

Pinellas County Schools

Largo Middle School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	11
III. Planning for Improvement	14
IV. ATSI, TSI and CSI Resource Review	31
V. Reading Achievement Initiative for Scholastic Excellence	31
VI. Title I Requirements	32
VII. Budget to Support Areas of Focus	35

Largo Middle School

155 8TH AVE SE, Largo, FL 33771

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Largo Middle School strives to inspire students to be internationally minded, critical thinking responsible global citizens who have a passion for lifelong learning and service.

Provide the school's vision statement.

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To the end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand the other people, with their differences, can also be right.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Liem, Alec	Principal	<p>The Principal performs responsible administrative and supervisory work in the area of instruction, personnel, curriculum, safety, budget, purchasing, public relations, plant operations, food service, and transportation. Position is responsible for the total operational management of the school. Develops, implement, and evaluates school philosophy, goals and objectives reflecting district and state goals</p> <ul style="list-style-type: none"> • Develops, implements and evaluates School Improvement Plan (SIP) and School-wide Discipline Plan • Develops and manages a Center of Excellence on the specified campus as approved by the School Board, if applicable • Develops and maintains a positive school/community climate and a safe and healthy environment. • Plans, implements, and evaluates the school instructional program based on student needs and within state and district guidelines • Plans, implements, supervises, and/or evaluates all other programs, i.e., Parent Teacher Association (PTA), School Advisory Committee (SAC), Athletics, Extra-Curricular, Co-Curricular, Booster Clubs, if applicable • Determines staffing needs including selection, supervision, staff development and evaluation of all school personnel • Disseminates and implements Pinellas County School Board policies and procedures as it relates to students staff and school community • Manages finances including the budget and record keeping processes, and inventory control of all school resources • Maintains records and necessary reports for efficient operation of school and compliance with federal, state, and local requirements • Plans and manages for efficient utilization and maintenance of the school plant • Performs other related duties as required
Black, Matthew	Assistant Principal	<p>8th Grade Assistant Principal MAJOR FUNCTION: This position is second only to the Principal in the administration of the school and serves as liaison between principal and other school personnel. DUTIES AND RESPONSIBILITIES: Oversees 8th grade discipline, ELA and PE departments, and Science and PE teacher evaluations. Responsible for bringing feedback and input from respective teachers to the leadership team. Provides feedback to teachers concerning best teaching practices. With the team, collaboratively uses data from state and district assessments and reports to help plan and implement professional development for school improvement.</p>
Lakhani, Salima	Assistant Principal	<p>7th Grade Assistant Principal MAJOR FUNCTION: This position is second only to the Principal in the administration of the school and serves as liaison between principal and other school personnel. This administrator assumes any duties assigned by the Principal and is fully responsible for the school program in the absence of the Principal. DUTIES AND RESPONSIBILITIES:</p>

Name	Position Title	Job Duties and Responsibilities
		Oversees 7th grade discipline, Social Studies/Reading/Elective departments as well as the Social Studies/Reading/Elective Teacher Evaluations. This administrator also is charged with building the Master Schedule. Responsible for bringing feedback and input from respective teachers to the leadership team. Provides feedback to teachers concerning best teaching practices. With the team, collaboratively uses data from state and district assessments and reports to help plan and implement professional development for school improvement.
		6th Grade Assistant Principal MAJOR FUNCTION: This position is second only to the Principal in the administration of the school and serves as liaison between principal and other school personnel.
Roberts, Kathia	Assistant Principal	DUTIES AND RESPONSIBILITIES: Oversees 6th grade discipline, Mathematics and ESE departments, and Mathematics and ESE teacher evaluations. Responsible for bringing feedback and input from respective teachers to the leadership team. Provides feedback to teachers concerning best teaching practices. With the team, collaboratively uses data from state and district assessments and reports to help plan and implement professional development for school improvement.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

In the initial stages of our SIP Planning for the 23-24 school year, our SBLT reviewed our data and began to provide input into our goals and action steps. As data is disaggregated, our instructional leaders on campus will provide input into the goals and action steps as well. Once the plan is finalized, SAC will have the opportunity to review, provide input and ultimately approve our SIP for the 23-24 School Year.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP Goals are monitored regularly throughout our SBLT, PLT and Subject Area PLCs via a PSW process. Action steps including data are reviewed, and adjustments are made to ensure continuous improvement. These PSW meetings are scheduled and will be updated as live documents as interventions are implemented and adjusted as needed based on the data reviewed.

Demographic Data

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Other School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	59%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	<i>Data will be uploaded when available</i>
2021-22 ESSA Identification	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2021-22: C 2020-21: B 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	115	128	108	351	
One or more suspensions	0	0	0	0	0	0	24	29	34	87	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	0	0	0	67	71	116	254	
Level 1 on statewide Math assessment	0	0	0	0	0	0	74	56	104	234	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	99	101	130	330

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Retained Students: Current Year	0	0	0	0	0	0	20	21	9	50	
Students retained two or more times	0	0	0	0	0	0	0	0	0		

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	108	99	88	295	
One or more suspensions	0	0	0	0	0	0	8	16	12	36	
Course failure in ELA	0	0	0	0	0	0	19	15	33	67	
Course failure in Math	0	0	0	0	0	0	27	29	40	96	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	74	123	84	281	
Level 1 on statewide Math assessment	0	0	0	0	0	0	92	129	131	352	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	30	43	39	112

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	23	21	30	74
Students retained two or more times	0	0	0	0	0	0	1	2	0	3

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	108	99	88	295	
One or more suspensions	0	0	0	0	0	0	8	16	12	36	
Course failure in ELA	0	0	0	0	0	0	19	15	33	67	
Course failure in Math	0	0	0	0	0	0	27	29	40	96	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	74	123	84	281	
Level 1 on statewide Math assessment	0	0	0	0	0	0	92	129	131	352	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	30	43	39	112

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	23	21	30	74
Students retained two or more times	0	0	0	0	0	0	1	2	0	3

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

District and State data will be uploaded when available.

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	36			35			42		
ELA Learning Gains	38			39			53		
ELA Lowest 25th Percentile	30			34			55		
Math Achievement*	44			38			49		
Math Learning Gains	47			37			50		
Math Lowest 25th Percentile	45			32			55		
Science Achievement*	38			35			43		

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Social Studies Achievement*	54			54			57		
Middle School Acceleration	63			54			81		
Graduation Rate									
College and Career Acceleration									
ELP Progress	46			52			42		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	441
Total Components for the Federal Index	10
Percent Tested	96
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	24	Yes	3	1
ELL	38	Yes	1	
AMI				
ASN	62			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
BLK	33	Yes	3	
HSP	41			
MUL	48			
PAC				
WHT	50			
FRL	39	Yes	1	

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	36	38	30	44	47	45	38	54	63			46
SWD	7	24	29	14	39	43	7	29				24
ELL	22	37	35	34	38	46	20	44	54			46
AMI												
ASN	70	68		61	50							
BLK	22	31	20	27	42	43	13	33	67			
HSP	31	36	33	40	43	49	35	51	49			47
MUL	48	41	36	52	46	30	42	74	64			
PAC												
WHT	42	41	35	54	51	43	55	65	73			38
FRL	29	34	28	37	43	42	30	49	58			44

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	35	39	34	38	37	32	35	54	54			52
SWD	9	29	27	11	28	28	10	29				36
ELL	21	35	36	31	34	27	17	44	18			52

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN	60	63		60	68							
BLK	20	33	32	21	28	27	14	32	50			
HSP	32	38	37	37	34	23	39	56	47			51
MUL	38	43	20	47	42		20	61				
PAC												
WHT	43	43	35	45	41	44	47	63	58			50
FRL	28	36	34	32	33	28	30	52	49			49

2018-19 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18	ELP Progress
All Students	42	53	55	49	50	55	43	57	81			42
SWD	11	45	58	23	49	46	26	23				20
ELL	23	53	57	44	52	58	17	45	80			42
AMI												
ASN	55	63		69	50		67	70	100			
BLK	24	42	48	20	36	43	29	35	73			
HSP	38	52	54	55	54	57	42	54	78			39
MUL	42	53		42	59	90	33	54				
PAC												
WHT	53	58	60	58	53	62	48	72	82			
FRL	36	50	51	43	46	50	34	50	79			35

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

School, District and State data will be uploaded when available.

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Science- This year, our 8th grade science team was impacted by staffing issues. One 8th grade class had three different teachers. The other 8th grade class has been assigned to a different teacher.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Science- (21/22- 38%, 22-23- 26%)

- Our 8th grade science team was impacted by staffing issues. One 8th grade class had three different teachers. The other 8th grade class has been assigned to a new teacher.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Science- State- 44%, LMIBWS- 26%

As listed above, there was some staffing issues within the 8th grade science courses. Paralleling that, was a lack of teaching at the standard complexity levels. We lacked consistency with teachers in the science department. We also noted that intentional remediation was not occurring/not coordinated due to change in teachers. Accumulation of the materials from 6-8 grades.

Which data component showed the most improvement? What new actions did your school take in this area?

Math- Via Title I funds, we were able to hire a math interventionist. With their work in tandem with out Math Coach and scheduling their classes strategically to support 2.1 and 2.2 students, we were able to increase proficiency and meet our SIP goal.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Science SSA

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Science
ELA/Writing

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

:

#1. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

At the end of the 2022-2023 School Year, our Attendance Rate for all students was 91.3%. We expect our attendance rate to increase to 95%. We have hypothesized that the problem is occurring because of a lack of positive reinforcements being implemented through tier-one initiatives to promote attendance. The problem will be reduced by 3.7% with the implementation of tier-one positive reinforcement initiatives.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By May 2024, our Attendance Rate for all students will increase from 91.3% to 95 (increased by 3.7%) using School Profiles report "Attendance By Timeframe and Group."

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Focus and reports in School Profiles provided by the district as well as the School Profiles attendance dashboard will be used to monitor this data. Meetings to monitor the data on a Tier 2 or Tier 3 level will happen two times per month. A committee meeting 1 x per month will discuss Tier 1 interventions.

Person responsible for monitoring outcome:

Matthew Black (blackmat@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

SMS text alerts to parents (suitable two-way contact)
Tier one positive reward activities

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

One of the six types of necessary forms of communication to promote parental involvement according to Epstein's Framework of Six Types of Involvement is: "Communicating effective, suitable two-way contact about school events and student academic or personal development and progress, and/or insight within the home environment. Third is Volunteering-organizing and participating in activities initiated by school personnel like parent-teacher and community association or generated by community members aimed at supporting students and school programs." According to TextMagic, US smartphone users send/receive five times more frequently than they make/ receive phone calls, three out of ten users would give up phone calls to use messaging, and 78% of users say they text more than they talk on the phone. Therefore, this data indicates that texting is the most suitable two-way contact method. According to Attendance Works, incentives and contests take advantage of the fact that students often respond better to positive recognition and peer pressure than they do to lectures from parents and teachers. Incentives don't need to be costly. Simple rewards like recognition from peers and the school through certificates, assemblies, or recreational time go a long way toward motivating students.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our current level of performance is 47% Mathematics Achievement, as evidenced in the 22-23 School Grades Report. We expect our performance level to be 57% by May 2024. The problem/gap is occurring because more than 50% of students, excluding Algebra and Geometry, are not meeting grade level expectations. If instruction is aligned to level 3, 4, & 5 of the Achievement Level Descriptors, student achievement will increase

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By May 2024 math proficiency rates will be increased from 47% to 57% using 2024 FAST PM 3 Data.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

FAST PM1 and PM2 data, IXL, parent communication log, cycle assessment data for Algebra and Geometry.

Person responsible for monitoring outcome:

Kathia Roberts (robertskath@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will utilize Thinking Maps® to support both teachers and students in achieving instructional alignment to the level 3, 4, & 5 of the Achievement Level Descriptors for classroom task and activities.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Thinking Maps® provide scaffolding for struggling learners to be able to access the level of rigor of a level 3, 4, & 5 of the Achievement Level Descriptors. The teachers will experience this structure by utilizing a Tree Map in their planning process to ensure task and activities meet the grade level expectations for level 3, 4, & 5 of the Achievement Level Descriptors. Students will learn and be encouraged to use various Thinking Maps® to represent their learning throughout the the practice process of instruction.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

To update families on classroom data including grades and progress making thinking visible.

Person Responsible: Kathia Roberts (robertskath@pcsb.org)

Monthly Growth Mindset activities based on student's needs

Person Responsible: Amy Little (litlea@pcsb.org)

Instructional Panning using a Tree Map to unpack the BIG-M and Achievement Level Descriptors for 3, 4, &5.

Person Responsible: Amy Little (litlea@pcsb.org)

Professional development on using a Tree Map to plan for instruction.

Person Responsible: Amy Little (litlea@pcsb.org)

#3. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our current level of performance is 26% Science Achievement, as evidenced by the 22-23 School Grades Report. We expect our performance level to be 41% by May 2024. The problem/gap is occurring because the lack of consistency in teaching to the depth of the standards. If teachers engage in professional development related to standards based instruction and increase the level of rigor in the classroom student achievement will increase.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By May of 2024 Science proficiency will increase from 26% to 41%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Mock FSSA will be used to monitor student growth.

Person responsible for monitoring outcome:

Alec Liem (liemal@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will utilize Thinking Maps ® to support teachers and students in achieving instructional alignment of the grade level standards for classroom task and activities.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Thinking Maps ® provides scaffolding for struggling learners to be able to access the level of rigor for the Science Grade Level Standards. Teachers will experience the structure by utilizing a Tree Map in their planning process to ensure task and activities meet grade level expectations. Student will represent their learning with the use of Thinking Maps ® based on the cognitive demand of the standard.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Professional development provided on standards based instruction, based on specific standards.

Person Responsible: Asaph Graham (grahamas@pcsb.org)

Utilizing standards based scales for students to track their own progress

Person Responsible: Asaph Graham (grahamas@pcsb.org)

#4. Instructional Practice specifically relating to Social Studies**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Civics performance currently stands at 57% according to the State Civics EOC. We expect our performance to increase by 10% to 67% by May 2024. The problem/gap occurring is due the fact that less than 50% of students on campus can read on grade level.

If students engage in classroom activities that align to the critical content from the benchmarks and engage in grade level content in their Reading/ELA classes student achievement will increase.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By May 2024 Civics scores will increase from 57% to 67%

By May 2024 70% of students will show learning gains in Reading/ELA.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Cycle 1 and Cycle 2 data.

Classroom Walkthroughs and Observation data

Person responsible for monitoring outcome:

Salima Lakhani (lakhanis@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Phases 4 and 5 of the Avid Note-Taking Process

Thinking Maps ® to increase student thinking and comprehension skills

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Thinking Maps ® will support teachers and students in achieving instructional alignment of the grade level standards for classroom engagements.

The AVID Note Taking process will continue to support students in digging deeper into content standards/benchmarks and continue to adjust learning.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Student data trackers based on benchmarks

Person Responsible: Salima Lakhani (lakhanis@pcsb.org)

Collaborative structures/rotations based intentionally on student data. Teachers will engage in PD during PLC with the department head (who attended district training over the summer) and will engage in training

with the SS district ISD/coaches to provide teachers with effective strategies to support collaborative structures and rotations in their classrooms.

Person Responsible: Salima Lakhani (lakhani@pcsb.org)

Levels of questioning to support student thinking process. Teachers will engage in PD during PLC with the academic school coach and the SS AP regarding use of higher order questioning to support understanding student thinking. Teachers will utilize strategies during independent and collaborative structures with students.

Person Responsible: Salima Lakhani (lakhani@pcsb.org)

#5. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our current level of performance is 36% ELA Achievement, as evidenced in the 22-23 School Grades Report. We expect our performance growth to be 70% by May 2024. The problem/gap is occurring because fewer than 50% of students are proficient. Students become less and less proficient from 6th to 7th to 8th. If teachers provide students with opportunities for productive struggle student proficiency will increase.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By May of 2024 ELA 70% of students will show learning gains.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

FAST PM1 and PM2 data, and FAST Writing Assessment

Person responsible for monitoring outcome:

Matthew Black (blackmat@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will utilize Thinking Maps® to support students in capturing their thinking to process information

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Thinking Maps® provide scaffolding for struggling learners to be able to capture their thinking and process their understanding of content, engage deeply with complex text and concepts, and organize their thoughts for writing or speaking.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Thinking Maps Training for all ELA teachers.

Person Responsible: Matthew Black (blackmat@pcsb.org)

Utilize phases 4 and 5 of the focused note taking process.

Person Responsible: Christina Stringfellow (stringfellowc@pcsb.org)

Data reflections on reading and writing assessments.

Person Responsible: Matthew Black (blackmat@pcsb.org)

#6. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

More than 50% of students with disabilities performed at a Level 1 in Math and ELA which does not meet grade level expectations. The current level of performance will be projected by a Federal Index Score on the School Report Card from Florida Department of Education.

There are 100/107 students enrolled in ELA (7%) were proficient. 80% performed at a level 1 and 13% performed at at level 2.

There are 87/100 students enrolled in Math (12.6%) were proficient. 65.5% performed at a level 1 and 21.9% performed at at level 2.

There are 6 students are enrolled in Algebra 83% are proficient and 16.6% scored a level 2.

The problem is occurring because students are not receiving adequate Specially Designed Instruction with strong Gen Ed to ESE teacher collaboration and tracking. Students do not have the skills they need to fill in the gaps and not struggle academically without support. If targeted Specially Designed Instruction is planned with collaboration between the Gen Ed and ESE teachers occur, the problem will reduce the percentage of students working significantly below grade level.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By May 2024, the percentage of students performing significantly below grade level (achievement level 1) will be reduced in reading and math by 10%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Students will be progress monitored monthly during department meeting and reported to the leadership in SBLT meetings using benchmarking data for core content areas.

Person responsible for monitoring outcome:

Chrystelle Marshall (marshallch@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

To better target Specially Designed Instruction teachers will use learning strategies from the Strategic Instruction Model to remediate primary math skills.

To increase student literacy proficiency, ESE teachers will utilize Thinking Maps during Specially Designed Instruction targeting specific deficit skills.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

If the ESE teacher and Gen Ed teacher have a strong working relationship with effective SDI instruction, then the ESE students performing significantly below grade level will decrease in ELA and Math.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

To use a tracker to monitor student accommodations

Person Responsible: Kathia Roberts (robertskath@pcsb.org)

Professional development on UDL

Person Responsible: Kathia Roberts (robertskath@pcsb.org)

Professional Development on SDI

Person Responsible: Kathia Roberts (robertskath@pcsb.org)

ESE will common plan with Gen Ed Teachers

Person Responsible: Kathia Roberts (robertskath@pcsb.org)

#7. ESSA Subgroup specifically relating to English Language Learners**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our current level of performance is 20% based on the Federal Index. We expect our performance level to increase to 41% by May of 2024. The gap is occurring because of gaps in vocabulary acquisition and retention. If explicit instruction of academic vocabulary words using definitions, visuals (Thinking Maps), examples and non- examples would occur, the problem would be reduced by 21%

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By May of 2024 the Projected Federal Index will be increased from 20% to 41% using standardized assessments offered in May of 2024.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We project using the Fall-Winter-Spring F.A.S.T. data to monitor the benchmark cluster score for vocabulary. Benchmarking will occur Fall-Winter-Spring.

Person responsible for monitoring outcome:

Susan Wannemacher (wannemachers@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Explicit Vocabulary Instruction, Thinking Maps implementation

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Research supports the explicit instruction of academic vocabulary words for English Language Learners by using definitions, visuals, Supporting Research. Research supports the explicit instruction of academic vocabulary words for English Language Learners by using definitions, visuals, examples and non-examples, as well as the explicit instruction of word learning strategies using context clues, identifying cognates, utilizing a dictionary, etc.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#8. ESSA Subgroup specifically relating to Economically Disadvantaged**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our current level of performance 31% as evidence in Federal Index. We expect our performance level to be 45% by May of 2024. The problem/ gap is occurring because students have supply needs and lack study skills. If we are ensuring student needs are being met, the problem would be reduced by 14%.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By May 2024 the Federal Index will be increased from 39% to 45% using FAST Assessment Data.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Monthly progress monitoring will occur using: F.A.S.T. progress monitoring data, attendance, ELP attendance, content area assessments

Person responsible for monitoring outcome:

Chrystelle Marshall (marshallch@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Ensuring students have academic strategies and needs met to be successful

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students will be able to better focus/study if they have all the necessary resources and skills.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Identify students who are economically disadvantaged and who show a need for academic supports.

Person Responsible: Chrystelle Marshall (marshallch@pcsb.org)

Meet with the learners to evaluate needs lacking and supply resources.

Person Responsible: Chrystelle Marshall (marshallch@pcsb.org)

Created a targeted invite plan to bring student with academic study skill needs to ELP.

ELP teachers explicitly teach study skills for students to use at home with varying levels of support.

Person Responsible: Kathia Roberts (robertskath@pcsb.org)

Monitor student attendance at ELP.

Person Responsible: Kathia Roberts (robertskath@pcsb.org)

#9. ESSA Subgroup specifically relating to Black/African-American**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our current level of performance is 28% as evidence in the Federal Index. We expect our performance level to be 41% by May of 2024. The problem/gap is occurring because students do not feel represented. If mentoring groups where students are the majority occur, the problem would be reduced by 13%.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By May 2024 the Federal Index will be increased from 28% to 41% using the standardized test data.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Monthly monitoring will occur using F.A.S.T. progress monitoring data, content area assessments, and attendance.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Mentoring groups where students who are black are in the majority

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

When students have an opportunity to be in the majority with positive adult support they are better able to enter the zone of proximal development and be risk takers.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Identify 7th grade students, create groups and a schedule. Create a curriculum for engagement with the group with an emphasis on problem-solving issues around learning best practices, adult student interactions and support as well as growing the students leadership skills. With the hope this group of 7th grade students next year in 8th grade will be the mentors for the 6th grade community. Recruit and Train Mentors that identify from the same community as the learners to maintain and encourage the majority environmental safety.. Monitor the progress of the learners and the community through viewing students benchmarking assessments to see if the achievement gap between black and non-black peers decreases.

Person Responsible: Chrystelle Marshall (marshallch@pcsb.org)

#10. ESSA Subgroup specifically relating to Multi-Racial**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our current level of performance is 34% as evidence in the Federal Index. We expect our performance level to be 44% by May of 2024. The problem/gap is occurring because students do not feel represented. If mentoring groups where students are the majority occur, the problem would be reduced by 13%.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By May 2024 the Federal Index will be increased from 34% to 44% using the standardized test data.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Monthly monitoring will occur using F.A.S.T. progress monitoring data, content area assessments, and attendance.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Mentoring groups where students who are black are in the majority

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

When students have an opportunity to be in the majority with positive adult support they are better able to enter the zone of proximal development and be risk takers.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Identify 7th grade students, create groups and a schedule. Create a curriculum for engagement with the group with an emphasis on problem-solving issues around learning best practices, adult student interactions and support as well as growing the students leadership skills. With the hope this group of 7th grade students next year in 8th grade will be the mentors for the 6th grade community. Recruit and Train Mentors that identify from the same community as the learners to maintain and encourage the majority environmental safety.. Monitor the progress of the learners and the community through viewing students benchmarking assessments to see if the achievement gap between multi-racial and non-multiracial peers decreases.

Person Responsible: Chrystelle Marshall (marshallch@pcsb.org)

#11. ESSA Subgroup specifically relating to Hispanic**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our current level of performance is 28% as evidence in the Federal Index. We expect our performance level to be 41% by May of 2024. The problem/gap is occurring because students do not feel represented. If mentoring groups where students are the majority occur, the problem would be reduced by 13%.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By May 2024 the Federal Index will be increased from 28% to 41% using the standardized test data.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Monthly monitoring will occur using F.A.S.T. progress monitoring data, content area assessments, and attendance.

Person responsible for monitoring outcome:

Chrystelle Marshall (marshallch@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Mentoring groups where students who are black are in the majority

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

When students have an opportunity to be in the majority with positive adult support they are better able to enter the zone of proximal development and be risk takers.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Identify 7th grade students, create groups and a schedule. Create a curriculum for engagement with the group with an emphasis on problem-solving issues around learning best practices, adult student interactions and support as well as growing the students leadership skills. With the hope this group of 7th grade students next year in 8th grade will be the mentors for the 6th grade community. Recruit and Train Mentors that identify from the same community as the learners to maintain and encourage the majority environmental safety.. Monitor the progress of the learners and the community through viewing students benchmarking assessments to see if the achievement gap between hispanic and non-hispanic peers decreases.

Person Responsible: Chrystelle Marshall (marshallch@pcsb.org)

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

N/A

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Grades 3-5 Measurable Outcomes

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs**Description:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring****Title I Requirements**

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

6th Grade- Back to School Night- 8/7/23

7th/8th Grade- Back to School Night- TBD

Annual Title I Meeting

Missed Meeting Notification

Title I Table- Front Office

Online Recording of Annual Title I Meeting

SAC Meetings

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Largo Middle IB World School believes in involving parents in all aspects of its Title I programs, therefore our school will encourage parents to become active members of our School Advisory Council (SAC). More than 50 percent of the members of the SAC are required to be parent (non-employee) representatives. The SAC has the responsibility for developing, implementing, and evaluating the various school level plans, including the School Improvement Plan (SIP) and the Family and Parent Engagement Plan (FPEP). Therefore, parents will be provided opportunities to give input in the development and decision-making process of all Title I activities related to the school. An annual evaluation will be conducted using surveys completed by stakeholders. The results will be analyzed to evaluate the effectiveness of the school's parent involvement program. Parents may request additional support either directly through their child's teacher or grade level administrator. A parent may also request support during regularly scheduled SAC or PTSA meetings. At the end of the school year parents will receive a survey to provide input regarding school programs pertaining to parental involvement.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESSA 1114(b)(7)ii)

Largo Middle School will provide information to parents regarding Title I programs in a timely manner using various methods of communication including meetings, letters home, the school messenger, email, the school marquee, social media and the school website. At the Back-2-School Night / Annual Title I Meeting, information about Title I programs, curriculum, and academic assessments will be shared in a general meeting. Teachers will maintain sign-in sheets and provide a copy to the Title I coordinator who will also maintain documentation on the dissemination of information, distribution methods, and timelines. Parents will receive a response form to complete to provide input or to ask questions. The assistant principal/title 1 coordinator will respond to all questions left. If a parent is unsatisfied with the school-wide program plan under Section 1114 (b)(2), they will be asked to provide their comments to the Principal who will then provide the comments to the Title I office. Up-to-date information will also be kept

at the "Parent Station" located in the front office for parent convenience.

Assist parents and students with school-wide and classroom expectations so that their child(ren) will be successful during and after school. Provide school-wide tours, introduce teachers and school staff, available community resources will be available for families, school club coordinators will be on hand for sign up and questions. Parents will be encouraged to contact teachers and teachers to contact parents to ensure a relationship between school and family allowing for increased student achievement.

Largo Middle School will make the Family and Parent Engagement Plan (FPEP) available to parents in English and Spanish on the school's website. A hard copy of the plan will be housed in the "Parent Station" located in the front office and will be copied upon parent request. Written communication may be requested to be translated in languages other than English. Upon parent request, a translator will be made available at parent meetings and in the school office to provide translation services to ensure that parents are able to fully participate in parent meetings. American Sign Language (ASL) translation services will also be made available upon parent request. During meetings teachers/staff also use Lion Bridge as a resource to communicate with families speaking languages other than English to ensure parental understanding and involvement. Our school staff speaks various languages and are always available to help translate information to parents in their native language. During school events parents with disabilities will have access to parental activities as the school is equipped for wheelchair accessibility in the parking lots and throughout the school campus. Largo Middle School has a transient population and we are always striving to provide opportunities for all our families hence the various mediums available to parents to ensure they receive school/district information regularly. Largo Middle School has bilingual assistants on campus as well as an ESOL teacher who continually work with families and provide information (through the support with the district ELL office) in their mother tongue, as necessary.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

NA

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

NA

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

NA

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

NA

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

NA

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Math	\$0.00
3	III.B.	Area of Focus: Instructional Practice: Science	\$0.00
4	III.B.	Area of Focus: Instructional Practice: Social Studies	\$0.00
5	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
6	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
7	III.B.	Area of Focus: ESSA Subgroup: English Language Learners	\$0.00
8	III.B.	Area of Focus: ESSA Subgroup: Economically Disadvantaged	\$0.00
9	III.B.	Area of Focus: ESSA Subgroup: Black/African-American	\$0.00
10	III.B.	Area of Focus: ESSA Subgroup: Multi-Racial	\$0.00
11	III.B.	Area of Focus: ESSA Subgroup: Hispanic	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No