



School Improvement Plan SY 2018-19

LARGO HIGH SCHOOL

Michael A. Grego, Ed.D.
Superintendent
Pinellas County Schools

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Continuous Improvement

A school does not achieve its goals by good fortune or hard work alone, but by prioritizing efforts. Improvements are made by focusing intensely on the priorities, while maintaining high service levels for ongoing work. The School Improvement Plan (SIP) is based on the Plan, Do, Study, Act (PDSA) process, which manages and supports effective and efficient planning, implementation, monitoring, revising, and oversight.

A fully developed SIP places the management of priorities and strategies in the context of planning, accountability and support at the school level. School SIP teams ensure these priorities are supported through:

- clearly defined priorities and strategies that are aligned to district strategic goals,
- oversight throughout the planning, implementation and monitoring process, and
- reflection and adjustment to meet school, department and student needs.

Plans succeed because they are well developed, implemented and monitored, and align with the overall goals and objectives of the school and district. The benefits of a good SIP process include achievement of the desired results that positively impact staff growth and student achievement.



Vision and Direction

School Improvement Plan 2018 - 19

A. Vision and Direction

School Profile

Principal:	Brad W. Finkbiner	SAC Chair:	Tiffanie Lopatin
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School Vision	Prepare 100% of our scholars for post-secondary success by providing a quality education
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School Mission	PRIDE: P ositive R igorous I nstruction D esigned to E mpower scholars' learning and success in post-secondary endeavors promoting civic engagement, global understanding, and a respect for individuals and societies.
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School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
1816	161	288	361	94	907	5

School Grade	2018: B	2017: C	2016: C	Title I	NO
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	54	41	46	45	72	62	71	65	39	45	86	84
Learning Gains All	51	52	51	52								
Learning Gains L25%	42	30	38	46								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Bradley	Finkbiner	FT	4-10 years
Equity Champion	Garius	Goshay	FT	1-3 years
ESE	Linda	Ray	FT	4-10 years
ELL	Linda	Ray	FT	4-10 years
Climate and Culture	Alec	Liem	FT	1-3 years
Assistant Principal	Jon	Marina	FT	4-10 years
Assistant Principal	Ryan	Green	FT	Less than 1 year
Department Lead	Aleece	Quiroz	FT	4-10 years
Department Lead	Scott	Kaplan	FT	11-20 years
Department Lead	Allison	Bryant	FT	11-20 years
Department Lead	Liz	McPhearson	FT	1-3 years
Department Lead	Katie	Olivero	FT	4-10 years
Total Instructional Staff:	101	Total Support Staff:	54	



B. Improvement Priorities

Choose three priorities for improvement (“Big Rocks”) that you will focus on for the school year. Following the priority, complete the theory of action statement using your current data and results from your problem-solving process.

EXAMPLE THEORY OF ACTION: If we effectively implement high-leverage strategies which support standards-based instruction, then the percent of all students achieving proficiency will increase from 77% to 89%.

1. Priority 1: Standards-based planning will be embedded in each curriculum to support all scholars and toward their successful completion for graduation requirements.

Priority 1 Theory of Action: If we have standards based planning to include differentiation supports for all scholars, we will have an increase of at least 7% in all assessed state grading scales.

2. Priority 2: Each scholar will have an individualized education plan beginning in 9th grade and progressing with them until graduation.

Priority 2 Theory of Action: If each scholar develops their own education plan with support from school staff, they will meet their graduation requirements and have a plan for college or career readiness.

3. Priority 3: We will begin the process of adding Restorative Practices and SEL curriculum within subject areas.

Priority 3 Theory of Action: If we begin to include restorative practice and SEL curriculum we will develop a learning and social environment that will benefit and support scholar learning.



C. Monitoring and Achieving Improvement Priorities

School Improvement is best achieved when a school—in its totality—works together to achieve the school’s common goals. The table below is the framework for planning how everyone in your school will be an active, engaged participant in the achievement of your school’s improvement priorities.

How do you plan to implement and monitor the progress of your improvement priorities as a school-wide system? Complete the table below for each school-based team listed, use the blank rows and add rows for additional teams, as needed.

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
	<i>The teams responsible for implementation and monitoring</i>	<i>Identify the priorities above for which each team is responsible</i>	<i>The problem you are trying to solve</i>	<i>Major actions taken to execute the improvement with fidelity</i>	<i>List the title of who is leading the work of each team</i>	<i>List the titles of those who participate on each team for implementation and monitoring</i>	<i>State how often you are monitoring</i>	<i>Describe what it looks like and what artifacts are available when this is implemented with fidelity</i>
1.	SBLT (using MTSS Framework)	All Priorities	Monitor instructional implementation of grade-level standards to increase FSA proficiency.	<ul style="list-style-type: none"> • Training on lesson planning resources. • Preconference • Weekly instructional reports • PLC agendas 	Principal	Assistant Principals and Department Leaders	Weekly	<ul style="list-style-type: none"> • Lesson plans aligned to standards, with targets and performance scales. • Planned and completed scholar work requiring practice with complex text and its academic language
2.	Tier 3 Problem-solving Team	All Priorities	To increase attendance and the importance of performing well on all FSA assessments	<ul style="list-style-type: none"> • Monitoring attendance with the Child Study Team and School Leadership Team 	Administration	CST and school leadership team	Bi-weekly	<ul style="list-style-type: none"> • Increase in attendance for each quarter and increased proficiency on FSA assessments
3.	Equity Team	All Priorities	Align school efforts with the district plan to eliminate learning, discipline in graduation rates	<ul style="list-style-type: none"> • Implement the bridging the gap plan to eliminate disparities of 	Admin.	All stakeholders	Monthly	<ul style="list-style-type: none"> • Decrease of attendance, discipline, assessment and graduation gaps.



	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
			for minority scholars.	attendance and discipline gaps for minority scholars. <ul style="list-style-type: none"> • Build staff capacity in SEL classroom strategies to build a classroom environment where all scholars are successful. 				
4.	Child Study Team	All Priorities	To increase scholar attendance and proficiency in all FSA assessments	<ul style="list-style-type: none"> • SEL strategies • Restorative practices • School communication with parents from instructional leaders, school counselors, and administration 	Administration, school counselors	All stakeholders	Monthly	<ul style="list-style-type: none"> • Increase of attendance rate • Increase of scholar grades • Increased monthly attendance by grade level.
5.	Subject Area / Grade Level Leaders (<i>enter as many rows as needed</i>)	All Priorities	Monitor instructional level implementation of grade-level standard based	<ul style="list-style-type: none"> • Data chats • PLC's • Collaborative lesson plans 	Principal	Leadership team	Monthly	<ul style="list-style-type: none"> • Increased proficiency rates and attendance • Decrease in discipline issues



	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
			strategies to include rigor, scholar-based learning, and relationships to increase scholar achievement	<ul style="list-style-type: none"> Monthly leadership team meetings 				<ul style="list-style-type: none"> Increase of scholar centered learning and rigor
6.	Literacy Leadership Team <i>(if this is the same as SBLT, please note as this does not need to be duplicated).</i>	All Priorities	Same as SBLT	<ul style="list-style-type: none"> 				<ul style="list-style-type: none">
7.	PBIS Team	All Priorities	To increase positive behavior recognition on campus as well as decrease the number of office disciplinary referrals written	<ul style="list-style-type: none"> Utilize behavior specialist, social worker and administrative team to communicate schoolwide expectations to scholars and families. 	Behavior specialist/ administrative team	All staff	Ongoing	<ul style="list-style-type: none"> School Wide Participation, Decreased negative behavior (ODR's) Increased positive behaviors
8.	Family Engagement Team	All Priorities	To increase the number of families that have open communication with the school using Portal, the LHS website and district	<ul style="list-style-type: none"> School-wide phone messaging Interactive website Instructional leader websites 	Admin Family and Community Liaison Teacher Leaders	Staff	Ongoing	<ul style="list-style-type: none"> Increase in number of families who sign up and use Portal Increase in the number of families who participate in school sponsored events such as SAC and PTSA



	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
			communication supports	<ul style="list-style-type: none">• College and career nights• Subgroup specific nights				<ul style="list-style-type: none">• Increase the number of families who attend open house, back-to-school night, 9th grade orientation, and curriculum nights



Conditions for Learning

Climate and Culture

DATA SOURCES TO REVIEW:

REFLECTION (4-Step Problem-Solving):

1. Our current level of performance in school-wide behavior is Risk per student 24.3%. We expect our performance level to be decreased by implementing restorative practices and increased PBIS Interventions.
2. The problem/gap in behavior performance is occurring because scholars are disconnected from their education and are acting out as a result.
3. If additional restorative practices and improved PBIS interventions would occur, the problem would occur, the problem would be reduced by cultivating positive interpersonal and pro-social skills as evidenced by research on critical elements of effective PBIS would occur, the problem would be reduced by 5%, as evidenced by data in school profiles. *(include data to validate your hypothesis.)*
4. We will analyze and review our data for effective implementation of our strategies by reviewing it regularly at MTSS, SBLT, and administrative team meetings.

5. SMART GOAL:

EXAMPLE: The referral risk (percentage of students receiving ODRs) of all students receiving referrals will decrease from 31% to 25%, as evidenced by the end of the year ODR data from the School Profile Dashboard. *(include data or research to validate your hypothesis.)*

The referral risk (percentage of students receiving ODRs) of all students obtaining office disciplinary referrals will decrease from 24.3% to 18%, as measured by disciplinary referral risk rate data located in School Profiles.

6. STRATEGIES:

List the specific strategies your school uses to implement a seamless multi-tiered system of supports (MTSS) that is focused on an integration of behavioral and academic supports to meet the needs of all students.

- ☒ Strengthen the ability of all staff to establish and maintain positive relationships with all students.
- ☒ Strengthen the implementation of research-based practices that communicate high expectations for each student.
- ☒ Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures.

7. **ACTION STEPS:** *(Complete the action steps to the needs of your school to meet this goal for each area. District-wide actions have been inserted for ease of completion; adapt and tailor to meet your school needs.)*

Action Steps to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
Attend district-led, two-day team training for Restorative Approaches and SEL	<ul style="list-style-type: none">• Dr. Finkbiner• Ryan Green• Garious Goshay• Marcus Paschal• Joseph Cox• Deborah Pettingill	<ul style="list-style-type: none">• 6/18/18-6/19/18
Ensure at least one staff member attend and becomes is a certified Trainer of RP	<ul style="list-style-type: none">• Dr. Finkbiner• Darryl Simmons	<ul style="list-style-type: none">• 6/11/18-6/13/18



<i>Develop school-wide roll-out and development plan of RP/SEL.</i>	<ul style="list-style-type: none"> RP Leadership Team Led by Darryl Simmons 	<ul style="list-style-type: none"> 9/5/18, 9/12/18, 9/19/18, 9/26/18, 10/15/18
<i>Conduct learning opportunities.</i>	<ul style="list-style-type: none"> Darryl Simmons, Joseph Cox, Deborah Pettingill 	<ul style="list-style-type: none"> 2018/19
<i>Monitor and support staff for implementation with fidelity.</i>	<ul style="list-style-type: none"> Administration- 	<ul style="list-style-type: none"> 2018/19
<i>Review student and teacher data for trends and next steps.</i>	<ul style="list-style-type: none"> SBLT 	<ul style="list-style-type: none"> CST Team meets the first and third Monday of each month. MTSS Team meets the second and fourth Monday of each month.
<i>Update school-wide plan on a monthly basis.</i> <ul style="list-style-type: none"> <i>Celebrate areas of growth</i> <i>Update strategies for areas of improvement</i> 	<ul style="list-style-type: none"> Administrative Team 	<ul style="list-style-type: none"> Administrative team meets each Tuesday, weekly

1. MONITORING:

These are being monitored as part of the Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies): ☒ Priority 1 ☒ Priority 2 ☒ Priority 3

2. PROFESSIONAL LEARNING: (Outline the school-based learning opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Introduction to Restorative Practices (IIRP)	All Teachers (91)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Family Engagement	All Teachers (91)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Classroom Management/ Relationship building, Best Classroom Practices- MTSS	All Teachers (91)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Introduction to Circle (IIRP)	All Teachers (91)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Equity Training- Equity Champions will provide professional development at least quarterly	All Teachers (91)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Culturally Relevant Teaching- Professional Development opportunities will be shared with staff and embedded within departmental and PLC meetings.	All Teachers (91)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 92%. We expect our performance level to be increased by 3%.
2. The problem/gap in attendance is occurring because a lack of engagement in their education.
3. If scholars increase their attendance regularity and become reengaged in the educational process,, the problem would be reduced by 3%.
4. We will analyze and review our data for effective implementation of our strategies by conducting Child Study Team meetings effectively, and efficiently, ensuring all scholars have a plan for success.

5. SMART GOAL:

EXAMPLE: The percent of all students missing more than 10% of school will decrease from 31% to 25%, as evidenced by attendance dashboard data.

The percent of all students missing 10% or more will decrease from 32% to 22%, as measured by data available in school profiles.

6. STRATEGIES: (Choose, or enter, the number of high-leverage strategies that your school is action planning to support.)

- ☒ Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis.
- ☒ Strengthen the implementation of Tier 3 interventions to address and support the needs of students.
- ☐ Choose Attendance Strategy

7. ACTION STEPS: (Adapt and tailor the action steps to meet the needs of your school to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Review attendance taking process and school-wide strategies for positive attendance with all staff.	Administration RP Leadership Team	
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	CST Team	Bi-weekly throughout the year
Develop and implement attendance incentive programs and competitions.	CST team	Bi-weekly throughout the year
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	CST team RP Leadership Team	
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	CST team	
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	CST/MTSS team	Bi-weekly throughout the year
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	Attendance Clerk Administration CST team	
Professional Development offered via PLC "push-ins" as needed	CST Team-	Bi-Weekly

8. MONITORING:

These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement

Priority(ies): ☐ Priority 1 ☒ Priority 2 ☐ Priority 3



9. PROFESSIONAL LEARNING: *(Outline the school-based learning opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Restorative Practices: RP team will train on RP whole school implementation during pre-school	All Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Marzano Framework: Admin team will train teachers on changes in the evaluation framework	All Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
PLC's: Focus on student's data sharing, best practices, student centered learning	All Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
MTSS: Changes and reviews	All Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
SIP Training: Focus on current data and SIP goals	All Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Safety Training: Overview of Safety process/procedures	All Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Parental Communication: How can teachers increase communication with the parents, to problem solve attendance, behavioral and performance issues in the classroom.	All Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Academic Goals

Instructions

Refer to your plan for Monitoring and Achieving Improvement Priorities as a school-wide system (above). In the sections below, identify specific academic goals and strategies that you will implement in support of achieving those priorities.

These goals, strategies and professional development should align directly to the Monitoring and Achieving Improvement Priorities table in the Continuous Improvement section above. The table above describes how you are monitoring the implementation of these strategies, as well as the progress of these goals.

REFLECTION: Review your data, and work through the problem-solving and gap analysis processes.

SMART GOALS: Use the optional Goal Calculator to determine your targets. Write your goals as SMART goals (Specific, Measureable, Actionable, Realistic, and Timely).

STRATEGIES: Identify the high-leverage strategies your school will employ to support improvement. You may choose from the drop-down menu provided by your level content specialists or write your own.

ACTION STEPS: Articulate what your school is doing to implement these strategies and achieve the goals. Identify who is responsible and when it is occurring.

MONITORING: Monitoring should be included in the Monitoring and Achieving table at the beginning of the document.

PROFESSIONAL LEARNING: List the professional learning your staff needs to effectively implement the strategies and progress toward the goal.



A. ELA/Reading Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving:

1. Our current level of performance is 54% in achievement, 51% in ELA gains, and 42% in ELA/L25 gains, as evidenced in the state assessment scores for 2017-18.
2. We expect our performance level to be 61% for ELA achievement, 58% for ELA gains, and 49% gains for ELA L25 gains by the end of the 2018-19 school year's assessment data.
3. The problem/gap is occurring because we are not moving our L25 scholars at the rate we expect. We will also have a focus on those who are upper level 2's to move them to level 3's.
4. If standard based planning was embedded in the curriculum and consistent monitoring would occur, the problem would be reduced by using support strategies for each scholar and student learning gains would increase by at least 7%.

5. SMART GOALS:

EXAMPLE: The percent of all students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

We will see an increase of at least 7% in each of the assessed areas in ELA as measured by the FSA.

54% to 63% in overall ELA proficiency

51% to 60% in overall ELA gains

42% to 58% in ELA L25 learning gains.

6. STRATEGIES: (Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)

- ☒ Choose Strategy: We will support our staff as they utilize data to organize scholars to help interact with content and support different learning strategies that will support their individual needs.
- ☒ Choose Strategy: We will support instructional leaders as they develop lesson plans to tie teaching strategies with standards to support the individual learning needs of scholars.
- ☐ Choose Strategy:

7. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Data Chats with all students	English & Reading Teachers	At least once quarterly
Progress monitoring the percentage correct of reading comprehension questions by standard for each student	English & Reading Teachers	Ongoing, at least once quarterly
Implementing Core Connections strategies to improve writing, tracking progress using rubrics targeting specific proficiencies (elaboration, transitions, etc.)	English Teachers	First Semester
Lesson planning with the full complexity of the standards in mind, creating questions that address the full complexity of a standard.	English & Reading Teachers	Every Quarter

8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- ☒ Priority 1 ☒ Priority 2 ☒ Priority 3



9. PROFESSIONAL LEARNING: *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Core Connections with Science and Social studies to learn reading and writing strategies aligned to the standards and proven to show gains	All scholar and Excel English and Reading Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Tailored PD offered by Jennifer Duda to individual schools to provide lessons and strategies that address students' areas of need	9 th & 10 th grade English and Reading teachers	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
English/Reading department meetings where the department chair will teach teachers how to align questions to the standards and monitor progress with reference to the prior year's FSA data.	English/Reading department	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



B. Mathematics Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 52%, as evidenced in state assessment data from 2017-18.
2. We expect our performance level to be 59% by the end of the 2018-19 school year.
3. The problem/gap is occurring because there is a gap for our learning gains.
4. If standard based planning and instruction would occur, student learning gains would increase by 7%.

5. SMART GOALS:

EXAMPLE: The percent of all students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

Specific academic goals for the 2018-19 school year for math as measured by the FSA are as follows:

Overall Math Achievement will increase from 46% to 56%

Overall Math gains will increase from 52% to 62%

L25 learning gains will increase from 38% to 52%

6. STRATEGIES: (Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)

- ☒ Choose Strategy: We will support our staff as they utilize data to organize scholars to help interact with content and support different learning strategies that will support their individual needs.
- ☒ Choose Strategy: We will support instructional leaders as they develop lesson plans to tie teaching strategies with standards to support the individual learning needs of scholars.
- ☐ Choose Strategy

7. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
PLC's	Course teachers	Bi-monthly
Department Meetings	Dept head	Monthly
Data Chats	Math Coaches/Specialists	Each cycle assessment

8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- ☐ Priority 1 ☐ Priority 2 ☐ Priority 3

9. PROFESSIONAL LEARNING: (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
District 9-12 Facilitated Plannings	All math	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
PLC's	All math	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



C. Science Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 72%, as evidenced in the 2017-18 FSA data.
2. We expect our performance level to be 79% by the FSA data from the 2018-19 school year.
3. The problem/gap is occurring because lack of attendance and scholars not taking advantage of extra support opportunities.
4. If standard based planning and instruction, along with data chats and open communication would occur, the problem would be reduced by increasing proficiency and student learning gains would increase by 7%.

5. SMART GOALS:

EXAMPLE: The percent of all students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The science academic goal for 2018-19 will be as follows:

- Total proficiency will increase from 72% to 81% as measured by the FSA

6. STRATEGIES: (Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)

☒ Choose Strategy: We will support our staff as they utilize data to organize scholars to help interact with content and support different learning strategies that will support their individual needs.

☒ Choose Strategy: We will support instructional leaders as they develop lesson plans to tie teaching strategies with standards to support the individual learning needs of scholars.

☐ Choose Strategy

7. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
PLC meetings to discuss & share instructional strategies/ utilization of county resources- Bio E-learn, cycle assessment data	County liaison/dept. chair	Monthly/ ongoing throughout year
Creating appropriate vertical instructional sequence to support learning	APC/Principal/dept. chair	Prior to school starting
Cross-curricular support – graphical analysis (math); reading/writing strategies (ELA)	Dept chairs/faculty	Ongoing throughout school year

8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- ☒ Priority 1 ☒ Priority 2 ☒ Priority 3

9. PROFESSIONAL LEARNING: (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Restorative practice training	All faculty and administrators instructional staff (101); Principal (1), Assistant Principals (4)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Academic Goals

School Improvement Plan 2018-19

Core Connections for Biology Instructional Leaders	Dept Chair (1); Science department members (11)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Biology PLC-	County liaison (1); Dept Chair (1); Bio teachers (5)	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



D. Social Studies Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 71, as evidenced in 2017-18 FSA assessment.
2. We expect our performance level to be 80% by the 2018-19 FSA assessment.
3. The problem/gap is occurring because lack of attendance and scholars not using extra learning opportunities.
4. If standard based planning and instruction along with differentiated supports would occur, the problem would be reduced by the proficiency levels and student learning gains would increase by 7%.

5. SMART GOALS:

EXAMPLE: The percent of all students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA

- The Social Studies Academic Goal for the 2018-19 school year is as follows as measured by the FSA: Total proficiency will increase from 71% to 79%.

STRATEGIES: (Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)

☒ Choose Strategy: We will support our staff as they utilize data to organize scholars to help interact with content and support different learning strategies that will support their individual needs.

☒ Choose Strategy: We will support instructional leaders as they develop lesson plans to tie teaching strategies with standards to support the individual learning needs of scholars.

☐ Choose Strategy

6. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Cycle 1 and Cycle 2 Assessments	US History Teachers	Q1 and Q2
Focus on 5 Review Strategy	US History Teachers	Immediately and continuing throughout the year
Deep Dive Docs in World History	World History Teachers	Immediately and continuing throughout the year
DBQ usage in World and US History classes	WH and US Teachers	Immediately and continuing throughout the year

7. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- ☒ Priority 1 ☒ Priority 2 ☒ Priority 3



8. PROFESSIONAL LEARNING: *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Core Connections Professional Development	6 instructors who teach World History	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
DBQ Training	Entire department- This PD will be infused within all Social Science PLC's facilitated by lead teacher- Deborah Pettingill. She is a resource for current and new instructional leaders within this department.	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 4 out of 6 modules, as evidenced in the Alliance for a Healthier Generation, Healthy Schools Program Framework.
2. We expect our performance level to be 6 out of 6 modules eligible for bronze/silver/gold by April 2019.
3. The problem/gap is occurring because lack of physical activity beyond recommended number of minutes. .
4. 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.

5. SMART GOALS:

EXAMPLE: The number of Healthier Generation Assessment modules completed for national recognition will increase from 4 to 6.

Largo High School will be eligible in 6 out of 6 modules for gold recognition by April of 2019 as evidenced by the Alliance for a Healthier Generation Healthy Schools Program Framework.

6. **STRATEGIES:** (Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)

☐ Choose Strategy

7. **ACTION STEPS:** (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
A healthy school team will be developed to include: PE/Health instructor, Classroom instructor, wellness champion, administrator, cafeteria manager, parent and scholar	Principal	2018
Attend district supported professional development	Healthy school team	August 2018-April 2019
Complete Healthy Schools Program Assessment	Healthy school team	August 2018 – September - 2018

8. **MONITORING:** These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

☐ Priority 1 ☐ Priority 2 ☐ Priority 3

9. **PROFESSIONAL LEARNING:** (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Healthy Schools Program Training Component #19545	Healthy School Team	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Healthy School Team A: Assessment Component #19534	Healthy School Team	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Healthy School Program B: Smart Snacks in School Component #19549	Healthy School Team	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



G. Career- and College -Readiness

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 41%, as evidenced in the 2016-17 FSA assessment.
2. We expect our performance level to be 50% by the end of the 2017-18 school year.
3. The problem/gap is occurring because a lack of focus on the four areas in which a scholar can receive credit for this cell.

4. SMART GOALS:

EXAMPLE: The percent of all students successfully completing an acceleration/advanced course will increase from 77% to 89%, as measured by course completion and industry certification data.

The career and college readiness performance will rise from 41% to 60% as measured by course completions and industry certifications.

5. STRATEGIES: (Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)

- ☒ Choose Strategy: Provide extended access for scholars to enroll in advanced/accelerated coursework including: Dual-Enrollment, Advanced Placement, IB, and industry certification courses.
- ☒ Choose Strategy: Hire staff who have graduate degrees or industry certifications to provide more opportunities for our scholars.
- ☐ Choose Strategy

6. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Recruit non-academy students to participate in certification preparation	APC, School Counselors	Each Semester
Counselors will review each scholar's pathway and course request form to ensure scholars are provided the opportunity to become career/college ready (Industry Certification, DE, IB, AP). Accelerated completion will be on the course request form.	School Counselors	Each Semester
All 10 th -12 th grade student with a GPA of 2.5 or better will be encouraged to take the College Experience (SLS1101); any 11 th -12 th grader with a GPA of 3.0+ will be encouraged to participate in a Dual Enrollment level classes.	APC, School Counselor	Each Semester

7. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- ☒ Priority 1 ☒ Priority 2 ☒ Priority 3

8. PROFESSIONAL LEARNING: (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
PLC's	Monthly	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Strategy Walks	Quarterly	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



H. Graduation Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 88%, as evidenced in graduation rate for 2017/18.
2. We expect our performance level to be 93% by the end of the 2019 school year.
3. The problem/gap is occurring because of too high of a percentage of bad withdrawal codes.
4. If the bad code withdraw codes reduction would occur, the problem would be reduced by 7%.

5. SMART GOALS:

EXAMPLE: The percent of all students graduating on-time with their cohort will increase from 85% to 88%, as measured by FLDOE final graduation file.

The graduation rate will increase Choose an item. of Choose an item. students Click or tap here to enter text. will Choose an item. from Click or tap here to enter text. to Click or tap here to enter text., as measured by Click or tap here to enter text.

6. STRATEGIES: (Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)

- ☒ Intensify graduation committee focus on data to plan interventions and supports for individual students.
- ☒ Strengthen staff practice to communicate and engage students and families in planning when students are not on-track to graduate.
- ☒ Strengthen staff ability to engage students for on-track promotion throughout high school.

7. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
- Increase teacher communication with parents regarding scholar progress prior to a scholar failing a marking period	Admin team, Instructional Leaders	Daily, Monthly
- Monitoring data and communicating Cohort reports regularly	APC, MTSS	Bi-Monthly

8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- ☐ Priority 1 ☐ Priority 2 ☐ Priority 3

9. PROFESSIONAL LEARNING: (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Pre-School training to emphasize awareness of cohort reports, awareness of senior graduation requirements, ongoing communication with guidance and parents regarding those seniors not academically on track.	All Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Subgroups

A. Bridging the Gap with Equity for All: Black Students

DATA SOURCES TO REVIEW:

REFLECTION:

1. Our current level of performance is 85% African American graduation rate, as evidenced in our Graduation Cohort Report for the 2018 Cohort.
2. We expect our performance level to be 90% by the end of the school year 2019.
3. The problem/gap is occurring because of lack of engagement, attendance irregularity, and motivation.
4. If student attendance, motivation and engagement would increase, the graduation rate for our African American population would increase.

5. SMART GOALS:

EXAMPLE: The percent of black students graduating from high school with their cohort will increase from 75% to 83%, as measured by FLDOE end of year graduation file.

The percent of black students graduating from high school will increase from 85% to 90%, as measured by FLDOE graduation requirements.

6. **STRATEGIES:** *(Choose, or enter, the number of high-leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for black learners and are in addition to the strategies and actions articulated with the content specific goals.)*

BTG Area	Strategies	Expected Impact and Results
Graduation Rate	<ul style="list-style-type: none"><input checked="" type="checkbox"/> 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.<input checked="" type="checkbox"/> 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.<input checked="" type="checkbox"/> Develop learner profile and personalized learning plan for all black students who are not-on-track to graduate.	<ul style="list-style-type: none">Increased black graduation rate from 85%-90%.
Student Achievement	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Ensure equity by providing easy access for black students to on-site, college readiness testing in every high school (ACT, SAT, PERT).<input checked="" type="checkbox"/> Identify and provide additional culturally relevant books, resources and technology to supplement core instruction representing diverse perspectives as a way to increase student engagement.<input checked="" type="checkbox"/> Implement effective intervention strategies based on the close monitoring of students with personalized learning plans.	<ul style="list-style-type: none">Increased black student proficiency rates in FSA, ELA, ALG I EOC, US History and increase the number of African American students enrolled in AP, honors and DE courses.
Advanced Coursework	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Ensure staff has access to real-time data specific to black students in order to have effective data chats and targeted support for improved learning.<input checked="" type="checkbox"/> Ensure equity by providing on-site, college readiness testing in every high school.<input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none">Increased percent of African American students enrolled in advanced coursework.



Subgroup Goals

School Improvement Plan 2018-19

Student Discipline	<input checked="" type="checkbox"/> Implement Restorative Practices throughout the school. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> Decrease the amount of suspensions
ESE Identification	<input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none">
Minority Hiring	<input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none">

7. **MONITORING:** These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies): ☐ Priority 1 ☐ Priority 2 ☐ Priority 3

8. **ACTION STEPS:** (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?

9. **PROFESSIONAL LEARNING:** (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



Family and Community Engagement

STRATEGIES AND ACTION STEPS:

List the specific strategies your school uses to build relationships with families and the community.

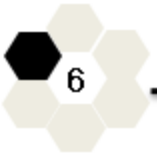
Engagement Strategy Area	Specific Actions to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
1. Effectively communicate with families about their students' progress and school processes/practices.	<ul style="list-style-type: none"> Develop 9th grade family nights for each semester. Graduation Checklist review 	<ul style="list-style-type: none"> 9th grade academy 	<ul style="list-style-type: none"> Each semester
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> Develop parent nights to provide tools such as FOCUS and the Cohort Report to be used at home - - specify for subgroups 	<ul style="list-style-type: none"> School counselors and subgroup teams 	<ul style="list-style-type: none"> Each semester
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> Parent education nights conducted through the PTSA Advertise Parent/Teacher Conference process 	<ul style="list-style-type: none"> PTSA and administration 	<ul style="list-style-type: none"> Bi-monthly

4. MONITORING:

These are being monitored as part of the Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies): ☐ Priority 1 ☐ Priority 2 ☐ Priority 3

5. PROFESSIONAL LEARNING:

Professional Learning Description	Participants (number and job titles)	Priority Alignment
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



SAC Membership

First Name	Last Name	Race	Stakeholder Group
Brad	Finkbiner	Select	Principal
Alec	Liem	Select	Other Instructional Employee
Kerrie	Jakubsen	Select	Parent
Jennifer	Muller	Select	Parent
Anne	Coletti	Select	Parent
Maria	Kadau	Select	Parent
Tiffanie	Lopatin	Select	Parent
Laurie	Newton	Select	Parent
Valerie	Lauser	Select	Parent
Stephanie	Brown	Select	Parent
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.

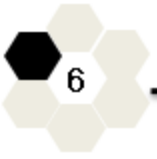
SAC COMPLIANCE

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

☒ Yes ☐ No, the steps being taken to meet compliance are (describe below):

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

☒ Yes, Committee Approval Date: Click or tap to enter a date. ☐ No



BUDGET / SIP FUNDS

Describe the projected use of school improvement funds and include the amount allocated to each resource.

Budgeted amounts are approximations.

Budget Categories		Amount
1.	Academic Support	\$ [\$2,500.00]
	SAT/ACT Fees for scholars in need	[\$2,500]
	[Describe each support on a separate row]	[Insert Amount]
2.	Behavioral Support	\$ [\$1,000.00]
	[PBS Incentives]	[\$1,000]
	[Describe each support on a separate row]	[Insert Amount]
3.	Materials and Supplies	\$ [\$875.00]
	[Classroom Enhancement supplies]	\$875
	[Insert materials on a separate row]	[Insert Amount]
4.	Employee Expenses (i.e., travel, registration fees, etc.)	\$ [\$1,500.00]
	[Travel for AVID Trainings]	[Insert Amount]
	[Describe each type on a separate row]	[Insert Amount]
5.	Professional Learning and Training (not employee expenses. Categories could include TDE, stipends, etc.)	\$ [\$4,000]
	[AVID Trainings for Teachers]	[\$3,500]
	[Equity Trainings and SEL TDE's]	[\$500]
6.	Other (please list below)	\$ [Insert amount for category]
	[Describe each on a separate row]	[Insert Amount]
	[Describe each on a separate row]	[Insert Amount]



Budget and Other Requirements

School Improvement Plan 2018-19

TOTAL \$ [\$9,875]		