



# School Culture for Learning

Connections:

District Strategic Plan •Goals 2, 3  
Marzano Leadership •Domain 5

## School-wide Behavior Plan

1. Describe your school's expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

Largo Middle School will utilize our six-signature system – when an infraction is made the student receives an online “signature”. After two, parents are called. After four, parents are called and guidance intervenes, after six the student receives a referral. Rewards are given every nine weeks for students that receive two or fewer signatures. A reward system is also in place for students who exhibit the 11 IB Learner Profiles. The student receives a ROAR card and weekly drawings of those cards give rewards for those student recipients. We have school wide expectations located in various location, hallways, cafeteria, and office. They are clearly posted and define each expectation. Speak respectfully to one another, Be mindful of time, Always carry a pass, Be responsible for your actions.

2. What is your plan for ensuring that the school-wide expectations transfer to the classrooms? How does the school ensure that expectations are implemented equitably in the handling of student behavior?

Pre-planning professional development is provided to ensure school-wide expectations are communicated to the entire staff. Monthly committee meetings are held including the Positive Behavior Committee and the results of that committee are disseminated via email. Data and expectation updates are given in weekly PLCs and monthly staff meetings. All teachers have submitted their classroom behavior plan and have been reviewed by the evaluating Administrator.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

Weekly Child Study Team meetings are held to determine if the supports in place are effective and being implemented. The restorative practice program will be implemented with fidelity.

## Data-Based Problem Solving

4. Describe your school's plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

Guidance referrals will be utilized as well as our full-time social worker. The staff has been trained during pre-planning to monitor for possible issues regarding this among their students.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboard, disparity gap or Healthy Schools data).

School dashboard and Baseball Card are utilized as well as the signature discipline system described above. Using these tools, we are able to determine which students show up in the data most frequently and need additional support.

## High Expectations for All

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

Pre-planning training sessions took place communicating expectations including behavior and academic. Weekly PLCs and monthly staff meetings will reiterate these expectations.

### School Culture / SWBP / Key Strategies

<b>Goal 1:</b> What is your primary goal and strategy to improve the overall culture, climate at your school?	
Goal: To reduce the amount of classroom disruption referrals from the 2015-2016 school year and the 2016-2017 school year.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Faculty and staff will increase positive incentives for students meeting positive behavior goals connected to the IB Middle Years Programme.	LMS Faculty, MTSS Coach, IB Coordinator, assistant principals
<b>Goal 2:</b> What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
Goal: Reduce the academic and discipline gap between Black and Non-Black students.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Monitor quarterly common assessments to determine areas requiring re-teaching. Increase involvement in Extended Learning Programs (ELP) with a focus on AA students, by providing transportation and having guidance meet with AA students to sign up. School Clubs have been restarted at Largo with AA students as the focus, ie. Girl Friends Club.	LSM Faculty, MTSS Coach, assistant principals