

Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

ADistrict Goal	School Goal	DOE School Improvement Plan 2013-14	Data & Information Sources	AdvancED
		Vision: effectively prepare students for post-secondary endeavors by providing a quality education through diverse student activities, varied class offerings, and meaningful experiences	Narrative	Standard 1-1.1, 1.2: Purpose
		Mission: Positive rigorous instruction designed to empower students' learning and success in post-secondary endeavors promoting civic engagement, global understanding, and a respect for individuals and societies.	Narrative	Standard 1-1.2: Purpose
		Values: I am an educator who makes a difference at Largo High School I have a profound influence on student's lives I believe student success in the classroom is affected by my success as an educator I recognize and respect cultural differences among people	Narrative	Standard 1-1.3: Purpose
		Part I: Current School Status		
		A. School Information		
		1. School-Level Information		
		<input type="checkbox"/> School Largo High School	DW	
		<input type="checkbox"/> Principal's name Bradley W. Finkbiner		
		<input type="checkbox"/> School Advisory Council chair's name Chris Benoit	NO	
		2. District-Level Information		
		<input type="checkbox"/> District	DW	
		Pinellas County		
		<input type="checkbox"/> Superintendent's name	Name	
		Michael A. Grego Ed.D.		
		<input type="checkbox"/> Date of school board approval of SIP	Narrative	
		September 24, 2013		
		B. School Advisory Council (SAC)		
		1. Describe the involvement of the SAC in the development of this school improvement plan. <ul style="list-style-type: none"> • The SAC will have final input and change status of the SIP 	Narrative	Standard 2-2.4, 2.5: Governance and Leadership

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		<p>2. Describe the activities of the SAC for the upcoming school year.</p> <ul style="list-style-type: none"> To have involvement in major initiatives aligned with the district strategic plan and school mission and vision 		
		<p>3. Describe the projected use of school improvement funds and include the amount allocated to each project.</p> <ul style="list-style-type: none"> The SAC will use its funds to support the goals of the SIP. A major focus will be to provide resources to classroom teachers for student resources 		
		<p>4. Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below.</p>	Narrative	
		<p>Yes, we are in compliance. No, we are not in compliance.</p> <ul style="list-style-type: none"> Yes – Largo High is in compliance 		
		<p>5. If no, describe the measures being taken to comply with SAC requirements.</p>	Narrative	
		<p>1. Administrators</p>	Data elements exist but job types too generic	Executive Summary: Section 1
		<p>For each of your school’s administrators (principal and all assistant principals), complete the following fields</p>	Data elements exist but job types too generic	Executive Summary: Section 1
		<p>a) Name: Brad W. Finkbiner – Principal b) Lauren Joyce – Assistant Principal c) Adam Lane – Assistant Principal d) Jonathon Marina – Assistant Principal e) Joshua Wolfenden – Assistant Principal</p>	Data elements exist but job types too generic	Executive Summary: Section 1
		<p>b) Credentials: Finkbiner – A.S, B.A., B. S., M.Ed. Joyce – B.S., M.A. Lane – B.A., M.S. Marina – B.S., M.S. Wolfenden- B.A., M.Ed.</p>	Data elements exist but job types too generic	Executive Summary: Section 1
		<p>c) Finkbiner- 13</p>	Data elements exist but job types too generic	Executive Summary: Section 1

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	Joyce – 21 Lane – 5 Marina – 8 Wolfenden - 2		
	d) Number of years at the current school; Finkbiner – 1 Joyce – 7 Lane - 4 Marina – 4 Wolfenden - 2	Data elements exist but job types too generic	Executive Summary: Section 1
	<p>f) Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25th percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs)</p> <p>Finkbiner - In 2011, Osceola High earned a state grade of a “B” using FCT data. In 2012, learning gains in reading were 67% and in math were 81%. The lowest 25% scores in reading were 68% and in math were 85%. The writing scores were 91% and Science scores were 44%. Bonus points were earned by the FCAT retakers. Largo High grades for 2012-13 are pending.</p> <p>Joyce - In 2011, Largo High earned a state grade of a “B” using FCAT data. In 2012, learning gains in reading were 60% and gains in math were 66%. Lowest 25% readers were 66%, and lowest 25% in math rose to 75%. Writing scores were at 86% and science scores were at 38%. FCAT retake students recorded the bonus points.</p> <p>Lane - In 2011, Largo High earned a state grade of a “B” using FCAT data. In 2012 learning gains in reading were 60% and gains in math were 66%. Lowest 25% readers were 66%, and lowest 25% in math rose to 75%. Writing scores were at 86% and science scores were at 38%. FCAT retake students recorded the bonus points. 2012 grades are pending.</p> <p>Marina - In 2011, Largo High earned a state grade of a “B” using FCAT data. In 2012 learning gains in reading were 60% and gains in math were 66%. Lowest 25% readers were 66%, and</p>		

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	<p>lowest 25% in math rose to 75%. Writing scores were at 86% and science scores were at 38%. FCAT retake students recorded the bonus points. 2012 grades are pending.</p> <p>Wolfenden - In 2011, Largo High earned a state grade of a "B" using FCAT data. In 2012 learning gains in reading were 60% and gains in math were 66%. Lowest 25% readers were 66%, and lowest 25% in math rose to 75%. Writing scores were at 86% and science scores were at 38%. FCAT retake students recorded the bonus points. 2012 grades are pending.</p>		
	2. <i>Instructional Coaches</i>	Data elements exist but job types too generic	Executive Summary: Section 1
	For each of your school's instructional coaches, complete the following fields	Data elements exist but job types too generic	Executive Summary: Section 1
	a) Name Allison Eisinga	Data elements exist but job types too generic	Executive Summary: Section 1
	b) Subject area Reading		Executive Summary: Section 1
	c) Credentials (degrees and certifications)	Data elements exist but job types too generic	Executive Summary: Section 1
	d) Number of years as an instructional coach	Data elements exist but job types too generic	Executive Summary: Section 1
	e) Number of years at the current school	Data elements exist but job types too generic	Executive Summary: Section 1
	f) Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25 th percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs)	From Summary Data File in DW	
	g) Full-time or Part-time <ul style="list-style-type: none"> • Full time 	No data element	Executive Summary: Section 1

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		h) School-based or District-based	No data element	Executive Summary: Section 1
		3. <i>Instructional Staff</i>		Executive Summary: Section 1
		a) # of instructional employees	116	Executive Summary: Section 1
		b) % receiving effective rating or higher		
		c) % Highly Qualified Teacher (HQT), as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE)		Executive Summary: Section 1
		d) % certified in-field, pursuant to Section 1012.2315(2), F.S.		Executive Summary: Section 1
		e) % ESOL endorsed	11.2	Executive Summary: Section 1
		f) % reading endorsed	9.5	Executive Summary: Section 1
		g) % with advanced degrees	37.1	Executive Summary: Section 1
		h) % National Board Certified	2.6	Executive Summary: Section 1
		i) % first-year teachers	6.0	Executive Summary: Section 1
		j) % with 1-5 years of experience	18.1	Executive Summary: Section 1
		k) % with 6-14 years of experience	41.4	Executive Summary: Section 1
		l) % with 15 or more years of experience	34.5	Executive Summary: Section 1
		4. <i>Paraprofessionals</i>		Executive Summary: Section 1
		a) # of paraprofessionals	11	Executive Summary: Section 1
		b) % Highly Qualified Teacher, as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE)		Executive Summary: Section 1

		5. <i>Teacher Recruitment and Retention Strategies</i>	
		<p>a) Describe your school’s strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible.</p> <ul style="list-style-type: none"> • The principal/administration is responsible for recruitment and retention of highly qualified teachers. • Units and potential vacancies are determined and filled with the best possible candidates. • Largo High will create a climate for teachers to remain. • Professional learning opportunities will be provided to develop leaders within the school and district. 	Standard 2: Governance and Leadership
		6. <i>Teacher Mentoring Program/Plan</i>	
		<p>a) Describe your school’s teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.</p> <ul style="list-style-type: none"> • Lindsey Giordano and Allison Bryant are the lead teachers. Their responsibilities will include providing mentors from specific subject areas to provide resources. • Professional development will be provided for these new teachers in any areas they have an interest in or if there is extra support needed. 	Standard 3-3.3, 3.7,3.12: Teaching and Assessing for Learning Standard 5-5.2,5.5 Using Results for Continuous Improvement
		D. Multi-Tiered System of Supports (MTSS) / Response to Instruction/Intervention (RtI)	
		<p>1. Describe your school’s data-based problem-solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.</p> <ul style="list-style-type: none"> • Largo High employees a variety of teams which will be responsible for collecting and interpreting data. • Administrative Team – coordination of all teams • AVID team -- will provide resources for those students in their program and teaching strategies to the entire staff to use for all students. 	Standard 3-3.7: Teaching and Assessing for Learning

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		<ul style="list-style-type: none"> • Child Study – will focus on students with special needs to provide more resources if needed. • Leading the Learning Cadre - - provide teacher supports • Literacy Team - - provide literacy supports for staff. • PLC’s - - small groups to discuss and provide resources for a smaller group of students. • SBLT - - monitors instruction and support systems across the campus 		
		<p>2. Identify the names and position titles of the members of your school-based leadership team. What is the function and responsibility of each team member as it relates to MTSS and the SIP?</p> <p>Brad Finkbiner – Principal Laureen Joyce – Assistant Principal – 12th grade Adam Lane – Assistant Principal – 9-11 Jon Marina – Assistant Principal – 9-11 Joshua Wolfenden – Assistant Principal – 9-11 Nicki Zenn – School Psychologist Rodger Carey – School Social Worker Renee – Sessa – guidance Kelli Mitchell – guidance Courtney Ward – guidance Danielle Ackerman – guidance Linda Ray – Behavior Specialist Cassondra Simmons – TSA/VE Rhonda Ullrich – ESE Art – Lisa Bagley PE – Jim Casey English/Reading - - Robin Oyer, Denise Soffos, Ellen Jones Math - - Libby Diehl Science - - Allison Bryant Social Studies – Scott Kaplan AVID – Kelly Holder</p>		Standard 2-2.4: Governance and Leadership
		<p>3. Describe the systems in place that the leadership team uses to monitor the school’s MTSS and SIP.</p> <ul style="list-style-type: none"> • Systems and process are continuously monitored and changed based upon 		Standard 2-2.3,2.4: Governance and Leadership

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		the types of data required for specific student needs.		
		<p>4. Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).</p> <p>Data warehouse, state assessment, teacher PLC assessments Cohort list</p> <p>FAIR data</p> <p>FCAT retake data</p> <p>EOC data</p> <p>AP score data</p> <p>Teacher formative and summative assessment data</p>		Standard 5-5.1, 5.2, 5.3, 5.4: Using Results for Continuous Improvement
		<p>5. Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.</p> <ul style="list-style-type: none"> Professional development will be geared toward the understanding of the MTSS process which will then be embedded with all staff. 		Standard 3-3.11, 3.12: Teaching and Assessing for Learning Standard 5-5.3: Using Results for Continuous Improvement
		E. Increased Learning Time/Extended Learning Opportunities	Narrative	
		Describe research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum (e.g., lengthening the school day, week, or year; providing before, after, Saturday, or summer school programs; implementing enrichment programs and activities; allowing teachers to collaborate, plan, and engage in		Standard 3-3.1, 3.12: Teaching and Assessing for Learning

	<p>professional development). EOC Algebra Remediation Advance Placement Study Sessions/Student Club Credit Recovery Bridging the Gap Math tutoring ACT/SAT enhancement courses</p>		
	<p>F. Literacy Leadership Team (LLT)</p>	Narrative	
	<p>1. Identify the names and positions titles of the members of your school-based LLT.</p> <ul style="list-style-type: none"> • Allison Eisinga – reading coach • Brad Finkbiner – Principal • Laureen Joyce – AP • Josh Wolfenden – AP • Ellen Jones – Reading • Denise Soffos – Reading • Robyn Oyer – Reading • Frank Emser – Math • Keith Fedor – Social Studies • Michelle Albert – World Languages • Allison Bryant – Science • Lisa Bagley – Art • Tracy Howard - Business 		Executive Summary: Section 1
	<p>2. Describe how the school-based LLT functions (e.g., meeting processes, roles, functions).</p> <p>Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on the following areas of literacy concern:</p> <ul style="list-style-type: none"> • Support for text complexity • Support for instructional skills to improve reading comprehension 		Executive Summary: Section 1

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		<ul style="list-style-type: none"> ○ Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons ○ Providing scaffolding that does not preempt or replace text reading by students ○ Developing and asking text dependent questions from a range of question types ○ Emphasizing students supporting their answers based upon evidence from the text ○ Providing extensive research and writing opportunities (claims and evidence) <ul style="list-style-type: none"> • Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction). 		
		<p>3. What will be the major initiatives of the LLT this year?</p> <p>Support for text complexity</p> <p>Support for instructional skills to improve reading comprehension</p> <p>Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects</p> <p>Support for reading, writing and speaking focus school-wide</p>	<ul style="list-style-type: none"> • 	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning
		G. Every Teacher Contributes to Reading Improvement		
		This section is required for schools with grades 6-12, per Section 1003.413(2)(b), F.S.		
		<p>1. Describe how the school ensures every teacher contributes to the reading improvement of every student.</p> <ul style="list-style-type: none"> • All teachers in the building have been trained in common core state standards for reading. The expectation is for all departments to teach reading skills for their specific subject areas. • Walk-throughs will monitor the amount of reading teachers are using as aligned with the CCCS standards. 		Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning

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		<ul style="list-style-type: none"> The literacy leadership team will provide supports to all subject areas to assist. 		
		H. Preschool Transition		
		This section is required for schools with grades K-2.		
		1. Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable.	Narrative	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning
		I. College and Career Readiness		
		This section is required for secondary schools, per Sections 1003.413(2)(g)-(j) and 1008.37(4), F.S.		
		<p>1. How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?</p> <ul style="list-style-type: none"> A wide variety of courses are offered to promote post-secondary opportunities. Center of excellence courses are provided for those within the program LHS has a partnership with the Career Academies of Seminole and PTEC which provides career courses. Teachers provide daily learning goals for course relevance. 		Standard 3-3.5: Teaching and Assessing for Learning
		<p>2. How does the school promote academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful?</p> <p>The guidance department periodically will conduct group sessions to advise students to develop an academic and career plan. The district is providing a software program for guidance to assist in this effort.</p>		Standard 3-3.8, 3.9, 3.12: Teaching and Assessing for Learning. Standard 4-4.6,4.8: Resources and Support Systems
		3. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report , which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C.		Standard 5-5.4: Using Results for Continuous Improvement

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		Part II: Expected Improvements		
		For each data point below, unless otherwise directed list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment.		
		A. Area 1: Reading		
		<i>a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</i>		
		<input type="checkbox"/> Students scoring at Achievement Level 3	49%	Assessment Matrix
		<input type="checkbox"/> Students scoring at or above Achievement Level 4	23.5%	Assessment Matrix
		<i>b) Florida Alternate Assessment (FAA)</i>		Assessment Matrix
		<input type="checkbox"/> Students scoring at Levels 4, 5, and 6	5 students 29.4%	Assessment Matrix
		<input type="checkbox"/> Students scoring at or above Level 7	11 students 64.7%	Assessment Matrix
		<i>c) Learning Gains</i>		
		<input type="checkbox"/> Students making learning gains (FCAT 2.0 and FAA)	59%	Assessment Matrix
		<input type="checkbox"/> Students in lowest 25% making learning gains (FCAT 2.0)	58%	Assessment Matrix
		<i>d) Comprehensive English Language Learning Assessment (CELLA)</i>		
		<input type="checkbox"/> Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	56.1%	Assessment Matrix

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	<input type="checkbox"/> Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	9.8%	Assessment Matrix
	<input type="checkbox"/> Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	21.6%	Assessment Matrix
	<i>e) Annual Measurable Objectives (AMOs)</i>		
	<input type="checkbox"/> Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA	Asian – 72.7% African Am. – 20.5% Hispanic – 25.8% Multi-racial – 87.5% White – 54.1%	Assessment Matrix
	<i>f) Postsecondary readiness</i>		
	The following data shall be considered by high schools.		
	<input type="checkbox"/> 4-year graduates scoring “college ready” on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	PERT Math – 70.4% Reading 69.2% Writing – 92.3%	Assessment Matrix
	B. Area 2: Writing		
	<i>a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</i>		Assessment Matrix
	<input type="checkbox"/> Students scoring at or above 3.5	66%	Assessment Matrix
	<i>b) Florida Alternate Assessment (FAA)</i>		
	<input type="checkbox"/> Students scoring at or above Level 4	100% (3 students)	Assessment Matrix
	C. Area 3: Mathematics		
	1. Elementary and Middle School Mathematics		
	The following data shall be considered by elementary and middle schools.		

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		<i>a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</i>		Assessment Matrix
		<input type="checkbox"/> Students scoring at Achievement Level 3	DW	Assessment Matrix
		<input type="checkbox"/> Students scoring at or above Achievement Level 4	DW	Assessment Matrix
		<i>b) Florida Alternate Assessment (FAA)</i>		
		<input type="checkbox"/> Students scoring at Levels 4, 5, and 6	Data not loaded	Assessment Matrix
		<input type="checkbox"/> Students scoring at or above Level 7	Data not loaded	Assessment Matrix
		<i>c) Learning Gains</i>		
		<input type="checkbox"/> Students making learning gains (FCAT 2.0, EOC, and FAA)	DW FCAT 2.0 only	Assessment Matrix
		<input type="checkbox"/> Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	DW FCAT 2.0 only	Assessment Matrix
		<i>d) Annual Measurable Objectives (AMOs)</i>		
		<input type="checkbox"/> Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA	DW FCAT 2.0 only	Assessment Matrix
		2. High School Mathematics		
		The following data shall be considered by high schools.		
		<i>a) Florida Alternate Assessment (FAA)</i>		
		<input type="checkbox"/> Students scoring at Levels 4, 5, and 6	42.9%	Assessment Matrix
		<input type="checkbox"/> Students scoring at or above Level 7	57.1%	Assessment Matrix
		<i>b) Annual Measurable Objectives (AMOs)</i>		
		<input type="checkbox"/> Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA	AMERICAN INDIAN ASIAN 90% BLACK/AFRICAN AM. 37% HISPANIC 47% WHITE 67% ENGLISH LANGUAGE LEARNERS 17%	Assessment Matrix

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			STUDENTS WITH DISABILITIES 35%	
			ECONOMICALLY DISADVANTAGED 54%	
		<i>c) Learning Gains</i>		
		<input type="checkbox"/> Students making learning gains (EOC and FAA)	66%	Assessment Matrix
		<i>d) Postsecondary readiness</i>		
		<input type="checkbox"/> 4-year graduates scoring “college ready” on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A010.0315, F.A.C.	Math – 70.4%	Assessment Matrix
		3. Middle School Acceleration		
		The following data shall be considered by middle schools.		
		<input type="checkbox"/> Middle school participation in high school EOC	Data not loaded	Assessment Matrix
		<input type="checkbox"/> Middle school performance on high school EOC	Data not loaded	Assessment Matrix
		4. Algebra I End-of-Course Assessment (EOC)		
		The following data shall be considered for schools with students taking the Algebra I EOC.		
		<input type="checkbox"/> Students scoring at Achievement Level 3	26.7%	Assessment Matrix
		<input type="checkbox"/> Students scoring at or above Achievement Level 4	33.8%	Assessment Matrix
		5. Geometry End-of-Course Assessment (EOC)		
		The following data shall be considered for schools with students taking the Geometry EOC.		
		<input type="checkbox"/> Students scoring at Achievement Level 3	32.4	Assessment Matrix
		<input type="checkbox"/> Students scoring at or above Achievement Level 4	26.9	Assessment Matrix
		D. Area 4: Science		
		1. Elementary and Middle School Science		

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		The following data shall be considered by elementary and middle schools.		
		a) <i>Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</i>		Assessment Matrix
		<input type="checkbox"/> Students scoring at Achievement Level 3	DW	Assessment Matrix
		<input type="checkbox"/> Students scoring at or above Achievement Level 4	DW	Assessment Matrix
		b) <i>Florida Alternate Assessment (FAA)</i>		
		<input type="checkbox"/> Students scoring at Levels 4, 5, and 6	Data not loaded	Assessment Matrix
		<input type="checkbox"/> Students scoring at or above Level 7	Data not loaded	Assessment Matrix
		2. High School Science		
		The following data shall be considered by high schools.		
		a) <i>Florida Alternate Assessment (FAA)</i>		
		<input type="checkbox"/> Students scoring at Levels 4, 5, and 6	33.3	Assessment Matrix
		<input type="checkbox"/> Students scoring at or above Level 7	66.7	Assessment Matrix
		3. Biology 1 End-of-Course Assessment (EOC)		
		The following data shall be considered for schools with students taking the Biology 1 EOC.		
		<input type="checkbox"/> Students scoring at Achievement Level 3	29.1	Assessment Matrix
		<input type="checkbox"/> Students scoring at or above Achievement Level 4	22.4	Assessment Matrix
		E. Area 5: Science, Technology, Engineering, and Mathematics (STEM)		
		<input type="checkbox"/> # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	Fieldtrips to off-site science experiences. Engineering Expo at USF, Physics day at Busch Gardens.	Standard 3-3.12: Teaching and Assessing for Learning
		<input type="checkbox"/> Participation in STEM-related experiences provided for students	Access to Probeware, Physics projects	Standard 3-3.1: Teaching and Assessing for Learning
		The following data shall be considered by high schools.		

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	<input type="checkbox"/> Students enrolling in one or more <i>accelerated</i> STEM-related courses	Science - 204 Math - 330	Assessment Matrix
	<input type="checkbox"/> Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses	Science – 95% Math – 90%	Assessment Matrix
	<input type="checkbox"/> Students taking one or more advanced placement exams for STEM-related courses	88	Assessment Matrix
	<input type="checkbox"/> Passing rate (%) for students who take advanced placement exams for STEM-related courses	35%	Assessment Matrix
	<input type="checkbox"/> CTE-STEM program concentrators	Digital Architecture and GIS program as a pre-center of excellence is offered.	Assessment Matrix
	<input type="checkbox"/> Students taking CTE-STEM industry certification exams	0	Assessment Matrix
	<input type="checkbox"/> Passing rate (%) for students who take CTE-STEM industry certification exams	0	Assessment Matrix
	F. Area 6: Career and Technical Education (CTE)		
	The following data shall be considered by middle and high schools.		
	<input type="checkbox"/> Students enrolling in one or more CTE courses		
	<input type="checkbox"/> Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	Define accelerated courses	
	<input type="checkbox"/> Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses	Define accelerated courses	Assessment Matrix
	<input type="checkbox"/> Students taking CTE industry certification exams	161	Assessment Matrix
	<input type="checkbox"/> Passing rate (%) for students who take CTE industry certification exams	96%	Assessment Matrix
	<input type="checkbox"/> CTE program concentrators	need definition	

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	<input type="checkbox"/> CTE teachers holding appropriate industry certifications	Mark Pohlman Bill MASTERS Margy Kindcaid	Standard 3-3.11: Teaching and Assessing for Learning; Standard 4- 1: Resources and Support Systems
	G. Area 7: Social Studies		
	1. Civics End-of-Course Assessment (EOC)		
	The following data shall be considered for schools with students taking the Civics EOC.		
	<input type="checkbox"/> Students scoring at Achievement Level 3	Data not loaded	Assessment Matrix
	<input type="checkbox"/> Students scoring at or above Achievement Level 4	Data not loaded	Assessment Matrix
	2. U.S. History End-of-Course Assessment (EOC)		
	The following data shall be considered for schools with students taking the U.S. History EOC.		
	<input type="checkbox"/> Students scoring at Achievement Level 3		Assessment Matrix
	<input type="checkbox"/> Students scoring at or above Achievement Level 4	Data not loaded	Assessment Matrix
	H. Area 8: Early Warning Systems		
	1. Attendance		
	<input type="checkbox"/> Students tardy 10 percent or more, as defined by district attendance policy		Standard 5-5.2 Using Results for Continuous Improvement
	<input type="checkbox"/> Students absent 10 percent or more, as defined by district attendance policy	33.7	Standard 5-5.2 Using Results for Continuous Improvement
	2. Suspension		
	<input type="checkbox"/> Students with one or more referrals	799	Standard 5: Using Results for Continuous Improvement
	<input type="checkbox"/> Students with five or more referrals	331	
	<input type="checkbox"/> Students with one or more in-school suspension days, as defined in s.1003.01(5)(b), F.S.	583	

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	<input type="checkbox"/> Students with five or more in-school suspension days, as defined in s.1003.01(5)(b), F.S.	237	
	<input type="checkbox"/> Students with one or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S.	230	
	<input type="checkbox"/> Students with five or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S.	94	
	<input type="checkbox"/> Students with ten or more in-school or out-of-school suspension days	168	
	<input type="checkbox"/> Students referred for alternative school placement		
	<input type="checkbox"/> Students expelled		
	3. Retention		
	<input type="checkbox"/> Students retained	24	
	<input type="checkbox"/> Students with one or more course failures on first attempt in core-curricula courses, as defined in s. 1003.01(14), F.S.	570	
	o Students in 3 rd grade with one or more course failures on first attempt in core-curricula courses o Students in 6 th grade with one or more course failures on first attempt in core-curricula courses o Students in 9 th grade with one or more course failures on first attempt in core-curricula courses	168	
	<input type="checkbox"/> Students off track for graduation based on credits required to date for their cohort	36	
	4. Dropout Prevention		
	The following data shall be considered by high schools, per Section 1003.53, F.S. If a school has significantly lower graduation rates for a subgroup when compared to the state's graduation rate, that school's improvement plan is required to include strategies for improving these results, pursuant to Section 1001.42(18), F.S. Graduation rates for the state, district, and school by subgroup are available in the AMO Outcomes Report at http://schoolgrades.fldoe.org/ .		

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	<input type="checkbox"/> Students dropping out of school, as defined in s.1003.01(9), F.S.	14	
	<input type="checkbox"/> Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34	81%	
	C.F.R. § 200.19(b)		
	<input type="checkbox"/> Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	61%	
	<input type="checkbox"/> Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	2	
	I. Area 9: Parent Involvement		
	Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, Codified at 20 U.S.C. § 6314(b).		
	Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students in lowest performing quartile or subgroups not meeting AMOs whose parent(s) participated in one or more parent engagement opportunities).	The PTSA is developing in coordination with our feeder middle school, parent meetings with guest speakers on specific teenage topics. The number of parents involved is hard to accumulate based upon the variety of opportunities provided by the school.	
	J. Area 10: Additional Targets		
	This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.		
	K. Problem-Solving		
	Based on the targets set for your school in each required Area, engage in a problem-solving process using the following questions. Goals shall specifically address any subgroup not meeting its AMO targets for 2012-2013. The special needs of subgroups not addressed in the AMO report (e.g., migrant, homeless, neglected and delinquent) shall also be considered during	<ol style="list-style-type: none"> 1. Minority/Socio-Economic student achievement 2. Literacy strategies to increase across all disciplines- reading-writing-speaking 3. Algebra I EOC scores 	

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		<p>this process. Operational data such as climate surveys and classroom walkthroughs may also be used as available and relevant.</p>	<p>4. At-Risk graduation rate</p>	
		<p><input type="checkbox"/> Step 1: Identify goal(s) to help you achieve your targets. Select one or more Areas each goal addresses.</p>	<p>#1. Decrease the achievement gap levels for minority/socioeconomic students. #2 Literacy strategies will be aligned with Common Core strategies to increase levels of success on FCAT 2.0 and College Readiness #3. Algebra I scores will increase over all subgroups #4 at-risk graduation rates will decrease which will allow for overall graduation rate to increase.</p>	
		<p><input type="checkbox"/> Step 2: Brainstorm barriers that could prevent the school from achieving each goal.</p>	<p>1a. Lack of differentiation of instruction. b. lack of nurturing relationships between staff and minority students. c. lack of minority staff members 2a – all staff is trained in common core strategies for reading, writing, and speaking. b. 9th and 10th grade teams of English and Social Studies teachers will primarily focus on reading, writing, and speaking skills. c. 11th and 12th grade English and Social Studies teachers will team to provide and follow University Syllabi for writing and speaking 3a. lack of differentiation of</p>	

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			<p>instruction.</p> <p>b. wrong teachers in front of the kids who need the most help.</p> <p>4. Teachers did not know who was on the at-risk list</p>	
		<input type="checkbox"/> Step 3: Prioritize targeted barriers based on alterable elements of curriculum, instruction, environment, and organizational systems (e.g., those which have the most impact on the goal if removed or are immediately actionable).	<p>1a Relationships</p> <p>b. Differentiated instruction</p> <p>c. Minority staff</p>	
		<input type="checkbox"/> Step 4: Brainstorm which resources are available that could be used to address each targeted barrier.	<p>1a RTi/MTSS training</p> <p>b. Professional Development opportunities to meet specific needs of students.</p>	
		<input type="checkbox"/> Step 5: Brainstorm and prioritize strategies that could be used to eliminate or reduce each targeted barrier.	<p>1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level</p> <p>*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)</p> <p>*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners</p> <p>*Teachers provide small group instruction to target specific learning needs.</p> <p>*These small groups are flexible and change with the content, project and assessments</p> <p>*Students are provided</p>	

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			<p>opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty</p> <p>2. lack of teaming has occurred which has caused a lack of accountability in this area.</p> <p>3. *Largo High has agreed to become a member of an Algebra I pilot program through the district to help increase these scores across the board. * Largo High has agree to be a part of a pilot program for SIM instruction in 9t grade to help increase scores in all subject areas.</p> <p>4. Teachers will be given four years of data to help determine who is on the at-risk list for all grade levels. This will allow them to begin the process of intervention in 9th grade.</p>	
		<input type="checkbox"/> Step 6: Identify action steps (including who, what, where, when) that will need to be taken to implement the identified strategies.	<ol style="list-style-type: none"> 1. MTSS team along with department chairs and administration will develop action steps 2. Grade level PLC's will be developed to meet monthly to review data and best practices for this goal 3. Algebra I PLC will meet to develop action steps as they are trained in pilot program. 4. MTSS team along with departments will distribute information to entire staff. 	
		<input type="checkbox"/> Step 7: Determine how strategies will be monitored for effectiveness and fidelity of implementation (including who, what, where, when).	<ol style="list-style-type: none"> 1. Monthly data will be monitored by MTSS team to develop solutions to any roadblocks 2. Data will be analyzed by 	

			<p>teams based upon formative and summative assessments as well as state indicators.</p> <ol style="list-style-type: none"> 3. Data will be analyzed by Alg. I PLC as well as MTSS team to provide resources where needed. 4. MTSS team, guidance, graduation coach will develop plans to review and implement 	
		<input type="checkbox"/> Step 8: Determine how progress towards each goal will be monitored (including who, what, where, when).	<ol style="list-style-type: none"> 1. MTSS team will develop a process by which monitoring of goals will be implemented. 2. PLC's along with Literacy Team and administration 3. Alg. I PLC, MTSS team, S IM team. 4. MTSS, guidance, graduation coach, and admin will monitor as levels are adjusted. 	
		Part III: Professional Development		
		<p>For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.</p>		
		<input type="checkbox"/> Related goal (select from drop-down of goals created in Part IIK)	<p>Minority/Socioeconomic achievement</p> <ul style="list-style-type: none"> • SIM • Algebra I • MTSS • Lesson Study <p>Literacy</p> <ul style="list-style-type: none"> • SIM • Common Core • Lesson Study 	

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			<p>Algebra I</p> <ul style="list-style-type: none"> • SIM • Common Core • Algebra I • Lesson Study <p>At-Risk</p> <ul style="list-style-type: none"> • SIM • Common Core • MTSS 	
		<input type="checkbox"/> Topic, focus, and content	Narrative	
		<input type="checkbox"/> Facilitator or leader	Finkbiner-Joyce-Lane-Marina-Wolfenden	
		<input type="checkbox"/> Participants (e.g., Professional Learning Community, grade level, schoolwide)	<p>Goal 1 - - SIM PLC, Algebra I PLC, MTSS</p> <p>Goal 2 - - 9th and 10th grade PLC's, 11th and 12th grade PLC</p> <p>Goal 3 - - Algebra I PLC, SIM PLC</p> <p>Goal 4 - - SIM, MTSS, Algebra I</p>	
		<input type="checkbox"/> Target dates or schedule (e.g., early release day, once a month)	TBA	
		<input type="checkbox"/> Strategies for follow-up and monitoring	TBA	
		<input type="checkbox"/> Person responsible for monitoring	TBA	
		Part IV: Coordination and Integration	Narrative	
		Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C- Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X- Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.		
		Part V: Budget		

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		Based on the strategies identified during the problem-solving process, create a budget for each school-funded activity including:		
		<input type="checkbox"/> Related goal (Select from drop-down of goals created in Part IIK)	Narrative	
		<input type="checkbox"/> Strategy	Narrative	
		<input type="checkbox"/> Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other)	Narrative	
		<input type="checkbox"/> Description of resources	Narrative	
		<input type="checkbox"/> Funding source	Narrative	
		<input type="checkbox"/> Amount needed	Narrative	
		Part VI: Mid-Year Reflection		
		This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each created in Part IIK.		
		<input type="checkbox"/> Has the goal been achieved?	Narrative	
		o If yes, what evidence do you see to indicate you have achieved the goal?	Narrative	
		o If no, is desired progress being made to accomplish the goal?	Narrative	
		<input type="checkbox"/> If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal?	Narrative	
		<input type="checkbox"/> If no, have the originally targeted barriers been eliminated or reduced?	Narrative	
		<input type="checkbox"/> If yes, what evidence do you see to indicate barriers have been eliminated or reduced?	Narrative	
		<input type="checkbox"/> If no, are the original strategies being implemented with fidelity as designed?	Narrative	

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		o If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP.	Narrative	
		o If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.	Narrative	