FLORIDA DEPARTMENT OF EDUCATION
2013-2014 SCHOOL IMPROVEMENT PLAN

School: 0141 - Largo Middle School
District: 52 - Pinellas
Principal: Stephanie Joyner
SAC Chair: Eileen Kelly-Pettit
Superintendent: Dr. Michael A Grego
School Board Approval Date: 09/24/2013
Last Modified on: 10/31/2013

Address:	**Physical**	**Mailing**
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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%			
School Grade History:	**2012-13**	**2011-12**	**2010-11**	**2009-10**
	D	D	C	B

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)

Name	Title
Stephanie Joyner	Principal
Suzanne Hedberg	Assistant Principal
Evangelos Valsamis	Assistant Principal
Joann Rainey	Assistant Principal
Sherri Amato	MTSS Coach
Elizabeth Ryczek	Counselor
Lashawn Moore	Counselor
Michael Mayer	Counselor
Janet Oliver	School Social Worker
Cheryl Jamerson	School Psychologist
Pamela Cressman	VE Specialist

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 Data

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

Suzanne Hedberg		
Asst Principal	Years as Administrator: 0	Years at Current School: 0
Credentials	BS Mathematics, Secondary Education MEd, Educational Leadership 6-12 Mathematics (Florida Department of Education) K-12 Educational Leadership (Florida Department of Education)	
Performance Record	2007-2013 PInellas County Schools District Data	
Joann Rainey		
Asst Principal	Years as Administrator: 20	Years at Current School: 3
Credentials	MA Administration/Supervision K-12 Educational Leadership (Florida Department of Education) K-6 Elementary Education (Florida Department of Education)	
Performance Record	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

 # Instructional Coaches 2

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

Instructional Coach Information:

Victoria McCollum		
Full-time / District-based	Years as Coach: 1	Years at Current School: 1
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 leat 50% gains every year. Appraised as a Highly Effective teacher for the last 10 years of teaching and last year as a coach.	
Nicole Walsh		
Full-time / School-based	Years as Coach: 0	Years at Current School: 0
Areas	Mathematics	
Credentials	BS Business Management MA Gerontology Middle Grades Mathematics (5-9) ESE Endorsement	
Performance Record		

Sherri Amato		
Part-time / School-based	Years as Coach:	Years at Current School:
Areas	Data, RtI/MTSS	
Credentials		
Performance Record		

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.

Teacher Mentoring Program/Plan
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).

Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities
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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
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).

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
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.

What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?
Administrators: Monitor processes established through classroom walkthroughs. Data collected through walkthroughs will be shared with the SBLT team.
Guidance Counselors: Based on data collection, counselors will meet with individual students identified in Tier 2 and 3 in order to assess their needs.
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.
VE Specialist: Ensure the school is in compliance with the student IEPs.
School Psychologist/Social Worker: Examine students in Tier 1 and 2 to determine services that would support those individual students.
Academic Coaches: Provide instructional support based on student data in all 3 Tiers.

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 sytem 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

Name	Title
Victoria McCullom	Literacy Coach

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.

College and Career Readiness
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).

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

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

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

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	196	26%	40%
Students scoring at or above Achievement Level 4	104	14%	15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		35%
Students scoring at or above Level 7	16	55%	60%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	543	53%	58%
Students in lowest 25% making learning gains (FCAT 2.0)	564	55%	60%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
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)	27	53%	58%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		22%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	14	28%	33%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	138	49%	62%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		3%

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

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

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	166	21%	26%
Students scoring at or above Achievement Level 4	104	14%	19%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	19	66%	71%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		22%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains			
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)			

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	57	6%	12%
Middle school performance on high school EOC and industry certifications	56	99%	100%

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

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

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	27	54%	0%
Students scoring at or above Achievement Level 4	22	44%	100%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		0%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		100%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	62	22%	30%
Students scoring at or above Achievement Level 4	40	14%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		80%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		10%

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		6
Participation in STEM-related experiences provided for students	130	13%	20%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	339	33%	15%
Students who fail a mathematics course	27	3%	0%
Students who fail an English Language Arts course	14	1%	0%
Students who fail two or more courses in any subject	17	2%	0%
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	373	36%	18%

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 acheievement 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 acheievement 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

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.**
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 Adminstrators

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

Evidence of Completion:
SBLT minutes PLC minutes Classroom walkthroughs

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

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

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.

Person or Persons Responsible:
Grade Level Asssistant Principals

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

Evidence of Completion:
Assistant principals will document intervention, such as a disciplinary referrals or parent contact in Portal.

Action Plan for Improvement

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 to Overcome the Barrier	The entire Largo Middle School staff will focus on the same two goals as stated in the School Improvement Plan.

Step #1 to Implement Strategy #1

Action:
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.

Person or Persons Responsible:
Largo Middle School Staff

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

Evidence of Completion:
Classroom walkthroughs Minutes from PLCs, SBLT Professional Development

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 rigourous 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) Adminstrators 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.

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 #1 to Overcome the Barrier	Science teachers will implement the 5E Model (Gradual Release Model) including a focused and targeted, daily learning goal.

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 thoughs

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).

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 #2 to Overcome the Barrier	Mathematics teachers will implement the Gradual Release Model including a focused and targeted, daily learning goal.

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.

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 #3 to Overcome the Barrier	Reading/Language Arts teachers will implement the Gradual Release Model including a focused and targeted, daily learning goal.

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 incoporated 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 anaylzed. 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 incoporated 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 assessement calendar to assistant principal/mathematics. Lesson plans.

Step #2 to Implement Strategy #5

Action:
Using Florida Achieves, data will be compiled and anaylzed. 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 Prinicpal/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.

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 #2 to Overcome the Barrier	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.

Step #1 to Implement Strategy #2

Action:
A calendar will be created and shared with staff to communicate required weekly meetings by department.

Person or Persons Responsible:
Assistant Principal/Curriculum

Target Dates or Schedule:
September, 2013 to June, 2014 on a monthly basis

Evidence of Completion:
A monthly calendar will be placed in all staff mailboxes in a timely manner

Step #2 to Implement Strategy #2 - Budget Item

Action:
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.

Person or Persons Responsible:
Assistant Principals Department Chairs Principal Coaches

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

Evidence of Completion:
PLC minutes

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

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

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

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

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

Action:
Largo Middle School will establish a STEAM attractor in the 2013-14, in effort to attract families in the community.

Person or Persons Responsible:
Administrative team District personnel

Target Dates or Schedule:
Spring, 2013

Evidence of Completion:
The master schedule in Portal

Step #2 to Implement Strategy #3 - Budget Item

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

Person or Persons Responsible:
FTLP Intern (Assistant Principal) STEAM teachers Math teachers

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

Evidence of Completion:
PLC minutes Project Management Team minutes Classroom walkthroughs

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.

Facilitator leader
Reading Coach

Participants
All instructional staff, all content areas Reading Coach

Target dates or schedule
September, 2013 to June, 2014 September 13, 2013

Evidence of Completion and Person Responsible for Monitoring
Lesson plans
Classroom walkthroughs
Pro-ed day sign in sheet

(Person Responsible: All instructional staff, all content areas
Reading Coach)

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.

Facilitator leader
Reading Coach

Participants
All instructional staff, all content areas Reading Coach

Target dates or schedule
October, 2013 to June, 2014 October 25, 2013

Evidence of Completion and Person Responsible for Monitoring
Lesson plans
Classroom walkthroughs
Pro-ed day sign in sheet
(Person Responsible: All instructional staff, all content areas
Reading Coach)

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
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.	$313,000
Goal #2	Student achievement will increase when students' social, emotional and behavioral competency and social skills are addressed.	$6,000
	Total	$319,000

Budget Summary by Resource Type and Funding Source

Resource Type	Evidence-Based Program	Personnel	Other	Technology	Total
Title I	$6,000	$0	$180,000	$0	$186,000
Title I and Title II	$0	$90,000	$0	$0	$90,000
Title I and SIP	$0	$0	$10,000	$33,000	$43,000
Total	$6,000	$90,000	$190,000	$33,000	$319,000

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 rigourous 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 incoporated 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.

Resource Type	Technology
Resource	Florida Achieves, the on-going progress monitoring system, requires the use of computers.
Funding Source	Title I and SIP
Amount Needed	$11,000

Strategy #5: Mathematics teachers will utilize a formative assessment system, Florida Achieves, to ensure the appropriate level of rigor is incoporated 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.

Resource Type	Technology
Resource	Florida Achieves, the on-going progress monitoring system, will require the use of computers.
Funding Source	Title I and SIP
Amount Needed	$11,000

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

Resource Type	Technology
Resource	Florida Achieves, the on-going progress monitoring system, requires the use of computers.
Funding Source	Title I and SIP
Amount Needed	$11,000

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.

Resource Type	Other
Resource	in conjunction with Budget Item 3
Funding Source	Title I
Amount Needed	$0

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.

Resource Type	Evidence-Based Program
Resource	in conjunction with Budget Item 3
Funding Source	Title I and SIP
Amount Needed	$0

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.

Resource Type	Other
Resource	Supplies and materials for classroom, conferences, printing costs
Funding Source	Title I and SIP
Amount Needed	$10,000

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.

Resource Type	Evidence-Based Program
Resource	Student planners and behavior cards.
Funding Source	Title I
Amount Needed	$6,000