<table>
<thead>
<tr>
<th>Address:</th>
<th>Physical</th>
<th>Mailing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>155 8TH AVE SE</td>
<td>155 8TH AVE SE</td>
</tr>
<tr>
<td></td>
<td>Largo, FL 33771</td>
<td>Largo, FL 33771</td>
</tr>
</tbody>
</table>

| Phone Number: | 727-588-4600 |
| Web Address:  | http://www.largo-ms.pinellas.k12.fl.us |
| Email Address: | 0141.principal@pcsb.org |

| School Type:       | Middle School |
| Alternative:       | No            |
| Charter:           | No            |
| Title I:           | Yes           |
| Free/Reduced Lunch: | 75%         |
| Minority:          | 49%           |

<table>
<thead>
<tr>
<th>School Grade History:</th>
<th>2012-13</th>
<th>2011-12</th>
<th>2010-11</th>
<th>2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>D</td>
<td>D</td>
<td>C</td>
<td>B</td>
</tr>
</tbody>
</table>

**NOTE**

Sections marked N/A in the online application have been excluded from this document.

For privacy reasons, data representing fewer than 10 students or teachers have been excluded from this document.
**Current School Status**

**School Information**

**School-Level Information**

**School** Largo Middle School

**Principal's name** Stephanie Joyner

**School Advisory Council chair's name** Eileen Kelly-Pettit

**Names and position titles of the School-Based Leadership Team (SBLT)**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stephanie Joyner</td>
<td>Principal</td>
</tr>
<tr>
<td>Suzanne Hedberg</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Evangelos Valsamis</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Joann Rainey</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Sherri Amato</td>
<td>MTSS Coach</td>
</tr>
<tr>
<td>Elizabeth Ryczek</td>
<td>Counselor</td>
</tr>
<tr>
<td>Lashawn Moore</td>
<td>Counselor</td>
</tr>
<tr>
<td>Michael Mayer</td>
<td>Counselor</td>
</tr>
<tr>
<td>Janet Oliver</td>
<td>School Social Worker</td>
</tr>
<tr>
<td>Cheryl Jamerson</td>
<td>School Psychologist</td>
</tr>
<tr>
<td>Pamela Cressman</td>
<td>VE Specialist</td>
</tr>
</tbody>
</table>

**District-Level Information**

**District** Pinellas

**Superintendent's name** Dr. Michael A Grego

**Date of school board approval of SIP** 09/24/2013

**School Advisory Council (SAC)**

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Describe the membership of the SAC including position titles**

Eileen Kelly-Pettit / President
Diana Rose / Vice-President
Leslie Pohley / Recording Secretary
Open / Community Partnerships

**Describe the involvement of the SAC in the development of this school improvement plan**

On August 27, 2013, from 5:00pm to 6:30pm, the School Improvement Plan was presented to SAC and the SIP was approved. Parents were given the opportunity to ask clarifying questions or provide feedback which were addressed by principal, Stephanie Joyner.

**Describe the activities of the SAC for the upcoming school year**

Monthly meetings will be required. The second Tuesday of each month at 5:00pm. Develop a positive rapport with the school staff.
Increase the involvement of community partnerships.
Work cohesively with new administrative team.
On-going communication between school and SAC pertaining to current student achievement data.
Describe the projected use of school improvement funds and include the amount allocated to each project
Projected funding for the 2013-2014 school year is $4,000. The funds may be used to reward students, supplement the Fast Track curriculum, provide materials to enhance learning goals (ie., SMART boards) and provide support for STEAM attractor.

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

In Compliance

If no, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# Administrators 4

# Receiving Effective rating or higher (not entered because basis is < 10)

Administrator Information:

Stephanie Joyner
Principal
Years as Administrator: 13
Years at Current School: 0

Credentials
BS, Secondary Mathematics Education
MEd, Educational Leadership
6-12, 5-9 Mathematics Certification
K-12 Educational Leadership Certification
60 hours ESOL

Performance Record
2012-2013 Pinellas Secondary School, assistant principal, not graded
2007-2012, Director Middle School Education, PCSB District

Evangelos Valsamis
Asst Principal
Years as Administrator: 0
Years at Current School: 0

Credentials
BA, Theological Studies
MA, Education, Minor in Mathematics

Performance Record
Teacher at Morgan Fitzgerald Middle School, 2007-2013
2007-08, C, AYP not met
2008-09, B, AYP not met
2009-2010, B, AYP not met
2010-2011, C, AYP not met
2011-2012, A, AYP not met
2012-2013, B, AYP not met
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Years as Administrator</th>
<th>Years at Current School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suzanne Hedberg</td>
<td>Asst Principal</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Joann Rainey</td>
<td>Asst Principal</td>
<td>20</td>
<td>3</td>
</tr>
</tbody>
</table>

**Credentials**

- BS Mathematics, Secondary Education
- MEd, Educational Leadership
- 6-12 Mathematics (Florida Department of Education)
- K-12 Educational Leadership (Florida Department of Education)
- MA Administration/Supervision
- K-12 Educational Leadership (Florida Department of Education)
- K-6 Elementary Education (Florida Department of Education)

**Performance Record**

- 2007-2013 Pinellas County Schools District Data
- 2012-13 Largo Middle School, D, did not make AYP
- 2011-12 Largo Middle School, D, did not make AYP
- 2010-11 Tyrone Middle School, C, did not make AYP
- 2009-10 Tyrone Middle School, B, did not make AYP

### Instructional Coaches

**Suzanne Hedberg**

- Full-time / District-based: 2
- Areas: Reading/Literacy
- Credentials: BA Speech Communication, 6-12 Language Arts Certification, K-12 Reading Endorsement, NBCT, 6-12, ELA
- Performance Record: 17 years at Palm Harbor University High School, a consistently A/B rated school. Taught Level 1s and 2s in English and Reading and had at least 50% gains every year. Appraised as a Highly Effective teacher for the last 10 years of teaching and last year as a coach.

**Joann Rainey**

- Full-time / School-based: 0
- Areas: Mathematics
- Credentials: BS Business Management, MA Gerontology, Middle Grades Mathematics (5-9), ESE Endorsement

**Nicole Walsh**

- Full-time / School-based: 0
- Areas: Mathematics
- Credentials: BS Business Management, MA Gerontology, Middle Grades Mathematics (5-9), ESE Endorsement

**Performance Record**

- Pinellas - 0141 - Largo Middle School - FDOE SIP 2013-14

https://www.flsiponline.com

Last Modified: 10/31/2013
<table>
<thead>
<tr>
<th>Sherri Amato</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-time / School-based</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Areas</th>
<th>Credentials</th>
<th>Performance Record</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data, RtI/MTSS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Classroom Teachers
- # of classroom teachers: 67
- # receiving effective rating or higher: 0%
- # Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 0%
- # certified in-field, pursuant to Section 1012.2315(2), F.S. 66, 99%
- # ESOL endorsed: 11, 16%
- # reading endorsed: 10, 15%
- # with advanced degrees: 27, 40%
- # National Board Certified: 1, 1%
- # first-year teachers: 5, 7%
- # with 1-5 years of experience: 16, 24%
- # with 6-14 years of experience: 27, 40%
- # with 15 or more years of experience: 19, 28%

### Education Paraprofessionals
- # of paraprofessionals: 1
- # Highly Qualified, as defined in 20 U.S.C. § 6319(c): 0%

### Other Instructional Personnel
- # of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals
- # receiving effective rating or higher

### Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible.

For the 2012-13 school year, the principal has maintained on-going communication with the PCSB personnel department in order to fill any current vacancies, new courses or additional units. Curriculum specialist from PCSB have also recruited qualified and recommended candidates throughout the state and district in order to assist with the hiring process. Stephanie Joyner, the principal, and team, consisting of teachers and assistant principals, interviewed all qualified candidates and conducted interviews in a timely manner to determine those best meeting the school's needs. New teachers have received on-going communication via telephone and email.
from school staff prior to the opening of school in order to establish a welcoming atmosphere. On August 12th, all new teachers and staff new to Largo Middle School will attend a meeting hosted by the assistant principal of curriculum, Suzanne Hedberg. Content department chairs, the principal's secretary, media specialist, HPO and academic coaches will address the group in order to ease the transition. Individualized support will be provided by the administrative team, academic coaches and content department members. Every effort will be made to determine instructional and operational needs and those needs will addressed in a timely and supportive manner by the appropriate staff. The master schedule has been organized to align the courses of new teachers to their qualifications and no more than two preparations have been assigned.

<table>
<thead>
<tr>
<th>Teacher Mentoring Program/Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).</td>
</tr>
<tr>
<td>Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities</td>
</tr>
<tr>
<td>Melissa Colgan has been identified as the lead mentor. Suzanne Hedberg, assistant principal, will collaborate with new teachers and department chairs to determine the most appropriate pairings. Planned activities will be determined after the initial meeting on August 12th.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).</td>
</tr>
<tr>
<td>Describe your school's data-based problem-solving processes for the implementation and monitoring of your MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs</td>
</tr>
<tr>
<td>The school based leadership team will be responsible for managing and coordinating efforts between all school teams as well as reviewing the School Improvement Plan. The School Based Leadership Team (SBLT) plays a role in assisting all staff in developing positive and appropriate interventions to assist all students. The team will continue to focus on helping economically disadvantaged students, students with disabilities, and other struggling students to improve their academic success, both within the classroom and on standardized tests. Monitoring data will be done through the data of FCAT 2.0, FAIR, Florida Achieves, District assessments and formative assessments. Data will be used to address the effectiveness within the classroom's Common Core instruction. Core instruction will be monitored by the MTSS team and action plans will be created during department PLC meetings to ensure ongoing positive instruction in the classroom is being met.</td>
</tr>
<tr>
<td>What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?</td>
</tr>
<tr>
<td>Administrators: Monitor processes established through classroom walkthroughs. Data collected through walkthroughs will be shared with the SBLT team.</td>
</tr>
<tr>
<td>Guidance Counselors: Based on data collection, counselors will meet with individual students identified in Tier 2 and 3 in order to assess their needs.</td>
</tr>
<tr>
<td>MTSS Coach: Data collection that is in alignment with the school's SIP goals will be the primary job responsibility. This data will be analyzed and shared with the appropriate personnel. An on-going SBLT calendar will be established and shared with the SBLT team. Based on the schedule, current data will be communicated with SBLT.</td>
</tr>
<tr>
<td>VE Specialist: Ensure the school is in compliance with the student IEPs.</td>
</tr>
<tr>
<td>School Psychologist/Social Worker: Examine students in Tier 1 and 2 to determine services that would support those individual students.</td>
</tr>
<tr>
<td>Academic Coaches: Provide instructional support based on student data in all 3 Tiers.</td>
</tr>
</tbody>
</table>
Describe the systems in place that the leadership team uses to monitor the fidelity of the school’s MTSS and SIP
When a student is initially referred to the RtI team for academic or behavioral concerns, staff members are asked to provide initial information or baseline data on what interventions have been tried within the classroom to help the student (Tier 1 or Tier 2). For academics there are multiple data sources utilized to assess our students including report card grades, FAIR testing, lexile levels, Middle Grades Baseline Assessment, FCAT Writes, FCAT Reading and FCAT Science. All of this information is accessible from our data management programs, EDS and PCS Portal/Focus. For behavior, staff is to collect data on the use of our school- wide discipline plan and behavior referrals. The MTSS Coach and the Assistant Principal overseeing the school- wide behavior plan will also collect this data at the end of each marking period through the management system of the drop boxes folders on the LMS Outlook system. This system will be able to keep track of the information relating to behavior in a consistent and efficient manner. A RtI team meeting is then held with all teachers to analyze initial data, discuss possible interventions, and implement these interventions within the classroom and school. A time frame is given to try the new interventions, collect the new data, and follow-up with monthly meetings. Information obtained will be shared with teachers, SAC, parents, and students at the end of each marking period.

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)
FCAT 2.0 Reading, Mathematics, Science and Writing
District Common Assessment Data
Discipline Data
Attendance Data
Classroom walkthrough data through multiple sources, such as administrators, district and state staff

Describe the plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents
The SBLT team will help support the understanding data-based problem solving for parents and staff members, so that they will be able to understand it easily.
Staff members will receive on-going weekly department / PLC and continuing education while looking at the data with the teachers.
A pamphlet will be made available online via the school website as well as in the school office(s) for the parent. Information can also be disseminated through the Title 1 meeting, SAC, PTSA and open houses.

Increased Learning Time/Extended Learning Opportunities
This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2). P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:
**Strategy: Before or After School Program**

**Minutes added to school year:**

**Strategy Purpose(s)**
Instruction in core academic subjects, Enrichment activities that contribute to a well-rounded education

**Strategy Description**
An Extended Learning Plan will be coordinated and available to students in the beginning of October 2013. The program will focus on support for students in their core academics, language arts, mathematics, science and social studies. Students will receive tutoring in those areas by Largo Middle School certified teachers or participate in credit recovery.

The “Promise Time” Extended Learning Program will be implemented for the 2013-14 school year. The program is designed to provide students with academic support for 60 to 90 minutes before or after the school day with support from on-site, after school partners. In addition to district extended learning funds, Largo Middle School has been targeted for moderate to intensive support for “Promise Time” with funding from Title I and the Pinellas Juvenile Welfare Board.

The goal of the STEM Academy is to increase STEM opportunities for elementary and middle schools students to take accelerated STEM courses in their future.

The STEM Academy will offer student’s opportunities to conduct hands-on STEM explorations, explore careers in STEM, improve teambuilding and leadership skills, learn about business planning, and interact with community business partners! Largo Middle School site will run two Academies (a cluster of 6/7 gr. students & a cluster of 8th gr. students) for approximately 30 weeks that will include (several hands-on LEGOS/K’NEX activities, inquiry project development, career exploration using speakers, business planning, and energy explorations with DUKE Energy ). Curriculum to facilitate this STEM Academy will be provided.

**How is data collected and analyzed to determine the effectiveness of this strategy?**

**Who is responsible for monitoring implementation of this strategy?**
Principal
Assistant Principals
MTSS/RtI Coach
Teachers participating in 3 programs

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Victoria McCullom</td>
<td>Literacy Coach</td>
</tr>
</tbody>
</table>

**Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)**
Each month the team will meet and will be facilitated by Victoria McCollum, Literacy Coach. A representative from each content area will be present and responsible for disseminating the information to their department members.

**What will be the major initiatives of the LLT this year?**
All subject areas will focus on complex texts to ease the transition to Common Core State Standards. All instructional staff will receive professional development in Complex Text on September 16th.

**Every Teacher Contributes to Reading Instruction**

**Describe how the school ensures every teacher contributes to the reading improvement of every student**
Largo Middle has school-wide literacy goals for instructional practices across the content areas. This year, these goals are driven by the Common Core State Standards, while also blending in the NGSSS that apply to FCAT 2.0. Close reading of high-quality texts that are the center of the lesson, answering meaningful text-dependent questions regarding the texts, and writing and speaking tasks using evidence that culminate in a deep understanding of complex topics are the overall goals for all students in all content areas. In order to ensure that every teacher contributes to the reading improvement of every student, all teachers will participate in continuous professional development through PLCs. Administrators perform walk-throughs using consistent descriptors that indicate best practices in literacy instruction, indicators that point to literacy instruction beyond the basic foundational skills, and indicators for authentic student engagement. Assessments from the pilot FAIR-CC (Florida Assessment for Instruction in Reading—Common Core) and Florida Achieves will provide teachers, coaches and administrators with data to drive literacy instruction aligned with Common Core and NGSSS. The RtI coach will provide necessary literacy data reports to the School Based Leadership team (SBLT) which will examine literacy data regularly to determine areas of concern and celebration.

<table>
<thead>
<tr>
<th>College and Career Readiness</th>
</tr>
</thead>
<tbody>
<tr>
<td>This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).</td>
</tr>
</tbody>
</table>

**How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?**

In the 2012-13 school year, Largo Middle School will become a STEAM attractor. The concept is to incorporate mathematics and science into both the visual and performing arts electives. The elective teachers have common planning which will allow them to collaborate and plan based on the analysis of student achievement data and the incorporation of interdisciplinary concepts. In addition, 6th grade students will be enrolled in the base level course, Orientation to Career Clusters. On-going articulation with students and parents will occur so, they will be able to transition from introductory course to succeeding Information & Communication Technology (ICT) courses.

Largo Middle School is participating in a CFES (College for Every Student) STEM grant. LMS is the only school in the district that is the recipient of this grant. Approximately, 100 students, grades 6 to 8 will be selected to participate in the grant. Students will work with college student mentors from the University of South Florida Tampa that are majoring in a STEM-related field. In addition, community volunteers will also serve as mentors and will also represent STEM-related careers. Mentoring will occur at least two times per month. Students will have the opportunity to visit college campuses, engage in ongoing activities that create awareness and understanding of how to move down the pathway to college and toward STEM study. Students will be required to select and execute two service leadership projects.

**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?**

To determine course placement, students are given a course request form at the conclusion of the prior school year. Based on the requests and qualifications, students are placed in the most appropriate courses. The master schedule is built based on the needs of its student population.

**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 N/A**
Expected Improvements
This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Area 1: Reading**

<table>
<thead>
<tr>
<th>Group</th>
<th>2013 Target %</th>
<th>2013 Actual %</th>
<th>Target Met?</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>55%</td>
<td>41%</td>
<td>No</td>
<td>60%</td>
</tr>
<tr>
<td>American Indian</td>
<td>100%</td>
<td></td>
<td></td>
<td>1%</td>
</tr>
<tr>
<td>Asian</td>
<td>64%</td>
<td>26%</td>
<td>No</td>
<td>68%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>43%</td>
<td>26%</td>
<td>No</td>
<td>48%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>48%</td>
<td>33%</td>
<td>No</td>
<td>54%</td>
</tr>
<tr>
<td>White</td>
<td>62%</td>
<td>48%</td>
<td>No</td>
<td>66%</td>
</tr>
<tr>
<td>English language learners</td>
<td>33%</td>
<td>6%</td>
<td>No</td>
<td>40%</td>
</tr>
<tr>
<td>Students with disabilities</td>
<td>43%</td>
<td>9%</td>
<td>No</td>
<td>48%</td>
</tr>
<tr>
<td>Economically disadvantaged</td>
<td>50%</td>
<td>32%</td>
<td>No</td>
<td>55%</td>
</tr>
</tbody>
</table>

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

<table>
<thead>
<tr>
<th></th>
<th>2013 Actual #</th>
<th>2013 Actual %</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students scoring at Level 3</td>
<td>196</td>
<td>26%</td>
<td>40%</td>
</tr>
<tr>
<td>Students scoring at or above Level 4</td>
<td>104</td>
<td>14%</td>
<td>15%</td>
</tr>
</tbody>
</table>

**Florida Alternate Assessment (FAA)**

<table>
<thead>
<tr>
<th></th>
<th>2013 Actual #</th>
<th>2013 Actual %</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students scoring at Levels 4, 5, and 6</td>
<td>[data excluded for privacy reasons]</td>
<td></td>
<td>35%</td>
</tr>
<tr>
<td>Students scoring at or above Level 7</td>
<td>16</td>
<td>55%</td>
<td>60%</td>
</tr>
</tbody>
</table>

**Learning Gains**

<table>
<thead>
<tr>
<th></th>
<th>2013 Actual #</th>
<th>2013 Actual %</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students making learning gains (FCAT 2.0 and FAA)</td>
<td>543</td>
<td>53%</td>
<td>58%</td>
</tr>
<tr>
<td>Students in lowest 25% making learning gains (FCAT 2.0)</td>
<td>564</td>
<td>55%</td>
<td>60%</td>
</tr>
</tbody>
</table>

**Comprehensive English Language Learning Assessment (CELLA)**

<table>
<thead>
<tr>
<th></th>
<th>2013 Actual #</th>
<th>2013 Actual %</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td>27</td>
<td>53%</td>
<td>58%</td>
</tr>
<tr>
<td>Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)</td>
<td>[data excluded for privacy reasons]</td>
<td></td>
<td>22%</td>
</tr>
<tr>
<td>Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)</td>
<td>14</td>
<td>28%</td>
<td>33%</td>
</tr>
</tbody>
</table>
### Area 2: Writing

<table>
<thead>
<tr>
<th>Test Description</th>
<th>2013 Actual #</th>
<th>2013 Actual %</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5</td>
<td>138</td>
<td>49%</td>
<td>62%</td>
</tr>
<tr>
<td>Florida Alternate Assessment (FAA) Students scoring at or above Level 4</td>
<td>[data excluded for privacy reasons]</td>
<td>3%</td>
<td></td>
</tr>
</tbody>
</table>

### Area 3: Mathematics

#### Elementary and Middle School Mathematics

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

<table>
<thead>
<tr>
<th>Group</th>
<th>2013 Target %</th>
<th>2013 Actual %</th>
<th>Target Met?</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>48%</td>
<td>33%</td>
<td>No</td>
<td>54%</td>
</tr>
<tr>
<td>American Indian</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>60%</td>
<td>35%</td>
<td>No</td>
<td>64%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>37%</td>
<td>21%</td>
<td>No</td>
<td>43%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>43%</td>
<td>27%</td>
<td>No</td>
<td>48%</td>
</tr>
<tr>
<td>White</td>
<td>53%</td>
<td>31%</td>
<td>No</td>
<td>58%</td>
</tr>
<tr>
<td>English language learners</td>
<td>35%</td>
<td>11%</td>
<td>No</td>
<td>42%</td>
</tr>
<tr>
<td>Students with disabilities</td>
<td>33%</td>
<td>13%</td>
<td>No</td>
<td>39%</td>
</tr>
<tr>
<td>Economically disadvantaged</td>
<td>43%</td>
<td>25%</td>
<td>No</td>
<td>48%</td>
</tr>
</tbody>
</table>

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>2013 Actual #</th>
<th>2013 Actual %</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 3</td>
<td>166</td>
<td>21%</td>
<td>26%</td>
</tr>
<tr>
<td>Level 4</td>
<td>104</td>
<td>14%</td>
<td>19%</td>
</tr>
</tbody>
</table>

**Florida Alternate Assessment (FAA)**

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>2013 Actual #</th>
<th>2013 Actual %</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levels 4, 5, and 6</td>
<td>19</td>
<td>66%</td>
<td>71%</td>
</tr>
<tr>
<td>Level 7</td>
<td>[data excluded for privacy reasons]</td>
<td>22%</td>
<td></td>
</tr>
</tbody>
</table>

**Learning Gains**

- Learning Gains: Students in lowest 25% making learning gains (FCAT 2.0 and EOC)

**Middle School Acceleration**

<table>
<thead>
<tr>
<th>Activity</th>
<th>2013 Actual #</th>
<th>2013 Actual %</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle school participation in high school EOC and industry certifications</td>
<td>57</td>
<td>6%</td>
<td>12%</td>
</tr>
<tr>
<td>Middle school performance on high school EOC and industry certifications</td>
<td>56</td>
<td>99%</td>
<td>100%</td>
</tr>
</tbody>
</table>

### High School Mathematics
### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

<table>
<thead>
<tr>
<th>Group</th>
<th>2013 Target %</th>
<th>2013 Actual %</th>
<th>Target Met?</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>48%</td>
<td></td>
<td>No</td>
<td>54%</td>
</tr>
<tr>
<td>American Indian</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>60%</td>
<td></td>
<td>No</td>
<td>64%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>37%</td>
<td></td>
<td>No</td>
<td>43%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>43%</td>
<td></td>
<td>No</td>
<td>48%</td>
</tr>
<tr>
<td>White</td>
<td>53%</td>
<td></td>
<td>No</td>
<td>58%</td>
</tr>
<tr>
<td>English language learners</td>
<td>35%</td>
<td></td>
<td>No</td>
<td>42%</td>
</tr>
<tr>
<td>Students with disabilities</td>
<td>33%</td>
<td></td>
<td>No</td>
<td>39%</td>
</tr>
<tr>
<td>Economically disadvantaged</td>
<td>43%</td>
<td></td>
<td>No</td>
<td>48%</td>
</tr>
</tbody>
</table>

### Algebra I End-of-Course (EOC) Assessment

<table>
<thead>
<tr>
<th>2013 Actual #</th>
<th>2013 Actual %</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students scoring at Achievement Level 3</td>
<td>27</td>
<td>54%</td>
</tr>
<tr>
<td>Students scoring at or above Achievement Level 4</td>
<td>22</td>
<td>44%</td>
</tr>
</tbody>
</table>

### Geometry End-of-Course (EOC) Assessment

<table>
<thead>
<tr>
<th>2013 Actual #</th>
<th>2013 Actual %</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students scoring at Achievement Level 3</td>
<td>[data excluded for privacy reasons]</td>
<td>0%</td>
</tr>
<tr>
<td>Students scoring at or above Achievement Level 4</td>
<td>[data excluded for privacy reasons]</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Area 4: Science

#### Middle School Science

### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

<table>
<thead>
<tr>
<th>2013 Actual #</th>
<th>2013 Actual %</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students scoring at Achievement Level 3</td>
<td>62</td>
<td>22%</td>
</tr>
<tr>
<td>Students scoring at or above Achievement Level 4</td>
<td>40</td>
<td>14%</td>
</tr>
</tbody>
</table>

### Florida Alternate Assessment (FAA)

<table>
<thead>
<tr>
<th>2013 Actual #</th>
<th>2013 Actual %</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students scoring at Levels 4, 5, and 6</td>
<td>[data excluded for privacy reasons]</td>
<td>80%</td>
</tr>
<tr>
<td>Students scoring at or above Level 7</td>
<td>[data excluded for privacy reasons]</td>
<td>10%</td>
</tr>
</tbody>
</table>

### Area 5: Science, Technology, Engineering, and Mathematics (STEM)

#### All Levels

<table>
<thead>
<tr>
<th>2013 Actual #</th>
<th>2013 Actual %</th>
<th>2014 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td># of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Participation in STEM-related experiences provided for students</td>
<td>130</td>
<td>13%</td>
</tr>
</tbody>
</table>

### Area 8: Early Warning Systems
<table>
<thead>
<tr>
<th>Middle School Indicators</th>
<th>2013 Actual</th>
<th>2013 Actual %</th>
<th>2014 Target %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who miss 10 percent or more of available instructional time</td>
<td>339</td>
<td>33%</td>
<td>15%</td>
</tr>
<tr>
<td>Students who fail a mathematics course</td>
<td>27</td>
<td>3%</td>
<td>0%</td>
</tr>
<tr>
<td>Students who fail an English Language Arts course</td>
<td>14</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>Students who fail two or more courses in any subject</td>
<td>17</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>Students who receive two or more behavior referrals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.</td>
<td>373</td>
<td>36%</td>
<td>18%</td>
</tr>
</tbody>
</table>

| 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). |

Describe parental involvement targets for your school
Fast Track is a revived program at Largo Middle School. Parents are required to be involved with their child's education by attending monthly meetings, communicate with teachers on a regular basis and volunteer.
See Title I Parent Involvement Plan (due 9/13)

| Specific Parental Involvement Targets                                                  |             |               |               |
| Target                                                                                  | 2013 Actual | 2013 Actual % | 2014 Target % |

| Area 10: Additional Targets                                                            |             |               |               |
| Description of additional targets                                                     |             |               |               |
In accordance with the Bradley MOU, Largo Middle School will strive to close the achievement gap between Black and non-black students in reading and mathematics, increase parental involvement and reduce the number of discipline incidents in this sub-group.

Specific Additional Targets

| Target                                                                 | 2013 Actual | 2013 Actual % | 2014 Target % |
| Close the achievement gap between Black and non-black students in reading as measured by student performance on the FCAT 2.0 reading assessment. | 34          | 26%           | 48%           |
| Close the achievement gap between Black and non-black students in reading as measured by student performance on the FCAT 2.0 math assessment. | 29          | 21%           | 43%           |
| Increase parental involvement.                                                        | %           |               | %             |
| Reduce the number of disciplinary incidents for this sub-group.                      | %           |               | %             |
Goals Summary

**Goal #1:**
Student achievement will increase on standardized testing when teachers collaboratively plan and purposefully implement rigorous, engaging lessons on a daily basis that are aligned to standards.

**Goal #2:**
Student achievement will increase when students' social, emotional and behavioral competency and social skills are addressed.

Goals Detail

<table>
<thead>
<tr>
<th>Goal #1:</th>
<th>Student achievement will increase on standardized testing when teachers collaboratively plan and purposefully implement rigorous, engaging lessons on a daily basis that are aligned to standards.</th>
</tr>
</thead>
</table>
| Targets Supported | - Reading  
- Reading - AMO's  
- Reading - FCAT2.0  
- Reading - FAA  
- Reading - Learning Gains  
- Reading - CELLA  
- Reading - Postsecondary Readiness  
- Writing  
- Math  
- Math - Elementary and Middle School  
- Math - Elementary and Middle AMO's  
- Math - Elementary and Middle FCAT 2.0  
- Math - Elementary and Middle FAA  
- Math - Elementary and Middle Learning Gains  
- Math - Middle School Acceleration  
- Algebra 1 EOC  
- Geometry EOC  
- Social Studies  
- Civics EOC  
- Science  
- Science - Middle School  
- STEM  
- STEM - All Levels  
- CTE  
- Parental Involvement  
- EWS  
- EWS - Middle School  
- Additional Targets |
| Resources Available to Support the Goal | - District support/full time reading coach, half-time math coach.  
- Title I dollars  
- School Improvement monies. |
### Targeted Barriers to Achieving the Goal
- School has focused on too many goals in the past.
- Teachers do not implement rigorous tasks due to a lack of teacher knowledge.
- Teachers lack the time to collaborate and lesson plan together.

### Plan to Monitor Progress Toward the Goal

**Action:**
Each week SBLT will meet to determine student needs. The topics for each week will continue to cycle and will include, reading, math, science, behavior/discipline and attendance. Each week departments will meet one time per week/ four times per month.

**Person or Persons Responsible:**
SBLT Staff/Departments Administrators

**Target Dates or Schedule:**
Every week during department PLCs and SBLT meetings.

**Evidence of Completion:**
SBLT minutes PLC minutes Classroom walkthroughs

---

<table>
<thead>
<tr>
<th>Goal #2:</th>
<th>Student achievement will increase when students’ social, emotional and behavioral competency and social skills are addressed.</th>
</tr>
</thead>
</table>
| Targets Supported | Reading  
- Reading - AMO's  
- Reading - FCAT2.0  
- Reading - FAA  
- Reading - Learning Gains  
- Reading - CELLA  
- Reading - Postsecondary Readiness  
- Writing  
- Math - Elementary and Middle School  
- Math - Elementary and Middle AMO's  
- Math - Elementary and Middle FCAT 2.0  
- Math - Elementary and Middle FAA  
- Math - Elementary and Middle Learning Gains  
- Social Studies  
- Civics EOC  
- Science  
- Science - Middle School  
- STEM  
- STEM - All Levels  
- CTE  
- Parental Involvement  
- EWS  
- EWS - Middle School  
- Additional Targets |
### Resources Available to Support the Goal
- Title I dollars will be used to support a new, clearly defined behavior plan. Teachers will note infractions in student planners and information will be uploaded into an electronic folder for guidance and administrators to view and follow up with students as needed per the outlined process.

### Targeted Barriers to Achieving the Goal
- Lack of student compliance in the school setting.

## Plan to Monitor Progress Toward the Goal

<table>
<thead>
<tr>
<th>Action</th>
<th>APs will view their grade level every morning and determine which students need administrative or guidance interventions based on number of infractions from teachers.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person or Persons Responsible</td>
<td>Grade Level Assistant Principals</td>
</tr>
<tr>
<td>Target Dates or Schedule</td>
<td>August, 2013 to June, 2014 on a daily basis.</td>
</tr>
<tr>
<td>Evidence of Completion</td>
<td>Assistant principals will document intervention, such as a disciplinary referrals or parent contact in Portal.</td>
</tr>
</tbody>
</table>

### Action Plan for Improvement

<table>
<thead>
<tr>
<th>Goal #1</th>
<th>Student achievement will increase on standardized testing when teachers collaboratively plan and purposefully implement rigorous, engaging lessons on a daily basis that are aligned to standards.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barrier #1</td>
<td>School has focused on too many goals in the past.</td>
</tr>
<tr>
<td>Strategy #1 to Overcome the Barrier</td>
<td>The entire Largo Middle School staff will focus on the same two goals as stated in the School Improvement Plan.</td>
</tr>
</tbody>
</table>

#### Step #1 to Implement Strategy #1

<table>
<thead>
<tr>
<th>Action</th>
<th>All professional development, PLCs and SBLT will focus on these two goals. All professional development, PLCs and SBLT will continue to focus on this goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person or Persons Responsible</td>
<td>Largo Middle School Staff</td>
</tr>
<tr>
<td>Target Dates or Schedule</td>
<td>August, 2013-June, 2014 on a daily basis</td>
</tr>
<tr>
<td>Evidence of Completion</td>
<td>Classroom walkthroughs Minutes from PLCs, SBLT Professional Development</td>
</tr>
</tbody>
</table>
**Step #2 to Implement Strategy #1 - Budget Item**

**Action:**
The reading coach, math coach and MTSS/RtI will be full time and will tasked with a focus on facilitating teacher collaboration and assisting teachers with the incorporation of rigorous tasks in instruction.

**Person or Persons Responsible:**
Principal, Stephanie Joyner

**Target Dates or Schedule:**
July, 2013

**Evidence of Completion:**
Coaching logs

---

**Step #3 to Implement Strategy #1 - Budget Item**

**Action:**
The master schedule will prioritize common planning by subject areas: Reading/Language Arts, Mathematics, Social Studies, Science, PE/Health, Humanities (STEAM, World Languages, CTE). As a result, the staff agreed by vote to meet once per week for 50 minutes during their common planning. Teachers will have a department meeting, two data meetings and one lesson planning meeting.

**Person or Persons Responsible:**
Administrators Guidance counselors

**Target Dates or Schedule:**
August, 2013 to June, 2014

**Evidence of Completion:**
Master schedule Department/PLC minutes Classroom walk throughs

---

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #1**

**Action:**
Each administrator will be assigned content departments: Rainey (ESE, Social Studies) Valsamis (Science, Language Arts) Hedberg (Electives, Mathematics) Joyner (Reading) Administrators and coaches will monitor lesson plans, conduct walk throughs and facilitate PLCs.

**Person or Persons Responsible:**
Administrators Coaches

**Target Dates or Schedule:**
August, 2013 - June, 2014

**Evidence of Completion**
Walk through feedback/documentation PLC minutes
### Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #1

**Action:**
Data will be shared with staff, administrators and SBLT.

**Person or Persons Responsible:**
Administrators SBLT Team Coaches Staff

**Target Dates or Schedule:**
August, 2013 - June, 2014

**Evidence of Completion:**
Data analysis will indicate an increase in student achievement through formative and summative assessments.

<table>
<thead>
<tr>
<th>Goal #1:</th>
<th>Student achievement will increase on standardized testing when teachers collaboratively plan and purposefully implement rigorous, engaging lessons on a daily basis that are aligned to standards.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barrier #2:</td>
<td>Teachers do not implement rigorous tasks due to a lack of teacher knowledge.</td>
</tr>
<tr>
<td>Strategy #1 to Overcome the Barrier</td>
<td>Science teachers will implement the 5E Model (Gradual Release Model) including a focused and targeted, daily learning goal.</td>
</tr>
</tbody>
</table>

### Step #1 to Implement Strategy #1

**Action:**
The science department will meet on a weekly basis during common planning to collaborate. The science department utilizes the district's 5E Model (Gradual Release Model).

**Person or Persons Responsible:**
Science Department Assistant Principal/Science

**Target Dates or Schedule:**
August, 2013 to June, 2014

**Evidence of Completion:**
Lesson plans PLC minutes Classroom walk throughs

### Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #1

**Action:**
Teachers will implement the 5E Model in all science classrooms using PCSB lessons that are aligned to the NGSSS Science Standards. Daily learning goals will current, posted and visible to students.

**Person or Persons Responsible:**
Principal Assistant Principals Science Department Chair

**Target Dates or Schedule:**
September, 2013 to June, 2014 on weekly basis.

**Evidence of Completion**
Lesson plans PLC minutes Classroom walk throughs Students will be able to communicate the daily learning goal in their own words.
Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #1

**Action:**
By implementing the 5E lessons on a daily basis, student achievement will increase on district common assessments, classroom assessments/grades and Florida Achieves (Grades 7 and 8) and FCAT 2.0 (Grade 8). SBLT/Science focus: Data compiled and analyzed by MTSS/RtI coach as evident in SBLT minutes. Two of the four PLC meetings will focus on data (see above sources), specific to science.

**Person or Persons Responsible:**
Principal Assistant Principals Science Department Chair MTSS/RtI

**Target Dates or Schedule:**
September, 2013 to June, 2014

**Evidence of Completion:**
SBLT/Science Minutes PLC minutes Classroom walk throughs Increase in science achievement from 39% to 50% on the Grade 8 Science FCAT 2.0 (2014).

<table>
<thead>
<tr>
<th>Goal #1:</th>
<th>Student achievement will increase on standardized testing when teachers collaboratively plan and purposefully implement rigorous, engaging lessons on a daily basis that are aligned to standards.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barrier #2:</td>
<td>Teachers do not implement rigorous tasks due to a lack of teacher knowledge.</td>
</tr>
<tr>
<td>Strategy #2 to Overcome the Barrier</td>
<td>Mathematics teachers will implement the Gradual Release Model including a focused and targeted, daily learning goal.</td>
</tr>
</tbody>
</table>

**Step #1 to Implement Strategy #2**

**Action:**
The math department will meet on a weekly basis during common planning to collaborate.

**Person or Persons Responsible:**
Mathematics Department AP/Mathematics Principal

**Target Dates or Schedule:**
September, 2013 to June, 2014

**Evidence of Completion:**
PLC minutes

Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #2 to Goal #1

**Action:**
Teachers will implement the Gradual Release Model in all mathematics classrooms using lessons that are aligned to the NGSSS Mathematics Standards/CCSS Mathematics. Daily learning goals will current, posted and visible to students.

**Person or Persons Responsible:**
AP/Mathematics Principal Math Coach Math Department Chair

**Target Dates or Schedule:**
September, 2013 to June, 2014

**Evidence of Completion:**
PLC minutes Lesson plans Classroom walk throughs Students will be able to communicate the learning target.
### Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #2 to Goal #1

**Action:**  
By implementing the Gradual Release Model on a daily basis, student achievement will increase on district common assessments, classroom assessments/grades and Florida Achieves (Grades 6, 7 and 8) and FCAT 2.0 (Grade 6,7,8). SBLT/Math focus: Data compiled and analyzed by MTSS/RtI coach as evident in SBLT minutes. Two of the four PLC meetings will focus on data (see above sources), specific to math.

**Person or Persons Responsible:**  
AP/Mathematics Math Coach Math Department Chair MTSS/RtI Coach Principal

**Target Dates or Schedule:**  
September, 2013 to June, 2014

**Evidence of Completion:**  
SBLT Minutes PLC Minutes Classroom Walk throughs Student achievement will increase in Grades 6, 7, 8 from 33% to 54% on the FCAT 2.0 Mathematics.

<table>
<thead>
<tr>
<th>Goal #1:</th>
<th>Student achievement will increase on standardized testing when teachers collaboratively plan and purposefully implement rigorous, engaging lessons on a daily basis that are aligned to standards.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barrier #2:</td>
<td>Teachers do not implement rigorous tasks due to a lack of teacher knowledge.</td>
</tr>
<tr>
<td>Strategy #3 to Overcome the Barrier</td>
<td>Reading/Language Arts teachers will implement the Gradual Release Model including a focused and targeted, daily learning goal.</td>
</tr>
</tbody>
</table>

### Step #1 to Implement Strategy #3

**Action:**  
The reading and language arts department will meet on a weekly basis during common planning to collaborate. Both departments will utilizes the Gradual Release Model to lesson plan and instruct.

**Person or Persons Responsible:**  
Reading and Language Arts Department

**Target Dates or Schedule:**  
September, 2013 to June, 2014

**Evidence of Completion:**  
Lesson Plans PLC minutes Classroom walk throughs
## Plan to Monitor Fidelity of Implementation of Strategy #3 for Overcoming Barrier #2 to Goal #1

**Action:**
Teachers will implement the Gradual Release Model in all reading/language arts classrooms using lessons that are aligned to the NGSSS/CCSS Standards. Daily learning goals will current, posted and visible to students.

**Person or Persons Responsible:**
Assistant Principal/Reading and Language Arts Reading Coach Department Chairs/Reading and Language Arts Principal

**Target Dates or Schedule:**
September, 2014 to June, 2014

**Evidence of Completion**
Lesson Plans Classroom walk throughs Learning goal will be posted and visible to students. Students will be able to communicate the daily learning goal.

## Plan to Monitor Effectiveness of Strategy #3 for Overcoming Barrier #2 to Goal #1

**Action:**
By implementing the Gradual Release Model lessons on a daily basis, student achievement will increase on FAIR/CCSS, classroom assessments/grades and Florida Achieves (Grades 6, 7 and 8) and FCAT 2.0 (Grade 8). SBLT/Reading focus: Data compiled and analyzed by MTSS/RtI coach as evident in SBLT minutes. Two of the four PLC meetings will focus on data (see above sources), specific to reading/language arts.

**Person or Persons Responsible:**
AP/Reading and Language Arts Reading Coach MTSS/RtI Coach Department Chairs for Reading/Language Arts Principal

**Target Dates or Schedule:**
September, 2013 to June, 2014

**Evidence of Completion:**
SBLT/Science Minutes PLC minutes Classroom walk throughs Increase in reading achievement from 41% to 60% on the Grade 6, 7, 8 Reading FCAT 2.0 (2014).
| Goal #1: | Student achievement will increase on standardized testing when teachers collaboratively plan and purposefully implement rigorous, engaging lessons on a daily basis that are aligned to standards. |
| Barrier #2: | Teachers do not implement rigorous tasks due to a lack of teacher knowledge. |
| Strategy #4 to Overcome the Barrier | Science teachers will utilize a formative assessment system, Florida Achieves, to ensure the appropriate level of rigor is incorporated into lessons and instruction. |

### Step #1 to Implement Strategy #4 - Budget Item

**Action:**
The science department will develop a formative assessment calendar aligned to the sequencing of content benchmarks. Computer labs will be reserved.

**Person or Persons Responsible:**
Science Department Chair

**Target Dates or Schedule:**
September, 2013 to June, 2014

**Evidence of Completion:**
Calendar will be shared with Assistant Principal/Science and MTSS/Rti Coach

### Step #2 to Implement Strategy #4

**Action:**
Using Florida Achieves, data will be compiled and analyzed. The information will be shared with SBLT (science focus) and at bi-monthly department meetings. As a result, teachers will modify their instruction and student support as reflected in the data.

**Person or Persons Responsible:**
Assistant Principal/Science Science Department Chair MTSS/Rti Coach Principal

**Target Dates or Schedule:**
September, 2013 to June, 2014

**Evidence of Completion:**
SBLT minutes PLC minutes Classroom walk throughs

### Plan to Monitor Fidelity of Implementation of Strategy #4 for Overcoming Barrier #2 to Goal #1

**Action:**
Based on schedule, teachers will have their students log into Florida Achieves and take Assessment 1 once instruction has occurred. Assessment 2 will be administered based on need of re-teaching to entire class or specific students, depending on results.

**Person or Persons Responsible:**
Assistant Principal/Science Science Department Chair Principal

**Target Dates or Schedule:**
September, 2013 to June, 2014

**Evidence of Completion**
Data will be timely and present in Florida Achieves
Plan to Monitor Effectiveness of Strategy #4 for Overcoming Barrier #2 to Goal #1

Action:
Florida Achieves will be the basis for on-going progress monitoring. Teachers will administer the tasks in a timely manner. Using the results, teachers will reflect on student progress and adjust instruction as needed.

Person or Persons Responsible:
Assistant Principal/Science Science Department Chair Principal

Target Dates or Schedule:
September, 2013 to June, 2014

Evidence of Completion:
Students will demonstrate at least an 80% mastery on assessed benchmarks.

Goal #1: Student achievement will increase on standardized testing when teachers collaboratively plan and purposefully implement rigorous, engaging lessons on a daily basis that are aligned to standards.

Barrier #2: Teachers do not implement rigorous tasks due to a lack of teacher knowledge.

Strategy #5 to Overcome the Barrier
Mathematics teachers will utilize a formative assessment system, Florida Achieves, to ensure the appropriate level of rigor is incorporated into lessons and instruction.

Step #1 to Implement Strategy #5 - Budget Item

Action:
The math department will develop a formative assessment calendar aligned to the sequencing of their benchmarks. Computer labs will be reserved.

Person or Persons Responsible:
Math coach/math department teachers

Target Dates or Schedule:
September, 2013 to June, 2014

Evidence of Completion:
Submission of formative assessment calendar to assistant principal/mathematics. Lesson plans.

Step #2 to Implement Strategy #5

Action:
Using Florida Achieves, data will be compiled and analyzed. The information will be shared with SBLT (math focus) and at bi-monthly department meetings. As a result, teachers will modify their instruction and student support as reflected in the data.

Person or Persons Responsible:
Math Department MTSS/RtI Coach

Target Dates or Schedule:
September, 2013 to June, 2014

Evidence of Completion:
Lesson plans SBLT minutes Classroom walk throughs Data will be in Florida Achieves
**Plan to Monitor Fidelity of Implementation of Strategy #5 for Overcoming Barrier #2 to Goal #1**

**Action:**
Based on schedule, teachers will have their students log into Florida Achieves and take Assessment 1 once instruction has occurred. Assessment 2 will be administered based on need of re-teaching to entire class or specific students, depending on results.

**Person or Persons Responsible:**
Assistant Principal/Mathematics Department Chair/Mathematics Principal

**Target Dates or Schedule:**
September, 2013 to June, 2014

**Evidence of Completion**
Data will be timely and present in Florida Achieves

---

**Plan to Monitor Effectiveness of Strategy #5 for Overcoming Barrier #2 to Goal #1**

**Action:**
Florida Achieves will be the basis for on-going progress monitoring. Teachers will administer the tasks in a timely manner. Using the results, teachers will reflect on student progress and adjust instruction as needed.

**Person or Persons Responsible:**
Assistant Principal/Mathematics Department Chair/Mathematics Principal

**Target Dates or Schedule:**
September, 2013 to June, 2014

**Evidence of Completion:**
Students will score at least 80% mastery on assessed benchmarks.

---

**Goal #1:**
Student achievement will increase on standardized testing when teachers collaboratively plan and purposefully implement rigorous, engaging lessons on a daily basis that are aligned to standards.

**Barrier #2:**
Teachers do not implement rigorous tasks due to a lack of teacher knowledge.

**Strategy #6 to Overcome the Barrier**
Reading teachers will utilize a formative assessment system, Florida Achieves, to ensure the appropriate level of rigor is incorporated into lessons and instruction.

---

**Step #1 to Implement Strategy #6 - Budget Item**

**Action:**
The language arts and reading department will develop a formative assessment calendar aligned to the sequencing of content benchmarks. Computer labs will be reserved

**Person or Persons Responsible:**
Reading Coach

**Target Dates or Schedule:**
September, 2013 to June, 2014

**Evidence of Completion:**
Calendar will be shared with Assistant Principal/Reading and LA and with the MTSS/RtI Coach
### Step #2 to Implement Strategy #6

**Action:**
Using Florida Achieves, data will be compiled and analyzed. The information will be shared with SBLT (reading focus) and at bi-monthly department meetings. As a result, teachers will modify their instruction and student support as reflected in the data.

**Person or Persons Responsible:**
Assistant Principal/Reading and LA Reading and LA Department Chairs MTSS/RtI Coach Principal Reading Coach

**Target Dates or Schedule:**
September, 2013 to June, 2014

**Evidence of Completion:**
SBLT minutes PLC minutes Classroom walk throughs

---

### Plan to Monitor Fidelity of Implementation of Strategy #6 for Overcoming Barrier #2 to Goal #1

**Action:**
Based on schedule, teachers will have their students log into Florida Achieves and take Assessment 1 once instruction has occurred. Assessment 2 will be administered based on need of re-teaching to entire class or specific students, depending on results.

**Person or Persons Responsible:**
Assistant Principal/Reading and LA Department Chair/Reading and LA Principal Reading Coach

**Target Dates or Schedule:**
September, 2013 to June, 2014

**Evidence of Completion:**
Data will be timely and available in Florida Achieves

---

### Plan to Monitor Effectiveness of Strategy #6 for Overcoming Barrier #2 to Goal #1

**Action:**
Florida Achieves will be the basis for on-going progress monitoring. Teachers will administer the tasks in a timely manner. Using the results, teachers will reflect on student progress and adjust instruction as needed.

**Person or Persons Responsible:**
Assistant Principal/Reading and LA Reading Coach Department Chair/Reading and LA Principal

**Target Dates or Schedule:**
September, 2013 to December, 2014

**Evidence of Completion:**
Students will demonstrate at least 80% mastery on assessed benchmarks.
| Goal #1: | Student achievement will increase on standardized testing when teachers collaboratively plan and purposefully implement rigorous, engaging lessons on a daily basis that are aligned to standards. |
| Barrier #2: | Teachers do not implement rigorous tasks due to a lack of teacher knowledge. |
| Strategy #7 to Overcome the Barrier | All instructional staff will incorporate Complex Texts into their lessons and instruction. |

### Step #1 to Implement Strategy #7 - PD Opportunity

**Action:**
All instructional staff will incorporate Complex Texts into their lessons. Professional development will be offered on September 13, 2013 and facilitated by Reading Coach.

**Person or Persons Responsible:**
All instructional staff, all content areas Reading Coach

**Target Dates or Schedule:**
September, 2013 to June, 2014 September 13, 2013

**Evidence of Completion:**
Lesson plans Classroom walkthroughs Pro-ed day sign in sheet

**Facilitator:**
Reading Coach

**Participants:**
All instructional staff, all content areas Reading Coach

### Step #2 to Implement Strategy #7 - PD Opportunity

**Action:**
All instructional staff will incorporate literacy strategies and student engagement strategies into their lessons. Professional development will be offered on October 25, 2013 and facilitated by Reading Coach.

**Person or Persons Responsible:**
All instructional staff, all content areas Reading Coach

**Target Dates or Schedule:**
October, 2013 to June, 2014 October 25, 2013

**Evidence of Completion:**
Lesson plans Classroom walkthroughs Pro-ed day sign in sheet

**Facilitator:**
Reading Coach

**Participants:**
All instructional staff, all content areas Reading Coach
Plan to Monitor Fidelity of Implementation of Strategy #7 for Overcoming Barrier #2 to Goal #1

Action:
All instructional staff will incorporate Complex Texts into their lessons and instruction. The Reading Coach will provide support beyond the staff professional development to departments and individual teachers.

Person or Persons Responsible:
Reading Coach Assistant Principals/all content areas Department Chairs

Target Dates or Schedule:
September, 2013 to June, 2014

Evidence of Completion
Lesson plans in all content areas will include Complex Texts Classroom walkthroughs PLC minutes will include discussion of Complex Texts

Plan to Monitor Effectiveness of Strategy #7 for Overcoming Barrier #2 to Goal #1

Action:
During the reading focus of SBLT, assistant principals and Reading Coach will share walkthrough feedback regarding Complex Texts. APs and Reading Coach will document the frequency of the occurrence of observed Complex Text readings.

Person or Persons Responsible:
Reading Coach Assistant Principals/ all content areas Principal

Target Dates or Schedule:
September, 2013 to June, 2014

Evidence of Completion:
SBLT minutes/reading focus

Goal #1:
Student achievement will increase on standardized testing when teachers collaboratively plan and purposefully implement rigorous, engaging lessons on a daily basis that are aligned to standards.

Barrier #5:
Teachers lack the time to collaborate and lesson plan together.

Strategy #1 to Overcome the Barrier
The master schedule will revolve around all content areas having common planning every other day. The areas include mathematics, reading/language arts, science, social studies, electives and ESE.

Step #1 to Implement Strategy #1

Action:
Largo Middle will function on a 6 out of 8 schedule this year. Students will attend 4 out of 8 classes per day.

Person or Persons Responsible:
Master schedule committee/scheduler

Target Dates or Schedule:
Spring and Summer 2013

Evidence of Completion:
The master schedule/student schedule
### Step #2 to Implement Strategy #1 - Budget Item

**Action:**  
Content departments will have common planning.

**Person or Persons Responsible:**  
Master schedule committee/scheduler

**Target Dates or Schedule:**  
Spring and Summer 2013

**Evidence of Completion:**  
The master schedule in Portal

### Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #5 to Goal #1

**Action:**  
A school calendar will be published on a monthly basis that indicates the department meetings. There will be four department meetings each month. The first is a department meeting, two are data meetings and the final is collaborative meeting, where teachers will lesson plan based on school-wide achievement data.

**Person or Persons Responsible:**  
Assistant Principal/content area

**Target Dates or Schedule:**  
September, 2013 to June, 2014, one week prior to month

**Evidence of Completion**  
PLC minutes will be submitted to content area assistant principal. Documentation will include an agenda, those in attendance and items accomplished as it is aligned to SIP.

### Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #5 to Goal #1

**Action:**  
As a result of on-going common planning, instructional staff should meet at least once per week as determined by the established calendar.

**Person or Persons Responsible:**  
Instructional staff Assistant Principals Principal Content Area/MTSS Coaches

**Target Dates or Schedule:**  
September, 2013 to June, 2014

**Evidence of Completion:**  
PLC minutes that indicate teachers are meeting during their common planning once per week. Lesson plans should indicate commonalities among department members.
<table>
<thead>
<tr>
<th>Goal #1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student achievement will increase on standardized testing when teachers collaboratively plan and purposefully implement rigorous, engaging lessons on a daily basis that are aligned to standards.</td>
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</table>

<table>
<thead>
<tr>
<th>Barrier #5:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers lack the time to collaborate and lesson plan together.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategy #2 to Overcome the Barrier</th>
</tr>
</thead>
<tbody>
<tr>
<td>By staff vote, teachers will meet once per week with a specific focus. One meeting will be a department meeting, two out of four meetings will be data-driven meetings and one meeting will be lesson planning.</td>
</tr>
</tbody>
</table>

**Step #1 to Implement Strategy #2**

<table>
<thead>
<tr>
<th>Action:</th>
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</thead>
<tbody>
<tr>
<td>A calendar will be created and shared with staff to communicate required weekly meetings by department.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Person or Persons Responsible:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Principal/Curriculum</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Dates or Schedule:</th>
</tr>
</thead>
<tbody>
<tr>
<td>September, 2013 to June, 2014 on a monthly basis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence of Completion:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A monthly calendar will be placed in all staff mailboxes in a timely manner</td>
</tr>
</tbody>
</table>

**Step #2 to Implement Strategy #2 - Budget Item**

<table>
<thead>
<tr>
<th>Action:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department chairs will remind teachers of weekly meetings. Week one will be a department meeting. Weeks two and four will be data-driven meetings and week three will revolve around lesson planning among departments as a reaction to on-going progress monitoring.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Person or Persons Responsible:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Principals Department Chairs Principal Coaches</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Dates or Schedule:</th>
</tr>
</thead>
<tbody>
<tr>
<td>September, 2013 to June, 2014 on a weekly basis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence of Completion:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLC minutes</td>
</tr>
</tbody>
</table>

**Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #5 to Goal #1**

<table>
<thead>
<tr>
<th>Action:</th>
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<table>
<thead>
<tr>
<th>Person or Persons Responsible:</th>
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<table>
<thead>
<tr>
<th>Target Dates or Schedule:</th>
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</table>

<table>
<thead>
<tr>
<th>Evidence of Completion:</th>
</tr>
</thead>
</table>
Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #5 to Goal #1

<table>
<thead>
<tr>
<th>Action:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Person or Persons Responsible:</td>
<td></td>
</tr>
<tr>
<td>Target Dates or Schedule:</td>
<td></td>
</tr>
<tr>
<td>Evidence of Completion:</td>
<td></td>
</tr>
</tbody>
</table>

**Goal #1:** Student achievement will increase on standardized testing when teachers collaboratively plan and purposefully implement rigorous, engaging lessons on a daily basis that are aligned to standards.

**Barrier #5:** Teachers lack the time to collaborate and lesson plan together.

**Strategy #3 to Overcome the Barrier**

- Largo Middle School will implement a STEAM attractor during the 2013-14 school year, which emphasizes an interdisciplinary concentration in the area of mathematics and the STEAM electives.

### Step #1 to Implement Strategy #3

<table>
<thead>
<tr>
<th>Action:</th>
<th>Largo Middle School will establish a STEAM attractor in the 2013-14, in effort to attract families in the community.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person or Persons Responsible:</td>
<td>Administrative team District personnel</td>
</tr>
<tr>
<td>Target Dates or Schedule:</td>
<td>Spring, 2013</td>
</tr>
<tr>
<td>Evidence of Completion:</td>
<td>The master schedule in Portal</td>
</tr>
</tbody>
</table>

### Step #2 to Implement Strategy #3 - Budget Item

<table>
<thead>
<tr>
<th>Action:</th>
<th>STEAM elective teachers will incorporate inter-disciplinary concepts, specifically mathematics, into their lesson planning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person or Persons Responsible:</td>
<td>FTLP Intern (Assistant Principal) STEAM teachers Math teachers</td>
</tr>
<tr>
<td>Target Dates or Schedule:</td>
<td>September, 2013 to June, 2014</td>
</tr>
<tr>
<td>Evidence of Completion:</td>
<td>PLC minutes Project Management Team minutes Classroom walkthroughs</td>
</tr>
</tbody>
</table>
Plan to Monitor Fidelity of Implementation of Strategy #3 for Overcoming Barrier #5 to Goal #1

**Action:**
Step One includes the assembly of the Project Management Team at the beginning of the school year. The team will consist of the FTLP Intern, Largo Middle School full time math coach, one math teacher that has participated in Camp STEAM for three years, the music teacher that has participated in Camp STEAM for three years and the STEM elective teacher. The team will meet monthly and meetings, including minutes will be documented, ideally after the STEAM elective teachers have had their data meetings to discuss on-going progress monitoring in the classroom. The Project Management Team will review PLC minutes from the STEAM elective teachers. These minutes will serve as a platform for discussion, including next steps recommended to STEAM teachers. Because the FTLP Intern will be present for both the Project Management Team meetings and the PLCs for the STEAM elective teachers, the transmission of information will be consistent. The Project Management Team will recommend next steps through their documented minutes. The FTLP will deliver the suggested next steps in the STEAM elective PLCs. The Project Management Team will conduct classroom visits to STEAM classrooms with an invitation and depending on the schedules of the Project Management Team teachers. Visits will be documented in the FTLP Intern’s walk through log. Because of the collaborative spirit of this endeavor, it is important to note, these classroom visits are in an effort to support the STEAM elective teachers and are not evaluative in nature.

**Person or Persons Responsible:**
FTLP Intern (Assistant Principal) Project Management Team Principal

**Target Dates or Schedule:**
September, 2014 to June, 2014

**Evidence of Completion**
STEAM PLC minutes Project Management Team minutes Classroom walkthroughs
Plan to Monitor Effectiveness of Strategy #3 for Overcoming Barrier #5 to Goal #1

**Action:**
Students will be able to verbalize the connection between their elective coursework and mathematical concepts when the Project Management Team and/or FTLP Intern conducts classroom visits October, 2013 through December, 2013. The FTLP will provide feedback to the elective teachers and walkthroughs will be documented on the Intern’s walk through log. An example of such a connection is geometric nets. In art, the students are tasked with drawing three-dimensional figures in a two-dimensional plane, such as a cube. In mathematics, these are known as nets. By providing the art teacher with a geometry textbook, she can utilize the same vocabulary that students use in their mathematics classroom. Therefore, when visiting the art classroom, students will use the mathematically appropriate language when communicating about their art. By incorporating mathematics into art, students will begin to see the relevancy of mathematics cross-curriculum. Lesson plans of STEAM teachers will include mathematics standards (NGSSS/CCSS) and will be data-driven based on on-going progress monitoring. Florida Achieves will be the data source to provide on-going progress monitoring to both the math teachers and STEAM teachers. The math teachers will assess their students once a standard has been taught and based on the results, will either reteach to the entire class or to a specific group of students. Ideally, the math teachers’ results will be shared prior to the re-teaching of the concepts with the STEAM teachers. The STEAM teachers can support the math teachers by infusing the math concepts into their lessons. Once the lesson has been re-taught, math teachers would re-assess on the standard. However, the alignment of the STEAM curriculum and the math curriculum may be disjointed at certain times. The goal of interdisciplinary curriculum will never be forced, it will be incorporated when a natural fit is possible, in order to maintain an authentic environment. Lesson plans will be written with the support of the FTLP Intern and Math Coach and can occur during the lesson planning PLC on a monthly basis. Based on the previous step, students will demonstrate an increase in their on-going formative assessment performance, in particular, Florida Achieves. In order to attribute the increase to the interdisciplinary instruction, lessons that are aligned between the mathematics standards and STEAM curriculum will be tracked by the Project Management Team. Of course, one could argue the increase in student performance is due to the action of the mathematics teacher and not the STEAM teacher. These types of conversations will be the basis for the Project Management Team and in the PLCs of the mathematics and STEAM teachers.

**Person or Persons Responsible:**
FTLP Intern (Assistant Principal) Project Management Team

**Target Dates or Schedule:**
September, 2013 to June, 2014

**Evidence of Completion:**
PLC minutes math/STEAM Project Management Team minutes
Goal #2: Student achievement will increase when students' social, emotional and behavioral competency and social skills are addressed.

Barrier #1: Lack of student compliance in the school setting.

Strategy #1 to Overcome the Barrier
Staff and administration have created and implemented a behavior plan using yellow and red cards that will be inserted into student planners for monitoring purposes.

Step #1 to Implement Strategy #1

**Action:**
All instructional staff met with Valsamis and Phillips during pre-school to outline plan.

**Person or Persons Responsible:**
Evangelos Valsamis, Assistant Principal Sarah Phillips, Teacher

**Target Dates or Schedule:**
August 15, 2013

**Evidence of Completion:**
Instructional staff sign-in sheet, follow up with staff email.

Step #2 to Implement Strategy #1 - Budget Item

**Action:**
Teachers will track behavior infractions in student planners using red and yellow cards following outlined plan. On-going communication with staff to address concerns and questions as necessary. Response will be timely and communicated via email.

**Person or Persons Responsible:**
Evangelos Valsamis, Assistant Principal Sarah Phillips, Teacher

**Target Dates or Schedule:**
August, 2013 through June, 2014

**Evidence of Completion:**
Tracking in public folder. Documentation in Portal. Staff updates via email.

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #2

**Action:**
APs will view their grade level every morning and determine which students need administrative or guidance interventions based on number of infractions from teachers as outlined in behavior plan.

**Person or Persons Responsible:**
Grade Level Assistant Principals

**Target Dates or Schedule:**
August, 2013 to June, 2014 on a daily basis

**Evidence of Completion:**
Classroom observations. Portal entries. Teacher/AP discussions in PLCs, email, informal verbal communication
**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #2**

**Action:**
At the conclusion of each 6 weeks, the MTSS/RtI coach will share disciplinary data based on the behavior card system. The data will be pulled and analyzed by the MTSS/RtI coach. The analysis will be shared with SBLT. Effectiveness will be evaluated by a reduction in disciplinary referrals, including suspensions, as the school-year progresses.

**Person or Persons Responsible:**
MTSS/RtI Coach SBLT

**Target Dates or Schedule:**
Every 6 weeks

**Evidence of Completion:**
SBLT minutes and action plan based on data.
Coordination and Integration
This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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

Title I, Part A
Title I, Part A funds are utilized, in conjunction with various other federal, state, and local funds, to support high quality instruction, parental engagement, and professional development for highest student achievement. Title I services are coordinated and integrated with other resources through collaboration of staff in various offices and departments, including: School and Community Support, Teaching and Learning, Assessment, Accountability, and Research, Professional Development, Strategic Communications, Strategic Partnerships, Human Resources, and Transportation. Title I staff monitor expenditures of Title I, Part A funds to ensure that they supplement rather than supplant other funds available to schools.

Title I, Part D
The district receives Title I, Part D funds which provide transition services for students entering or returning to their zoned schools from alternative education programs or juvenile detention facilities. Support for initial intake and ongoing transition support are provided by Title I, Part D funds and a portion of Title I, Part A funds reserved for services to neglected and delinquent youth. Credit recovery through mobile labs and the NovaNet program is a critical support provided for students. Title I, Part D funds are also targeted to support continuous education services for students through tutoring, instructional materials and resources, and technology.

Title II
Title II Part A funds professional development to increase the academic achievement of students by improving teacher and principal quality and increasing the number of infield and effective teachers in the classroom and highly effective principals and assistant principals in schools. Title II supports professional development for content areas, common core, leadership development, and early career teachers. Funds are also used for recruitment and retention activities and bonuses for high need schools.

Title III
Title III funds are utilized to provide a variety of educational resources and support services to improve the education of immigrant and English Language Learners. Bilingual translators provide assistance with parent workshops and dissemination of information in various languages for Title I schools. The district’s ESOL web page makes relevant information and resources available for families, including a schedule of parent workshops and other activities. Support is also provided for teachers who need to obtain their ESOL endorsement, giving them options for successfully completing this requirement.

Title X- Homeless
The district receives funds to provide resources for students identified as homeless under the McKinney-Vento Act, to eliminate barriers (such as lack of transportation or required immunizations) to a free and appropriate education. A portion of Title I, Part A funds is also reserved to provide services to homeless students (social workers, a resource teacher, tutoring, and technology).

Supplemental Academic Instruction (SAI)
SAI funds are coordinated with Title I, Part A funds to provide extended learning enrichment opportunities for students during the school year and during the summer. SAI funds are also used, in conjunction with Title I, Part A funds, to provide ongoing instructional support for teachers through professional development by highly skilled content area specialists and staff developers.

Nutrition Programs
Title I coordinates with district Food Services staff members to monitor poverty rates at schools and determine Title I eligibility. Title I and Food Services also collaborate to implement the Community Eligibility Option in schools with poverty rates of 40% or greater, so that all students receive free breakfast and lunch during the school year and during extended year/summer programs.
## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

### Professional development opportunities identified in the SIP as action steps to achieve the school's goals:

**Goal #1:** Student achievement will increase on standardized testing when teachers collaboratively plan and purposefully implement rigorous, engaging lessons on a daily basis that are aligned to standards.

**Barrier #2:** Teachers do not implement rigorous tasks due to a lack of teacher knowledge.

**Strategy #7:** All instructional staff will incorporate Complex Texts into their lessons and instruction.

### Action Step #1:

All instructional staff will incorporate Complex Texts into their lessons. Professional development will be offered on September 13, 2013 and facilitated by Reading Coach.

<table>
<thead>
<tr>
<th>Facilitator leader</th>
<th>Reading Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants</td>
<td>All instructional staff, all content areas Reading Coach</td>
</tr>
<tr>
<td>Target dates or schedule</td>
<td>September, 2013 to June, 2014 September 13, 2013</td>
</tr>
<tr>
<td>Evidence of Completion and Person Responsible for Monitoring</td>
<td>Lesson plans Classroom walkthroughs Pro-ed day sign in sheet</td>
</tr>
<tr>
<td>(Person Responsible)</td>
<td>All instructional staff, all content areas Reading Coach</td>
</tr>
</tbody>
</table>

### Action Step #2:

All instructional staff will incorporate literacy strategies and student engagement strategies into their lessons. Professional development will be offered on October 25, 2013 and facilitated by Reading Coach.

<table>
<thead>
<tr>
<th>Facilitator leader</th>
<th>Reading Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants</td>
<td>All instructional staff, all content areas Reading Coach</td>
</tr>
<tr>
<td>Target dates or schedule</td>
<td>October, 2013 to June, 2014 October 25, 2013</td>
</tr>
<tr>
<td>Evidence of Completion and Person Responsible for Monitoring</td>
<td>Lesson plans Classroom walkthroughs Pro-ed day sign in sheet</td>
</tr>
<tr>
<td>(Person Responsible)</td>
<td>All instructional staff, all content areas Reading Coach</td>
</tr>
</tbody>
</table>
## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal #1</td>
<td>Student achievement will increase on standardized testing when teachers collaboratively plan and purposefully implement rigorous, engaging lessons on a daily basis that are aligned to standards.</td>
<td>$313,000</td>
</tr>
<tr>
<td>Goal #2</td>
<td>Student achievement will increase when students’ social, emotional and behavioral competency and social skills are addressed.</td>
<td>$6,000</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>$319,000</strong></td>
</tr>
</tbody>
</table>

### Budget Summary by Resource Type and Funding Source

<table>
<thead>
<tr>
<th>Resource Type</th>
<th>Evidence-Based Program</th>
<th>Personnel</th>
<th>Other</th>
<th>Technology</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I</td>
<td>$6,000</td>
<td>$0</td>
<td>$180,000</td>
<td>$0</td>
<td>$186,000</td>
</tr>
<tr>
<td>Title I and Title II</td>
<td>$0</td>
<td>$90,000</td>
<td>$0</td>
<td>$0</td>
<td>$90,000</td>
</tr>
<tr>
<td>Title I and SIP</td>
<td>$0</td>
<td>$0</td>
<td>$10,000</td>
<td>$33,000</td>
<td>$43,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$6,000</strong></td>
<td><strong>$90,000</strong></td>
<td><strong>$190,000</strong></td>
<td><strong>$33,000</strong></td>
<td><strong>$319,000</strong></td>
</tr>
</tbody>
</table>

### Budget Detail

**Goal #1:** Student achievement will increase on standardized testing when teachers collaboratively plan and purposefully implement rigorous, engaging lessons on a daily basis that are aligned to standards.

**Barrier #1:** School has focused on too many goals in the past.

**Strategy #1:** The entire Largo Middle School staff will focus on the same two goals as stated in the School Improvement Plan.

**Action Step #2:** The reading coach, math coach and MTSS/RtI will be full time and will tasked with a focus on facilitating teacher collaboration and assisting teachers with the incorporation of rigorous tasks in instruction.

**Resource Type** | Personnel
---|---
**Resource** | The math coach will be paid half-time from school’s Title I dollars and the MTSS coach will be full time using the same resource.

**Funding Source** | Title I and Title II
**Amount Needed** | $90,000

**Action Step #3:** The master schedule will prioritize common planning by subject areas: Reading/Language Arts, Mathematics, Social Studies, Science, PE/Health, Humanities (STEAM, World Languages, CTE). As a result, the staff agreed by vote to meet once per week for 50 minutes during their common planning. Teachers will have a department meeting, two data meetings and one lesson planning meeting.

**Resource Type** | Other
---|---
**Resource** | Title I has allowed the school to adopt a 6 out of 8 block schedule.

**Funding Source** | Title I
**Amount Needed** | $180,000
**Barrier #2:** Teachers do not implement rigorous tasks due to a lack of teacher knowledge.

**Strategy #4:** Science teachers will utilize a formative assessment system, Florida Achieves, to ensure the appropriate level of rigor is incorporated into lessons and instruction.

**Action Step #1:** The science department will develop a formative assessment calendar aligned to the sequencing of content benchmarks. Computer labs will be reserved.

<table>
<thead>
<tr>
<th>Resource Type</th>
<th>Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource</td>
<td>Florida Achieves, the on-going progress monitoring system, requires the use of computers.</td>
</tr>
<tr>
<td>Funding Source</td>
<td>Title I and SIP</td>
</tr>
<tr>
<td>Amount Needed</td>
<td>$11,000</td>
</tr>
</tbody>
</table>

**Strategy #5:** Mathematics teachers will utilize a formative assessment system, Florida Achieves, to ensure the appropriate level of rigor is incorporated into lessons and instruction.

**Action Step #1:** The math department will develop a formative assessment calendar aligned to the sequencing of their benchmarks. Computer labs will be reserved.

<table>
<thead>
<tr>
<th>Resource Type</th>
<th>Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource</td>
<td>Florida Achieves, the on-going progress monitoring system, will require the use of computers.</td>
</tr>
<tr>
<td>Funding Source</td>
<td>Title I and SIP</td>
</tr>
<tr>
<td>Amount Needed</td>
<td>$11,000</td>
</tr>
</tbody>
</table>

**Strategy #6:** Reading teachers will utilize a formative assessment system, Florida Achieves, to ensure the appropriate level of rigor is incorporated into lessons and instruction.

**Action Step #1:** The language arts and reading department will develop a formative assessment calendar aligned to the sequencing of content benchmarks. Computer labs will be reserved.

<table>
<thead>
<tr>
<th>Resource Type</th>
<th>Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource</td>
<td>Florida Achieves, the on-going progress monitoring system, requires the use of computers.</td>
</tr>
<tr>
<td>Funding Source</td>
<td>Title I and SIP</td>
</tr>
<tr>
<td>Amount Needed</td>
<td>$11,000</td>
</tr>
</tbody>
</table>

**Barrier #5:** Teachers lack the time to collaborate and lesson plan together.

**Strategy #1:** The master schedule will revolve around all content areas having common planning every other day. The areas include mathematics, reading/language arts, science, social studies, electives and ESE.

**Action Step #2:** Content departments will have common planning.

<table>
<thead>
<tr>
<th>Resource Type</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource</td>
<td>in conjunction with Budget Item 3</td>
</tr>
<tr>
<td>Funding Source</td>
<td>Title I</td>
</tr>
<tr>
<td>Amount Needed</td>
<td>$0</td>
</tr>
</tbody>
</table>
### Strategy #2: By staff vote, teachers will meet once per week with a specific focus. One meeting will be a department meeting, two out of four meetings will be data-driven meetings and one meeting will be lesson planning.

**Action Step #2:** Department chairs will remind teachers of weekly meetings. Week one will be a department meeting. Weeks two and four will be data-driven meetings and week three will revolve around lesson planning among departments as a reaction to on-going progress monitoring.

<table>
<thead>
<tr>
<th>Resource Type</th>
<th>Evidence-Based Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource</td>
<td>in conjunction with Budget Item 3</td>
</tr>
<tr>
<td>Funding Source</td>
<td>Title I and SIP</td>
</tr>
<tr>
<td>Amount Needed</td>
<td>$0</td>
</tr>
</tbody>
</table>

### Strategy #3: Largo Middle School will implement a STEAM attractor during the 2013-14 school year, which emphasizes an interdisciplinary concentration in the area of mathematics and the STEAM electives.

**Action Step #2:** STEAM elective teachers will incorporate inter-disciplinary concepts, specifically mathematics, into their lesson planning.

<table>
<thead>
<tr>
<th>Resource Type</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource</td>
<td>Supplies and materials for classroom, conferences, printing costs</td>
</tr>
<tr>
<td>Funding Source</td>
<td>Title I and SIP</td>
</tr>
<tr>
<td>Amount Needed</td>
<td>$10,000</td>
</tr>
</tbody>
</table>

### Goal #2: Student achievement will increase when students’ social, emotional and behavioral competency and social skills are addressed.

### Barrier #1: Lack of student compliance in the school setting.

### Strategy #1: Staff and administration have created and implemented a behavior plan using yellow and red cards that will be inserted into student planners for monitoring purposes.

**Action Step #2:** Teachers will track behavior infractions in student planners using red and yellow cards following outlined plan. On-going communication with staff to address concerns and questions as necessary. Response will be timely and communicated via email.

<table>
<thead>
<tr>
<th>Resource Type</th>
<th>Evidence-Based Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource</td>
<td>Student planners and behavior cards.</td>
</tr>
<tr>
<td>Funding Source</td>
<td>Title I</td>
</tr>
<tr>
<td>Amount Needed</td>
<td>$6,000</td>
</tr>
</tbody>
</table>