What Works Clearinghouse (WWC), which identify explicit, systematic, small-group instruction as an effective practice for improving reading achievement. Research also supports the use of frequent progress monitoring, targeted interventions, and differentiated instruction to accelerate learning for struggling readers. In addition, AVID instructional strategies, including graphic organizers and the gradual release of responsibility model, have been shown to increase student engagement, strengthen comprehension, and promote independent learning. Together, these evidence-based practices provide a comprehensive literacy framework that aligns with the Florida B.E.S.T. Standards and supports Key Largo School's goal of increasing ELA proficiency to 75% across all grade levels and ELA Learning Gains, including the Lowest 25%, to 70% during the 2026–2027 school year.

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

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

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
ELA Monitoring Data Chat

Person Monitoring:
Madelin Riquelme-Literacy Coach & Tiffany Zepeda, Assistant Principal.

By When/Frequency:
Quartly/After PM1 and PM 2

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students demonstrating the greatest academic need will be prioritized for before-school and after-school Title I tutoring to provide additional instructional time and targeted intervention. Student selection will be based on multiple data sources, including FAST assessment results, Benchmark Advance assessments, classroom performance, progress-monitoring data, and teacher recommendations. The tutoring program will focus on accelerating learning for students performing below grade level, particularly those in the lowest-performing 25% and students identified as Level 1

on the statewide ELA assessment.
Monitoring the Effectiveness of Tutoring
The effectiveness of the tutoring program will be reviewed regularly through collaborative data meetings involving teachers, interventionists, instructional coaches, and school administrators. These meetings will focus on the following:
Student Growth: Monitor student progress using pre- and post-assessments, FAST Progress Monitoring (PM1, PM2, and PM3), Benchmark Advance assessments, and classroom formative assessments to measure growth and mastery of targeted literacy skills.
Academic Performance: Review classroom grades, standards mastery, and assessment results to determine the impact of tutoring and identify students requiring additional intervention or instructional adjustments.
Attendance and Participation: Track student attendance in tutoring sessions to ensure consistent participation and identify students requiring additional outreach. Student engagement and participation during tutoring sessions will also be monitored to ensure instructional effectiveness.
Teacher Feedback: Classroom teachers and interventionists will provide ongoing feedback regarding student progress, classroom performance, and instructional needs. This information will be used to refine tutoring groups, instructional strategies, and intervention plans.
This systematic, data-driven approach ensures that tutoring resources are directed toward the students with the greatest need and that continuous monitoring informs instructional decisions, resulting in improved literacy achievement and increased learning gains.

Action Step #2
Refine Tutoring Process

Person Monitoring:
Madelin Riquelme-Literacy Coach & Tiffany Zepeda, Assistant Principal.

By When/Frequency:
Quartly/After PM1 and PM 2

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Enhanced Tutoring Intervention
To strengthen the effectiveness of the tutoring program, Key Largo School will implement high-frequency, multisensory literacy instruction that incorporates comprehension storyboards and other evidence-based reading strategies. This instructional approach engages students through visual, verbal, and written learning experiences, improving reading comprehension, vocabulary development, critical thinking, and long-term retention. Storyboards will support students in identifying key ideas, sequencing events, citing textual evidence, and analyzing literary and informational texts.
Monitoring and Analysis
The Assistant Principal, Literacy Leadership Team, and Literacy Coach will collaboratively monitor the implementation and effectiveness of the tutoring program through regular data analysis and instructional reviews. Student progress will be evaluated using multiple measures to ensure interventions remain targeted and responsive.
Student Progress Monitoring:
Pre- and Post-Assessments: Students will complete diagnostic assessments prior to tutoring and summative assessments following intervention cycles to measure growth in reading comprehension, vocabulary, and text analysis.
Ongoing Formative Assessments: Teachers and tutors will utilize Benchmark Advance assessments, comprehension checks, exit tickets, targeted questioning, and storyboard activities throughout tutoring sessions to monitor student understanding and adjust instruction accordingly.
Instructional Observations and Feedback:
The Assistant Principal, Literacy Coach, and classroom teachers will conduct regular observations of tutoring sessions to monitor instructional fidelity, student engagement, and the effective

implementation of multisensory instructional strategies.
Teachers and tutors will document student participation, comprehension, and progress toward individualized learning goals. Observational data and teacher feedback will be reviewed during collaborative data meetings to refine intervention groups, instructional strategies, and tutoring supports.
This data-driven, multisensory tutoring model is designed to accelerate literacy growth by providing engaging, targeted instruction that responds to individual student needs. Through continuous progress monitoring and collaborative analysis, Key Largo School will ensure that tutoring interventions remain effective in increasing reading proficiency and learning gains for struggling readers.

Action Step #3
Professional Learning

Person Monitoring:
Madelin Riquelme-Literacy Coach & Tiffany Zepeda, Assistant Principal.

By When/Frequency:
Quartly/After PM1 and PM 2

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Description of Professional Learning
Teachers will participate in targeted professional learning focused on evidence-based literacy instruction, including UFLI Foundations, Benchmark Phonics Intervention (Grades 3–5), Orton-Gillingham Phonics First, and standards-based instructional planning using the Florida B.E.S.T. Standards, Florida Standards Books, and Uncomplicate Ed Roadmaps. Professional learning will emphasize explicit, systematic, and multisensory literacy instruction, differentiated small-group teaching, and the integration of higher-order questioning to improve reading proficiency and learning gains, particularly for students in the lowest-performing 25%.
Recognizing the literacy needs identified through school data, Grade 5 teachers will receive additional training and coaching in UFLI, Benchmark Phonics Intervention, Orton-Gillingham Phonics First, and AMIRA to strengthen foundational reading skills for students with unfinished learning. This targeted support is intended to address persistent gaps in phonics, decoding, fluency, vocabulary, and comprehension as students transition from "learning to read" to "reading to learn."
Monitoring and Impact
The Literacy Coach and school administrators will monitor the implementation and effectiveness of professional learning through classroom observations, instructional walkthroughs, coaching cycles, and collaborative planning sessions. Instructional fidelity will be evaluated by observing the implementation of structured literacy practices, differentiated instruction, and standards-aligned lessons.
Teacher implementation will be supported through ongoing coaching, PLC discussions, and reflective feedback. Student impact will be measured using FAST Progress Monitoring (PM1, PM2, and PM3), Benchmark Advance assessments, UFLI progress-monitoring data, AMIRA diagnostic data, classroom formative assessments, and intervention data. Student growth in phonemic awareness, decoding, fluency, vocabulary, and reading comprehension will be reviewed regularly to evaluate the effectiveness of instructional practices.
The Literacy Leadership Team will analyze student achievement data monthly to determine the impact of professional learning on instructional quality and student outcomes. Findings will guide coaching priorities, professional development, and instructional adjustments to ensure all teachers consistently implement research-based literacy practices.
Rationale
This professional learning is grounded in research from the Institute of Education Sciences (IES) and the What Works Clearinghouse (WWC), which identify explicit, systematic, and differentiated literacy

instruction as highly effective for improving reading achievement. UFLI Foundations, Orton-Gillingham Phonics First, and Benchmark Phonics Intervention align with the science of reading and provide evidence-based practices that improve phonemic awareness, phonics, fluency, vocabulary, and comprehension.
School data identified a decline in ELA Learning Gains of the Lowest 25% from 66% to 54%, along with 88 students performing at Level 1 on the statewide ELA assessment, demonstrating the need for stronger instructional practices and targeted interventions. Providing teachers with ongoing, job-embedded professional learning and coaching will increase instructional effectiveness, strengthen Tier I instruction, improve intervention practices, and support the school's goals of achieving 75% ELA proficiency and 70% learning gains for all students, including the lowest-performing 25%.

Action Step #4
Student and Parent Data Meetings

Person Monitoring:
Madelin Riquelme-Literacy Coach & Tiffany Zepeda, Assistant Principal.

By When/Frequency:
Quartly/After PM1 and PM 2

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Description of Intervention
Key Largo School will implement a structured process of staff data meetings followed by student data chats and collaborative parent-student-teacher conferences to strengthen communication, increase student ownership of learning, and build meaningful partnerships between home and school. These meetings will focus on reviewing academic performance, monitoring progress toward individual goals, and developing targeted action plans to improve student achievement.
The assigned Assistant Principal and Literacy Coach will support teachers through the following activities:
Data Analysis and Goal Setting:
During Professional Learning Community (PLC) meetings and grade-level data chats, teachers will analyze FAST, Benchmark Advance, classroom assessment, and progress-monitoring data to identify student strengths, areas for growth, and instructional needs. This analysis will be used to establish measurable academic goals and develop individualized action plans for students, with a particular focus on students performing at Level 1 and those in the lowest-performing 25%.
Student Data Chats:
Teachers will meet individually with students following each progress-monitoring assessment to review their academic data, celebrate growth, identify areas for improvement, and establish personal learning goals. These conversations will encourage students to take ownership of their progress and understand the specific actions needed to achieve proficiency.
Parent-Student Conferences:
Teachers will conduct regular parent-student conferences to review student performance data, discuss progress toward academic goals, and collaborate on strategies to support learning both at school and at home. Student-friendly data trackers and progress charts will be used to clearly communicate growth over time and foster shared accountability for student success.
Data Visualization:
Teachers will maintain and regularly update individual student data trackers and classroom data displays that illustrate progress toward proficiency and learning gain goals. These visual tools will be used during student data chats and parent conferences to promote meaningful discussions about student achievement.
Feedback and Continuous Improvement:
Parents and students will be invited to provide feedback regarding conference effectiveness, intervention supports, and academic goals. This feedback, combined with ongoing student

performance data, will be reviewed by teachers, the Assistant Principal, and the Literacy Coach to refine instructional practices and strengthen home-school communication.
Follow-Up and Monitoring:
The Assistant Principal and Literacy Coach will monitor the implementation of student action plans through ongoing data reviews, classroom observations, and follow-up conferences. Intervention plans will be adjusted as needed to ensure students remain on track to meet the school's goals of 75% ELA proficiency and 70% learning gains for all students, including the lowest-performing 25%.
This collaborative, data-driven process empowers teachers, students, and parents to work together to support academic growth and ensures that instructional decisions remain responsive to each student's needs.

Area of Focus #2

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

Area of Focus: Students Performing at Level 1 in Mathematics (Grades 3–8)

Key Largo School has identified students performing at Level 1 on the statewide Mathematics assessment as a critical area of focus. During the 2025–2026 school year, 76 students scored at Level 1 in Mathematics, with the greatest concentrations occurring in Grades 6, 7, and 8. These students demonstrate significant gaps in number sense, mathematical reasoning, problem-solving, and the application of grade-level concepts, limiting their ability to successfully access rigorous mathematics instruction and demonstrate proficiency on the FAST Mathematics assessment.

This area of focus was identified through a comprehensive review of the school's Early Warning System (EWS) data, statewide assessment results, and school accountability data. In addition to the number of students performing at Level 1, the school's Mathematics Learning Gains of the Lowest 25% declined from 66% in 2024–2025 to 53% in 2025–2026, despite overall Mathematics Achievement increasing from 67% to 69% and overall Mathematics Learning Gains remaining strong at 68%. This decline indicates that while the school's mathematics program continues to produce positive results overall, the lowest-performing students are not making adequate academic growth and require more intensive, targeted support.

The data also identified Grade 5 Mathematics as a significant instructional concern, with proficiency at 41%, which was 21 percentage points below the state average. Although an experienced mathematics teacher has been assigned to Grade 5 for the current school year, the data demonstrate

the need for strengthened interventions and systematic progress monitoring for students with the greatest academic needs.

Because mathematics is foundational to success in advanced coursework, science, technology, and career readiness, improving outcomes for the school's lowest-performing mathematicians is essential to increasing overall student achievement and closing achievement gaps. To address this need, Key Largo School will implement targeted Tier II and Tier III mathematics interventions, standards-based small-group instruction, frequent progress monitoring, collaborative data analysis, and differentiated instruction aligned to the Florida B.E.S.T. Standards. These efforts will focus on accelerating learning for the lowest-performing 25% of students while increasing overall mathematics proficiency and reducing the number of students performing at Level 1 on the statewide Mathematics assessment.

Measurable Outcome

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

During the 2025–2026 school year, Mathematics Achievement increased from 67% to 69%, demonstrating continued improvement in overall mathematics performance. However, Mathematics Learning Gains of the Lowest 25% declined from 66% to 53%, indicating that the school's most academically at-risk students did not make the expected rate of growth. Additionally, 76 students in Grades 3–8 scored at Level 1 on the statewide Mathematics assessment, highlighting the need for more intensive intervention and differentiated instruction.

By the end of the 2026–2027 school year, Key Largo School will achieve the following measurable outcomes:

Increase Mathematics proficiency to at least 75% at every grade level (Grades 3–8) on the statewide FAST Mathematics assessment.
Increase Mathematics Learning Gains to at least 70% at every grade level.
Increase Mathematics Learning Gains of the Lowest 25% to at least 70% at every grade level.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Implementation and impact will be monitored through a comprehensive system of classroom observations, collaborative planning, data analysis, progress monitoring, and active student and parent engagement.

Student progress will be monitored using FAST PM1, PM2, and PM3, district benchmark

assessments, classroom formative assessments, and standards-based common assessments. Grade-level Professional Learning Communities (PLCs), mathematics teachers, interventionists, instructional coaches, and administrators will meet regularly to analyze student data, identify trends, monitor the effectiveness of interventions, and adjust instruction to meet individual student needs.

Following each progress-monitoring assessment, teachers will conduct student data chats to review individual mathematics performance, celebrate growth, identify areas for improvement, and establish measurable academic goals. These conversations will encourage students to take ownership of their learning and understand the steps necessary to achieve proficiency.

The school will increase parent involvement through regularly scheduled parent conferences and parent-student data chats. During these conferences, teachers will review FAST, benchmark, and classroom assessment data, discuss intervention progress, and collaborate with families to develop strategies that support mathematics achievement at home. Student-friendly data trackers and progress charts will be used to communicate growth and reinforce shared accountability between the school, students, and families.

The Assistant Principal, Mathematics Coach, and school leadership team will conduct regular classroom walkthroughs and instructional observations to monitor the implementation of standards-based instruction, differentiated small-group instruction, mathematical discourse, and evidence-based instructional strategies. Feedback from observations, student performance data, and parent conferences will be used to refine instructional practices, intervention groups, and professional learning.

This continuous cycle of monitoring, collaboration, and family engagement will ensure that instruction remains responsive to student needs and supports the school's measurable goals of achieving 75% mathematics proficiency at every grade level and 70% mathematics learning gains for all students, including the lowest-performing 25%.

Person responsible for monitoring outcome
Mark Leffler, Math Coach and Veronika Valdes, Assistant Principal.

Evidence-based Intervention:
Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).
Description of Intervention #1:
Key Largo School will implement a comprehensive, evidence-based mathematics framework in Grades K–8 designed to increase mathematics proficiency and learning gains for all students, with a

targeted emphasis on students performing at Level 1 and those in the lowest-performing 25%. Core mathematics instruction will be delivered using the district-adopted SAVVAS enVision Mathematics curriculum, aligned to the Florida B.E.S.T. Standards, and supplemented with Math Nation resources to strengthen conceptual understanding, procedural fluency, mathematical reasoning, and problem-solving skills. Teachers will use standards-based planning, Uncomplicate Ed Roadmaps, and the Florida B.E.S.T. Standards to ensure rigorous, standards-aligned instruction. Students requiring additional support will receive Tier II and Tier III interventions through differentiated small-group instruction during the instructional day, as well as before-school and after-school Title I tutoring. Instructional decisions will be driven by FAST Progress Monitoring (PM1, PM2, and PM3), district benchmark assessments, SAVVAS topic assessments, Math Nation diagnostics, classroom formative assessments, and teacher-developed common assessments. Teachers will implement evidence-based instructional strategies, including explicit instruction, gradual release of responsibility, mathematical discourse, collaborative learning structures, manipulatives, visual models, and higher-order questioning to deepen student understanding and application of mathematical concepts. To increase student ownership and family engagement, teachers will conduct student data chats following each progress-monitoring assessment and hold parent-student conferences to review academic data, establish measurable goals, and develop individualized action plans for continued growth. Monitoring of the Intervention Implementation and impact will be monitored through a continuous cycle of classroom observations, collaborative planning, progress monitoring, and data analysis. The Assistant Principal, Mathematics Coach, and Professional Learning Communities (PLCs) will meet regularly to analyze FAST PM1, PM2, and PM3 results, SAVVAS topic assessments, Math Nation diagnostic data, district benchmark assessments, and classroom formative assessments to evaluate student progress and identify students requiring additional intervention. School administrators and instructional leaders will conduct regular classroom walkthroughs and coaching cycles to monitor the effective implementation of the SAVVAS curriculum, Math Nation resources, differentiated small-group instruction, mathematical discourse, and standards-based instructional practices. Observation feedback and student performance data will guide instructional coaching and future professional learning. Teachers will maintain individual student data trackers and review progress weekly during PLC meetings. Intervention groups and instructional strategies will be adjusted based on ongoing assessment data to ensure timely support for students who are not demonstrating adequate growth. Following each assessment cycle, teachers will facilitate student data chats to help students analyze their performance, monitor progress toward individual goals, and identify strategies for improvement. Parent-student conferences will be held throughout the year to review assessment data, discuss intervention effectiveness, and strengthen the partnership between home and school in supporting student achievement. This comprehensive monitoring system will ensure that instruction remains responsive to student needs and that interventions are implemented with fidelity. Continuous analysis of student achievement data will support the school's goals of achieving 75% mathematics proficiency at every grade level and 70% mathematics learning gains for all students, including the lowest-performing 25%. Research Base: The intervention is supported by research from the Institute of Education Sciences (IES), the What Works Clearinghouse (WWC), and the National Council of Teachers of Mathematics (NCTM), which identify explicit instruction, differentiated small-group intervention, mathematical discourse, frequent progress monitoring, and data-driven instructional decision-making as high-impact practices for improving mathematics achievement and accelerating learning for struggling students.

Rationale:
This intervention was selected based on a review of schoolwide mathematics data indicating that, although overall Mathematics Achievement increased from 67% to 69%, Mathematics Learning Gains of the Lowest 25% declined from 66% to 53% during the 2025–2026 school year. Additionally, 76 students in Grades 3–8 scored at Level 1 on the statewide Mathematics assessment, demonstrating the need for more intensive, targeted support for struggling learners. Grade 5 Mathematics also

emerged as a significant area of concern, with proficiency at 41%, which was 21 percentage points below the state average. These interventions are supported by research from the Institute of Education Sciences (IES), the What Works Clearinghouse (WWC), and the National Council of Teachers of Mathematics (NCTM), which identify explicit instruction, frequent progress monitoring, mathematical discourse, and differentiated intervention as high-impact practices for improving mathematics achievement. Implementing these evidence-based programs, combined with ongoing data analysis, targeted interventions, and collaborative planning, will strengthen Tier I instruction, accelerate learning for the lowest-performing students, and support the school's goals of achieving 75% mathematics proficiency and 70% mathematics learning gains for all students, including the lowest-performing 25%.

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

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

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Math Monitoring Data Chat

Person Monitoring:
Mark Leffler, Math Coach and Veronika Valdes, Assistant Principal.

By When/Frequency:
Quartly/After PM1 and PM 2

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students demonstrating the greatest need in mathematics will be prioritized for before-school and after-school Title I tutoring to provide additional instructional time and targeted intervention. Student selection will be based on multiple data sources, including FAST Mathematics assessment results, SAVVAS enVision Mathematics assessments, Math Nation diagnostics, classroom performance, progress-monitoring data, and teacher recommendations. The tutoring program will focus on accelerating learning for students performing below grade level, particularly those in the lowest-performing 25% and students identified as Level 1 on the statewide Mathematics assessment.
Monitoring the Effectiveness of Tutoring
The effectiveness of the mathematics tutoring program will be reviewed regularly through collaborative data meetings involving teachers, interventionists, instructional coaches, and school administrators. These meetings will focus on the following:
Student Growth: Monitor student progress using pre- and post-assessments, FAST Progress Monitoring (PM1, PM2, and PM3), SAVVAS topic assessments, Math Nation diagnostics, and classroom formative assessments to measure growth and mastery of targeted mathematics standards.
Academic Performance: Review classroom grades, standards mastery, assessment results, and problem-solving performance to evaluate the impact of tutoring and identify students requiring additional intervention or instructional adjustments.
Attendance and Participation: Track student attendance during tutoring sessions to ensure consistent participation and identify students requiring additional outreach. Student engagement, mathematical discourse, and participation during tutoring will also be monitored to ensure instructional effectiveness.

Teacher Feedback: Classroom teachers, interventionists, and tutors will provide ongoing feedback regarding student progress, mathematical understanding, classroom performance, and instructional needs. This information will be used to refine tutoring groups, instructional strategies, and intervention plans.
This systematic, data-driven approach ensures that tutoring resources are directed toward students with the greatest academic need and that continuous progress monitoring informs instructional decisions, resulting in increased mathematics achievement, improved problem-solving skills, and higher learning gains for all students, including the lowest-performing 25%.

Action Step #2
Refine Tutoring Process

Person Monitoring:
Mark Leffler, Math Coach and Veronika Valdes, Assistant Principal.

By When/Frequency:
Quartly/After PM1 and PM 2

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
To strengthen the effectiveness of the mathematics tutoring program, Key Largo School will implement high-frequency, evidence-based mathematics instruction utilizing SAVVAS enVision Mathematics, Math Nation, and standards-aligned intervention resources. Tutoring will focus on developing conceptual understanding, procedural fluency, mathematical reasoning, vocabulary, and multi-step problem-solving through explicit instruction, mathematical discourse, visual models, manipulatives, and collaborative learning strategies. This targeted approach provides students with multiple opportunities to apply mathematical concepts in meaningful ways while addressing unfinished learning and strengthening grade-level proficiency.
Monitoring and Analysis
The Assistant Principal, Mathematics Coach, and Mathematics Leadership Team will collaboratively monitor the implementation and effectiveness of the tutoring program through regular data analysis, classroom observations, and instructional reviews. Student progress will be evaluated using multiple measures to ensure interventions remain targeted, responsive, and effective.
Student Progress Monitoring:
Pre- and Post-Assessments: Students will complete diagnostic assessments prior to beginning tutoring and summative assessments following each intervention cycle to measure growth in mathematical reasoning, procedural fluency, conceptual understanding, and problem-solving.
Ongoing Formative Assessments: Teachers and tutors will utilize SAVVAS topic assessments, Math Nation diagnostics, FAST Progress Monitoring (PM1, PM2, and PM3), exit tickets, standards-based quizzes, and targeted problem-solving tasks throughout tutoring sessions to monitor student understanding and make timely instructional adjustments.
Instructional Observations and Feedback:
The Assistant Principal, Mathematics Coach, and classroom teachers will conduct regular observations of tutoring sessions to monitor instructional fidelity, student engagement, and the effective implementation of evidence-based mathematics instructional strategies. Teachers and tutors will document student participation, mathematical discourse, and progress toward individualized learning goals. Observation data, assessment results, and teacher feedback will be reviewed during collaborative data meetings to refine intervention groups, instructional strategies, and tutoring supports.
This data-driven mathematics tutoring model is designed to accelerate student achievement by providing engaging, targeted instruction that responds to individual learning needs. Through continuous progress monitoring, collaborative analysis, and evidence-based instructional practices, Key Largo School will ensure that tutoring interventions effectively increase mathematics proficiency and learning gains, particularly for students performing below grade level and those in the lowest-

performing 25%.

Action Step #3
Professional Learning

Person Monitoring:
Mark Leffler, Math Coach and Veronika Valdes, Assistant Principal.

By When/Frequency:
Quartly/After PM1 and PM 2

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will participate in targeted professional learning focused on evidence-based mathematics instruction using SAVVAS enVision Mathematics, Math Nation, the Florida B.E.S.T. Standards, the Florida Standards Books, and the BIG M (Building Instructional Growth in Mathematics) framework. Professional learning will emphasize standards-based planning, explicit instruction, mathematical discourse, conceptual understanding, procedural fluency, problem-solving, differentiated small-group instruction, and the use of higher-order questioning to improve mathematics achievement and learning gains, particularly for students in the lowest-performing 25%.
Teachers will receive specific training in the BIG M framework, with an emphasis on instructional routines that promote mathematical thinking, productive struggle, collaborative problem-solving, formative assessment, and student discourse. This training will strengthen teachers' ability to deliver rigorous, standards-aligned mathematics instruction while using data to differentiate learning and address unfinished mathematical concepts.
Recognizing the mathematics needs identified through school data, Grade 5 teachers will receive additional instructional coaching and professional learning in the implementation of SAVVAS enVision Mathematics, Math Nation, the BIG M instructional framework, and evidence-based intervention strategies. This targeted support is designed to strengthen instruction in number sense, mathematical reasoning, procedural fluency, and multi-step problem-solving while addressing unfinished learning and preparing students for the increased rigor of middle school mathematics.
Monitoring and Impact
The Mathematics Coach and school administrators will monitor the implementation and effectiveness of professional learning through classroom observations, instructional walkthroughs, coaching cycles, and collaborative planning sessions. Instructional fidelity will be evaluated by observing standards-based instruction, differentiated small-group instruction, mathematical discourse, and the effective implementation of SAVVAS enVision Mathematics, Math Nation, and BIG M instructional practices. Teacher implementation will be supported through ongoing coaching, Professional Learning Community (PLC) discussions, collaborative lesson planning, and reflective feedback. Student impact will be measured using FAST Progress Monitoring (PM1, PM2, and PM3), SAVVAS topic assessments, Math Nation diagnostics, district benchmark assessments, classroom formative assessments, and intervention data. Student growth in conceptual understanding, procedural fluency, mathematical reasoning, and problem-solving will be reviewed regularly to evaluate the effectiveness of instructional practices.
The Mathematics Leadership Team will analyze student achievement data monthly to determine the impact of professional learning on instructional quality and student outcomes. Findings will guide instructional coaching, future professional development, and instructional adjustments to ensure all teachers consistently implement research-based mathematics practices with fidelity.
Rationale
This professional learning is grounded in research from the Institute of Education Sciences (IES), the What Works Clearinghouse (WWC), and the National Council of Teachers of Mathematics (NCTM), which identify explicit instruction, mathematical discourse, differentiated instruction, frequent formative assessment, and data-driven decision-making as high-impact practices for improving mathematics achievement. SAVVAS enVision Mathematics, Math Nation, and the BIG M framework

provide standards-aligned, evidence-based instructional resources and practices that strengthen conceptual understanding, procedural fluency, mathematical reasoning, and problem-solving while supporting differentiated instruction and intervention.
School data identified a decline in Mathematics Learning Gains of the Lowest 25% from 66% to 53%, along with 76 students performing at Level 1 on the statewide Mathematics assessment. Although overall Mathematics Achievement increased from 67% to 69%, these data demonstrate the need for strengthened Tier I instruction and targeted interventions for the school's most academically at-risk mathematicians. Providing teachers with ongoing, job-embedded professional learning and instructional coaching will increase instructional effectiveness, improve intervention practices, and support the school's goals of achieving 75% mathematics proficiency and 70% mathematics learning gains for all students, including the lowest-performing 25%.

Action Step #4
Student and Parent Data Meetings

Person Monitoring:
Mark Leffler, Math Coach and Veronika Valdes, assistant Principal.

By When/Frequency:
Quartly/After PM1 and PM 2

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Key Largo School will implement a structured process of staff data meetings, followed by student data chats and collaborative parent-student-teacher conferences, to strengthen communication, increase student ownership of learning, and build meaningful partnerships between home and school. These meetings will focus on reviewing mathematics achievement, monitoring progress toward individual goals, and developing targeted action plans to improve student performance.
The assigned Assistant Principal and Mathematics Coach will support teachers through the following activities:
Data Analysis and Goal Setting:
During Professional Learning Community (PLC) meetings and grade-level data chats, teachers will analyze FAST Mathematics, SAVVAS enVision Mathematics assessments, Math Nation diagnostics, classroom assessments, and progress-monitoring data to identify student strengths, areas for growth, and instructional needs. This analysis will be used to establish measurable academic goals and develop individualized action plans for students, with a particular focus on students performing at Level 1 and those in the lowest-performing 25%.
Student Data Chats:
Following each progress-monitoring assessment, teachers will meet individually with students to review their mathematics data, celebrate growth, identify areas for improvement, and establish personal learning goals. These conversations will encourage students to take ownership of their progress and understand the specific actions necessary to achieve mathematics proficiency.
Parent-Student Conferences:
Teachers will conduct regular parent-student conferences to review mathematics performance data, discuss progress toward academic goals, and collaborate on strategies to support learning both at school and at home. Student-friendly data trackers and progress charts will be used to clearly communicate growth over time and promote shared accountability for student success.
Data Visualization:
Teachers will maintain and regularly update individual student mathematics data trackers and classroom data displays that illustrate progress toward proficiency and learning gain goals. These visual tools will be used during student data chats and parent conferences to facilitate meaningful discussions about student achievement.
Feedback and Continuous Improvement:
Parents and students will be invited to provide feedback regarding conference effectiveness,

intervention supports, and academic goals. This feedback, combined with ongoing student performance data, will be reviewed by teachers, the Assistant Principal, and the Mathematics Coach to refine instructional practices and strengthen home-school communication.
Follow-Up and Monitoring:
The Assistant Principal and Mathematics Coach will monitor the implementation of student action plans through ongoing data reviews, classroom observations, and follow-up conferences. Intervention plans will be adjusted as needed to ensure students remain on track to meet the school's goals of 75% mathematics proficiency and 70% mathematics learning gains for all students, including the lowest-performing 25%.
This collaborative, data-driven process empowers teachers, students, and parents to work together to improve mathematics achievement while ensuring instructional decisions remain responsive to each student's academic needs. Through consistent monitoring, communication, and shared accountability, Key Largo School will strengthen mathematics proficiency and accelerate learning for all students.

Area of Focus #3

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

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

Importance of Science Education

Science education equips students with the critical thinking, problem-solving, and inquiry skills necessary for success in school, college, careers, and everyday life. Through hands-on investigations, analysis of evidence, and scientific reasoning, students develop a deeper understanding of the natural world while strengthening literacy, mathematics, and analytical skills. High-quality science instruction fosters curiosity, innovation, and collaboration, preparing students to meet the demands of an increasingly STEM-focused workforce.

Impact on Student Learning

Effective science instruction promotes higher-order thinking, scientific inquiry, and real-world application of knowledge. Students who actively engage in investigations and collaborative problem-solving develop stronger reasoning skills, improve their ability to analyze and interpret data, and increase their overall academic achievement. Integrating literacy and mathematics within science instruction also strengthens cross-curricular learning and student engagement.

Rationale

Key Largo School identified Science Achievement as an area of focus through an analysis of statewide assessment and accountability data. While Science Achievement increased from 53% in 2024–2025 to 57% in 2025–2026, performance remains below the state average of 60%, indicating that a significant number of students have not yet demonstrated proficiency on the statewide science assessment.

This data highlights the need to strengthen standards-based science instruction through increased inquiry-based learning, hands-on laboratory experiences, scientific discourse, vocabulary development, and data-driven intervention. By focusing on evidence-based instructional practices aligned to the Florida B.E.S.T. Standards, the school will increase student proficiency, strengthen scientific reasoning skills, and better prepare students for success in advanced coursework and future STEM opportunities.

Measurable Outcome

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

During the 2025–2026 school year, Science Achievement increased from 53% to 57%, demonstrating continued growth in student performance. However, the school's proficiency rate remains below the state average of 60%, indicating the need to strengthen science instruction and increase student mastery of the Florida B.E.S.T. Science Standards.

By the end of the 2026–2027 school year, Key Largo School will increase Science proficiency from 57% to at least 65% on the statewide Science assessment for all tested grade levels.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Progress Tracking: Regularly review student performance data to track progress toward the 65% proficiency goal. Use benchmark assessments to measure interim success and make adjustments.
Feedback Loop: Maintain open communication with teachers, students, and parents to gather feedback on the effectiveness of the interventions and curriculum changes.
Adjust Strategies: Based on ongoing data and feedback, make necessary adjustments to teaching methods, resources, and support structures to ensure continuous improvement.

Person responsible for monitoring outcome

Darren Pais, Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the

evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Differentiated Instruction: Teachers will design and deliver standards-based science lessons that address diverse learning styles, readiness levels, and individual student needs. Instruction will include differentiated small-group learning, hands-on laboratory investigations, inquiry-based activities, and targeted scaffolds or enrichment opportunities to ensure all students can access rigorous grade-level content. Students requiring additional support will receive targeted interventions through classroom support, before-school tutoring, and after-school academic programs. Ongoing Formative Assessment: Teachers will utilize frequent formative assessments, including exit tickets, performance tasks, laboratory investigations, standards-based quizzes, and classroom discussions, to monitor student understanding, identify misconceptions, and adjust instruction accordingly. Assessment data will be used to provide timely feedback to students and guide data-driven instructional planning. Collaborative Learning and Peer Support: Teachers will incorporate structured collaborative learning opportunities that promote scientific discourse, inquiry, and problem-solving. Students will engage in peer discussions, laboratory teams, and collaborative investigations where they explain scientific concepts, analyze data, and support one another's learning. These collaborative experiences encourage active engagement, strengthen conceptual understanding, and foster a classroom culture focused on academic growth and scientific inquiry.

Rationale:

Differentiated instruction is an evidence-based practice that enables teachers to adjust instruction to meet the diverse academic needs, readiness levels, and learning styles of students. In science, differentiated instruction is particularly effective because it combines conceptual understanding with inquiry, experimentation, and real-world application. By providing multiple pathways for students to access and demonstrate learning, teachers can increase engagement, strengthen scientific reasoning, and improve overall achievement. Science instruction will incorporate a variety of instructional approaches, including hands-on laboratory investigations, collaborative learning, visual models, demonstrations, scientific discourse, and technology-enhanced activities to ensure all students can successfully engage with rigorous grade-level content. Targeted scaffolds and enrichment opportunities will provide appropriate support for struggling learners while extending learning for students who have already demonstrated proficiency. Research from the **Institute of Education Sciences (IES)** and the **National Research Council (NRC)** supports differentiated, inquiry-based science instruction as an effective means of increasing student achievement, promoting higher-order thinking, and developing problem-solving skills. By responding to individual student needs and providing multiple opportunities for scientific exploration and application, differentiated instruction helps close achievement gaps while ensuring all students develop the knowledge and skills necessary for success in science. This approach supports Key Largo School's goal of increasing science proficiency from **57% to 65%** while preparing students for future success in STEM coursework and careers.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3

action steps and the person responsible for each step.

Action Step #1
Assess Current Performance and Identify Gaps:

Person Monitoring:
Darren Pais

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Science assessment data will be reviewed regularly to identify content standards and benchmarks where students demonstrate the greatest need. Teachers and administrators will analyze district benchmark assessments, classroom formative and summative assessments, and statewide assessment data to identify trends in student performance, misconceptions, and standards requiring additional instructional support. This analysis will guide instructional planning, targeted interventions, and resource allocation.
Teacher Collaboration
Science teachers will participate in ongoing Professional Learning Community (PLC) meetings to collaboratively analyze student achievement data, review instructional practices, and refine lesson planning. These collaborative discussions will focus on identifying effective instructional strategies, addressing curriculum gaps, sharing best practices, and determining additional supports needed to improve student achievement and mastery of the Florida B.E.S.T. Science Standards.
Student Voice
Teachers will regularly engage students in reflective discussions and data chats to better understand their comprehension of key science concepts, learning challenges, and perceptions of classroom instruction. Student feedback will be used to identify misconceptions, increase engagement, and inform instructional adjustments that make science learning more relevant, rigorous, and meaningful. This collaborative approach promotes student ownership of learning while ensuring instruction remains responsive to student needs.

Action Step #2
Enhance Curriculum and Instruction:

Person Monitoring:
Darren Pais

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Curriculum Enhancement
Science instruction will be strengthened through the implementation of rigorous, standards-aligned lessons that incorporate hands-on laboratory investigations, inquiry-based learning, STEM activities, and real-world applications. These engaging learning experiences will encourage students to investigate scientific phenomena, analyze data, solve authentic problems, and apply scientific concepts to everyday situations. By providing opportunities for active exploration and collaboration, students will deepen their conceptual understanding, strengthen critical thinking skills, and increase engagement in science.
Targeted Professional Learning
Science teachers will participate in ongoing, job-embedded professional learning focused on evidence-based instructional practices aligned to the Florida B.E.S.T. Science Standards. Professional learning will emphasize inquiry-based instruction, differentiated teaching strategies, scientific discourse, data-driven instructional planning, and the effective integration of laboratory investigations and STEM experiences. Teachers will collaborate through Professional Learning Communities (PLCs) to analyze student achievement data, share best practices, refine instructional

strategies, and ensure consistent implementation of high-quality science instruction across grade levels.

Action Step #3
Implement Targeted Interventions

Person Monitoring:
Darren Pais

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Differentiated Instruction
Teachers will implement standards-based science lessons that are differentiated to address students' diverse learning needs, readiness levels, and interests. Instruction will include inquiry-based learning, hands-on laboratory investigations, collaborative activities, and targeted scaffolds to ensure all students have access to rigorous grade-level science content. Students requiring additional support will receive targeted interventions, including small-group instruction, before-school tutoring, and after-school academic support, while students demonstrating mastery will be provided enrichment opportunities to extend their learning.
Formative Assessment and Instructional Adjustment
Teachers will utilize ongoing formative assessments, including laboratory investigations, performance tasks, exit tickets, standards-based quizzes, classroom discussions, and student observations, to monitor student understanding and identify learning gaps. Assessment data will be analyzed regularly to provide timely, actionable feedback to students and guide instructional decisions, ensuring that instruction remains responsive to individual student needs and promotes continuous academic growth.
Collaborative Learning and Peer Support
Teachers will incorporate structured collaborative learning experiences that encourage students to work together to investigate scientific concepts, analyze evidence, solve problems, and communicate scientific thinking. Through laboratory teams, collaborative investigations, and peer discussions, students will strengthen their understanding while developing communication, leadership, and critical-thinking skills. These collaborative learning opportunities foster a supportive classroom environment that promotes engagement, confidence, and academic success for all learners.

Action Step #4
Monitor Progress and Adjust Strategies

Person Monitoring:
Darren Pais

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Performance Monitoring
Student achievement data will be reviewed regularly to monitor progress toward the school's goal of 65% science proficiency. Teachers and administrators will analyze district benchmark assessments, classroom formative and summative assessments, laboratory performance tasks, and statewide assessment data to measure student growth, identify trends, and evaluate the effectiveness of instructional strategies and interventions.
Ongoing Feedback and Collaboration
The school will maintain consistent communication with teachers, students, and parents through Professional Learning Communities (PLCs), student data chats, and parent conferences. Feedback from these stakeholders will be used to evaluate the effectiveness of science instruction, curriculum enhancements, and intervention supports while identifying additional opportunities to improve student learning.

Continuous Improvement
Assessment data and stakeholder feedback will be used to refine instructional practices, adjust interventions, enhance curriculum resources, and strengthen support systems throughout the school year. This continuous improvement process ensures that instructional decisions remain data-driven, responsive to student needs, and aligned with the school's goal of increasing science proficiency to 65%.

Area of Focus #4

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

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

Area of Focus Description and Rationale

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

During the 2025–2026 school year, Grade 2 English Language Arts proficiency was 47%, indicating that fewer than half of second-grade students demonstrated proficiency on the district's FAST Progress Monitoring assessment. This performance falls below the state threshold that identifies schools where 50% or more of students score below Level 3 on the most recent English Language Arts assessment, demonstrating the need for intensified literacy instruction and early intervention.

Second grade is a critical transitional year in which students move from learning foundational reading skills to applying those skills to comprehend increasingly complex literary and informational texts. Students who do not develop strong reading proficiency by the end of second grade are significantly more likely to experience academic difficulties in later grades, particularly as text complexity and content-area reading demands increase.

This area of focus was identified through analysis of the 2025–2026 FAST assessment data, which revealed that Grade 2 students did not meet the school's expectations for English Language Arts proficiency. The data indicate a need to strengthen systematic reading instruction, provide targeted small-group interventions, increase opportunities for differentiated instruction, and utilize ongoing progress monitoring to accelerate learning for students performing below grade level.

Measurable Outcome

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

During the 2025–2026 school year, Grade 2 English Language Arts proficiency was 47%, indicating that more than half of second-grade students performed below proficiency on the district's FAST

English Language Arts assessment. This performance identified Grade 2 as a critical area for improvement and demonstrated the need to strengthen foundational literacy instruction and provide targeted interventions for students performing below grade level.

By the end of the 2026–2027 school year, Key Largo School will increase Grade 2 English Language Arts proficiency from 47% to at least 70% as measured by the district's FAST English Language Arts Progress Monitoring assessments.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Implementation of the Grade 2 English Language Arts Area of Focus will be monitored through continuous analysis of student achievement data, instructional fidelity, and classroom observations to ensure progress toward increasing proficiency from 47% to at least 70%.

The Grade 2 teachers will implement Heggerty Phonemic Awareness, UFLI Foundations, Benchmark Advance, and Exact Path to provide systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. Student progress will be monitored using FAST PM1, PM2, and PM3, Benchmark Advance unit assessments, Exact Path diagnostic and growth reports, and classroom formative assessments.

Student data will be reviewed during regular data meetings, with the expectation that students demonstrate approximately 20% of the annual proficiency target each quarter. If progress monitoring data indicate stagnant or insufficient growth, instructional groups, intervention strategies, and individualized Exact Path learning pathways will be adjusted to better address students' instructional needs.

School administrators and the literacy coach will conduct regular classroom walkthroughs and observations to monitor the fidelity of implementation of Heggerty, UFLI Foundations, Benchmark Advance, differentiated small-group instruction, and Exact Path. Observation data will be used to provide instructional feedback and coaching to ensure evidence-based literacy practices are implemented consistently.

Through ongoing progress monitoring, data analysis, instructional coaching, and timely adjustments to instruction and intervention, the Grade 2 teacher will ensure that every student receives targeted support needed to achieve the school's English Language Arts proficiency goal.

Person responsible for monitoring outcome

Madelin Riquelme, Literacy Coach and Tiffany Zepeda and Veronika Valdes, Assistant Principals

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

E/I- Exact path/AMIRA/UFLI/Benchmark/Heggerty Phonemic Awareness Parent & data Chats Tutoring? Biweekly meetings/ Meetings with Admin/Lit Coach Walkthroughs

Rationale:

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

ELA Monitoring Data Chat

Person Monitoring:	**By When/Frequency:**
Madelin Riquelme-Literacy Coach and Tiffany Zepeda and Veronika Valdes, Assistant Principals	Biweekly

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

Students with the greatest academic needs will be given priority placement in our before and after school Title 1 tutoring to increase instructional time and provide targeted, standards-aligned intervention. Student identification will be determined using multiple data sources, including FAST assessment results, Benchmark Advance assessments, classroom performance, progress-monitoring data, and teacher recommendations. The program is designed to accelerate learning for students performing below grade level, with emphasis on supporting the lowest-performing 25% of students and those identified as Level 1 on statewide ELA assessment.

The effectiveness of the tutoring program will be monitored on an ongoing basis through collaborative data meetings with teachers, interventionists, instructional coaches, and school administrators. During these meetings, the team will review and analyze the following:

Student Growth: Monitor student progress using FAST progress monitoring

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student

learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Area of Focus: Chronic Absenteeism (Grades K–8)

Key Largo School has identified chronic absenteeism as a critical area of focus because consistent school attendance is essential to student academic achievement, social-emotional development, and overall school success. Students who are absent miss valuable core instruction, interventions, enrichment opportunities, and collaborative learning experiences. Chronic absenteeism also limits students' ability to demonstrate proficiency, achieve expected learning gains, and remain engaged in the learning process.

A review of the school's Early Warning System (EWS) data identified chronic absenteeism as the most significant indicator of student risk. During the 2025–2026 school year, 119 students (approximately 20% of the student population) were absent 10% or more of the school year. This concern spans every grade level, with the highest numbers occurring in Kindergarten (20 students), Grade 2 (16 students), Grade 6 (13 students), and Grade 7 (15 students). These data indicate that absenteeism is a schoolwide concern requiring a comprehensive and proactive approach.

Research consistently demonstrates a strong relationship between attendance and academic performance. Students who are chronically absent are less likely to master grade-level standards, participate in interventions, and achieve proficiency on statewide assessments. Analysis of the prior year's data revealed that students with excessive absences were disproportionately represented among students performing below grade level and those not making expected learning gains.

To address this area of focus, Key Largo School will strengthen attendance monitoring procedures, implement early intervention strategies, increase communication with families, recognize and celebrate positive attendance, and collaborate with parents, counselors, social workers, and community agencies to remove barriers to regular attendance. By improving daily attendance, the school will increase instructional time, strengthen student engagement, and improve academic outcomes across all grade levels.

Measurable Outcome

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

During the 2025–2026 school year, 119 students (approximately 20% of the student population) were identified as chronically absent, having missed 10% or more of the school year. Chronic absenteeism affected every grade level and was identified as the school's most significant Early Warning System (EWS) indicator, reducing students' access to core instruction, interventions, and enrichment

opportunities.

By the end of the 2026–2027 school year, Key Largo School will reduce the percentage of students who are chronically absent by at least 5%, decreasing the number of students absent 10% or more of the school year from approximately 20% to 15% or fewer of the student population.

Monitoring

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

To achieve the school's goal of reducing chronic absenteeism by 5%, Key Largo School will implement a proactive, data-driven attendance monitoring system designed to identify attendance concerns early, provide timely interventions, and increase student engagement.

Attendance Monitoring and Data Analysis

Student attendance will be reviewed weekly and monthly by school administrators, counselors, social workers, and the attendance team. Attendance reports will be analyzed by individual student, grade level, and schoolwide trends to identify students at risk of chronic absenteeism and monitor progress toward the school's attendance goal. Early Warning System (EWS) reports will be used to identify students approaching the 10% absenteeism threshold and prioritize interventions before attendance concerns become chronic.

Early Intervention and Family Engagement

Students identified as at risk for chronic absenteeism will receive timely, individualized interventions. School staff will conduct student attendance data chats to help students understand the impact of attendance on academic achievement, establish attendance goals, and encourage personal accountability. Teachers and administrators will also increase parent involvement through attendance conferences, phone calls, home-school communication, and attendance contracts to identify barriers to attendance and develop collaborative action plans with families. Counselors, social workers, and community agencies will provide additional support when attendance barriers extend beyond the school setting.

Attendance Incentives and Recognition

The school will implement attendance recognition programs that celebrate individual students, classrooms, and grade levels demonstrating exemplary or improved attendance. Positive reinforcement will encourage consistent attendance and contribute to a culture that values being

present and engaged in learning.

Continuous Review and Improvement

The Attendance Team will review attendance data throughout the school year to evaluate the effectiveness of intervention strategies and make adjustments based on student needs and attendance trends. Feedback from teachers, students, and parents will also be considered when refining attendance supports and communication strategies.

Consistent school attendance increases instructional time, strengthens student engagement, improves academic achievement, and supports social-emotional well-being. Through continuous monitoring, family partnerships, targeted interventions, and recognition of positive attendance, Key Largo School will create a culture of attendance that supports the goal of reducing chronic absenteeism by at least 5% while improving academic success for all students.

Person responsible for monitoring outcome
Nicole Blanche and Carrie Kerns, Counselors

Evidence-based Intervention:
Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).
Description of Intervention #1:
To achieve the measurable outcome of reducing chronic absenteeism by at least 5%, Key Largo School will implement a comprehensive system of evidence-based attendance interventions aligned with the Every Student Succeeds Act (ESSA). These interventions are designed to improve student attendance by strengthening family partnerships, promoting a positive school culture, recognizing positive attendance behaviors, and identifying attendance concerns before they become chronic. 1. Family Engagement and Communication (Grades K–8) Strong partnerships between home and school are essential to improving student attendance. The school will maintain regular communication with families through phone calls, emails, parent conferences, attendance data chats, newsletters, and attendance awareness campaigns. Parents will receive timely attendance updates and resources emphasizing the connection between regular attendance and academic achievement. Attendance concerns will be addressed proactively through collaborative problem-solving with families. Monitoring: Maintain documentation of parent communication and attendance conferences. Monitor parent participation in meetings and attendance-related events. Track improvements in student attendance following family interventions. Utilize parent feedback to strengthen home-school communication and support. 2. Positive Behavioral Interventions and Supports (PBIS) (Grades K–8) Attendance will be integrated into the school's PBIS framework by recognizing and rewarding students, classrooms, and grade levels demonstrating exemplary or improved attendance. Positive reinforcement, schoolwide recognition, and attendance incentives will promote a culture that values daily attendance and student engagement. Monitoring: Review attendance trends alongside PBIS data each month. Monitor student participation in attendance incentive programs. Evaluate the

effectiveness of attendance recognition activities and adjust supports based on data. 3. Positive School Climate and Student Engagement (Grades K–8) The school will continue to foster a welcoming, safe, and engaging learning environment through student leadership opportunities, mentoring programs, extracurricular activities, relationship-building initiatives, and social-emotional learning supports. Students who feel connected to their school community are more likely to attend regularly and remain engaged in learning. Monitoring: Analyze attendance data alongside school climate and behavioral data. Review student and staff feedback regarding school connectedness. Monitor behavioral referrals and attendance patterns to identify trends and areas for improvement. 4. Early Warning System (EWS) and Attendance Intervention Team (Grades K–8) The school's Early Warning System (EWS) will be used to identify students at risk for chronic absenteeism through ongoing review of attendance, academic, and behavioral data. Students approaching the 10% absenteeism threshold will receive timely interventions, including attendance contracts, mentoring, counseling, parent conferences, and referrals to student support services when appropriate. Monitoring: Review attendance data and EWS reports weekly. Document intervention plans, parent contacts, and follow-up actions. Monitor student response to interventions using attendance, academic, and behavioral data. Conduct regular multidisciplinary attendance team meetings to evaluate intervention effectiveness and modify supports as needed. Research Base These interventions are supported by research demonstrating that family engagement, Positive Behavioral Interventions and Supports (PBIS), positive school climate, and Early Warning Systems (EWS) significantly improve student attendance and academic outcomes. Research from the Institute of Education Sciences (IES), Attendance Works, and the What Works Clearinghouse (WWC) indicates that schools implementing early identification systems, proactive family communication, positive attendance recognition, and coordinated student support services experience measurable reductions in chronic absenteeism. These evidence-based practices align with ESSA Section 8101(21) by incorporating continuous progress monitoring, data-driven decision-making, and systematic evaluation to improve student attendance and engagement.

Rationale:
Family Engagement and Communication: Research consistently demonstrates that strong family engagement is one of the most effective strategies for improving student attendance. Frequent, positive communication between the school and families increases awareness of the connection between attendance and academic achievement while helping identify and address barriers that may prevent students from attending school regularly. Collaborative partnerships with families promote shared responsibility and improve student outcomes. Positive Behavioral Interventions and Supports (PBIS): Key Largo School's PBIS framework reinforces positive attendance habits by recognizing and rewarding students for consistent attendance and improved attendance. Research indicates that positive reinforcement and schoolwide recognition increase student motivation, strengthen engagement, and contribute to a culture where daily attendance is valued and celebrated. Positive School Climate: A safe, welcoming, and inclusive school environment encourages students to attend school consistently. Students who feel connected to their teachers, peers, and school community demonstrate higher levels of engagement, improved behavior, and stronger attendance. By fostering positive relationships, student leadership opportunities, and a supportive learning environment, the school increases students' sense of belonging and commitment to school. Early Warning System (EWS): The Early Warning System (EWS) provides a proactive, data-driven process for identifying students at risk of chronic absenteeism before attendance concerns become persistent. By regularly monitoring attendance, academic performance, and behavioral indicators, school staff can implement timely interventions, collaborate with families, and connect students with appropriate support services. Research supports early identification and intervention as effective practices for reducing chronic absenteeism and improving long-term academic success. Together, these evidence-based strategies create a comprehensive system of prevention, intervention, and support that aligns with ESSA requirements and will assist Key Largo School in achieving its goal of reducing chronic

absenteeism by at least 5% while improving student engagement and academic achievement across all grade levels.

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

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

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Monitoring Plan for Student Attendance

Person Monitoring:
Nicole Blanche and Carrie Kerns, Counselors

By When/Frequency:
Start of 26/27 School Year, quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Monitoring
Attendance Data Collection and Analysis:
Student attendance will be monitored daily and reviewed through weekly and monthly attendance reports to identify individual, grade-level, and schoolwide trends. The Attendance Team, administrators, counselors, and social workers will analyze attendance data regularly to identify students at risk of chronic absenteeism and evaluate progress toward the school's goal of reducing chronic absenteeism by 5%.
Intervention Documentation:
All attendance interventions, including parent conferences, attendance contracts, student attendance data chats, counseling referrals, mentoring, and community support services, will be documented and monitored. Records will include the intervention provided, implementation dates, follow-up actions, and student response to evaluate the effectiveness of each support strategy.
Stakeholder Feedback:
Feedback from students, parents, teachers, and staff will be collected through attendance conferences, surveys, student data chats, and collaborative discussions. This information will be used to identify barriers to attendance, evaluate the effectiveness of attendance initiatives, and strengthen partnerships between the school and families.
Continuous Review and Improvement:
The Attendance Team and school leadership will review attendance data and intervention outcomes during regularly scheduled meetings to evaluate progress and identify areas requiring additional support. Intervention strategies will be refined based on attendance trends, student needs, and stakeholder feedback to ensure continuous improvement.
Progress Communication:
Attendance progress will be communicated regularly with teachers, students, families, and school leadership through data meetings, parent conferences, school newsletters, and leadership reports. Sharing attendance data and celebrating improvements will promote shared accountability, reinforce the importance of regular attendance, and support the school's goal of reducing chronic absenteeism by at least 5%.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

Through Monthly School Advisory Meetings, Faculty Meetings and frequent uploads on our School Website, SIP data analysis will be shared with all stakeholders.
https://www.keysschools.com/o/kls/page/school-advisory-council

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Key Largo School (KLS) is committed to fostering strong, positive relationships with parents, families, and community stakeholders. These relationships are vital to achieving the school's mission, supporting the academic and social-emotional needs of students, and maintaining transparent communication with families.
To ensure consistent and accessible communication, KLS provides multiple channels for families to stay informed. These include traditional tools such as email, an up-to-date school website, and active social media platforms (Facebook and Instagram), where families can find announcements, resources, and event updates. The school also uses the FOCUS parent portal to give real-time access to student grades, assignments, attendance, and teacher feedback.
Parent Engagement Opportunities
Parent-Teacher Conferences:

Held at least twice a year, these conferences provide a structured opportunity for parents and teachers to discuss student progress, celebrate strengths, address challenges, and collaboratively set academic and behavioral goals.

Parent Orientation and Workshops:

At the beginning of the school year, KLS hosts orientation sessions that inform families about school policies, curriculum, instructional strategies, and ways they can support learning at home. Additional workshops are offered on topics such as effective communication, helping with homework, stress management, and language support.

Family and Community Events:

KLS hosts events including family fun nights, cultural celebrations, art showcases, and athletic competitions. These informal gatherings promote community-building and strengthen the homeschool connection.

Community Involvement and Feedback

Advisory Committees:

Parents and community stakeholders serve on advisory committees that provide input on school programs and policies. These committees help bridge the gap between school leadership and the wider community.

Community Partnerships:

KLS actively partners with local businesses, nonprofit organizations, and civic groups to expand learning opportunities and resources for students. In turn, the school organizes community service projects that promote civic responsibility and foster collaboration among students, families, and partners.

Parent and Volunteer Engagement:

Parents and community members are encouraged to volunteer in classrooms, during school events, and in extracurricular programs. Their involvement helps enrich the school environment and demonstrates a shared commitment to student achievement.

Parent Feedback and Title I Surveys:

KLS regularly collects feedback from parents, including through annual Title I surveys. This input is used to inform decision-making and tailor programs to better meet the needs of students and families.

Student and Family Support Services

Access to Counseling and Wraparound Services:

Through a partnership with the Guidance Care Clinic of the Florida Keys (GCC), KLS provides counseling services to students and families. These services address a wide range of academic, emotional, and social needs, ensuring a whole-child approach to education.

https://www.keysschools.com/o/kls/page/title-i

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the

amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Key Largo School will strengthen its academic program by implementing a comprehensive system of evidence-based instruction, targeted interventions, extended learning opportunities, and enrichment experiences designed to accelerate student achievement in English Language Arts, Mathematics, Science, and overall student engagement. School Improvement Plan priorities focus on increasing proficiency and learning gains while ensuring that all students, particularly those in the lowest-performing 25% and those identified as Level 1, receive the support necessary to achieve academic success.

To address the school's primary areas of focus, teachers will implement rigorous, standards-aligned instruction using the Florida B.E.S.T. Standards, Benchmark Advance, SAVVAS enVision Mathematics, Math Nation, and inquiry-based science instruction. Instruction will emphasize differentiated small-group learning, explicit instruction, higher-order questioning, collaborative learning, and frequent progress monitoring to ensure instruction is responsive to student needs. Professional Learning Communities (PLCs), instructional coaching, and ongoing professional learning will support teachers in implementing research-based instructional practices with fidelity.

Key Largo School will increase both the amount and quality of learning time by providing before-school and after-school Title I tutoring, targeted Tier II and Tier III interventions, and small-group instruction throughout the school day. Students will be identified for intervention through FAST Progress Monitoring, district benchmark assessments, classroom formative assessments, and teacher recommendations. These additional learning opportunities will provide focused instruction for students performing below grade level while extending learning for students who are ready for enrichment.

The school will also strengthen student ownership of learning through student data chats, individualized goal setting, and parent-student-teacher conferences. These collaborative meetings will help students understand their academic progress, establish measurable goals, and increase family engagement in supporting student achievement. Continuous monitoring of student performance will ensure timely instructional adjustments and targeted interventions.

To enrich the curriculum, students will participate in hands-on science investigations, STEM activities, project-based learning, collaborative problem-solving, literacy integration across content areas, and real-world learning experiences that promote critical thinking and application of knowledge. Advanced coursework, career and technical education opportunities, acceleration pathways, and enrichment activities will continue to provide students with opportunities to extend their learning beyond grade-

level expectations.

Recognizing the significant impact of attendance on student achievement, Key Largo School will implement comprehensive attendance initiatives to reduce chronic absenteeism from 20% to 15% or fewer through proactive family engagement, Early Warning System (EWS) monitoring, Positive Behavioral Interventions and Supports (PBIS), attendance incentives, and individualized attendance interventions. Increasing student attendance will maximize instructional time, strengthen academic achievement, and improve learning gains across all content areas.

These comprehensive initiatives directly support the school's measurable goals of:

Increasing English Language Arts proficiency to 75% and ELA Learning Gains, including the Lowest 25%, to 70%;
Increasing Mathematics proficiency to 75% and Mathematics Learning Gains, including the Lowest 25%, to 70%;
Increasing Science proficiency from 57% to 65%; and
Reducing chronic absenteeism by at least 5%.

Through rigorous instruction, expanded learning opportunities, targeted interventions, enriched curriculum experiences, and strong partnerships with students and families, Key Largo School will ensure every student has access to a high-quality educational program that promotes academic excellence, accelerates learning, and prepares students for long-term success.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

Key Largo School ensures that its Schoolwide Plan is developed and implemented in coordination with a variety of federal, state, and local programs to support the holistic needs of students and their families. These integrated efforts enhance academic achievement, promote student well-being, and align with the requirements of the Elementary and Secondary Education Act (ESEA).
Title I, Part A – Improving Academic Achievement
The foundation of this Schoolwide Plan is funded through Title I, Part A. Title I funds support:
Early morning and after-school tutoring for students not meeting grade-level proficiency.
Reading Intervention resources such as Benchmark Phonics Intervention, Exact Path, UFLI, and

Orton-
Gillingham Phonics First for Tier 2 and Tier 3 support.
Math Intervention:
Professional development in evidence-based literacy practices for teachers.
Title II, Part A – Professional Learning
The plan aligns with Title II by providing ongoing, job-embedded professional learning for teachers and instructional staff. Topics include:
Differentiated instruction
AVID high-yield strategies
Implementation of literacy frameworks across content areas
These initiatives are coordinated through the district's teaching and learning department to ensure alignment with state academic standards and schoolwide goals.
Title III – English Language Learners (ELL)
The school's ELL students are supported through Title III funds and services by:
Providing targeted ELD instruction during the school day and extended learning time.
Using diagnostic data and language acquisition tools to personalize instruction.
Ensuring accommodations and scaffolds are embedded within small group instruction and interventions.
Title IV, Part A – Student Support and Academic Enrichment
KLS uses Title IV funding and strategies to support:
The integration of technology into literacy instruction through digital learning platforms.
Safe and healthy school programs, including mental health supports and anti-bullying initiatives.
IDEA and 504 Support Services
Special education students and students with 504 plans receive coordinated services aligned with the Individuals with Disabilities Education Act (IDEA). Instructional supports and accommodations are embedded into all core instruction, Tier 2/3 interventions, and enrichment activities. Case managers work with intervention teams to ensure compliance and progress monitoring.
Community Partnerships and Wraparound Services
KLS partners with local organizations such as:
Guidance Care Center (GCC): Provides school-based mental health and counseling services to students and families.
Feeding South Florida: Supports student nutrition by offering food pantry access for families in need.
Florida Keys Healthy Start Coalition and Early Learning Coalition (ELC): Helps align early literacy goals with local pre-K and Head Start providers to support early childhood readiness.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Key Largo School is committed to supporting the whole child by ensuring that students receive access to school-based mental health services, counseling, mentoring, and other strategies that promote social-emotional and behavioral growth in alignment with federal requirements under ESEA Section 1114(b)(7)(A)(iii)(I).

KLS has 1.5 full-time certified school counselors available to students on campus daily. They provide individual and group counseling services that address social skills, conflict resolution, emotional regulation, and peer relationships. Counselors also refer students to the Guidance Care Center for therapy and specialized mental health treatment when necessary. A licensed therapist from the Guidance Care Center is on-site five days a week to support her assigned caseload of students. Additionally, agency counselors from the Guidance Care Center's Community Action Team (CAT) regularly visit the school to provide wraparound services to students with intensive needs.

In addition to the counseling staff, KLS has two full-time school social workers who play a critical role in supporting Tier 3 behavioral interventions. These social workers assist with the coordination and implementation of functional behavior assessments (FBAs) and develop behavior intervention plans (BIPs) for students requiring individualized behavioral support. The social workers collaborate with school counselors and teachers to monitor student progress and adjust interventions as needed. In crisis situations, school counselors and social workers conduct behavioral threat assessments and work closely with the Guidance Care Center's mobile response team to ensure immediate mental health support.

To further enhance student support outside the academic domain, counselors refer students to community-based services such as Children in Need of Services/Families in Need of Services (CINS/FINS). This program provides mentoring, academic intervention, and conflict mediation for students and families requiring additional support.

KLS also emphasizes school-wide mental wellness and positive school culture through organized events including Start with Hello Week, Say Something Week, Red Ribbon Week, World Unity Day, World Kindness Day, and World Inclusion Day. These activities promote empathy, inclusion, kindness, and student empowerment and are developed collaboratively by school counselors, social workers, administrators, and instructional staff.

Through these comprehensive services, KLS supports students' development of critical life skills, resilience, and social-emotional well-being. This system of integrated supports ensures that students can access the mental health, behavioral, and mentoring services needed to succeed both in school and in life.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Key Largo School takes a comprehensive and innovative approach to preparing students for postsecondary education and workforce readiness, beginning in the elementary grades and continuing through middle school. KLS embeds college and career awareness into its curriculum by offering real-world exposure, partnerships with postsecondary institutions, and access to high-impact programs that build academic, technical, and life skills.

Key Largo School is a National Demonstration School for AVID, Advancement Via Individual Determination. This distinction is awarded to schools that successfully implement the AVID College Readiness System with fidelity and measurable results. Through AVID, students in grades six through eight receive direct instruction in goal setting, organization, inquiry, collaboration, and note-taking, all of which are essential for success in high school, college, and the workforce. AVID students also explore postsecondary pathways, learn about college admissions and financial aid, and engage in college and career-focused lessons.

To expand students' exposure to advanced academic and career pathways, Key Largo School offers access to innovative programs through strategic partnerships with Florida universities.

Through a partnership with Embry-Riddle Aeronautical University, middle school students participate in an aeronautics curriculum that introduces them to aviation science, aerospace engineering, and career opportunities in the aerospace field. Students take part in STEM projects, flight simulations, and hands-on learning that connects mathematics and science to real-world aviation applications.

Key Largo School also partners with the University of Florida to offer an artificial intelligence program for middle school students. This program introduces learners to the fundamentals of artificial intelligence, including machine learning, data science, and the ethical use of AI. Students engage in coding exercises, hands-on challenges, and projects that build computational thinking and digital literacy skills.

In addition to these enrichment opportunities, Key Largo School supports student transitions into high school and beyond by collaborating with Coral Shores High School to introduce eighth-grade students to career and technical education academies, and other ways to earn postsecondary credit. These experiences help students explore programs in fields such as marine science, health services, hospitality, business technology, and construction.

Our CTE classes enable students to earn industry-recognized certifications, such as Adobe Photoshop, which can be added to their resumes and utilized immediately in the workforce. These credentials give students a competitive advantage and practical skills applicable in both academic and career settings.
Career exploration is integrated across grade levels through writing assignments, interest inventories, guest speaker events, and digital tools such as MyCareerShines. The school hosts college and career readiness weeks, academic showcases, and project-based learning experiences that help students connect classroom learning to future careers.
By combining rigorous instruction, early career exposure, innovative programming, and a strong AVID foundation, Key Largo School helps students develop the academic skills, confidence, and awareness needed to succeed in high school, postsecondary education, and the evolving workforce.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Key Largo School implements a comprehensive three-tiered model designed to promote positive behavior, prevent problem behaviors, and provide early intervening services aligned with the Individuals with Disabilities Education Act.
Tier 1 - Universal/Classwide Interventions:
This tier focuses on establishing a positive and inclusive school climate that supports academic and behavioral success for all students. Universal strategies such as Positive Behavior Interventions and Supports (PBIS) are utilized to set clear expectations, reinforce positive behaviors, and maintain a safe learning environment. High-quality instruction combined with differentiated teaching methods ensures the diverse needs of all students are met.
Tier 2 - Targeted Interventions:
Students identified through data analysis and teacher observations as needing additional support receive targeted interventions. These may include small-group instruction, social skills training, or supplemental academic assistance. Student progress is closely monitored, and intervention strategies are adjusted based on responsiveness.
Tier 3 - Intensive, Individualized Interventions:
For students with significant behavioral or academic challenges, intensive and individualized supports are provided. Functional Behavior Assessments (FBAs) are conducted to identify the underlying causes of problem behaviors, leading to the development of Behavior Intervention Plans (BIPs). For students with disabilities, Individualized Education Programs (IEPs) are developed to address specific goals, accommodations, and services.
Early Intervening Services (EIS):

Identification and Assessment: KLS uses data-driven processes, including standardized assessments, teacher evaluations, and behavioral observations, to identify students at risk of academic or behavioral difficulties.
Intervention Planning and Implementation: Based on assessment outcomes, targeted evidencebased interventions are designed and implemented to meet students' unique needs. These may involve academic supports, counseling, behavior management techniques, or social-emotional learning programs.
Progress Monitoring: The effectiveness of interventions is continuously tracked. Interventions are maintained, modified, or intensified based on student responsiveness to ensure optimal outcomes.
Coordination with IDEA and ESSA:
Early Intervening Services at KLS are fully coordinated with IDEA and ESSA requirements. The school integrates these supports within the broader framework of Response to Intervention (RTI) and Positive Behavior Interventions and Supports (PBIS) to create a cohesive, schoolwide approach to prevention and intervention.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Professional learning at KLS is carefully designed based on the School Improvement Plan (SIP) and a comprehensive Professional Learning Needs Assessment. The district provides six designated professional learning days annually, allowing schools to deliver targeted training and development opportunities for teachers, paraprofessionals, and other school personnel.
In addition to these scheduled days, educators participate in Professional Learning Communities (PLCs). These collaborative groups focus on supporting the school's Student Achievement Goals and align with teachers' individual Professional Growth Plans. Through PLCs, staff analyze academic assessment data to inform instructional practices, share effective strategies, and monitor student progress.
Efforts to recruit and retain effective teachers, especially in high-need subject areas, include ongoing mentorship, access to relevant professional development, and targeted support aimed at fostering teacher efficacy and job satisfaction. These activities ensure a highly qualified and stable workforce dedicated to improving student outcomes.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Monroe County School District is committed to ensuring smooth transitions for children and their

families entering Pre-Kindergarten and Kindergarten. Administrators, teaching staff, and family service personnel work closely with parents to facilitate successful transitions into the school environment.

Each year, the district collaborates with inter-agency groups to collect and analyze data on incoming Kindergarten students. Through partnerships with the state's T&TA Steering Committee, Child Find, the Early Learning Coalition (ELC), the Early Childhood Department, and the district's Pre-K Exceptional Student Education (ESE) department, MCSD maintains strong inter-agency agreements and ongoing communication to support Pre-K and Kindergarten students, particularly those with special needs.

At the end of each school year, Kindergarten enrollment information is communicated to families of MCSD prekindergarten students and made available on the district's website. This information is also shared with private childcare providers and inter-agency partners to ensure broad community awareness.

District schools host annual "Kindergarten Round-up" events where prospective Kindergarten students and their parents are invited to attend transition meetings at their designated school. During these events, students tour the school accompanied by current Kindergarten teachers, while parents receive important information regarding registration, attendance, school policies, and other essential communications.

In addition, Head Start and Voluntary Prekindergarten (VPK) teachers prepare student records for transfer to the school department chairs. Transition meetings involving school administrators, department chairs, and Head Start/VPK personnel are held to discuss individual student needs and ensure continuity of services.

In May, parents of children transitioning to Kindergarten receive a comprehensive packet that includes their child's physical and immunization records, Individualized Education Program (IEP) if applicable, developmental progress reports, assessment information, "What My Child Needs to Know" guidelines, and summer learning resources. Special transition meetings are also organized by the Early Childhood Learning department to support Head Start and VPK students and their families.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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