



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

Pam Stewart, Commissioner

## 2014-2015 SCHOOL IMPROVEMENT PLAN [ DRAFT ]

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Largo Middle School

155 8TH AVE SE

Largo, FL 33771

727-588-4600

<http://www.largo-ms.pinellas.k12.fl.us>

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## **SIP Authority and Template**

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Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user have been excluded from this document.

## Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

Educate and prepare all students to be successful in high school and life activities.

##### **Provide the school's vision statement**

100% student success.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

The School-Based Leadership Team (SBLT) compiles the names of students in the school who not only are in the classes- but also might meet criteria in the Early Warning System (EWS), in the areas of attendance, age, behavior.

The teachers review the list of their students and choose five students who have been identified with the criteria of the early warning system. Teachers should create a system within their class of small meetings, study hall, or just checking in the student when they attend their class. They will document the students and the steps in which they took to build relationships with their students. The teachers then report back to the administration during PLC's to monitor progress of the students. The teachers work to build a caring teaching environment in their classroom for all students to learn and in which to be actively engaged.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

The school leaders (teachers, staff and administration) have created an environment where students feel safe and respected by having goals and expectations clearly posted in the common areas of the school. Administration and Teachers are present and visible on campus, before, during school (in the halls during class changes) and after school.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

Our school wide behavior card is a system which all students will be involved. This four step warning system allows students to act appropriately and have the ability to meet the school wide expectations. School wide expectations are placed in common areas throughout the school and classroom expectations are posted in teacher's classroom.

Teachers were given training for the card system pre-school and will be given continuous support throughout the school year.

##### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

#### Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

\*Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

\*One or more suspensions, whether in school or out of school

\*Course failure in English/Language Arts or Mathematics

\*Behavior Data ( in and out of school suspensions)

**Provide the following data related to the school's early warning system**

***The number of students by grade level that exhibit each early warning indicator:***

Indicator	Grade	Students
Attendance below 90 percent	6	48
Attendance below 90 percent	7	50
Attendance below 90 percent	8	82
	<b>Total</b>	<b>180</b>
One or more suspensions	6	69
One or more suspensions	7	50
One or more suspensions	8	92
	<b>Total</b>	<b>211</b>
Course failure in ELA or Math	6	12
Course failure in ELA or Math	7	5
Course failure in ELA or Math	8	28
	<b>Total</b>	<b>45</b>
Level 1 on statewide assessment	6	28
Level 1 on statewide assessment	7	21
Level 1 on statewide assessment	8	37
	<b>Total</b>	<b>86</b>

***The number of students identified by the system as exhibiting two or more early warning indicators:***

Indicator	Grade	Students
Students exhibiting two or more indicators	6	42
Students exhibiting two or more indicators	7	46
Students exhibiting two or more indicators	8	74
	<b>Total</b>	<b>162</b>

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators)**

Reading (Achieve 3000,Read 180)

Math (Think Through Math)

ELP (Extended Learning Program)  
Summer Bridge  
Progress Reports  
Phone Call Home from Teacher  
Guidance Referral  
Parent/ Teacher/Student Conferences  
Academic Coaches  
PSW (problem solving worksheet)- Psychologist  
Individualized Instruction-  
Think Through Math/ Re-reading Protocol

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

Yes

#### **PIP Link**

No PIP plan available

This application does not have a PIP plan uploaded for this school or this district. Please forward or have your district forward the plan document via an Intercom support request and we will upload it.

#### **Description**

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 )

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

For incoming sixth graders, we conduct an end of the year articulation day and a pre-school orientation for students and parents to familiarize them with the middle school experience. To prepare our eighth graders for high school, all of them receive training in our district's high school career theme options, so that they can make informed decisions that possibly could impact their future careers. Also, we plan to showcase our school by sponsoring a Family Night so that parents and students are made aware of the numerous program choices, clubs and activities that is offered at our school to better prepare them for the next level.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### **Membership**

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title	Email
Joyner, Stephanie	Principal	joyners@pcsb.org
Hedberg, Suzanne	Assistant Principal	hedbergs@pcsb.org
Rainey, Joann	Assistant Principal	raineyjoa@pcsb.org
Valsamis, Angelos	Assistant Principal	valsamise@pcsb.org

## Duties

### ***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

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 (TSA): Ensure the school is in compliance with the student IEPs.

School Psychologist/Social Worker: Examine students in Tier 2/3 to determine services that would support those individual students.

Academic Coaches: Provide instructional support based on student data in all 3 Tiers.

### ***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The School-Based Leadership Team (SBLT) 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.

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.

**School Advisory Council (SAC)**

**Membership**

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Laurie Newton	Parent

**Duties**

***Provide a description of the SAC’s involvement with the following activities, as required by section 1001.452(2), F.S***

*Evaluation of last year’s school improvement plan*

The School Improvement Plan was approved by the School Advisory Council on Tuesday, September 10, 2013. The plan was presented and opportunities for parents to ask questions were provided.

*Development of this school improvement plan*



On September 9, 2014, from 5:00pm to 6:00pm, 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.

*Preparation of the school's annual budget and plan*

On September 9, 2014, from 5:00pm to 6:00pm, 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.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

Projected funding for the school year is \$4,000. The funds may be used to reward students through , supplement the Fast Track curriculum, provide materials and technology to enhance learning goals (ie., SMART boards) and provide support for STEAM attractor.

***Verify that the school is in compliance with section 1001.452, F.S., regarding the establishment requirements and duties of the SAC***

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

Meets the requirements of Rule 6A-6.053(3), F.A.C.

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title	Email
McCollum, Victoria		mccollumv@pcsb.org

**Duties**

***Describe how the LLT promotes literacy within the school***

Largo Middle has school-wide literacy goals for instructional practices across the content areas. This year, these goals are driven by the Florida Standards. Close reading of high-quality texts that are the center of lessons, 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 and collaborating with each other in PLCs and after school for continuous student achievement. 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 FAIR-FS (Florida Assessment for Instruction in Reading—Florida Standards) and Write Score will provide teachers, coaches and administrators with data to drive literacy instruction aligned with the Florida Standards.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).



### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Teachers will participate in Interdisciplinary planning, collaboration, and instruction. Interdisciplinary planning is an expectation of Fast Track teachers and STEAM teachers. All teachers will meet weekly for 50 minutes during their common planning time. These structured PLCs will be facilitated and monitored by the department administrator. Instruction will be in alignment with curriculum and instructional materials to the state academic standards. Teachers with common content areas, grade levels and subjects are expected to maintain lesson plans that reflect common learning goals, assessments and monitoring of data will be a focus during these sessions. There will also be a focus on inquiry-driven research and analytical approaches for students; strategies and tools based on student needs; competency-based instruction; integrated digital instruction; and project-based instruction.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

For the 2013-14 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. Content department chairs, the principal's secretary, 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 be 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.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Sherri Amato, MTSS coach, 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 7th. Each new teacher, whether new to teaching or LMS, will be assigned one mentor based on content and one mentor based on proximity or grade level.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

#### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Content areas use the instructional programs and materials that are adopted and supported by the District.

We create ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss curriculum in weekly PLC's that align to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

## Instructional Strategies

**Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments**

We are using the intensive math program Think Through Math which provides ongoing data and differentiates for every student. Individual and small group instruction by teacher based on student data.

Teachers will be meeting weekly to evaluate formative assessments to differentiate instruction on a daily and weekly basis. daily/weekly basis.

**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy type:** Extended School Day

**Minutes added to school year:**

### **Strategy Purpose(s)**

- Core Academic Instruction

### **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.

### **Strategy Rationale**

**Person(s) responsible for monitoring implementation of the strategy**

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

## Student Transition and Readiness

### PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

***Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another***

In transition from 5th grade to 6th grade, Largo Middle School utilizes a number of methods through which to welcome its incoming students. The first is through a visit to the feeder elementary schools by an administrator, an elective teacher and the 6th grade school counselor. During this visit a power point is shown along with a question and answer session. Welcome packages are also provided during the visit, which include flyers regarding upcoming events, pencils, 6th grade course request forms and pertinent information regarding 6th grade educational standards. In addition to visiting the elementary schools, those students zoned to come to Largo Middle School are later invited to attend a 6th Grade Welcome at the end of their 5th grade year, in order to meet teachers and get a feel for the campus. Further, these students are encouraged to attend one or more of our summer programs, including Summer Bridge and Camp Steam. In the fall, the incoming 5th grade class (rising 6th graders) are again invited to our campus to attend a 6th Grade Orientation. At this event, students and their families do a walk through of their schedule prior to the start of the school year, thereby meeting their teachers and enabling the School Counselor to field any major concerns related to class schedules.

Eighth grade students are given information with all high school, magnets, and vocational opportunities available in December or early January. All 8th graders are spoken to as a class about the process for signing up for high school. 8th graders are encouraged to call and visit schools if they have an interest in that school or program. They can do a shadow of a school if they call and set it up with that school. When students express an interest in gaining more info on a school; the 8th grade counselor searches for that info and provides it to the student. Parents often call in with questions about the process, or for another book. These are provided by the 8th grade counselor. There are specific requirements needed in order to leave the 8th grade. The counselor and administration double check all students to be sure the requirements are met. There are specific requirements for entering into certain programs. When a student informs the counselor/administration that they are interested or have been accepted into these programs, the middle schools helps to verify that the requirements are being obtained or find options such as summer school to help meet the requirements. Once a student is accepted, the counselor provides assistance in class selection. Part of the selection process may include schools coming to us; part of the selection may be the kids choosing and the counselor organizing and helping with the selection process. All students complete a 4 year plan for their high schools during their 8th grade year. Students can search college and trade school options to continue planning for their future.

### **College and Career Readiness**

***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

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.

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

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.

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

N/A

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), F.S***

## School Improvement Goals

### Goals Summary

- G1.** 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.
  
- G2.** Student achievement will increase when students' social, emotional and behavioral competency and social skills are addressed.

### Goals Detail

**G1.** 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**

Indicator	Annual Target
Reading % making learning gains	100.0
Students making math learning gains	100.0

**Resources Available to Support the Goal**

- District support/full time reading coach, math coach and science coach.
- Title I dollars
- School Improvement monies.

**Targeted Barriers to Achieving the Goal**

- School has focused on too many goals without direction and accountability.
- Teachers do not implement rigorous tasks due to a lack of understanding how to unpack the subject area and benchmarks and apply/develop lesson plans for rigorous engagement.
- Collaboration and lesson planning lack consistency.

<i><b>Plan to Monitor Progress Toward the Goal</b></i>	
SBLT team will meet to analyze student data as measured by standardized tests and grades.	
<b>Person Responsible</b>	Stephanie Joyner
<b>Schedule</b>	Weekly, from 08/08/2014 to 06/05/2015
<b>Evidence of Completion</b>	Student achievement data (FAIR-CC, District Assessment, FCAT, State assessments) SBLT minutes Data by subgroups(Black vs white as required by Bradley MOU)

**G2.** Student achievement will increase when students' social, emotional and behavioral competency and social skills are addressed.

**Targets Supported**

Indicator	Annual Target
Students in sixth grade exhibiting two or more EWS indicators	
Students in seventh grade exhibiting two or more EWS indicators	
Students in eighth grade exhibiting two or more EWS indicators	

**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 to the student code of conduct and school rules within the school setting.

Plan to Monitor Progress Toward the Goal	
Effectiveness will be evaluated by a reduction in disciplinary referrals, including suspensions, as the school-year progresses.	
<b>Person Responsible</b>	
<b>Schedule</b>	
<b>Evidence of Completion</b>	Assistant principals will document intervention, such as a disciplinary referrals or parent contact in Portal.

## Action Plan for Improvement of SIG-Targeted Schools

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** 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.

**G1.B1** School has focused on too many goals without direction and accountability.

**G1.B1.S1** The entire Largo Middle School staff will focus the alignment of data and support to help drive rigor and engagement in the classroom.

### Strategy Rationale

To raise the level of rigor in the classroom.

<b>Action Step 1</b>	
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.	
<b>Person Responsible</b>	Stephanie Joyner
<b>Schedule</b>	On 08/08/2014
<b>Evidence of Completion</b>	Classroom walkthroughs Minutes from PLCs, SBLT Professional Development

<b>Action Step 2</b>	
The reading coach, math coach, science 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.	
<b>Person Responsible</b>	
<b>Schedule</b>	Weekly, from 08/08/2014 to 06/05/2015
<b>Evidence of Completion</b>	Coaching logs



<b>Action Step 3</b>	
<p>The master schedule will prioritize common planning by subject areas: Reading/Language Arts, Mathematics, Social Studies, Science, PE/Health, Humanities (STEAM, World Languages, CTE). The staff will meet once per week for 50 minutes during their common planning to collaborate and establish common lesson plans tied to standards and learning goals utilizing curriculum guides developed by each department. They will develop common assessments and collaborate utilizing student data to ensure student achievement.</p>	
<b>Person Responsible</b>	Stephanie Joyner
<b>Schedule</b>	Monthly, from 08/08/2014 to 06/05/2015
<b>Evidence of Completion</b>	Master schedule Department/PLC minutes Classroom walk throughs

<b>Plan to Monitor Fidelity of Implementation of G1.B1.S1</b>	
<p>Each administrator will be assigned content departments:                      Rainey (ESE, Social Studies, PE)                      Valsamis (Science, Language Arts, Reading)                      Hedberg (Electives, Mathematics)</p> <p>Adminstrators and coaches will monitor lesson plans, conduct walk throughs and facilitate PLCs.</p>	
<b>Person Responsible</b>	
<b>Schedule</b>	
<b>Evidence of Completion</b>	Walk through feedback/documentation PLC minutes

<b>Plan to Monitor Effectiveness of Implementation of G1.B1.S1</b>	
<p>Data will be shared with staff, administrators and SBLT.</p>	
<b>Person Responsible</b>	
<b>Schedule</b>	
<b>Evidence of Completion</b>	Data analysis will indicate an increase in student achievement through formative and summative assessments.

**G1.B2** Teachers do not implement rigorous tasks due to a lack of understanding how to unpack the subject area and benchmarks and apply/develop lesson plans for rigorous engagement.

**G1.B2.S1** Science teachers will implement the 5E Model (Gradual Release Model) including a focused and targeted, daily learning goal.

### Strategy Rationale

<b>Action Step 1</b>	
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).	
<b>Person Responsible</b>	
<b>Schedule</b>	Weekly, from 08/08/2014 to 06/05/2015
<b>Evidence of Completion</b>	Lesson plans PLC minutes Classroom walk thoughts

<b>Action Step 2</b>	
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 be measurable, current, posted and visible and understood by students.	
<b>Person Responsible</b>	Angelos Valsamis
<b>Schedule</b>	
<b>Evidence of Completion</b>	Lesson plans Classroom walk throughs Students will be able to communicate the daily learning goal in their own words PLC Minutes

<b>Action Step 3</b>	
The science department will develop a formative assessment calendar aligned to the sequencing of content benchmarks.	
<b>Person Responsible</b>	
<b>Schedule</b>	Quarterly, from 08/08/2014 to 06/05/2015
<b>Evidence of Completion</b>	Calendar of assessments Student achievement data

<b>Plan to Monitor Fidelity of Implementation of G1.B2.S1</b>	
Use a classroom walk through tool to monitor implementation and the use of the 5E strategies.	
<b>Person Responsible</b>	
<b>Schedule</b>	
<b>Evidence of Completion</b>	Data from walk throughs

<b>Plan to Monitor Effectiveness of Implementation of G1.B2.S1</b>	
Monitor the rigor of the lessons developed and implemented.	
<b>Person Responsible</b>	
<b>Schedule</b>	
<b>Evidence of Completion</b>	Student work Nine weeks grade Walk through data

**G1.B2.S2** Mathematics teachers will implement an instructional delivery model from research-based strategies including explicit instruction, guided practice, independent practice, with a focused and targeted, daily learning goal.

### Strategy Rationale

To increase the level of rigor in the classroom. To increase conceptual understanding.

<b>Action Step 1</b>	
The math department will meet on a weekly basis during common planning to collaborate and develop rigorous lessons.	
<b>Person Responsible</b>	Suzanne Hedberg
<b>Schedule</b>	Weekly, from 08/08/2014 to 06/05/2015
<b>Evidence of Completion</b>	PLC minutes

<b>Action Step 2</b>	
Teachers will implement the Gradual Release Model in all mathematics classrooms using rigorous lessons that are aligned to the NGSSS Mathematics Standards/CCSS Mathematics. Daily learning goals will current, measurable, posted, visible and understood by	
<b>Person Responsible</b>	Suzanne Hedberg
<b>Schedule</b>	Daily, from 08/08/2014 to 06/05/2015
<b>Evidence of Completion</b>	Student Work Student Grades Walk throughs

<b>Plan to Monitor Fidelity of Implementation of G1.B2.S2</b>	
Use a classroom walk through tool to monitor implementation of the use of the Gradual Release Model strategies.	
<b>Person Responsible</b>	
<b>Schedule</b>	
<b>Evidence of Completion</b>	Data from walk throughs

<b>Plan to Monitor Effectiveness of Implementation of G1.B2.S2</b>	
By monitoring the rigor developed in the lesson plans.	
<b>Person Responsible</b>	
<b>Schedule</b>	
<b>Evidence of Completion</b>	Student work Nine weeks grades

**G1.B2.S3** Reading/Language Arts teachers will implement the Gradual Release Model including a focused and targeted, daily learning goal.

### Strategy Rationale

<b>Action Step 1</b>	
The reading/language arts departments will meet on a weekly basis during common planning to collaborate to develop rigorous lesson plans. The departments will utilize the Gradual Release Model to lesson plan and instruct.	
<b>Person Responsible</b>	Angelos Valsamis
<b>Schedule</b>	Weekly, from 08/08/2014 to 06/05/2015
<b>Evidence of Completion</b>	Lesson Plans PLC minutes Classroom walk throughs

<b>Action Step 2</b>	
Teachers will implement the Gradual Release Model in all reading/ language arts classrooms using lessons that are aligned to the Florida Standards for Reading and Language Arts. Daily learning goals will be measurable, current, posted and visible, understood by the students.	
<b>Person Responsible</b>	Angelos Valsamis
<b>Schedule</b>	Daily, from 08/08/2014 to 06/05/2015
<b>Evidence of Completion</b>	PLC minutes Lesson plans Classroom walk throughs

<b>Action Step 3</b>	
The social studies departments will meet on a weekly basis during common planning to collaborate to develop rigorous lesson plans. The departments will utilize the Gradual Release Model to lesson plan and instruct.	
<b>Person Responsible</b>	Joann Rainey
<b>Schedule</b>	Weekly, from 08/08/2014 to 06/05/2015
<b>Evidence of Completion</b>	Lesson Plans PLC minutes Classroom walk throughs

<b>Action Step 4</b>	
Teachers will implement the Gradual Release Model in all social studies classrooms using lessons that are aligned to the Social Studies NGSS. Daily learning goals will be measurable, current, posted and visible, understood by the students.	
<b>Person Responsible</b>	Joann Rainey
<b>Schedule</b>	Daily, from 08/08/2014 to 06/05/2015
<b>Evidence of Completion</b>	PLC minutes Lesson plans Classroom walk throughs

<b>Plan to Monitor Fidelity of Implementation of G1.B2.S3</b>	
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.	
<b>Person Responsible</b>	
<b>Schedule</b>	
<b>Evidence of Completion</b>	Lesson Plans Classroom walk throughs Learning goal will be posted and visible to students. Students will be able to communicate the daily learning goal.

<b>Plan to Monitor Effectiveness of Implementation of G1.B2.S3</b>	
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.	
<b>Person Responsible</b>	
<b>Schedule</b>	
<b>Evidence of Completion</b>	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).

**G1.B5** Collaboration and lesson planning lack consistency.

**G1.B5.S1** The master schedule will prioritize common planning by subject areas: Reading/Language Arts, Mathematics, Social Studies, Science, PE/Health, Humanities (STEAM, World Languages, CTE). The staff will meet once per week for 50 minutes during their common planning to collaborate and establish common lesson plans tied to standards and learning goals utilizing curriculum guides developed by each department. They will develop common assessments and collaborate utilizing student data to ensure student achievement.

**Strategy Rationale**

To Increase rigor in the classroom. To utilize data to increase student achievement.

<b>Action Step 1</b>	
A calendar will be created and shared with staff to communicate required weekly meetings by department.	
<b>Person Responsible</b>	Stephanie Joyner
<b>Schedule</b>	On 08/08/2014
<b>Evidence of Completion</b>	A monthly calendar will be placed in all staff mailboxes in a timely manner

<b>Action Step 2</b>	
Department chairs will remind teachers of weekly meetings. All weeks will revolve around lesson planning, common assessment development, strategy sharing and learning goals among departments as a reaction to on-going progress monitoring.	
<b>Person Responsible</b>	Stephanie Joyner
<b>Schedule</b>	Weekly, from 08/08/2014 to 06/05/2015
<b>Evidence of Completion</b>	PLC minutes common assessments

<b>Plan to Monitor Fidelity of Implementation of G1.B5.S1</b>	
<b>Person Responsible</b>	
<b>Schedule</b>	
<b>Evidence of Completion</b>	

<b>Plan to Monitor Effectiveness of Implementation of G1.B5.S1</b>	
<b>Person Responsible</b>	
<b>Schedule</b>	
<b>Evidence of Completion</b>	

**G1.B5.S2** Largo Middle School will implement a STEAM attractor during the 2014-15 school year, which emphasizes an interdisciplinary concentration in the area of mathematics and the STEAM electives.

### Strategy Rationale

To increase student engagement through interdisciplinary activities to increase student achievement in math.

<b>Action Step 1</b>	
Largo Middle School will continue to develop the STEAM attractor in the 2014-15, in effort to attract families in the community.	
<b>Person Responsible</b>	Suzanne Hedberg
<b>Schedule</b>	
<b>Evidence of Completion</b>	The master schedule in Portal

<b>Action Step 2</b>	
STEAM elective teachers will incorporate inter-disciplinary concepts, specifically mathematics, into their lesson planning.	
<b>Person Responsible</b>	Suzanne Hedberg
<b>Schedule</b>	
<b>Evidence of Completion</b>	PLC minutes Project Management Team minutes Classroom walkthroughs



***Plan to Monitor Fidelity of Implementation of G1.B5.S2***

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.

<b><i>Person Responsible</i></b>	
<b><i>Schedule</i></b>	
<b><i>Evidence of Completion</i></b>	STEAM PLC minutes Project Management Team minutes Classroom walkthroughs

***Plan to Monitor Effectiveness of Implementation of G1.B5.S2***

Students will be able to verbalize the connection between their elective coursework and mathematical concepts when the Project Management Team and/or FTLIP Intern conducts classroom visits October, 2013 through December, 2013. The FTLIP 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 FTLIP 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.

<b><i>Person Responsible</i></b>	
<b><i>Schedule</i></b>	
<b><i>Evidence of Completion</i></b>	PLC minutes math/STEAM Project Management Team minutes

**G2.** Student achievement will increase when students' social, emotional and behavioral competency and social skills are addressed.

**G2.B1** Lack of student compliance to the student code of conduct and school rules within the school setting.

**G2.B1.S1** Staff will implement a behavior plan school wide using yellow and red cards.

### Strategy Rationale

<b>Action Step 1</b>	
<p>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.</p>	
<b>Person Responsible</b>	
<b>Schedule</b>	
<b>Evidence of Completion</b>	<p>Tracking in public folder. Documentation in Outlook. Staff updates via email.</p>

<b>Plan to Monitor Fidelity of Implementation of G2.B1.S1</b>	
<p>APs will review the behavior folders located in Outlook for teacher documentation.</p>	
<b>Person Responsible</b>	
<b>Schedule</b>	
<b>Evidence of Completion</b>	<p>Classroom observations. Portal entries. Teacher/AP discussions in PLCs, email, informal verbal communication</p>

<b>Plan to Monitor Effectiveness of Implementation of G2.B1.S1</b>	
<p>The data will be pulled and analyzed by the MTSS/Rtl coach every nine weeks. The analysis will be shared with SBLT. 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.</p>	
<b>Person Responsible</b>	
<b>Schedule</b>	
<b>Evidence of Completion</b>	<p>SBLT minutes and action plan based on data.</p>

## Professional Development

**For each professional development activity identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information::**

Professional Development Table coming soon

## Technical Assistance

**For each technical assistance activity identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information::**

Technical Assistance Table coming soon

## Budget Rollup

**Budget summary data as entered into the Problem Solving section of this plan:**

Budget Rollup Table coming soon