

Largo High School

Bradley W. Finkbiner, Principal

Creating Lifelong Learners via:
ExCEL Magnet Program
International Baccalaureate
Magnet Program
Traditional High School Program

September 2, 2015

School Improvement Plan

Executive Summary

Largo High School has 1672 scholars currently enrolled in grades nine through twelve. We have four administrators, seventy-eight teachers, and fifty-three support staff.

The mission statement of Largo High School is to provide positive rigorous instruction designed to empower students' learning and success in post-secondary endeavors promoting civic engagement, global understanding, and a respect for individuals and societies.

To accomplish this mission, Largo High has one overriding "Why" goal, "To meet the needs of every child".

We have also added

1. Reading/Writing Goal

- a. Develop processes to ensure each scholar has the opportunity to improve their reading/writing skills. We will accomplish this goal by using reading/writing strategies across all curriculums. We hope to have at least a 10% increase from last year's scores from 56% to 66%. This would ensure LHS scores above the state and district average.
- b. World History teachers will use DBQ's during the school year to ensure support for our 10th grade scholars.
- c. The literacy team will offer best practice strategies to the entire staff monthly to offer support across all curriculum.

2. Math Goal

- a. Raise the % passing rate on the algebra 1 EOC by 20%. The successful completion of this goal would put LHS above the district average.
- b. Raise the % passing rate on the geometry and Algebra 2 EOC by 5%. (Based on an average movement of 2-3% in most schools from year to year.)
- c. Post-secondary readiness of 90% for those taking the PERT or SAT or ACT
- d. Ensure the Algebra I graduation requirement is met by all seniors.

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3. Science Goal

- a. To improve the Biology EOC pass rate to the district average or increase the Biology EOC pass rate by 10%. This will allow LHS to have successful scores above the state and district average.
- b. Advanced Placement scholars will have over 50% success rate in Science courses

4. CTE Goal

- a. To triple the number of industry certifications during the 2015-2016 school year.
- b. Begin the process of developing a wall-to-wall academy model to be instituted for the 2016-2017 school year.
- c. Each developed academy will have an advisory board established by the end of this current school year.

5. Social Studies Goal

- a. To have 80% of our students meet their EOC goal in all social studies classes
- b. Advanced Placement classes, 50% of the students will score a 3 or higher on their AP exam.

6. Eliminate the Achievement Gap

- a. Monitor the gap between black and non-black scholars to our AMO 2015 targets
- b. Graduation rate for our black scholars to be equal to or above the total school graduation rate.

7. Establishment of a 9th grade Academy

- a. Ensure the successful transition into high school.
- b. Embed study habits to ensure 9th grade scholars and to guide the development of a 10 year plan which includes success in high school, post-secondary, and careers.

8. Reduce the number and percent of discipline incidents for each student subgroup by 40%

9. Increase parental involvement hours by 30% representing 50% of our schools population.

The core instructional and monitoring strategies included in our action steps are:

- The MTSS team oversees the implementation of early-warning systems to allow instructional staff to access resources of support for our scholars. The team will also access the grade level cohort PLC's to develop specific strategies for scholars in need.

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- The PLC's surrounding EOC's follow the state recommended standards. The Literacy team develops strategies aligned with the standards to all curriculum to implement throughout their subject area strategies.
- The staff is embedding personalized learning strategies to all of their scholars. At the end of each nine weeks, the staff will be given a grade breakdown and the opportunities to reflect on how to adjust any teaching strategies needed.
- LHS has embedded digital learning into all curriculum. Using technology students are exposed to daily allows them the options to expand their learning opportunities.
- In school credit recovery courses will be offered during the school day, as well as, after school and weekends. LHS also supports an off-campus program for tutoring and credit recovery.
- LHS is implementing an Alternative Bell Schedule for those students who have behavior issues. These students will also have the opportunities to use this time to make up any work missed. This is in lieu of out-of-school suspensions.
- AVID WICOR strategies will be a regular part of lesson strategies. Monthly training sessions on different AVID strategies will be provided for the staff. A PLC for this group will be developed to act as a resource for all staff.
- Each assistant principal has been assigned to a grade-level cohort. Once per month, a grade level cohort meeting will be held to discuss scholars who are struggling. This will be a portion of the MTSS program to ensure all scholars are monitored.
 - Scholars, who fall off track, will be determined by an early-warning system and referred to the MTSS team which includes the social worker and psychologist.
- Provide in-class modeling and coaching on a bi-weekly basis with district coaches in subject areas needed.
- Use data to differentiate and scaffold lesson planning and instructional strategies.
- Use research based strategies which include: 5E, Gradual Release, Text Dependent Questioning, Collaboration, Speaking and Listening, Content Enhancement, NG-CARPD, and AVID.
- Conduct data chats with scholars to support with goal-setting based upon data and develop individual plans. Future Plans through the guidance department will be used to expedite this process.
- Professional development includes the use of the literacy team to include reading/writing strategies across the curriculum.
- Professional Learning Communities will meet monthly to conduct data chats for specific EOC's, Grade Level Cohorts, and specialized PLC's to support scholars.

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- Our parent involvement efforts are a challenge for our school as many parents work during the day. We do have a booster club for our IB program and an advisory board for our ExCEL magnet program. Largo High hosts PTSA meetings each month. We also have an African-American Council of parents which meets every two months. In this meeting, strategies to reach out to all parents are discussed and a school-wide speaker list is support all students but focus on minorities.

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