

Pinellas County Schools

Largo Middle School



2020-21 Schoolwide Improvement Plan

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Largo Middle School

155 8TH AVE SE, Largo, FL 33771

<http://www.largo-ms.pinellas.k12.fl.us>

Demographics

Principal: Linda Burris

Start Date for this Principal: 10/16/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: B (54%) 2017-18: C (52%) 2016-17: D (40%) 2015-16: D (37%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

100% Student Success! All students achieving academic success based on their individual ability.

Provide the school's vision statement.

Largo Middle IB World School strives to inspire students to be internationally minded, critical thinkers, and responsible global citizens who have a passion for lifelong learning and service.

IBO Mission Statement:

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To the end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand the other people, with their differences, can also be right.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Anater, David	Principal	<p>The Principal performs responsible administrative and supervisory work in the area of instruction, personnel, curriculum, safety, budget, purchasing, public relations, plant operations, food service, and transportation. Position is responsible for the total operational management of the school.</p> <p>Develops, implement, and evaluates school philosophy, goals and objectives reflecting district and state goals</p> <ul style="list-style-type: none"> • Develops, implements and evaluates School Improvement Plan (SIP) and School-wide Discipline Plan • Develops and manages a Center of Excellence on the specified campus as approved by the School Board, if applicable • Develops and maintains a positive school/community climate and a safe and healthy environment. • Plans, implements, and evaluates the school instructional program based on student needs and within state and district guidelines • Plans, implements, supervises, and/or evaluates all other programs, i.e., Parent Teacher Association (PTA), School Advisory Committee (SAC), Athletics, Extra-Curricular, Co-Curricular, Booster Clubs, if applicable • Determines staffing needs including selection, supervision, staff development and evaluation of all school personnel • Disseminates and implements Pinellas County School Board policies and procedures as it relates to students staff and school community • Manages finances including the budget and record keeping processes, and inventory control of all school resources • Maintains records and necessary reports for efficient operation of school and compliance with federal, state, and local requirements • Plans and manages for efficient utilization and maintenance of the school plant • Performs other related duties as required
Lakhani, Salima	Assistant Principal	<p>6th Grade Assistant Principal</p> <p>MAJOR FUNCTION:</p> <p>This position is second only to the Principal in the administration of the school and serves as liaison between principal and other school personnel. This administrator assumes any duties assigned by the Principal and is fully responsible for the school program in the</p>

Name	Title	Job Duties and Responsibilities
		<p>absence of the Principal.</p> <p>DUTIES AND RESPONSIBILITIES:</p> <p>Assists Principal in:</p> <ul style="list-style-type: none"> • Developing, implementing, and evaluating school philosophy, goals, and objectives reflecting district and state goals. • Maintaining, ordering, and inventorying textbooks, materials, and equipment. • Coordinating custodial procedures and initiating work orders for plan maintenance. • Planning for and supervising school activities. • Supervising student movement in all aspects of the program including cafeteria, time-out room, buses, crowd control, hall traffic. • Planning for and scheduling facilities use. • Planning, implementing, and evaluating the school instructional program based on student needs. • Determining staffing needs including selection, supervision, staff development, and evaluation of all school personnel. • Managing instructional budget. • Maintaining records and completing necessary reports. • Supervising pupil services (i.e. attendance, discipline, counseling). • Developing and maintaining a positive school/community climate and safe and healthy environment. • Implementing Pinellas County School Board Policies and Procedures as it relates to students, staff, and school community.

Caparaso, Anne	Assistant Principal	<p>7th Grade Assistant Principal</p> <p>MAJOR FUNCTION:</p> <p>This position is second only to the Principal in the administration of the school and serves as liaison between principal and other school personnel. This administrator assumes any duties assigned by the Principal and is fully responsible for the school program in the absence of the Principal.</p> <p>DUTIES AND RESPONSIBILITIES:</p> <p>Assists Principal in:</p> <ul style="list-style-type: none"> • Developing, implementing, and evaluating school philosophy, goals, and objectives reflecting district and state goals. • Maintaining, ordering, and inventorying textbooks, materials, and equipment. • Coordinating custodial procedures and initiating work orders for plan maintenance. • Planning for and supervising school activities. • Supervising student movement in all aspects of the program
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Name	Title	Job Duties and Responsibilities
		<p>including cafeteria, time-out room, buses, crowd control, hall traffic.</p> <ul style="list-style-type: none"> • Planning for and scheduling facilities use. • Planning, implementing, and evaluating the school instructional program based on student needs. • Determining staffing needs including selection, supervision, staff development, and evaluation of all school personnel. • Managing instructional budget. • Maintaining records and completing necessary reports. • Supervising pupil services (i.e. attendance, discipline, counseling). • Developing and maintaining a positive school/community climate and safe and healthy environment. • Implementing Pinellas County School Board Policies and Procedures as it relates to students, staff, and school community.
Lewis, Angela	Assistant Principal	<p>8th Grade Assistant Principal MAJOR FUNCTION: This position is second only to the Principal in the administration of the school and serves as liaison between principal and other school personnel. This administrator assumes any duties assigned by the Principal and is fully responsible for the school program in the absence of the Principal.</p> <p>DUTIES AND RESPONSIBILITIES: Assists Principal in:</p> <ul style="list-style-type: none"> • Developing, implementing, and evaluating school philosophy, goals, and objectives reflecting district and state goals. • Maintaining, ordering, and inventorying textbooks, materials, and equipment. • Coordinating custodial procedures and initiating work orders for plan maintenance. • Planning for and supervising school activities. • Supervising student movement in all aspects of the program including cafeteria, time-out room, buses, crowd control, hall traffic. • Planning for and scheduling facilities use. • Planning, implementing, and evaluating the school instructional program based on student needs. • Determining staffing needs including selection, supervision, staff development, and evaluation of all school personnel. • Managing instructional budget. • Maintaining records and completing necessary reports. • Supervising pupil services (i.e. attendance, discipline, counseling).

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Developing and maintaining a positive school/community climate and safe and healthy environment. • Implementing Pinellas County School Board Policies and Procedures as it relates to students, staff, and school community.

Demographic Information

Principal start date

Monday 10/16/2017, Linda Burris

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

12

Total number of teacher positions allocated to the school

48

Demographic Data

2020-21 Status (per MSID File)	Active
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Primary Service Type (per MSID File)	K-12 General Education
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School Grades History	2018-19: B (54%) 2017-18: C (52%) 2016-17: D (40%) 2015-16: D (37%)
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Year	N/A
Support Tier	N/A
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	317	312	284	0	0	0	0	913	
Attendance below 90 percent	0	0	0	0	0	0	77	46	66	0	0	0	0	189	
One or more suspensions	0	0	0	0	0	0	1	27	7	0	0	0	0	35	
Course failure in ELA	0	0	0	0	0	0	9	4	17	0	0	0	0	30	
Course failure in Math	0	0	0	0	0	0	16	18	39	0	0	0	0	73	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	87	81	75	0	0	0	0	243	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	92	75	74	0	0	0	0	241	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	60	35	61	0	0	0	0	156	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	3	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	6	10	20	0	0	0	0	36

Date this data was collected or last updated

Tuesday 7/7/2020

Prior Year - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	279	269	237	0	0	0	0	785
Attendance below 90 percent	0	0	0	0	0	0	17	10	14	0	0	0	0	41
One or more suspensions	0	0	0	0	0	0	37	14	20	0	0	0	0	71
Course failure in ELA or Math	0	0	0	0	0	0	36	15	14	0	0	0	0	65
Level 1 on statewide assessment	0	0	0	0	0	0	48	44	40	0	0	0	0	132

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	179	160	153	0	0	0	0	492

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	8	5	5	0	0	0	0	18
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	279	269	237	0	0	0	0	785
Attendance below 90 percent	0	0	0	0	0	0	17	10	14	0	0	0	0	41
One or more suspensions	0	0	0	0	0	0	37	14	20	0	0	0	0	71
Course failure in ELA or Math	0	0	0	0	0	0	36	15	14	0	0	0	0	65
Level 1 on statewide assessment	0	0	0	0	0	0	48	44	40	0	0	0	0	132

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	179	160	153	0	0	0	0	492

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	8	5	5	0	0	0	0	18
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis**School Data**

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	42%	52%	54%	41%	50%	53%
ELA Learning Gains	53%	55%	54%	49%	50%	54%
ELA Lowest 25th Percentile	55%	47%	47%	43%	42%	47%
Math Achievement	49%	55%	58%	47%	54%	58%
Math Learning Gains	50%	52%	57%	57%	54%	57%
Math Lowest 25th Percentile	55%	46%	51%	53%	48%	51%
Science Achievement	43%	51%	51%	44%	52%	52%
Social Studies Achievement	57%	68%	72%	60%	65%	72%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	33%	51%	-18%	54%	-21%
	2018	36%	49%	-13%	52%	-16%
Same Grade Comparison		-3%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
07	2019	46%	51%	-5%	52%	-6%
	2018	41%	48%	-7%	51%	-10%
Same Grade Comparison		5%				
Cohort Comparison		10%				
08	2019	47%	55%	-8%	56%	-9%
	2018	43%	55%	-12%	58%	-15%
Same Grade Comparison		4%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	39%	44%	-5%	55%	-16%
	2018	42%	45%	-3%	52%	-10%
Same Grade Comparison		-3%				
Cohort Comparison						
07	2019	49%	60%	-11%	54%	-5%
	2018	46%	59%	-13%	54%	-8%
Same Grade Comparison		3%				
Cohort Comparison		7%				
08	2019	29%	31%	-2%	46%	-17%
	2018	25%	31%	-6%	45%	-20%
Same Grade Comparison		4%				
Cohort Comparison		-17%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	45%	51%	-6%	48%	-3%
	2018	44%	53%	-9%	50%	-6%
Same Grade Comparison		1%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	56%	68%	-12%	71%	-15%
2018	60%	66%	-6%	71%	-11%
Compare		-4%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	87%	55%	32%	61%	26%
2018	80%	57%	23%	62%	18%
Compare		7%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	56%	44%	57%	43%
2018	91%	56%	35%	56%	35%
Compare		9%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	11	45	58	23	49	46	26	23			
ELL	23	53	57	44	52	58	17	45	80		
ASN	55	63		69	50		67	70	100		
BLK	24	42	48	20	36	43	29	35	73		
HSP	38	52	54	55	54	57	42	54	78		
MUL	42	53		42	59	90	33	54			
WHT	53	58	60	58	53	62	48	72	82		
FRL	36	50	51	43	46	50	34	50	79		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	12	38	34	14	48	53	21	25			
ELL	18	40	43	27	51	67	23	43			
ASN	71	52		76	76		58	92	91		
BLK	25	43	44	23	46	52	19	45			

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
HSP	33	47	49	44	59	70	36	61	77		
MUL	51	65	50	50	67	67	48	70	60		
WHT	49	50	33	55	56	40	56	60	72		
FRL	36	45	43	40	53	53	36	53	68		

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	527
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	47
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	68
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES

Black/African American Students	
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	53
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

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

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

The data component that demonstrated the lowest performance is 8th Grade Math. With a strong school-side focus on acceleration, only those students scoring a level 1 or level 2 in math from the previous year were placed in a pre-algebra class, of which were the only students assigned to take the FSA Math Assessment. While the 8th Grade math has been identified as the data component with the lowest performance, recent data does indicate a positive trend.

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

The data component that demonstrated the greatest decline from the prior year is 6th grade ELA. Indicators reviewed throughout the year (MAP, iReady, Write Score, district and classroom assessments) did not suggest any significant concerns in this area that would result in a decline of performance. Factors that possibly lead to a decline include the need to release instruction to students and allow for more of a student-centered learning environment. Teachers are aware of and work with the standards and plan with the literacy coach on a regular basis.

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.

The data component that demonstrated the greatest gap when compare to the state average is 8th grade math. This area has also been identified as one of the lowest performing within the 2018-2019 FSA.

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

The data component that demonstrated the most improvement is Algebra 1 and Geometry. New actions that were implemented include the identification and scheduling of 7th grade student into a double block of pre-algebra and algebra, along with a double block of 8th grade algebra students. The math department offered intensive remediation during the second semester and implemented two all-day Boot Camps to reinforce curriculum strategies and review content.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

A review of the EWS data identifies the need to provide additional remediation throughout the year along with intentional monitoring of grades for possible intervention and or placement in course recovery to eliminate retention of students. The implementation of additional supports to improve attendance is an area of concern and addressed as a separate goal in the Planning for Improvement component of the SIP.

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

Theme - "Many Voices, One Team" - Demonstrating International mindfulness through...

1. Rigor (Instructional Practices)
2. Equity Mindset (Culturally Responsive Teaching, ESSA)
3. Positive Behavioral Intervention and Supports (Discipline, Classroom Management, Restorative Practices)

4.

5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	The problem/gap is occurring because of a lack of understanding of academic vocabulary, the cognitively complex tasks aligned to the learning target was not consistent in all classrooms, and the need to increase student engagement in complex tasks.
Measurable Outcome:	The percent of all students achieving gains in ELA will increase from 53% to 63% as measured by the FSA
Person responsible for monitoring outcome:	Angela Lewis (lewisang@pcsb.org)
Evidence-based Strategy:	Establish cross-curricula vocabulary instruction across disciplines, strengthen staff ability to align tasks to standards based tasks, and increase student engagement in complex tasks.
Rationale for Evidence-based Strategy:	If teachers employ strategies to enhance the transfer of vocabulary acquisition through cross-curricula instructional practice, strengthened their ability to align task and standards based targets, and utilize strategies to increase student engagement in complex task, then students will apply the content at a higher level of rigor and autonomy to increase proficiency by 10% as measured by FSA.

Action Steps to Implement**Actions Steps for Strategy - Complex Tasks**

1. Teachers strengthen core instruction by increasing the amount of time students are engaged in reading by closely and critically reading complex text, writing, speaking and listening.
2. Administrators will monitor teacher practice and provide feedback to support teacher growth
3. Using culturally relevant supplemental texts, teachers will regularly include media center resources that are shorter, challenging passages that elicit strategies across content.
4. Teachers monitor and provide feedback to students to support learning.
5. Teachers will use culturally responsive strategies for close reading, such as communicating high expectations, using multiple means of action and express, and use of texts from student generated topics of interest.
6. Teachers will attend professional development using Core Connections, previous lessons on E-Learn and media resources.
7. Teachers will frequently use unit assessments to guide and inform instruction.

Action Steps for Strategy - Vocabulary

1. Reading teachers will learn and incorporate IB Design Cycle to structure inquiry and problem solving processes, which supports the usage and understanding of academic vocabulary through project-based learning opportunities.
2. ELA and Civics teachers to collaboratively implement cross-curricular literacy methods to deepen and accelerate the transfer of vocabulary acquisition across disciplines.
3. Literacy Coach and IB Coordinator to work cohesively in supporting ELA and Civics teachers.

4. Teachers to analyze data and monitor effectiveness of cross-curricula vocabulary instruction.
5. Professional Development on Vocabulary Acquisition and Use will be provided by staff developer and monitored by AP

Action Steps for Strategy - Aligned Tasks

1. AP and Literacy Coach will support teachers in creating tasks aligned to standards using strategies and resources for use as they plan to ensure high engagement, rigor, culturally responsive text, and lessons with progress monitoring.

Person Responsible Angela Lewis (lewisang@pcsb.org)

IB/MYP Related Goal / Language and Literature:

Language and Literature teachers will work collaboratively with Individuals and Societies teachers (with the literacy coach and IB Coordinator as liaisons) to support and implement interdisciplinary learning opportunities as related to the development and transfer of content specific vocabulary. They will weave together the content of their subject matter through the lens of the IB global contexts in a way that integrates the disciplinary knowledge in new and creative ways as a means to deepen students' knowledge and strengthen their cross-curricular skills.

IB/MYP Related Goal / Design (Reading):

Design teachers will provide explicit instruction for their students on the process of the design cycle. They will engage their students in multiple genuine learning opportunities in which the students will then implement and carry out the design cycle in its entirety.

Person Responsible [no one identified]

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Our current achievement level of performance is 49%, as evidenced in the 2019 FSA data results. The problem/gap is occurring because of a lack of understanding of vocabulary, the use of cognitively complex tasks aligned to the learning target was not consistent in all classrooms, tasks were not uniformly aligned to the learning target in all learning environments, and the use of purposeful activation and transfer strategies were not used in all classrooms.

Measureable Outcome: The percent of all students achieving math proficiency will increase from 49% to 59% as measured by the FSA.

Person responsible for monitoring outcome: Anne Caparaso (caparaso@pcsb.org)

Evidence-based Strategy: Support staff to utilize data to organize students to interact with content in manners which differentiates, scaffolds instruction to meet the needs of each student.

Rationale for Evidence-based Strategy: If teachers utilize data to organize students and differentiate instruction, student needs will be addressed and math proficiency will increase by 10%.

Action Steps to Implement

1. Regularly assess (formally and informally) and utilize data to modify and adjust instruction. Teachers will utilize ongoing formative assessments and use the information gained to adjust instruction, enrich and reteach, and provide research based interventions.
2. Conduct weekly PLC's inclusive of "data chats" to review student responses to tasks and formative assessments and plan for instructional lessons incorporating MAFS and practice standards based on classroom and student level data.
3. Conduct regular "data chats" with students and support setting learning goals based on data and progress monitoring.
4. Teachers monitor student interactions with differentiated / scaffolded lessons and provide actionable feedback to support learning.
5. Administrators monitor teacher planning and implementation of differentiated / scaffolded instruction based on data utilized to organize student groups and provide feedback to support teacher growth.
6. Teachers will utilize digital platforms to supplement instruction and engage students in standards based math content to enhance learning towards standards mastery.
7. Math Coach will lead PLCs and provide job-embedded professional development to enhance differentiated / scaffolded instruction, analyze student data and support the monitoring of student work by both the instructor and student.

Person Responsible: Anne Caparaso (caparaso@pcsb.org)

IB/MYP Related Goal: Math

Math teachers will work to increase student achievement through direct and implicit instruction of the MYP approaches to learning. These skills will be used by students to transfer their knowledge and understanding to unfamiliar contexts in order to show authentic demonstration of knowledge.

Person Responsible [no one identified]

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Our current achievement level of performance is 43%, as evidenced by the 2019 state science assessment. The problem gap is occurring because intentional data driven instruction and remediation is not occurring across grade levels.

Measureable Outcome: The percent of all students with proficient achievement levels will increase from 43% to 53% as measured by the state science assessment.

Person responsible for monitoring outcome: Angela Lewis (lewisang@pcsb.org)

Evidence-based Strategy: Support staff will utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student and includes processes for data driven remediation.

Rationale for Evidence-based Strategy: If support staff utilizes data to organize students to interact with content in manners which differentiates/scaffolds data drive remediation instruction, then student engagement will increase, and students can work at the appropriate challenge level. This will increase proficiency by 10% as measured by the Statewide Science Assessment.

Action Steps to Implement

1. Teachers will regularly assess (formally and informally) and utilize data to modify and adjust instruction. Teachers utilize ongoing formative assessment and use the information gained to adjust.
2. Teachers will use data to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance.
3. Teachers will utilize a variety of modalities when presenting concepts and instruction to meet the needs of each student.
4. Teachers will monitor and provide feedback to students to support learning.
5. Administrators will monitor teacher practice and provide feedback to support teacher growth. Administrators regularly observe science lessons to monitor strategy implementation and provide feedback to teachers, literacy coach, and magnet coordinator.
6. Teachers will utilize processes where students monitor individual academic progress through data chats, goal setting, reflections, and teacher conferences.
7. Teachers will implement Inquiry-based learning following the Ignite, Chunk, Chew, Review Model & 5 E Model will be utilized in the classroom.
8. Science Instructional Staff Developer to provide additional supports to new teachers, specifically in the areas of reteaching and remediation strategies.

Person Responsible [no one identified]

IB / MYP Goal / Science:

Science teachers will work to explicitly and implicitly teach their students the IB approaches to learning (ATLs). These skills will be embedded in their daily lessons to allow for practice and development of learning skills. ATLs will be addressed explicitly when setting the purpose for learning.

Person Responsible [no one identified]

#4. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale: Our current achievement level is 57%, as evidenced by the state EOC. The challenge is occurring because scores have risen only incrementally over the last three years. ISM data indicates classroom practices do not include student-centered learning environments with rigor, differentiation practices, and higher order thinking routines.

Measureable Outcome: The percentage of 7th grade and 8th grade students achievement levels will increase from 57% to 67% on the Civics EOC.

Person responsible for monitoring outcome: Salima Lakhani (lakhanis@pcsb.org)

Evidence-based Strategy: Strengthen staff ability to engage students in complex tasks.
Organize students based on data to differentiate/scaffold instruction to meet the needs of each student

Rationale for Evidence-based Strategy: If teachers create student centered activities and engage students in complex tasks, proficiency on the Civics EOC will increase.

If teachers organize students based on data to differentiate/scaffold instruction and exercises throughout the year, proficiency on the Civics EOC will increase.

Action Steps to Implement

Action Steps for Complex Tasks Strategy:

1. Teachers will utilize supplemental resources, primary resources, primary sources and regularly include shorter, challenging passages that elicit close and critical reading and re-reading.
2. Teachers will utilize primary source documents at varying complexity levels throughout the year.
3. Teachers will include AVID strategies daily to support student achievement at all levels
4. Teachers will conduct regular, monthly PLCs inclusive of data chats to review student responses to tasks and formative assessments to plan for instructional lessons that meet the remediation and enrichment needs of all students.
5. Teachers will provide students with the opportunity to demonstrate higher order thinking strategies and processes.
6. AP and Department Chair will monitor for complex tasks in lesson plans and in classroom observations.
7. Utilize supplemental resources and integrate BEST for literacy and Social Studies content via Document Based Questions (DBQs) C3 Inquiries, and SHEG lessons.

Action Steps for Data Strategy:

1. Teachers will conduct regular, monthly PLCs inclusive of data chats to review student responses to tasks and formative assessments to plan for instructional lessons that meet the remediation and enrichment needs of all students.
2. Teachers will regularly assess (formally and informally) and utilize data to modify instruction. Teachers will utilize ongoing formative assessments and use the information gained to adjust instruction, enrich, reteach, and provide research-based interventions
3. AP will monitor PLCs for evidence of data chats

4. Magnet Coordinator will support teachers with differentiation in classroom with students.
5. Magnet Coordinator will support teachers with higher order thinking skills

Person Responsible [no one identified]

IB/MYP Related Goal: Individuals and Societies

Individuals and Societies teachers will work collaboratively with Language and Literature teachers (with the literacy coach and magnet coordinator as facilitators) to support and implement interdisciplinary learning opportunities. They will work to weave together the content of their subject matters in a way that integrates the disciplinary knowledge in new and creative ways as a means to deepen students' knowledge and strengthen their cross-curricular skills.

Person Responsible [no one identified]

#5. Other specifically relating to College and Career Readiness

Area of Focus Description and Rationale:	Our student achievement levels of performance indicate 47% of 8th grade students (2018-2019) are ready for high school with an FSA ELA score of 3 or higher. The problem/gap is occurring due to a broken systems with vertical and horizontal articulation among content area courses. If teachers implement a system focused on sustaining literacy/vocabulary development with rigor, the problem would be reduced by 5%, resulting in 52% of 8th grade students scoring a 3 or higher on the FSA
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Measureable Outcome:	The percent of 8th grade students ready for high school with an achievement score of 3 or more on the ELA FSA will increase from 47% to 52%
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Person responsible for monitoring outcome:	David Anater (anaterd@pcsb.org)
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Evidence-based Strategy:	Strengthen teacher implementation of vertical and horizontal vocabulary development.
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Rationale for Evidence-based Strategy:	If teachers collaborate, design, and deliver instruction with a focus on vocabulary development across grade levels and content areas, students will develop strong literacy skills.
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Action Steps to Implement

1. Administrative Team will develop and implement a system of grade level vertical and horizontal articulation to support students awareness of content vocabulary
2. Administrative Team will monitor and adjust school-wide systems for academic support for students
3. Administrative Team will attend PLC's to ensure focus on literacy and vocabulary development
4. Intentional and deliberate instruction from literacy coach embedded within all content area PLC's
5. Teachers will provide visible representation of vocabulary posted and referenced frequently for student cognitive connection and transfer of knowledge

Person Responsible	[no one identified]
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#6. Other specifically relating to Bridging the Gap Plan

Area of Focus Description and Rationale:	Our achievement levels of black students demonstrating an FSA score of 3 or greater are 24% in ELA and 20% in Math. The problem/gap is occurring because of a lack of culturally responsive teaching and equitable grading practices. If teachers implemented culturally responsive teaching practices and more equitable grading practices, the problem would be reduced by 10% (Note for planning...think about proficiency vs learning gains)
Measureable Outcome:	The percent of black students with an achievement level of 3 or higher will increase from 24% to 34% in ELA and increase from 20% to 30% in Math, as measured by the Florida Standards Assessment.
Person responsible for monitoring outcome:	David Anater (anaterd@pcsb.org)
Evidence-based Strategy:	Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans. L35% students in reading and math will have a mentor that keeps a data book that focuses on state assessments, grades, attendance, behavior and goal monitoring, on a monthly basis.
Rationale for Evidence-based Strategy:	If students focus on their individual data, they will improve their scores due to the nature of the relationship built with the mentor and an intentional focus on attendance, ELP and academic achievement.

Action Steps to Implement

1. The equity champions on our campus will be working with teachers and staff to adopt more culturally responsive strategies to support mentoring sessions and relationships with students
2. Literacy Coach, Math Coach and IB Coordinator will facilitate PLCs to ensure that equity centered practices are evident in classrooms and support students tracking their individual data
3. Administration and coaches will encourage teachers to participate in equitable grading practices training.
4. Guidance Counselors will consistently review student data to ensure the classes meet the ability level and need of the individual student and provide support or challenge as it is appropriate.
5. SBLT will support and monitor the implementation of equity-centered practices.

Person Responsible [no one identified]

#7. Other specifically relating to School Climate / Conditions for Learning**Area of Focus Description and Rationale:**

Our current level of performance in school-wide behavior is 0.62 incidence of office discipline referrals (ODR) per student. This data is representative from August to March of 2020. The previous full year school-wide behavior was .928 incidences of office discipline referrals (ODR) per student. The problem/gap in behavior performance is occurring because students lack of understanding of classroom behavior expectations. If consistent classroom expectations are taught and reinforced, the problem would be reduced, as evidenced by school profiles and monthly MTSS reports.

Measureable Outcome:

The referral rate per capita of all students receiving referrals will decrease from .928 to .882, as measured by school profiles dashboard and monthly MTSS reports.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures.

Rationale for Evidence-based Strategy:

If all faculty and staff establish and maintain positive relationships with students while acknowledging and adhering to processes and procedures, then the incidences of office referral will decrease by .046

Action Steps to Implement

1. Attend training on CRT and Restorative Practices
2. Ensure more than one staff member attends and becomes a certified trainer in Restorative Practices
3. Develop school wide roll out of CRT / SEL
4. Monitor and support staff for implementation with fidelity
5. Review student and teacher data for trends and next steps
6. Work with administrative team to include more restorative additions to consequences of students.

Person Responsible

April Maitner (maitnerap@pcsb.org)

PBIS: School-wide Implementation Plan

Largo Middle, IB World School creates a positive learning environment by setting the community agreements that were created by consensus of student, staff and parent groups to include Respect, Organization, Accountability and Responsibility (ROAR). Our community then uses these agreements as the basis for expectations in all common areas that are posted throughout the school to include but not limited to: the café, hallways, restrooms, office areas, buses and library. The effectiveness of adherence and clarity of these behavioral expectations is monitored by the MTSS Coach and the School Based Leadership Team (SBLT) through the use of the problem solving process analyzed monthly. When the system is found to not meet the needs of at least 80% of students, the team problem solves and creates interventions to support the students. In addition to these agreements, we teach (whole school, several times a year) the IB/MYP Learner Profile traits. Both the agreements (ROAR) and Learner Profile traits are reinforced through commissioned artwork that is displayed

throughout the school. The team also works to create a strong responsive system to support students not showing success with the expectations of the community. Restorative practices are woven into these systems. To support the community in creating common definitions of the agreements, the school utilizes circles to build community and increase students abilities to meet the agreement. In addition when students are struggling to meet these expectations in our community, prior to a consequence, they are able to use the restorative questions to reflect on their choices and consider how to correct and repair mistakes. Finally, the school has a system of reinforcing these systems utilizing a token economy called the ROAR cards, which are used at a (by donation only) store, available to them daily during lunch. The reward system for students is comprehensive including physical items and events to enhance their adherence to expectations.

Person Responsible April Maitner (maitnerap@pcsb.org)

#8. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:	Currently, 23% of our students have missed 10% or more school (August, 2019 to March, 2020), based on school profiles data. The data from the 2018-2019 school year was 27% of our students missing 10% or more school. The problem is occurring because of illness and lack of understanding by students and families of the impact absences have on student achievement and the school.
Measureable Outcome:	The percent of all students missing 10% or more of school will decrease from 23% (27% previous full year data) to 17% as measured by school profiles data.
Person responsible for monitoring outcome:	Angela Kemp (kempa@pcsb.org)
Evidence-based Strategy:	Strengthen the implementation of Tier 1 and Tier 2 interventions to address and support the attendance needs of students.
Rationale for Evidence-based Strategy:	When Tier 1 and Tier 2 attendance interventions are strengthened, the percent of students with attendance below 90% will decrease by 6%.

Action Steps to Implement

1. SBLT will review attendance taking process and school-wide strategies for positive attendance with all staff.
2. CST will asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.
3. SBLT will develop and implement attendance incentive programs and competitions
4. SBLT will engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.
5. Administrative Team and DMT will ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. pending entries cleared)
6. SBLT will review data and effectiveness of school-wide attendance strategies on a biweekly basis
7. Students with 95% or better attendance will be identified by CST, as members of the 95 Club.

Person Responsible [no one identified]

#9. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale: Our current levels of parent involvement, as evidenced in the school climate survey indicate a need to increase opportunities for school/family relations. The problem/gap is occurring because parents are not provided with specific training on how to support students academically. If training opportunities were targeted and content specific, the problem would be reduced.

Measureable Outcome: Effective communication with families about their students' progress and school processes/practices by providing families with academic tools to support student achievement at home.

Person responsible for monitoring outcome: David Anater (anaterd@pcsb.org)

Evidence-based Strategy: Intentionally build positive relationships with families by providing effective communication and access to academic tools.

Rationale for Evidence-based Strategy: If family and community engagement opportunities are informative and meaningful to the families, then positive relationships will be cultivated and families will feel more involved with their child's education.

Action Steps to Implement

1. Principal will continue to send weekly messages/updates to families
2. Teachers will use school agenda to communicate
3. Consistent updates in student success from faculty in Focus (weekly)
4. All teachers will send home mid-term progress reports
5. Teaches, Guidance Counselors, and Administrative Team will schedule and attend parent conferences
6. Home Visits may be conducted by the Student Services Team
7. IB/AVID Committee and Discipline Committee will initiate and schedule events, one per semester, both on and off campus to increase parental involvement.

Person Responsible [no one identified]

#10. Other specifically relating to Healthy Schools

Area of Focus Description and Rationale:	Our current level of performance is 3 out of 6 modules in bronze, as evidenced in the Alliance for a Healthier Generation, Healthy Schools program framework. The problem/gap is occurring because of limited resources and time. If our healthy school team can monitor the implementation of administrative guidelines for wellness, our school would have a greater opportunity to be eligible for recognition.
Measureable Outcome:	Our school will be eligible in 4 out of 6 modules for bronze/silver/gold recognition as evidenced by the Alliance for a Healthier Generation's Schools Program Framework.
Person responsible for monitoring outcome:	David Anater (anaterd@pcsb.org)
Evidence-based Strategy:	Enhance staff capacity to identify critical content from the standards in alignment with district resources.
Rationale for Evidence-based Strategy:	If the staff identifies the critical content of a Healthy Schools Program, the Healthy Schools Team will be able to document and submit evidence for the required modules.
Action Steps to Implement	
<ol style="list-style-type: none"> 1. Assemble a Healthy School Team. 2. Attend district supported professional development 3. Complete Healthy Schools Program Assessment Healthy School Team 4. Complete the SMART Snacks in school documentation (Cafe manager) 5. Develop and implement Healthy School Program Action Plan 6. Update Healthy Schools Program Assessment and apply for recognition 	
Person Responsible	[no one identified]

#11. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Our current level of performance based on the ESSA Federal Index is 33%. The problem/gap is occurring because instruction was not designed to meet the needs of students for the year. If placement with co/support facilitation teacher is met, and is monitored for success, the problem would be reduced by 10%.

Measureable Outcome: The percent of ESE students demonstrating proficiency with learning gains will increase from 33% to 43%, as measured by the ESSA Federal Index.

Person responsible for monitoring outcome: David Anater (anaterd@pcsb.org)

Evidence-based Strategy: Teachers will utilize data to organize students to interact with content in manners which differentiate instruction to meet the needs of each student. Students requiring ESE services work towards mastery of meaningful Individualized Education Plan (IEP) goals while learning the foundational skills they need to engage in rigorous, grade-level content in the Least Restrictive Environment (LRE).

Rationale for Evidence-based Strategy: If ESE students engage in rigorous, grade level content, then students will achieve their IEP academic goals.

Action Steps to Implement

1. VE Specialist and APC will Implement a process for placing students requiring ESE services in master scheduling first, in order to optimize service delivery and focus on a clustering process to meet student needs.
2. Administrative Team will provide opportunities for ESE and general education teachers to co-plan for differentiated instruction and support delivery of services.
3. ESE and general education teachers will embed metacognitive strategies into content-based instruction to teach student critical memory and engagement processes they can use to access, retain, and generalize important content.
4. ESE teachers will make rigorous texts, materials, content and activities accessible to students through supplementary aids including annotated texts and assistive technology.
5. ESE teachers will provide multiple opportunities for students to engage in and respond to instruction using their primary mode of communication, which may include the use of augmentative or alternative communication system.
6. ESE and general education teachers will use evidence-based practices for students with disabilities to teach foundational literacy and math skills as a pathway to grade level work.

Person Responsible [no one identified]

#12. ESSA Subgroup specifically relating to African-American

Area of Focus Description and Rationale:	Our current level of performance based on the ESSA Federal Index is 39%. The problem/gap is occurring because of a lack of culturally responsive teaching and equitable grading practices. If teachers implement culturally responsive teaching practices and more equitable grading practices, the problem would be reduced by 5%.
Measureable Outcome:	The percent of black students demonstrating proficiency with learning gains will increase from 39% to 42%, as measured by the ESSA Federal Index.
Person responsible for monitoring outcome:	David Anater (anaterd@pcsb.org)
Evidence-based Strategy:	Provide students with a mentor that keeps a data book that focuses on state assessments, grades, attendance, behavior and goal monitoring on a monthly basis.
Rationale for Evidence-based Strategy:	If students are better able to access their learning because teachers connect and build relationships in a culturally relevant method, students will continue to increase their engagement with curriculum content and improve the ability to access higher educational experiences.

Action Steps to Implement

1. SBLT and Equity Champions will provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for black students.
2. Teachers will Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans.
3. MTSS Coach will investigate the opportunity to take students on tours of Historically Black Colleges and Universities.

Person Responsible [no one identified]

#13. Culture & Environment specifically relating to Equity & Diversity

Area of Focus Description and Rationale:	To address the shift in mindset towards the adoption of equitable grading practices, we will participate in whole school and PLC centered professional development. Our current data illustrates a gap in the rate of failure of ESSA groups as evidenced by quarterly grade data. The issue may be impacted by strengthening culturally relevant practices through targeted, sustained professional development.
Measureable Outcome:	We will measure progress by recording the number of PD sessions (associated with equity) and the number of teachers who attend PD. We will measure medium-term outcomes by examining changes in teacher practice using a CRT classroom walk-through tool and report the number of teachers who consistently practice CRT as observed in classroom walk-throughs. We will measure long-term student outcomes by examining quarterly grade data with the goal of reducing the gap between identified ESSA subgroups and school average.
Person responsible for monitoring outcome:	David Anater (anaterd@pcsb.org)
Evidence-based Strategy:	To increase the use of equitable grading practices, we will initiate a school wide focus to improving these practices. Our current data illustrates gaps in the percent rate of failing grades issued to ESSA subgroups as evidenced by the 2019-2020 3rd quarter grades. The issue may be impacted by a more robust data discussion around race and what grading should reflect, during regular PLC meetings and professional development.
Rationale for Evidence-based Strategy:	We will measure progress by reviewing the percentage of students in subgroups receiving failing grades in comparison to the school percent average at the midpoint and end of each quarter by use of problem solving worksheet. This information will be reported to SBLT for monitoring and shared in PLC's where discussion of intervention success and evaluation will occur. We will measure long-term student outcomes by reducing grading inequity.

Action Steps to Implement

1. All teachers will participate in an Equity training during pre-planning, outlining the plan for this work during the 2020-2021 school year - Person Responsible - Equity Champions
2. Teachers will participate in the Online Equitable Grading Practices PD offered by the district - Person Responsible - AP's
3. Teachers will review grades by sub-group, at the mid-point and end, of each nine weeks. This will lead to follow up analysis and strategizing in content specific PLC's - Personal Responsible - AP's and Academic Coaches
4. Classroom CRT walk-through will occur twice during first semester and once during second semester to provide teachers feedback on their culturally responsive teaching techniques and recognize trends throughout the school. Person Responsible - Equity Champions

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

All schoolwide improvement priorities, as identified in the Needs Assessment/ Analysis have been addressed in the Areas of Focus.

Aligned to the work associated with the district's Equity with Excellence for All initiative, and the Middle School Project - specifically focusing on ethical leadership for equity, the LMS Administrative Team completed an Assessment of our School's Moral and Equitable Culture. Upon review of both individual and group results, the team has identified the need to involve our potentially anti-social youth in leadership opportunities that reinforce positive relationships.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

See attached PFEP

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0141 - Largo Middle School	School Improvement Funds		\$500.00
2	III.A.	Areas of Focus: Instructional Practice: Math				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21

			0141 - Largo Middle School	School Improvement Funds		\$500.00
3	III.A.	Areas of Focus: Instructional Practice: Science				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0141 - Largo Middle School	School Improvement Funds		\$500.00
4	III.A.	Areas of Focus: Instructional Practice: Social Studies				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0141 - Largo Middle School	School Improvement Funds		\$500.00
5	III.A.	Areas of Focus: Other: College and Career Readiness				\$0.00
6	III.A.	Areas of Focus: Other: Bridging the Gap Plan				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0141 - Largo Middle School	School Improvement Funds		\$1,000.00
7	III.A.	Areas of Focus: Other: School Climate / Conditions for Learning				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0141 - Largo Middle School	School Improvement Funds		\$500.00
8	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$0.00
9	III.A.	Areas of Focus: Culture & Environment: Parent Involvement				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0141 - Largo Middle School	School Improvement Funds		\$500.00
10	III.A.	Areas of Focus: Other: Healthy Schools				\$0.00
11	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
12	III.A.	Areas of Focus: ESSA Subgroup: African-American				\$0.00
13	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity				\$0.00
Total:						\$4,000.00